

V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Creating Simple Environments for Positive 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
806	Youth Development	100%			
	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	6.0	0.0	0.0	0.0
Actual Paid	22.0	0.0	0.0	0.0
Actual Volunteer	2.0	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
557631	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
597984	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

School enrichment groups meet during school time and use curricula supplied through 4-H. The

groups are coordinated by partnerships of 4-H/University of Missouri Extension and school personnel. Most of the groups meet for limited number of classroom hours rather than yearlong. Age guideline: Young people in grades K-12 or equivalent.

2. Brief description of the target audience

Adults (youth staff, local leaders, parents, volunteers, teachers, organizational leaders) Youth aged 5 - 19.

3. How was eXtension used?

About one-third of campus and field faculty are members of a community of practices pertaining to youth. eXtension allows them to collaborate on science and agricultural science programming for young people.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	2925	196	30827	33571

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	5	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of Classroom Teachers trained to use 4-H School Enrichment Curricula.

Year	Actual
2014	2925

Output #2

Output Measure

- Number of Youth Enrollment in 4-H School Enrichment.

Year	Actual
2014	30261

Output #3

Output Measure

- Number of youth enrolled in embryology.

Year	Actual
2014	26830

Output #4

Output Measure

- Number of youth enrolled in special interest/short term programs.

Year	Actual
2014	206820

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth will increase knowledge and skills gained as reported by their classroom teacher or adult adviser.

Outcome #1

1. Outcome Measures

Youth will increase knowledge and skills gained as reported by their classroom teacher or adult adviser.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth today must be prepared to live and work in a world that we can't completely envision - for jobs that do not yet exist, using technologies that have not yet been invented, solving problems that have not yet been identified. Changes in technology increases the demand for trained scientists and engineers and a broader understanding of technology and science by all citizens. The need for advanced technology abilities cuts across all types of communities, professions and skill levels.

What has been done

Working collaboratively, 4-H field and campus faculty, along with 2,925 teachers, reached 30,261 youth through enriching the classroom environment and 206,820 young people in short-term learning experiences focusing on specific interests in science, healthy living and citizenship. The 4-H Center hosts the Missouri Afterschool Network which partners with the state department of education to reach 3,620 after-school staff and 17,000 young people annually.

Results

The 4-H Center hosts the Missouri AfterSchool Network that works synchronically with the Missouri Department of Secondary and Elementary Education to enhance the after-school experience of 17,000 youth and 3,620 staff members annually. From 2010-2014, the Noyce Family Foundation funded MASN in the amount of \$1.3 million to develop Project LIFTOFF. This STEM initiative focused on building systems to improve and expand STEM education offerings in after school and informal settings across Missouri. Although the funding period has ended, MASN continues to offer STEM professional development, data collection, and leadership opportunities started by Project LIFTOFF in an effort to:

Increase youth interest in STEM

Increase the number of college majors in STEM
Improve the pipeline for careers in STEM

4. Associated Knowledge Areas

KA Code	Knowledge Area
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
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

The ability to provide volunteer training and educational experiences for youth is dependent on having well-educated and motivated local and state faculty to guide and support volunteers. In the past year, we have added 20 new 4-H faculty to MU Extension 4-H Youth Development. The impact of their programming will be realized this year and reported next year. Currently there is a St. Louis Metropolitan area that hampers efforts to recruit, support and train volunteers to reach urban youth.

The 4-H Center for Youth Development is working with the Office of Social and Economic Data Analysis to evaluate the impact of the Missouri 4-H Youth Development Programs on alumni that left the program May, 2013 and 2014. Results of the 4-H alumni study will be shared in next year's report.

We are laying the ground work to train faculty on the 4-H Youth Program Quality Assessment used by the University of Minnesota. We have 30 faculty trained in using this observation tool and they are currently evaluating two of their clubs in geographically assigned counties. A post assessment score will be created. Technical assistance will be provided to each club based on the data. A follow-up assessment will be conducted to see if quality of the learning experience improves. Program improvement outcomes for the clubs will be shared in next year's report. In addition, the 4-H Center for Youth Development is transitioning from the 4-H Lifeskills Evaluation System to the National 4-H Common Measures Evaluation System.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Missouri 4-H Members are twice more likely to have been on a college campus than their non-4-H peers. During this program year, MU Extension faculty and staff connected

8,353 youth from 107 of the 114 counties to campus faculty. MU is by far the campus most frequently visited and 4-H is the second most reported reason to be on the MU Campus (Lerner, 2008). Being on a campus is a predictor of youth going on to higher education (Hoover, 2006).

- Missouri young people ages 5-18 participating in 4-H = 1 of every 5
- These students are more likely to go to college and enjoy
 - increased financial success for themselves and their offspring
 - be better consumers
 - improve quality of life through more opportunities for leisure and hobbies
 - improve health for themselves and their children
- If 10% earn bachelor's degrees, their increased annual earnings will total \$56.7 billion (Porter, 2003).

In 2007, the University of Missouri 4-H Center for Youth Development joined the national 4-H Study of Positive Youth Development. Funded by the National 4-H Council and led by researchers at Tufts University, this longitudinal study began with fifth graders in 2001. By the end of the study in 2009, data had been collected by extension faculty from 6,450 adolescents and over 3,000 of their parents in 45 states.

The advantages of 4-H participation include developing positive attitudes about science and more participation in science-focused activities during out-of-school time. The benefit for girls is particularly important. 4-H girls were significantly more positive on all measures related to science. Missouri girls in 4-H also reported increased interest in science-related topics.

4-H'ers believe in engaging in leadership today rather than waiting for future opportunities. 4-H members report twice the number of leadership experiences than their non-4-H peers.

The 4-H Center hosts the Missouri AfterSchool Network that works synchronically with the Missouri Department of Secondary and Elementary Education to enhance the after-school experience of 28,972 youth and 3,620 staff members annually. From 2010-2014, the Noyce Family Foundation funded MASN in the amount of \$1.3 million to develop Project LIFTOFF. This STEM initiative focused on building systems to improve and expand STEM education offerings in after-school and informal settings across Missouri. Although the funding period has ended, MASN continues to offer STEM professional development, data collection, and leadership opportunities started by Project LIFTOFF in an effort to:

- Increase youth interest in STEM,
- Increase the number of college majors in STEM, and
- Improve the pipeline for careers in STEM

Key Items of Evaluation

The 4-H Center for Youth Development is working with the Office of Social and Economic Data Analysis to evaluate the impact of Missouri 4-H Youth Development Programs on alumni that left the program May, 2013 and 2014. Results of the 4-H alumni study will be shared in next year's report.

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if quality of the learning experience improves. Program improvement outcomes for the clubs will be shared in next year's report.