

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Preparing youth to be responsible citizens and productive members of the workforce

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%	100%	0%	
	Total	100%	100%	0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	60.0	3.0	0.0	0.0
Actual Paid	99.5	6.0	0.0	0.0
Actual Volunteer	0.0	22.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
1080022	317421	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1080022	186975	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Life skills developed in youth through subject matter experience

1. Youth participate in at least 6 hours of learning 4-H subject matter during the year through 4-H club projects, classroom, afterschool or camping experiences.
2. 4-H Youth participate in beyond Club/ Classroom Experiences such as residential camp, leadership trainings, workshops and experiences, day camps, and structured educational events / activities. Additional educational methods include: camp counselor training, judging/exhibit workshops, training clinics, youth leadership council, demonstration/project portfolio workshops, recognition programs, community service projects, and county fair experiences.

Organizational strategies and learning environment for youth programs

4-H Clubs: 1. Training volunteers on elements that contribute to club charter, risk management, affirmative action compliance, quality programming, fiscal management, etc.; 2. Quality management of chartering process; 3. Training clubs to demonstrate excellent in recognition standards, marketing, and community service.

4-H In the Classroom: 1. Classroom teachers and/or volunteers are trained and receive curriculum and training to teach students in subject matter area; 2. Students learn 4-H subject matter area during the school year; 3. 4-H marketing materials on subject matter areas & other delivery systems are created and distributed to teachers and students.

4-H Residential / Day Camping: 1. Camp committees plan, implement, and evaluate quality camp experiences focused on subject matter and life skill development; 2. Teens will actively participate in and complete 24 hours of Camp Counselor training; 3. Subject matter presentations will be delivered/experienced at residential and day camps.

Advisory Committees

1. Community networking for membership. Needs assessment. Handbook development, training in youth program organization.

2. Training of committee members throughout the year. Follow-up and support for members with focused responsibilities.

Expansion and Review Committee

1. Utilize personal and ethnic marketing strategies to reach underserved audiences.
2. Committee training for member which outlines the function of the committee.
3. Agent training to assist agents in developing this committee.

Volunteer Development

- Workshops and activities will be completed related to child protection
- Orientation and training workshops and seminars will cover topics in youth development, organizational culture and strategies, recognition, youth project study areas, access & equity, youth program development, and partnerships
- Field and office consultations will be planned for volunteers with expanded roles.
- Project training workshops/seminars will be held.
- Volunteers will be sustained, supported, and recognized for their work.

2. Brief description of the target audience

- Youth ages 5-18 enrolled in Florida 4-H programs
- Adult and youth volunteers in the 4-H program
- Florida families with youth enrolled in the 4-H program between the ages of 5 and 18
- Parents and grandparents of youth ages 5-18 in the 4-H program
- Teens (14-18) in the 4-H program
- Adults interested in engaging in positive youth development

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	824002	1960991	0	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year: 2014

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2014	Extension	Research	Total
Actual	23	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Change in Knowledge Life Skills Developed in Youth Through Subject Matter Experiences
2	Change in Behavior Life Skills Developed in Youth Through Subject Matter Experiences
3	Change in Condition Life Skills Developed in Youth Through Subject Matter Experiences
4	Change in Knowledge Organizational Strategies and Learning Environments for Youth Programs
5	Change in Behavior Organizational Strategies and Learning Environments for Youth Programs
6	Change in Condition Organizational Strategies and Learning Environments for Youth Programs
7	Change in Knowledge Volunteer Development and Systems to Support Youth
8	Change in Behavior Volunteer Development and Systems to Support Youth
9	Change in Condition Volunteer Development and Systems to Support Youth

Outcome #1

1. Outcome Measures

Change in Knowledge Life Skills Developed in Youth Through Subject Matter Experiences

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	83132

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Science, Technology, Engineering and Math (STEM) education is priority as the U.S. faces increasing global competition to contend with a diminishing supply of scientists to meet those needs (Derrick, 2014). The fastest-growing occupations require background in STEM (Benge, 2014); however, only 45 and 30 percent of high school graduates were ready for college level math and science, respectively (National 4-H Council, 2011). Only 20% of Florida's college graduates earn degrees in science and engineering, further demonstrating a threat to the U.S. ability to compete in a global economy (Dillard, 2014).

What has been done

Over 1550 youth ages 8-18 participated in Florida 4-H STEM robotics education. This education was provided through clubs, day camps, residential camps, workshops and classes. Ninety-two days of STEM robotics workshops, day camps, and classes were offered to youth who were not enrolled in 4-H robotic clubs. These sessions served 877 youth with an average of 24 hours of direct STEM education. Also, 13 new STEM related clubs that conducted robotics education were chartered in Florida 4-H in 2014. The 4-H Tech Wizards program targeted hundreds of youth who reside in disadvantaged neighborhoods meet at least once weekly with their mentor and become part of 4-H technology clubs. Principal partners for the 4-H robotics camps, clubs and programs include the U.S. Office of Juvenile Justice and Delinquency Prevention, SeaPerch Technologies, Lockheed Martin, and National 4-H Council.

Results

A majority of youth participating in these camps and clubs reported they agreed or strongly agreed that their confidence increased in their ability to participate in science projects or activities.

In a county survey of 14 robotics club programs, 100% of youth indicated they could build something mechanical that works; 82% indicated increased confidence in their ability to participate in math activities; 91% indicated an increased confidence in their ability to participate in science activities; and 91% indicated they would consider a career in a science, technology, engineering or math (STEM) related field after participating (Kent, 2014).

Survey data from several STEM 4-H programs in a Florida county's Northwest district indicated a significant number of youth wish to pursue science careers, want to participate in more science based projects and are learning science related skills they were not exposed to before their 4-H STEM experience (Dillard, 2014).

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Change in Behavior Life Skills Developed in Youth Through Subject Matter Experiences

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	48158

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Middle school time is a time of physical change, emotional development and a greater awareness of self. Success in middle school is dependent upon life skills that build self-esteem, civic pride, and leadership.

What has been done

DeSoto and Charlotte County 4-H Programs joined together to offer a new program, The Bella Ragazze Project, designed for girls of middle school age to offer them an opportunity to learn and

practice life skills that would make the middle schools years easier to navigate. Seven girls were chosen from each county to participate in the initial program. Middle school guidance counselors assisted with the selection of the participants. The meeting location rotated between the two counties, giving each group a chance to host the other. Included in the bi-weekly meetings were classes on: communication skills, peer pressure and bullying, handling stress, self-defense, money management, nutrition for their age group, personal body care, food preparation, etiquette, wardrobe building and clothing care, job interviews and how to present themselves, and civic engagement. For civic engagement, the participants worked as county teams to identify an issue for youth in their county and in their age group. They prepared presentations on how they, as citizens, could help to address that issue. The issues they selected were use of tobacco products and fighting in schools.

Results

The Bellas completed a community service activity with the Redlands Christian Migrant Association day care. After their lesson on dental hygiene, the girls prepared a lesson for the preschoolers on how to take care of their teeth. They taught the day care youth a song about brushing their teeth and gave each youth a new toothbrush. Evaluations conducted at the beginning and end of program evaluations showed participant gains in self-esteem, civic pride and leadership skills.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Change in Condition Life Skills Developed in Youth Through Subject Matter Experiences

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	19531

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Florida's youth, particularly limited resource youth, face unique challenges affiliated with adulthood. Youth development programs are critical for these youth to successfully face these challenges by empowering them to embrace a higher level of thinking through leadership development, life and healthy living skills and science-based educational opportunities.

What has been done

The delivery of FAMU youth programs takes on various forms, including nutrition education at schools as an enrichment of the curriculum, after-school care programs, community groups and garden-based learning opportunities. In addition to lessons on nutrition, food preparation, and food safety, youth topics may also include related topics, including physical activity and health.

Results

Pre and posttest comparison of selected FAMU 4-H youth participants' skills before and six months after training showed statistically significant improvement in caring, critical thinking, decision-making, and self-efficacy for healthy eating skills. 70% improved their skills in decision-making. 61% improved in critical thinking, and 63% improved in self-efficacy for healthy eating. A majority of the participants indicated that the training changed their perception about eating and making healthier choices.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Change in Knowledge Organizational Strategies and Learning Environments for Youth Programs

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Change in Behavior Organizational Strategies and Learning Environments for Youth Programs

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	2528

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Science, Technology, Engineering and Math (STEM) increasingly is emphasized as an important learning component for American youth in an effort to prepare them for the 21st century workforce. Youth have a fascination and therefore identify with robots. This makes them naturally engage in the teaching and learning of robotics. The technology of robotics can help youth translate abstract math and science concepts into concrete real-world applications. Immokalee youth want to learn all about Robotics ? how to build and how to program, but their leader didn't know have the time or the knowledge to help them.

What has been done

Two ?EV3 Robotics? trained Collier County volunteers stepped up to help make the training a reality. The youth met with the trainers for six weeks for two hours a week. They started with building the robots and then moved into the educational programming. One of the volunteers worked with computers her whole career and the other was a high school science teacher, together they challenged the youth through different Extension program activities at three different levels.

Results

100 % of the youth completed the building of the robots, 100 % of the youth could program their robots to complete the Level 1 course. 83 % of the youth could program their robots to complete the Level 2 course, while 50% of the youth could program their robots to complete the Level 3 course.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Change in Condition Organizational Strategies and Learning Environments for Youth Programs

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Change in Knowledge Volunteer Development and Systems to Support Youth

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	4368

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth need positive, experiential learning environments provided by 4-H volunteers. These learning environments provide an opportunity to develop the essential elements youth need to successfully emerge into adulthood. Retention of volunteers that provide these opportunities for youth is vital to the success of 4-H. A Stanford University study reveals that the cost of losing a volunteer after the first year can be as much as \$13,000 (Eisner, Grimm, Maynard & Washburn, 2009). Mismanagement of volunteers, including insufficient and ineffective training reduces volunteer capacity and satisfaction (Fahey, Walker, & Lennox, 2014). Training, like Make a Difference Monday, increases the capacity of 4-H volunteers to be successful in their role. Volunteers that feel they are successful in their role have higher levels of satisfaction. UF\IFAS research shows that volunteer satisfaction is directly related to retention (Terry, et al., 2013).

What has been done

Over 9,000 volunteers participated in youth development orientation and training programs in 2014. Orientation and training was provided through workshops (6,629), office visits (13,272), and educational materials prepared (1,760). Additionally, orientation and training was available in online formats.

Make a Difference Monday is a series of six statewide trainings for 4-H volunteers. More than 500 volunteers representing 20 counties participated in an online learning environment. Six hours of training focused on promoting 4-H club leadership, cooperation, and teamwork; risk management; preparing youth for leadership roles; and creating a sense of belonging in an inclusive environment.

Results

Evaluation of training programs showed that 88% of the volunteers increased their knowledge of positive youth development. Follow-up evaluations revealed that 77% of the 6,605 volunteers implemented these practices in their volunteer role. When volunteers were asked, 57% of the more than 4,000 volunteers suggested that the youth program that they were involved with improved.

An example of the positive impact of training was revealed in the evaluation of volunteers participating in the Make a Difference Monday training series. In each of the sessions, evaluations showed at least a 40% increase in their understanding of 4-H club leadership, cooperation, and teamwork; risk management; preparing youth for leadership roles; and creating a sense of belonging in an inclusive environment. When asked whether they would use the information, 95% of volunteers indicated that they would apply these concepts in their 4-H role.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Change in Behavior Volunteer Development and Systems to Support Youth

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	2528

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Environment-based education emphasizes specific critical thinking skills key to sound science such as: questioning, investigating, forming hypotheses, interpreting data, analyzing, developing conclusions, and solving problems (Archie, 2003). Other studies revealed that proximity to nature, access to views of nature, and daily exposure to natural settings increases the ability of children

to focus and improves cognitive abilities (Wells, 2000), and that children who experience school grounds or play areas with diverse natural settings are more physically active, more aware of good nutrition, more creative, and more civil to one another. (Bell, 2006). These finding show how environmental education can improve one?s health and overall skill set, contributing to a better society.

What has been done

The annual, week-long Teacher Training workshop is offered to current and aspiring elementary school teachers in the Tampa Bay area with a focus on environmental education. Train-the-trainer programs like the ECO Teacher Training Workshop serve as a valuable tool to reach more clients though participants? interactions with their students and colleagues. Environmental education makes teaching and learning fun while instilling environmental stewardship in youth.

Results

Three-month follow-up evaluations of the workshops revealed that 88% of respondents have implemented at least one lesson plan they created or utilized from the materials they received at the Workshop. 74% of those have conducted 2 or more, reaching over 600 students. Regarding the materials they received at the training, 57% have already reached out to contacts and online resources provided to them during the training, and 91% have shared the information/resources with their colleagues reaching over 81 people including administrators, staff, other teachers, friends, and interns.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

Change in Condition Volunteer Development and Systems to Support Youth

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Many parts of the state are still struggling due to the economy. This leads to greater numbers of people in need of help. Controversial issues such as climate change and GMOs take additional time and care when building relationships and trust with clientele, partners, and other stakeholders. Cuts to the university budget in year's past continue to have some

impact. We are in the process of evaluating our Extension staffing needs statewide to ensure we are using our human resources most efficiently.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

UF and FAMU's key evaluations, both quantitative and qualitative, are reported under the State Defined Outcomes section. Ideally, we would like to have statewide data on more focused, key indicators. UF/IFAS is currently working on an "Extension Toolbox" in Qualtrics that will store common survey instruments and questions for all our major planned programs to be used by UF and FAMU Extension county faculty and state specialists. This will greatly improve our ability to gather statewide data on programs related to youth development.

Key Items of Evaluation

4-H participates in the Common Measures initiative to gather national data on youth. In the statewide survey of 4-H seniors, the impact of the 4-H experience was very positive:

- 84% of respondents agreed they learned things that helped them make a difference in the community.
- 84% participated in community service projects through 4-H
- 96% said they gained skills through serving their communities that will help them in the future
- 95% said they can apply knowledge in ways that solve real-life problems through community service
- 97% said that they really care about their communities
- 98% said that they respect people from other cultures
- 95% are interested in careers that help others