

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Youth and Adult 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
307	Animal Management Systems	5%			
602	Business Management, Finance, and Taxation	5%			
801	Individual and Family Resource Management	25%			
802	Human Development and Family Well-Being	25%			
806	Youth Development	25%			
901	Program and Project Design, and Statistics	5%			
902	Administration of Projects and Programs	5%			
903	Communication, Education, and Information Delivery	5%			
	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	12.0	0.0	0.0	0.0
Actual Paid	13.1	0.0	0.0	0.0
Actual Volunteer	120.0	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
417014	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
163643	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Conduct Workshops and Clinics that provide active learning in subject matter related to projects
- Conduct/facilitate meetings that focus on facilitation and leadership skills
- Develop curriculum and supporting Teaching Tools for volunteers to use
- Provide training for youth and adult volunteers
- Partner with youth serving groups on state and local levels
- Provide/develop web based education and information access
- Facilitate small support groups for caregivers
- Develop printed and online resources

2. Brief description of the target audience

- Youth aged 5-19
- Parents of youth involved in 4-H
- Adult and youth volunteer leaders
- Professionals involved with youth development
- School administrators and teachers
- Military families
- Rural Montana families, landowners and business owners
- Caregivers
- Healthcare providers and services

3. How was eXtension used?

eXtension was used for online courses, response clickers during classes, evaluation tools, general resources, curriculum material, marketing material and to generate ideas.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	10373	899725	18346	226210

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	17	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Youth competency development: 4-H programs and activities provide youth with training and support to foster the development of new skills and attributes.

Year	Actual
2014	195

Output #2

Output Measure

- Youth life skill development: 4-H Youth programs provide activities and projects to help youth build specific life skills.

Year	Actual
2014	18130

Output #3

Output Measure

- Leadership/Volunteer Development: Classes, seminars and resources for youth and adults who volunteer in youth programs to help them become better, more effective leaders.

Year	Actual
2014	3563

Output #4

Output Measure

- Military Family Partnerships: Positive interactions with military families through partnerships with other organizations and schools to access resources and support opportunities.

Year	Actual
2014	203

Output #5

Output Measure

- Parenting/Caregiving: Easily accessible classes and support groups for parents and caregivers.

Year	Actual
2014	663

Output #6

Output Measure

- Personal Finances: Easily accessible classes, training and resources that provide critical information related to personal finances.

Year	Actual
2014	5749

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth competency development: Increased number of youth participating in 4-H projects and activities and demonstrating increased knowledge and ability in specific competency areas (including but not limited to science, healthy living and citizenship).
2	Youth life skill development: Increased number of youth participating in 4-H activities and demonstrating increased knowledge and ability in specific life skill areas (including but not limited to teamwork, communication skills, public speaking, etc.)
3	Leadership/Volunteer Development: Increased number of youth and adults who have received leadership training and demonstrate increased knowledge and ability as a result of the training.
4	Military Family Partnerships: Increased interaction with military families resulting in increased capacity of families to access resources and support.
5	Parenting/Caregiving: Increased number of opportunities for parents and caregivers to access support and resources and increased knowledge and ability of participants as a result of those efforts.
6	Personal Finances: Increased number of participants in classes and training and increased knowledge and aptitude of those participants based on pre and post survey results.

Outcome #1

1. Outcome Measures

Youth competency development: Increased number of youth participating in 4-H projects and activities and demonstrating increased knowledge and ability in specific competency areas (including but not limited to science, healthy living and citizenship).

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	195

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to the 2010 National Assessment of Education Progress report, only 20 percent of American fourth graders, 17 percent of eighth graders and 12 percent of high school seniors performed at the proficiency level on the U.S. history assessment. Traditional instructional methodologies utilized in social studies education, specifically lecture, rote memory and textbook reading, is often uninspiring for students who see history as unimportant and irrelevant. The 4-H Western Heritage project uses an experiential approach that incorporates non-formal, active learning methodologies defined in the literature as appealing to youth. 4-H Youth Development programming has increasing citizenship as a primary goal.

What has been done

The 4-H Western Heritage Project originated in Montana in 2008 with five members. It has since grown to six states. To compete in the Championship, students must shoot old west era firearms, participate in a judged clothing evaluation interview and take a history test. The First Annual 4-H Western Heritage Conference and Invitational Shoot was held in Virginia City, Montana in July of 2014. Over 150 members, parents, and leaders from Montana, Missouri, Oregon, California, Vermont, and Alabama participated in three days of historical workshops and tours, capped by a championship competition for 4-H Western Heritage Project members. The curriculum for this program includes a project book, youth activity guide and a website companion site.

Results

Consistent with related literature, quantitative and qualitative pilot studies confirmed that members in the 4-H Western Heritage Project preferred an experiential, hands-on approach for learning history. The pilot studies indicated youth interest in learning American history increased

significantly after participating in the 4-H Western Heritage Project for at least one year. Moderate effects, meaning project participation had moderate impacts, were calculated for the statements, "I can see a connection between the past and today"; "I like visiting museums and historic sites"; and "I use the internet to find information about historic subjects I like". A large effect was recorded for the following: "I have a favorite history topic I want to look into"; "I feel I can learn history"; "I can relate to Old West lifestyles"; "I understand racial issues of the Frontier American West"; "I can relate to minority roles in the Frontier American West"; and "There is something new to learn about history." Two of the highest scores (over .7 was considered to mean the program had a large effect) at well over 1.0 were "History is important to me" and "History is 'real' to me."

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
806	Youth Development
901	Program and Project Design, and Statistics
902	Administration of Projects and Programs
903	Communication, Education, and Information Delivery

Outcome #2

1. Outcome Measures

Youth life skill development: Increased number of youth participating in 4-H activities and demonstrating increased knowledge and ability in specific life skill areas (including but not limited to teamwork, communication skills, public speaking, etc.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	18130

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

As Montana, the United States, and the world face increasingly broad issues in an ever-changing global world, youth must be better prepared to lead us into the future. Youth need strength in hard skills related to expanding career fields (agriculture, science, engineering, etc.). In addition, they need soft skills in areas like communication, finances, public speaking, leadership and civic

engagement. Critical to the 4-H experience are trained, caring adults who are matched with youth to create partnerships that increase the competence, connection, confidence, compassion and character necessary for youth to become contributing members of society.

What has been done

Montana 4-H uses the resources of Montana State University and the U.S. Department of Agriculture to create environments for positive youth development through experiential education, learning-by-doing projects, club meetings, community service projects, after-school programs, school enrichment, camps, conferences and other events and activities. 4-H directly contributes to the development of youth through programs in communication and public speaking, goal setting, leadership and decision-making. MSU Extension actively recruits and trains caring adults to mentor youth.

Results

During 2014, 18,130 youth participated in Montana 4-H. Of these, 8428 were in long-term, intensive programs through organized clubs; 8401 participated in school enrichment programs; 448 were in mentoring programs and 701 were in after-school programming. Strong effort is made to involve under-served and American Indian and other minority youth. Of the total enrollment, 8.5 percent is American Indian (compared to 6.5 percent of Montana's total population). Nineteen percent of the total enrollment is non-white, compared to 10.5 percent of Montana's total population. Youth increased their confidence, vocabulary and ability to articulate their ideas. Girls indicated improved feelings of self-worth as measured by pre- and post- tests. Of those surveyed, 50 percent participate in demonstrations at the club, county or fair level and 100 percent of those improved their public speaking skills.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development
901	Program and Project Design, and Statistics
902	Administration of Projects and Programs

Outcome #3

1. Outcome Measures

Leadership/Volunteer Development: Increased number of youth and adults who have received leadership training and demonstrate increased knowledge and ability as a result of the training.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3563

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The volunteers and teen leaders in 4-H are vital to the implementation of quality programs. Adult and youth volunteers plan, organize and conduct meetings, events, workshops and projects. It is important that training opportunities and resources are available to help them be successful in these leadership roles. Volunteers who feel valued, supported and well-trained for their role are greater assets to the program and thus to youth participants. Research also suggests that adult workers who are trained in a developmental perspective have the strongest impact on positive youth development outcomes (Tierney, Grossman and Resch, 2000)

What has been done

Montana 4-H offers level one and level two Leader's College for volunteer leaders. Ambassador Training, Congress, Rec Lab, Teen Leadership Camp (TLC) and leadership forums provide leadership and developmental training for youth and adults. Agents provide local opportunities for youth to serve on county-wide committees, boards and councils.

Results

Directed youth leadership experiences increase self-efficacy, self-determination, communication, and problem-solving and are linked to higher student achievement, lower dropout rates, and better post school outcomes. A survey was given to leadership forum participants before and after programming. The instrument had 10 statements related to leadership. When responding to the statement, "I am a leader", 56 percent viewed themselves as leaders at the beginning, compared to 89 percent at the end. Before programming, 56 percent said they had a plan to reach their goals, and after 78 percent had a plan. All youth who participated in a five-county Teen Leadership Camp indicated they were more confident in their leadership style and in accepting leadership positions. Montana 4-H was supported by 3563 volunteers who accounted for 227,000+ service hours. This amounts to 118 FTE, an economic value of \$4,458,280.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

Outcome #4

1. Outcome Measures

Military Family Partnerships: Increased interaction with military families resulting in increased capacity of families to access resources and support.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	203

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Almost 7,000 Montana youth are members of military families. When National Guard, Army Reserve and other military parents living in civilian communities around Montana are mobilized, their kids suddenly have unique needs for special support services. These 'suddenly military' kids benefit by being connected with other youth in similar situations. MSU Extension partners extensively with schools, military support organizations and other services to meet this need.

What has been done

Camps and specific classes were offered through Operation Military Kids (OMK). These included a babysitting class and numerous camps. Camp Pee Wee was held in Lewis and Clark County for military kids aged 6-10. Two additional camps were provided in partnership with OMK Malmstrom Air Force Base and the Montana Air National Guard. The first focused on the 4-H horse curriculum and technology; and the second focused on Wilderness Survival skills. Fort Harrison and the Montana National Guard Family Programs organization provided 4-H programming at the Fort Harrison Day Camp, and an end-of-summer Family Resiliency Camp for families to attend together. Yellowstone County provided a week-long Saddle and Paddle Adventure Camp that included hiking, whitewater rafting and horseback riding.

Results

Youth in all camps and programs were able to connect with others in a similar situation and build trusting relationships with each other and caring adults. Ninety percent of Yellowstone campers reported they were better prepared to make decisions even when family members weren't around and one hundred percent said they realized that there were other people they could depend on when someone close to them was deployed. Youth also reported improvements in communication skills, self-sufficiency, self-confidence, ability to build relationships and greater

resiliency. Skills including riding a horse, technology (through the military's Mobile Technology Lab), babysitting (many earned certificates), wilderness safety and equine safety were also learned.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

Outcome #5

1. Outcome Measures

Parenting/Caregiving: Increased number of opportunities for parents and caregivers to access support and resources and increased knowledge and ability of participants as a result of those efforts.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	663

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

By 2025, it is expected that more than a quarter of Montana's population will be over 65 years of age, ranking between third and fifth in the nation. Along with extended life expectancy comes a variety of chronic illnesses. Research studies find high rates of depression and anxiety among caregivers and increased vulnerability to health problems. According to AARP's 2012 "Across the States Report", Montana had 131,000 family caregivers providing services valued at \$1.39 million. The same study showed that 88 percent of these caregivers never get a break. It is not uncommon for the stress of caregiving to cause serious illness for the caregiver. In addition, more than 6,600 grandparents in Montana are responsible for the primary care of their grandchildren.

What has been done

Powerful Tools for Caregivers is an educational program that provides family caregivers with the skills and confidence to better care for themselves while caring for someone with a chronic illness.

The Extension Powerful Tools class trains instructors to conduct six weekly 90-minute classes in communities across Montana to empower caregivers through self-help tools. The Montana Grandparents Raising Grandchildren (GRG) Project focuses on providing education, support and resources for grandparent-headed families. Additionally the project provides support group facilitator training and coordinates a network of 31 education/support groups across the state, including on the seven Indian Reservations. The project also provides resources to support the physical and emotional health of the caregiver.

Results

Seven new Powerful Tools for Caregivers leaders were trained. One hundred percent of participants who responded to surveys indicated they learned to write action plans and 58 percent said they would follow their plan; 75 percent said they learned to use relaxation tools; 66 percent learned to reduce stress by using "I" statements rather than "you" statements; and 58 percent said they learned to ask for help, including calling family meetings to work through difficult situations. Because grandparents often care for their grandchildren informally, the state saves more than \$200,000/day in foster care payments (\$30/day x 6600 kids). Valuable partnerships with professionals and organizations have increased the number of facilitators and resources for families in this situation. More than 175 grandparents actively participate in support groups, 550 receive newsletters three times annually. The Montana GRG project has an active Facebook page, listserv and website to remain in close contact with participants.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development
902	Administration of Projects and Programs
903	Communication, Education, and Information Delivery

Outcome #6

1. Outcome Measures

Personal Finances: Increased number of participants in classes and training and increased knowledge and aptitude of those participants based on pre and post survey results.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
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2014

5749

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Montanans are interested in the wise use and handling of their financial resources, especially as it relates to passing property of all types from one generation to another. Statistics reveal that 70 percent of Montanans die without a will. Being informed on estate planning is the only way individuals/families can be sure their final wishes are realized. The state legislature continues to change intestate succession (dying without a will law) and contract laws that impact beneficiaries of real and personal property. In addition, Congress has made changes in the federal estate and gift tax laws that are termed permanent from 2013 forward. Education is needed to provide Montana families with information about the impact of state and federal laws on their situations.

What has been done

"Think You Know Who Gets Your Property When You Die? Think Again" estate planning sessions were presented in 70 communities. Over 3,800 Montanans took advantage of the opportunity to learn how their property passes if they die without a will, which seven out of 10 Montanans do. Another 367 Montanans learned about estate planning by attending live webinars. In addition, 1582 adults were reached via the Solid Finances Webinar Series. Participants learned topics such as how to protect themselves from identity theft; how to save money on healthcare expenses using Montana Medical Savings Accounts (MSAs), Flex Plans and health savings accounts; and how to evaluate whether retirement savings are on track.

Results

As a result of the meetings, 65 percent of the participants indicated they gained "lots of motivation" to take actions towards estate planning. After the session, 96 percent indicated they planned to establish payable on death designations and transfer on death registrations. Seventy-five percent of the participants did not realize Montana no longer has an inheritance tax. When asked, "What was the most important action they plan to take", participants indicated: discussing estate planning with a spouse (42%); reviewing or writing a will (31%), reviewing their property ownership titles (13%); and seeing an attorney (13%). Adults who actively manage their financial security are less likely to need public assistance; are able to protect themselves from scams and identity theft; and reduce their costs for medical care.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
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 Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

MSU Extension recognizes that families come in a variety of configurations and offer resources and training to assist them in navigating all the various stages and changes that occur across generations. Montanans desire resources to support youth and that help them to become better caregivers for the elderly and disabled friends and family. They seek resources for successfully parenting grandchildren and for managing their own aging process, including planning for transfer of wealth and managing personal finances. MSU Extension is fully engaged in meeting all these needs in every county and on every reservation for all Montanans across generations.

Because of our new planning and reporting database, we are collecting data on volunteers (other than 4-H and Master Gardener) for the first time. It is a tremendous benefit to the state for Extension to extend its reach by preparing competent, caring volunteers to provide expanded services. In 2014, Extension volunteers in youth and adult development contributed at least 250,000 hours, the equivalent of 120 full-time staff toward serving Montana.

Key Items of Evaluation

- Results from the 4-H Western Heritage Project confirm that an experiential, hands-on curriculum increases youth interest in learning history. This program has expanded to six states.
- 18,130 youth participated in Montana 4-H, including 8428 in organized clubs and 8401 in school enrichment programs. 4-H youth have increased confidence, vocabulary and ability to articulate their idea and have improved feelings of self-worth after participating.
- Leadership training at a five-county Teen Leadership Camp increased the percent of youth who viewed themselves as leaders from 56 percent pre-camp to 89 percent post-camp
- Seven new Powerful Tools for Caregivers facilitators were trained.

- Supporting grandparents in raising their grandchildren saves the state more than \$200,000/day (6600 kids x \$30/day for foster services).
- After learning about estate planning, 96 percent of participants indicated they would establish payable on death designations and transfer on death designations. Forty-two percent indicated the most important action they planned to take after the training was to discuss estate planning with a spouse and 31 percent said they would write a will.