

**V(A). Planned Program (Summary)**

**Program # 9**

**1. Name of the Planned Program**

4-H 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%		0%	
	<b>Total</b>	100%		0%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of FTE/SYs expended this Program**

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	70.3	0.0	0.0	0.0
<b>Actual Paid</b>	80.0	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
2043839	0	0	0
<b>1862 Matching</b>	<b>1890 Matching</b>	<b>1862 Matching</b>	<b>1890 Matching</b>
2043839	0	0	0
<b>1862 All Other</b>	<b>1890 All Other</b>	<b>1862 All Other</b>	<b>1890 All Other</b>
0	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

- Recruit Youth and Volunteers

- Provide Volunteer Leader Training for Youth Leaders and Adult Volunteers
- Provide Training on organization and maintenance of community clubs
- Provide recognition events for youth to exhibit project skills, including the following:
  - 4-H Club Congress
  - District Achievement Days
  - County, State, & Regional Fairs
  - Livestock and Horse Shows
- Provide training to Extension personnel on experiential education through subject-matter work
- Chartering all 4-H Clubs and groups
- Four Essential Elements
- Legal Use of the Name and Emblem
- Diversity Training
- Financial Management

**2. Brief description of the target audience**

All Mississippians between the ages of 5 and 18.

**3. How was eXtension used?**

Not used in this area.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	126509	135410	295189	315958

**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
<b>Actual</b>	4	2	6

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number of youth enrolled in 4-H Clubs.

<b>Year</b>	<b>Actual</b>
2014	21723

**Output #2**

**Output Measure**

- Number of clubs operating on military bases.

<b>Year</b>	<b>Actual</b>
2014	4

**Output #3**

**Output Measure**

- Number of volunteers attending local and/or district training.

<b>Year</b>	<b>Actual</b>
2014	1044

**Output #4**

**Output Measure**

- Number of volunteers attending state volunteer leaders conference.

<b>Year</b>	<b>Actual</b>
2014	224

**Output #5**

**Output Measure**

- Number of volunteers attending the regional 4-H volunteer leaders forum.

<b>Year</b>	<b>Actual</b>
2014	27

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Adult and youth volunteers increasing their knowledge and skills in being effective volunteer leaders.
2	Volunteers participating in training conferences incorporate their skills gained from training to work with 4-H clubs.
3	Volunteer-managed 4-H clubs are sustained at the local level.
4	Number of youth who improve life skills.
5	Number of youth who increase knowledge of subject-matter areas.
6	Number of 4-H projects completed.
7	Youth increase their involvement in leadership events and activities at the district, state, and national levels.

## **Outcome #1**

### **1. Outcome Measures**

Adult and youth volunteers increasing their knowledge and skills in being effective volunteer leaders.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	6635

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Mississippi was without a collegiate livestock judging program prior to 2013 which left Extension agents without leadership and materials needed to train youth in their respective counties. The absence of educational camps and resources available to agents and volunteers through MSU hinders the success of 4-H participants at both the state and national levels. Many of the Extension agents preparing students are without the knowledge base to adequately equip students due to having graduated from MSU during its period without a judging program.

#### **What has been done**

In January 2013 a qualified livestock judging coach and instructor was hired by MSU. The new coach traveled the state surveying the needs of those who coach 4-H livestock judging teams. Camps were developed and the state livestock judging contest was organized and conducted by the new coach. Additionally, the new coach has conducted workshops, provided educational materials, and had face-to-face and other communication on livestock evaluation and management practices.

#### **Results**

Extension agents, volunteers, and 4-H members made up the 103 attendees of camps hosted by the new coach which taught livestock judging skills and made youth aware of opportunities to continue livestock judging at the collegiate level. The 2014 MSU livestock judging team had three members, and 12 undergraduates have committed to the 2015 team. Future team members from all over the Southeast have been recruited by judging 20 livestock shows and getting to know current undergraduate students and 4-H members. Additionally, out-of-state community college transfer students have been recruited to judge on future MSU livestock judging teams. Many livestock producers and judging team alumni have indicated support of the new coach and rebirth

of the judging program by contributing over \$45,000.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

Volunteers participating in training conferences incorporate their skills gained from training to work with 4-H clubs.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	1295

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

The MS Band of Choctaw Indians operates their own Law Enforcement and Justice Center for a population of approximately 11,000 registered tribal members. The Tribal Justice Center also houses youth offenders and attempts to rehabilitate non-violent youth through the Green Re-Entry program. Green Re-Entry is a rehabilitation program funded through Choctaw Youth Court, and incorporates agriculture to teach youth about their heritage and good work habits. Although, Green Re-Entry teaches good work habits through facility staff, the youth are not exposed to multiple positive adult influences.

###### **What has been done**

In response to this concern the Choctaw FRTEP agent proposed an additional program to be implemented in 2014 for the Green Re-Entry youth. An Agriculture Mentors program was developed to introduce tribal youth to not only local adults involved in agriculture, but positive adults state-wide that have chosen agriculture as their career. The Ag-Mentors program introduces the youth to different aspects of agriculture so they will have an idea of how food and fiber is produced, but this program also exposes at risk youth to adults that promote education, family values, and pride.

### Results

All empirical data states that youth benefit from positive adult influences whether they are family members or adults outside the home. The Ag-Mentors program was implemented by Extension in 2014 with the partnership of Choctaw Youth Court staff. Ag-Mentors has introduced 24 tribal youth from all eight tribal communities to more than 10 agriculture professionals. From the 24 youth involved in the Ag-Mentors program, 12 youth, almost 50%, expressed interest in an agriculture career and at least 85% of offenders have not reoffended in 2014. Four mentees from the program has contacted mentors they met during program, and established positive relationships to inquire about agricultural education venues and advise about life matters. The program is scheduled to be implemented in 2015.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #3

#### 1. Outcome Measures

Volunteer-managed 4-H clubs are sustained at the local level.

#### 2. Associated Institution Types

- 1862 Extension

#### 3a. Outcome Type:

Change in Condition Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	1088

#### 3c. Qualitative Outcome or Impact Statement

##### Issue (Who cares and Why)

According to the 2014 4-H Status Report, 83,812 youth are enrolled in the 4-H program state-wide, which is a decrease in over 100,000 youth enrolled the previous year. During, 2013 Lowndes County 4-H program had 32 youth enrolled, which has decreased by about 10% to 295. 4-H participation has decreased on the county, district, and state levels.

##### What has been done

In an effort to increase the number of active youth participating in the Lowndes County 4-H program, a 4-H Recruit Fun Day was planned by 4-H agent and volunteers to market the 4-H

program and recruit new members. To ensure participants visited all stations, a 4-H Passport was designed for each station presenter's initials. The evaluation questions were printed on the bottom section of the passport. Participants with completed passports received a 4-H prize. The event was held at Propst Park on Saturday, September 6 and the media was used to advertise the event.

### **Results**

Even though sixty-nine people attended the 4-H Recruit at Propst Park, only 19 completed the evaluation. Forty-two percent of the respondents answered yes to the question "Is this your first knowledge of 4-H?". One hundred percent of the respondents were able state one thing learned about 4-H. Fifty-eight percent stated they would join 4-H.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

### **Outcome #4**

#### **1. Outcome Measures**

Number of youth who improve life skills.

#### **2. Associated Institution Types**

- 1862 Extension

#### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

#### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	16339

#### **3c. Qualitative Outcome or Impact Statement**

##### **Issue (Who cares and Why)**

4-H members gain four essential elements through 4-H participation: belonging, independence, generosity, and mastery. These elements help youth become competent and contributing citizens.

##### **What has been done**

The MSUES 4-H Cooperative Business Leadership Conference allows delegates to participate in activities that promote the four essential elements. Delegates were encouraged to develop relationships and work together as peers and adults (belonging). Delegates participated in

leadership opportunities to instill responsibility, independent thinking, and self-discipline (independence). Sponsor support helped build relationships (generosity). Delegates learned how to make positive career choices through hands-on experiences (mastery).

### **Results**

The Business Leadership Conference gave 69 4-H'ers and adults the opportunity to learn-by-doing as they organized their own 4-H soft drink cooperative. Under the leadership of the cooperative manager and staff, along with the board of directors and active members, their efforts resulted in a 500% return on their investment. As delegates traveled across the state, they experienced the cooperative form of business and became mock legislators. They also enhanced their leadership and decision-making skills through educational workshops and networking with cooperative business leaders and state legislators.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

### **Outcome #5**

#### **1. Outcome Measures**

Number of youth who increase knowledge of subject-matter areas.

#### **2. Associated Institution Types**

- 1862 Extension

#### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

#### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	13939

#### **3c. Qualitative Outcome or Impact Statement**

##### **Issue (Who cares and Why)**

Young people's understanding of natural processes and resource conservation (including wildlife) is deficient, leaving students ill-equipped to deal with complex issues facing society, including problems such as quality and quantity of water; sustainable use of soil, water, and other natural resources; and conservation of threatened plant and animal species.

##### **What has been done**

Many outreach efforts have been employed to address this issue. Conservation camps are

offered annually during the summer to educate and excite students about natural resources. The 4-H Wildlife Habitat Education Program (WHEP) builds knowledge of management practices in junior and senior 4-H'ers. Training and special events for Boy and Girl Scouts and leaders, 4H volunteers, and teachers employ a "train the trainer" model. Collaboration with other natural resource agencies on youth outreach programs allows for greater impact through synergy and pooled resources.

### **Results**

Ninety-one young people participated in WHEP, and the team representing MS at the national contest placed third. Ninety-eight youth-serving adults received training on conservation topics and educational methods, with the subsequent potential to impact 2,400 youth. Sixty participants in camp program showed an average 24% improvement on post camp knowledge assessments when compared to their pretest scores, demonstrating improved knowledge. Environmental attitude surveys of these participant showed similar results. Twenty students received Hunter Safety certification during summer camp, which may result in fewer hunting accidents and greater respect for firearms and hunting ethics.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

### **Outcome #6**

#### **1. Outcome Measures**

Number of 4-H projects completed.

#### **2. Associated Institution Types**

- 1862 Extension

#### **3a. Outcome Type:**

Change in Action Outcome Measure

#### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	8200

#### **3c. Qualitative Outcome or Impact Statement**

##### **Issue (Who cares and Why)**

The cost of tuition at many Mississippi colleges and universities exceeds \$6,500 (combined for fall and spring semesters). Many Mississippi youth lack sufficient funds to attend college after graduating from high school without some financial assistance. It is important that these youth

who desire to earn a college education are given opportunities to compete for scholarships to aid them in this pursuit.

**What has been done**

The Dixie National Sale of Junior Champions provided an opportunity for the Champion and Reserve Champion market animals to be sold in a bid auction at the conclusion of the 2014 Dixie National Junior Round-Up. The Mississippi State University Extension Service managed the livestock shows and many aspects of the auction where exhibitors received 80% of the sale price of their animal that can be used for their college education and to expand their animal project while 20% was kept for sale expenses and awarded through various scholarships to Mississippi youth.

**Results**

A total of 44 animals qualified for the Dixie National Sale of Junior Champions that totaled \$369,125. In addition, \$55,500 in scholarships was awarded as follows: 25 scholarships (\$1,500 each) awarded to seniors in high school that did not qualify an animal for the Sale of Junior Champions; 6 scholarships (\$2,000 each) awarded to the winners of the Premier Exhibitor Contest in Beef Cattle, Dairy Cattle, Sheep, Swine, Meat Goats and Dairy Goats; and 4 scholarships (\$1,500 each) to the exhibitors of the Supreme Beef Male, Supreme Beef Female, Supreme Dairy Cattle Female and Supreme Dairy Goat Female. The sale proceeds and scholarships awarded to Mississippi youth will greatly assist them in their collegiate education.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #7**

**1. Outcome Measures**

Youth increase their involvement in leadership events and activities at the district, state, and national levels.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	8200

**3c. Qualitative Outcome or Impact Statement**

### **Issue (Who cares and Why)**

Firearm safety training seeks to instill a certain mindset and appropriate habits by following specific rules. The mindset is that firearms are inherently dangerous and must always be stored carefully and handled with care. Handlers are taught to treat firearms with respect for their destructive capabilities, and strongly discouraged from playing with firearms, a common cause of accidents. Due to media coverage related to firearm accidents, shooting incidents, and shooting deaths of innocent victims the general public often has a negative concept of any use.

### **What has been done**

Mississippi State University Extension Service 4-H Shooting Sports Program's goal is youth development. Through participation in firearm safety training and shooting sports activities, young men and women are given the opportunity to learn responsibility, sportsmanship, self-discipline, and other qualities critical to the development of productive citizens. Mississippi 4-H Shooting Sports involves thousands of kids and continues to grow annually. Over 700 trained adult volunteer instructors and 4-H agents provide safety training and leadership for our program throughout the state.

### **Results**

Through our local 4-H Shooting Sports program in 2014 we had 24 4-H members who participated in county practices and shoots developing their firearm safety and shooting skills. Over half received some type of award for accuracy in shooting skills developed through the program. In addition, youth participants learn teamwork, time management, responsibility, good sportsmanship, cooperation, problem solving skills and more as they care for their firearm, plan for and participate in practice and competitions, form a friendship with other teammates, and learn to identify their errors and correct them. Though there is no pre- and post-test the improvement in skills is obvious in improvement in scores and the life skills learned like improved self-esteem and teamwork are seen through observation.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

### **V(H). Planned Program (External Factors)**

#### **External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes
- Populations changes (immigration, new cultural groupings, etc.)

#### **Brief Explanation**

{No Data Entered}

### **V(I). Planned Program (Evaluation Studies)**

#### **Evaluation Results**

MSU Extension agents and specialists, as well as MAFES faculty, used a variety of recommended methods to gather needed information. Specific strategies were initiated and utilized for collecting evaluation information to determine program outputs and outcomes (see impact statements for examples). In FY 2014, MSU Extension agents and specialists were required to submit four quarterly reports (January, April, July, and September). This quarterly report collects information about the number of contacts, types of contacts, and number of programs conducted in each Planned Program Area. In addition, two narrative Accomplishment Reports are required from each MSU Extension employee each year. Finally, a specific request for impact statements from MSU Extension and MAFES faculty and staff is also made. The evaluation results shared through our impact statements are a combination of this quantitative and qualitative data.

Late in the 2014 program year, we introduced a Standardized Extension Evaluation Survey. The Standardized Extension Evaluation Survey was designed for use in any MSU Extension Service program, workshop, or event with adults. The survey assesses program process, participant satisfaction, knowledge and/or skill change, and behavioral intentions. It provides a ready-made evaluation for agents and specialists to use and will allow us to aggregate data across the state. A small number of agents and specialists have utilized the survey to date, but we hope use will increase over time.

### **Key Items of Evaluation**