

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

4-H and Youth Development

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
801	Individual and Family Resource Management	25%			
802	Human Development and Family Well-Being	25%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	25%			
806	Youth Development	25%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	2.0	0.0	0.0	0.0
Actual Paid	3.2	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
188345	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
94172	0	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

To achieve the 4-H program ultimate goals the following activities will be conducted based research proven and curriculum adopted Experiential Learning Model promoting life skills.

- 5 new 4-H Clubs will be organized and supported annually,
- 15 4-H school enrichment programs will be established and later chartered as 4-H Clubs,
- 10 special interest/short-term programs/Day Camps and 5 overnight camps will be conducted,
- 10 School-Aged Child Care Education Programs will be offered yearly,
- 5 technology related workshops will be conducted and
- 2 planned workshops for 4-H individual study/mentoring/family learning activities will be implemented.

2. Brief description of the target audience

Primary target audience includes children and youth in the community, public/private/military schools as well as their families/teachers/educators and organizations that requested our service in a collaborative manner. Extension continues its efforts to reach the population who are under-served. This year 4H partnered with the Guam Department of Education's Federal Programs providing life skills workshops to students whose first language is other than English, students who are primarily from the Federated States of Micronesia. We have established a partnership with JP Torres Alternative School dealing with high-risk students. We collaborated with Department of Youth Affairs to initiate programs and life skills to promote career path of clients. Our 4H program is working closely with senior citizens division from our villages to promote youth and adult interaction.

3. How was eXtension used?

eXtension was used as a reference in developing and aligning our outreach program for youth at risk.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	642	991	3406	2671

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	4	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- (1) # of club members

Year	Actual
2014	934

Output #2

Output Measure

- (2) # of volunteer leaders

Year	Actual
2014	167

Output #3

Output Measure

- (3) # of workshops

Year	Actual
2014	101

Output #4

Output Measure

- (4) # of brochures

Year	Actual
2014	4

Output #5

Output Measure

- (5) # of surveys

Year	Actual
2014	2

Output #6

Output Measure

- (6) # of media articles and promotions

Year	Actual
2014	7

Output #7

Output Measure

- (7) # of focus group

Year	Actual
2014	2

Output #8

Output Measure

- (8) # of volunteers trained

Year	Actual
2014	71

Output #9

Output Measure

- (9) # of extension staff trained

Year	Actual
2014	21

Output #10

Output Measure

- (10)# of collaboration established

Year	Actual
2014	28

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	(1) Number of youth through communication and expressive arts programming demonstrate increased self efficacy in public speaking, presentations, visual arts and performing arts
2	(2) Number of youth participants in 4H natural resources and environmental education programs demonstrate environmentally responsible behavior
3	(3) Number of youth participants who study plant, soil and entomology learn the interconnectedness of organisms and their environment
4	(4) Number of youth reporting positive attitude change and/or aspirations about learning and careers in a 4-H project area
5	(5) Number of youth increasing participation in science and technology educational programming/clubs
6	(6) Number of volunteers completing a training program and successfully leading a program, activity, event or club
7	(7) Number of youth indicating increased knowledge/skills related to economic education and/or entrepreneurship
8	(8) Number of youth indicating knowledge and/or skills related to leadership
9	(9) Number of youth reporting positive attitude change and/or aspiration related to volunteering and community service

Outcome #1

1. Outcome Measures

(1) Number of youth through communication and expressive arts programming demonstrate increased self efficacy in public speaking, presentations, visual arts and performing arts

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3406

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Communication and expressive arts programs promotes effective communication, public speaking, citizenship skills, build leadership and personal development, increases community/volunteer services, and civic engagement. These programs help youth express themselves, increase self-confidence, develop good self-esteem, additionally the programs increase knowledge in critical thinking, decision making, goal setting, and problem solving. These are identified essential skills in youth development as youth prepare to enter into the workforce. Through these workshops youth were able to experience Mastery, Belonging, Independence, and Generosity. Each youth need to involve in these elements to become better citizen.

What has been done

workshops conducted with the total of 3,406 youth participating in the life skills sessions that increased their knowledge and skills in communication and expressive arts.

Results

3,406 participated in civic engagement, 996 learned skills in community/volunteer service, 2685 increased their leadership and personal development skills, and 3,406 increase their communication skills and participate in expressive arts and STEM.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and

806 Communities
Youth Development

Outcome #2

1. Outcome Measures

(2) Number of youth participants in 4H natural resources and environmental education programs demonstrate environmentally responsible behavior

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	2361

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is essential that youth take part in becoming leaders in our community and environmental issues. Sustainable community depends on our youth partnerships and leadership development. Youth need to understand the linkages between natural resources and environmental education program. By involving youth in ecological projects, they increase their sense of ownership, citizenship, and environmental stewardship.

What has been done

A number of workshops were conducted to increase their knowledge and skills in natural resources and environmental education programs.

Results

2361 youth participants in the 4H natural resources and environmental programs increased their knowledge and demonstrated learned skills in environmental education programs including responsible behavior.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and

806 Communities
Youth Development

Outcome #3

1. Outcome Measures

(3) Number of youth participants who study plant, soil and entomology learn the interconnectedness of organisms and their environment

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	2361

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth who participated in school gardening (eg. in the classroom) curriculum developed positive self-esteem, increased nutritional habits, developed leadership skills, increased awareness and appreciation for the nature and the environment, increase a sense of healthy-lifestyles, and increased science skills. Youth gained an understanding of value of food, food processing and preparation as it related to healthy living. Youth outdoor activities increased their physical well-being.

What has been done

Workshops were conducted in the schools and 4H Clubs that helped increased youths knowledge and understanding of plants, soils, consumer sciences, food processing and preparations. Additionally, youth learned about the science of entomology and how insects play a major role in our environment connectedness

Results

2,361 youth learned new science skills and increased their knowledge with regard to plants, soil sciences, and how the sciences of entomology is interconnected to organisms and environment.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #4

1. Outcome Measures

(4) Number of youth reporting positive attitude change and/or aspirations about learning and careers in a 4-H project area

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	1045

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

An essential element in youth development is independence. A skill that motivates youth to become critical thinkers, problem solvers, and good decision makers. To achieve these, CNAS provides opportunities for the youth to engage in learning that motivates them to be masters of the skills and practice learned skill through community services and citizenship activities. CNAS promote different youth career path opportunity to middle and high school students.

What has been done

A number of workshops were conducted to help youth increase their knowledge and skills in critical thinking, problem solving, and good decision making. Youth reported positive attitude and/or aspirations about learning and career identification in 4H project area.

Results

1045 youth increased their knowledge and changed their attitudes with regard to career choice and overall outlook of the future.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #5

1. Outcome Measures

(5) Number of youth increasing participation in science and technology educational programming/clubs

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3406

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In partnership with our local education department and 4H military project, a demand for science, engineering and technology has been addressed. Resources identification and sharing had equipped our 4H staff to deliver needed life skills activities that serviced SET programs. Our young people must learn life skills in SET in order to be competitive in job market. College and career path had been developed to promote entrepreneurship in STEM.

What has been done

124 SET workshops were conducted in the GDOE, local 4H Clubs, community organizations, summer and Christmas break including 8 with the Military installation 4H Clubs.

Results

3,184 participants indicated an increased knowledge in basic sciences, engineering and math. Increased skills in measurements, plant identification, rocketry, marines sciences, and boating safety were identified to be activities that were also most enjoyed and learned.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #6

1. Outcome Measures

(6) Number of volunteers completing a training program and successfully leading a program, activity, event or club

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	147

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers are vital resources necessary for the success of our youth development programs. They play an important role in extending partnerships through community involvement, building, collaboration and delivering the programs to address client needs in the community. The volunteers must be supported with development opportunities, capable management and leadership, as well as adequate resources in order for them to increase their own skills and knowledge base so they engage and work with the youth and community.

What has been done

147 volunteers received training and orientation in the 4H Youth Development Program. 4H 101 training manual was used. The manual is extensive and provides a systematic approach to youth development programming.

Results

4H Community 4H Clubs, Special Interest 4H Clubs, School Based 4H Clubs, Military 4H Clubs were organized and chartered. 4H office continues to service clubs implementing life skills activities as scheduled. Finally, volunteers have had a major impact in the increase enrollment of 4H membership as a whole.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #7

1. Outcome Measures

(7) Number of youth indicating increased knowledge/skills related to economic education and/or entrepreneurship

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	1256

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The community is currently facing an economic challenge. Prices for gas, food, shelter, and health care continue to increase. Youth finance and entrepreneurship programs help to promote skills, behavior, knowledge, and attitude for participants to become proactive in their future financial challenges.

What has been done

4H staff conducted 51 workshops within Guam public schools, local 4H Clubs, community organizations and during summer and Christmas break including 12 Military installations. Workshops in budgeting, understanding where money goes, value of money, and simple business plans were conducted. Guam Save youth finance was also delivered to enable youth to understand basics of needs and wants concept to promote saving money.

Results

1,240 youth participants increased their knowledge and skills in money (finance) management, and practiced the development of a business plan. Youth indicated having increased their knowledge/skills related to economic education and/or entrepreneurship.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #8

1. Outcome Measures

(8) Number of youth indicating knowledge and/or skills related to leadership

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	2822

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Leadership skills are critical in our democratic governance. Youth who serves in leadership roles are potentially the leader of our nation's future. We must cultivate these skills and increase our potential the leader or our nation's future. We must cultivate these skills and increase our potential if we are to become and continue to be a stronger nation. Our future depends on good leaderships with good leadership skills.

What has been done

Partnering with our schools, volunteers, local organizations, and military partners, 4H has conducted life skills training using Targeting Life Skills Model and Experiential Learning Model.

Results

2,822 youth participated in workshop activities designed to increase skills in leadership that included targeted areas of communication, teamwork, self discipline, self responsibility, decision

making, problem solving, concern for others, goal setting, critical thinking, cooperation, conflict resolution, good character and responsible citizenship.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #9

1. Outcome Measures

(9) Number of youth reporting positive attitude change and/or aspiration related to volunteering and community service

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	2964

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteering and community service are the key elements to successful youth development programming. Youth need to learn from adults and adults need to learn from youth as we engage in both community betterment and oneself. Successful programs nationwide are based on volunteerism and community service.youth need to belong for something valuable to empower their positive decision making.

What has been done

UOG-CES conducted workshops linking volunteer and community service to sustainable environment, community, individuals, families, and organizations resiliency

Results

2964 youth and adult volunteers attended and participated in the workshops were able to report an increase in positive attitude regarding caring for the environment and their families. An

increase in their generosity performance indicated that they want to share what they have learned (mastered), increase in participatory community service (belonging), while sharing their capabilities (independence).

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Competing Programmatic Challenges

Brief Explanation

Financial constrains have been most challenging. However, UOG-CES continues its efforts to seek extramural funding.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Pre- and post-evaluation results indicate that youth who participated in 4H life skills activities demonstrate increased knowledge in subject matter areas, increased awareness of well-being (self esteem and self motivation), increased levels of social skills, increased participation in teamwork, increased interest in STEM topics, and increased levels of critical thinking, problem solving, and decision making skills.

Key Items of Evaluation