

V(A). Planned Program (Summary)

Program # 3

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%	
	Total	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	30.0	0.0	1.0	0.0
Actual Paid	32.0	0.0	0.0	0.0
Actual Volunteer	4120.0	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
440889	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1992745	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
613550	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Positive Youth Development:

- Employ Essential Elements (belonging, independence, mastery and generosity) as the basis for life skill development and related workforce development skills.
- Utilize Experiential Education Model (Experience, Share, Process, Generalize, Apply).

Provide opportunities for youth to:

- Feel and believe that they are cared about by others (Attachment, Belonging, Connection)
- Feel and believe they are capable and successful (Achievement, Mastery, Competence)
- Know they are able to influence people and events (Autonomy, Power, Confidence)
- Practice helping others through youth's own generosity (Altruism, Purpose, Contribution)

Subject matter:

(USDA/NIFA Mission Mandates)

Science, Engineering, Technology (includes: science literacy, animal science, plant science, environmental science, life sciences, etc) Citizenship (includes youth engagement, community youth development, community service, character development, civic engagement, etc) Healthy Lifestyles (includes chemical health, mental and emotional health, foods & nutrition, physical health and safety, etc).

2. Brief description of the target audience

- School Age Youth (K - 13, one year out of high school) and their Parents
- 4-H Volunteers (adult and youth)
- Teachers/Educators/other Youth Development Educators
- School Age Child Care Providers
- College Students (interns, collegiate 4-H)
- Other Extension Professionals and University Partners
- Communities: Stakeholders and Non-Profit, Social Service, Government Agencies
- Under-served and Under-represented Audiences

Delivery modes:

- 4-H Clubs and Related Activities
- 4-H Afterschool (clubs and short-term programs)
- 4-H School Enrichment
- 4-H Special Interest
- 4-H Camping (day camps and overnight camping)
- 4-H Mentoring and Individual Study

3. How was eXtension used?

Faculty participated in the development of collaborative educational products.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	30658	0	56217	200290

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	6	0	6

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- A variety of strategies will be implemented to reach target audiences. This will include and not be limited to workshops, field visits, classes, newsletters, media releases, electronic communications, and publications. In addition a trained volunteer teaching base will be developed. Quantitative reports of participation will be collected.

Year	Actual
2014	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including: policies that need to be addressed, community resources and support.
2	Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.
3	Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.
4	4-H Science, Technology, Engineering and Math - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.
5	6th Annual Rutgers Summer Science Program - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.
6	Middlesex County 4-H Project GIFT - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.
7	Lindley G Cook 4-H Youth Center for Outdoor Education: Science, Engineering and Technology Camp 2014 - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on

	<p>leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>
8	<p>SET Programs in Somerset County - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>
9	<p>2014 Be a GEEK - Great Engineering Experiences for Kids - Camp - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>
10	<p>North Jersey 4-H Teen Conference (NJTC) - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>
11	<p>Ethics/True Colors - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>
12	<p>"Discover the Leader in You!" 4-H Conference - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>
13	<p>County Special Interest Camps: Cooking and Science Camp - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>
14	<p>Essex County 4-H Farm Camp - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</p>

15	State 4-H Small Animal Educational Symposium - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.
16	4-H Public Speaking Program - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.
17	New Brunswick 4-H Youth and Community Development - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.
18	Elizabethport 4-H Program - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.
19	New Jersey 4-H Youth Development - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.
20	Passaic County 4-H SET (Science, Engineering and Technology) Ambassadors Program - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

Outcome #1

1. Outcome Measures

Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including: policies that need to be addressed, community resources and support.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Horticulture Therapy with Incarcerated Youth

The Union County Juvenile Detention Center houses youth awaiting judicial proceeding and or more permanent placement in the state corrections system. The majority of the youth have lead impoverished lives. Regardless of their background this time of incarceration is a stressful period for these adolescents. Alleviating their anxiety and helping them develop skills for their release is of critical importance.

What has been done

4-H has created a horticulture therapy program for the youth. The objectives of the program are to introduce them to the therapeutic elements of horticulture and to instill in them the life skills of persistence and perseverance. On a regular basis the Rutgers Cooperative Extension Program of Union County meets with the youth to plan, plant and maintain a horticulture therapy area. In the area ornamentals are grown and then given as gifts to their visitors. Additionally, produce is grown in the garden and used as the focal point of nutrition lessons.

Results

The program is well supported by the administration of the Union County Human Services Department. They have viewed the program and were very pleased with its accomplishments. Approximately 35 youth have participated in the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Atlantic County Community and Partnership Development

Community and partnership development is critical to empowering people, building healthy and sustainable communities, and renewing neighborhood pride through education, resource development, and advocacy. Partnerships are absolutely critical in this economy to maximizing success and development impact. Partnering with a variety of community based organizations, non-profits, educational systems, and businesses is critical in addressing the broad range of factors affecting economically distressed youth, families, and communities within Atlantic City, as well as others throughout Atlantic County. Four of Atlantic City's casinos have shut down, 8,000 workers have lost their jobs, and revenue has continued its 8-year decline. Although state officials are considering numerous tax and financial aid packages for the city's municipal finances, none have been enacted yet. Despite the city's 30% poverty rate, the district is not declared an Abbott district due to casino tax revenues. One of the negative results of the casino closings and loss of taxes is the budget cut of \$40 million from the city's school district.

What has been done

The Atlantic County 4-H Youth Development Program has been integral in the establishment and workings of The Community Engagement Committee, which provides awareness to the Atlantic County community on minority overrepresentation in the juvenile justice system. As a member of the Youth Services Commission 4-H is a part of quarterly community meetings to address issues, identify current programs, and working on programs needed, the 4-H Youth Development Program has partnered with numerous organizations to share resources and implement programs, as well as participate in numerous community fairs/expos.

Results

4-H is in partnership with Atlantic Cape Community College's GEAR UP mentor program. 4-H provides monthly mentor training workshops on asset building activities and reflection strategies. 4-H is now on the schedule of afterschool programs at 6 partner schools in Atlantic City and Pleasantville to provide SET (science, engineering, and technology) and workplace readiness skills programs. 4-H Youth Development is a designated program that police stations may require a youth to participate in as opposed to being charged for minor offenses as allowed under the policy. 4-H implements Taking Charge: A Framework for Personal Development, a program initially funded through a State Community Partnership Block Grant for first time, low-level offenders.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

4-H Science, Technology, Engineering and Math - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

4-H Science, Technology, Engineering and Math

There is an overall decline in student achievement in STEM. 4-H as one of its mission mandate areas has dedicated resources and expertise to expand and improve STEM programming in NJ.

What has been done

Our 4-H Rutgerscience Saturday program engages young people grades 5-9 in cutting edge science at Rutgers University. Students work with university faculty to explore current areas of research. The Climate Change Teen Summit is for high school age youth. The Climate and Environmental Change Summit is a multi-day on campus event for middle and high school students designed to increase knowledge and understanding of climate change science through interaction with Rutgers University scientists. Ocean days for K-12 students (3-5, 6-8 9-12) bring students to campus to study current ocean science themes and conduct a ?science fair? on campus in collaboration with Rutgers oceanographers and environmental scientists. The Science of Soil program engages middle school youth in learning about New Jersey soil. The program culminates in a citizen science project that invites students to collect soil data and share it using a specially developed iPad app. Finally, the 4-H Summer Science program brings 9-12 grade students from NJ urban centers to campus for a week long residential program. This program is designed to encourage underrepresented youth in STEM careers.

Results

For the Climate Change Teen Summit, after the program, students? perception of climate change was measured to determine how they felt about climate change and what they thought they could do about it in the context of their communities. Overall, the 2014 participants felt empowered to be leaders within their communities and that environmental issues (such as climate change) were worthy of their time and attention. Over the four years we have been offering the 4-H Climate and Environmental Change Teen Summit, 100% of the students noted in their post survey they could make a positive impact by reducing their carbon footprint and encouraging others (family, school, and friends) to do the same. The focus of the 2014 Summit is coastal resiliency and adaptation, with funding from Kresge Foundation. Students

participating in the Ocean Days program all reported positive opinions of the ocean and their role in environmental issues. The majority of students reported an increase in understanding of ocean and environmental science content knowledge as well as an increase of their understanding of the nature and process of science. In the 4-H Summer Science program we see positive shifts in young peoples? perception of their own participation in science. Pre and Post test results (n=60) show youth are more interested in working with scientists to solve problems and learning about new science discoveries. The camp also increased participants? perception of science as exciting (not boring) and that they as students of science are good at it and can learn science.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

6th Annual Rutgers Summer Science Program - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

6th Annual Rutgers Summer Science Program

There is an overall decline in student achievement in STEM. 4-H, as one of its mission mandate areas, has dedicated resources and expertise to expand and improve STEM programming.

What has been done

The Rutgers Summer Science Program was established in 2009 as an opportunity for traditionally underserved youth to: learn more about science, explore research occurring on campus, and gain a better understanding of opportunities available in science, engineering, and technology; explore opportunities available at Rutgers University, experience campus-life, and learn about post-secondary education; prepare to serve as a 4-H Science Ambassador in their home community. In its sixth year, sixty-three (63) high school youth from six urban counties throughout New Jersey participated in the campus-based portion of the program, at the Rutgers School of Environmental and Biological Sciences (SEBS). During their weeklong residential experience, they explored science through hands-on activities in animal science, biomedical science, biotechnology, engineering, exercise science, food science, geospatial technology, landscape architecture, marine science, microbiology, and nutritional science. Youth participated in discussions, workshops, and lab tours by faculty, staff, and graduate students. During the week, they also learned about campus life and the opportunities available at Rutgers from an undergraduate student panel and a representative from SEBS. The experience also helped prepared them to become 4-H Science Ambassadors. As 4-H Science Ambassadors, they returned home and worked with their local 4-H program to promote 4-H and science to other youth.

Results

Student participants reported that, "Subjects I thought I loathed were subjects that I want to look into. This would not have been possible without the scientists I worked with. The scientists were very helpful and clear on what they taught us, and they were fun and helped relieve some worries about college. The physics lecture was especially entertaining and enlightening. I loved their passion for what they were teaching. The love for the subject made me very interested in that specific science. My experiences with the scientists were very interesting and beneficial. Being introduced to many fields of science was a good experience, and opened up my mind to many possibilities. I learned to be more open with people and ask more questions. All the scientists were very helpful and caring and open. They wanted to do anything in their power to help us learn. I wasn't afraid to ask them questions and they honestly enjoyed having us ask them questions. It was very interesting to learn more about their jobs and learn how they got to where they are now. It was very interesting to have a talk with several scientists and ask them questions about their field that they specialize in. Moreover, it seems I was able to connect and discover mutual emotions through their story."

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Middlesex County 4-H Project GIFT - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Middlesex County 4-H Project GIFT

To compete in this global economy, youth must be able to identify and solve real problems, use appropriate tools, reason effectively and apply critical thinking skills. Development of these life skills can enhance personal behavior and professional conduct in life and careers. Opportunities for service learning are critical to the overall development of youth.

What has been done

The goal of the 4-H Project GIFT event is to provide underprivileged families with the opportunity to shop for free for gifts for their children, thus making the holidays more affordable through a service learning project developed by 4-H members. To increase an awareness of community issues and needs for youth and families at risk in 4-H teens and adults, to increase teamwork, communication, problem solving, and organizational skills within the 4-H Teen Council group, to provide youth and adults an opportunity to work together as partners in developing a project to address a critical community need, to provide a sense of accomplishment, positive self-concept and empowerment in youth and adults involved in implementing the program. The program is run as a youth-adult partnership with teens and adult volunteers having equal roles in the planning and running of the program.

Results

End of program evaluations for 4-H teens demonstrated that teens learned and practiced the following skills as a result of their participation in the Project GIFT program. In the past 5 years the number of teens participating in the planning and implementation of the program has increased from 55 to 80. Through end of program evaluations, 4-H teens indicate that they have increased their skills in the areas of teamwork, organizational skills, responsibility, youth-adult partnerships, and empathy and concern for other's needs. Of the 4-H teen participants surveyed, 90% rank Project GIFT as the most valuable project they do in 4-H. 4-H teens have reported that when applying for colleges they used their experiences in Project GIFT in their essay for college applications. Over 350 children from 140 families were reached in 2014.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #7

1. Outcome Measures

Lindley G Cook 4-H Youth Center for Outdoor Education: Science, Engineering and Technology Camp 2014 - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Lindley G Cook 4-H Youth Center for Outdoor Education: Science, Engineering and Technology Camp 2014

America faces a future of intense global competition with a startling shortage of scientists. Only 18 percent of U.S. high school seniors are proficient in science (NAEP 2005) and a mere 5 percent of current U.S. college graduates earn science, engineering, or technology degrees.

What has been done

To address increased demand for science and technology professionals, 4-H set out to reach young people in science programs. 4-H Science programs engage youth with hands-on learning to ensure global competitiveness and prepare the next generation of science, engineering, and technology leaders. The residential SET camp provides non-formal education with hands-on inquiry-based learning in a youth development context. Classes were developed using a number of resources, including the "Design It! Engineering in Afterschool Programs" curriculum, which is the foundation of the Super Coasters class. The Sea Perch kits were highly successful in the Ocean Robotics course. Resources from NASA and ESTES were used in the rocketry program.

Results

Campers were surveyed online after their experience at SET camp. At camp, the children said they learned: to work as part of a team 87.5%, to try new things 87.5%, that learning can be fun 62.5%, to feel good about myself 62.5%, grown-ups can be fun too 87.5%, to respect and get along with all different kinds of people 75.0%.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

SET Programs in Somerset County - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

SET Programs in Somerset County

The 4-H Science Initiative is one of the National 4-H Mission Mandates. It is the 4-H program's contribution to improving science technology, engineering and applied math (STEM) education in New Jersey. 4-H is responding to our nation's concern for improving human capacity and workforce abilities in STEM areas by combining non-formal education with hands-on inquiry-based learning in a youth development context.

What has been done

The Somerset County 4-H Science-sational Day is an opportunity for youth grades 1-6, to get excited about science and science concepts, learn how to apply them in "real world" settings, and see how adults use these skills in their career or hobbies (thus helping to answer the age old question, "why do I have to learn this?"). Volunteers from the community, local corporations, and 4-H leaders and members teach the workshops. Morris County 4-H also conducted a Science-sational Day.

Results

Somerset County 4-H Science-sational Day In 2014, 200 youth participated. Evaluations show that: " 94% learned something new about science due to Science-sational Day " 96 % think the day is good or great. " 76% learned more about 4-H. 2014 surveys completed by parents show that: " 91 % of parents felt that the program was a very valuable educational experience for their child " 95 % would sign their child up again " 100 % felt the program encouraged their child's interest in science. Through the program, Somerset County 4-H has built strong relationships with local corporate partners. Not only do the scientists present workshops at Science-sational Day, they now help with judging at the fair, donate money to other programs, and recognize Somerset County 4-H as one of the best positive youth development programs in the county. On average, 100 educators/year attend Educator Workshops and Webinars. 6,000 youth participated in a school enrichment programs, additional youth were reached through the Morris County event with similar evaluation results.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

2014 Be a GEEK - Great Engineering Experiences for Kids - Camp - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
-------------	---------------

2014

0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

2014 Be a GEEK - Great Engineering Experiences for Kids ? Camp

There is a growing disconnect between the skills that employers need in an increasingly technological world and the lack of these skills in today?s youth and young adults. Considering that a 2-year degree in a STEM field is worth more than a 4-year liberal arts diploma, providing STEM education in non-formal settings can be a vital link between education and workplace readiness.

What has been done

Building on the success of the first Be a GEEK (Great Engineering Experiences for Kids) Camp in 2013, the Atlantic County 4-H Youth Development Program continued its commitment to increase youth interest, excellence, and participation in national 4-H SET ? Science, Engineering, and Technology ? mission mandate educational programs. Following the basic principles of the Design It and Explore It curriculum series, the program allows for the development of basic engineering principles, exemplifies the design process, and promotes problem solving. Incorporating the experiential learning philosophy of 4-H and making learning relevant, the 2014 program involved food engineering and mechanical engineering focusing on saltwater taffy. Youth explored food engineering, combining science, microbiology, and engineering, and the engineering of simple machines in making a taffy puller. The county 4-H agent developed all relevant instructional materials and working prototype. The agent and two county 4-H program associates conducted the activities. Three 4-H Ambassadors also provided time and assistance during the 2-days.

Results

A total of 30 youth participated in the 2014 2-day program with 33% returning participants from 2013. Participants completing a retrospective pre/post program evaluation (n=26) indicated the following impacts: ? 47% change in what they know about how gears turn objects ? 46% change in knowledge of simple machines ? 44% change in understanding that pulleys make work easier ? 32% change in using the engineering process to make improvements ?30% change in knowledge of force and mechanical advantage principles Participants also indicated: ? 62% rated the overall program as EXCELLENT (31% as VERY GOOD) ? 54% rated the presenters as EXCELLENT (38% as VERY GOOD)

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #10

1. Outcome Measures

North Jersey 4-H Teen Conference (NJTC) - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

North Jersey 4-H Teen Conference (NJTC)

Inspiring and training youth to become leaders is important. Defining what a leader is or does can be tricky, 4-H provides youth with the knowledge and awareness to develop the capacity to lead.

What has been done

The North Jersey 4-H Teen Conference (NJTC) is a 3-day educational program for 4-H members in grades 8 through 13 (the first year of college) from 10 counties in northern New Jersey. The development of this conference was based on demonstrated interest of 4-H teens in coordinating a conference for teens in the northern New Jersey 4-H counties. Started in 2008, the conference focuses on leadership development, team building, service learning and building youth-adult partnerships. A planning committee of 4-H teens and adults representing their respective county 4-H programs meet monthly to plan, implement, deliver, and evaluate the conference. The planning committee has more teens than adults (by more than a 2:1 ratio) and is truly an example of a successful youth ? adult partnership.

Results

The team consists of staff/volunteers/and youth from nine North Jersey Counties. This program was the 2013 National Winner for the Beyond Youth Leadership Award from the National Association of 4-H Extension Agents. Adult Volunteers and County 4-H Staff In 2014 end-of-

program surveys were conducted with adult volunteers and 4-H staff involved in the NJTC conference. As a result of this experience, adults reported that (n=14): ? 93% believe NJTC was a success (7% did not answer the question) ? Comments included: ? ?Youth left feeling positive about the experience indicating an interest in returning and recruiting new participants.? ? ?Teens had a great weekend full of educational and fun learning activities, learning skills and knowledge, and learning life skills.? In 2014, planning committee members indicated the following skills learned or gained as a result of their participation in the conference (n=28): ?82% gained the ability to work effectively in partnership with adults ?89% gained leadership skills ?89% gained communication skills ?75% gained better teamwork skills ?82% gained responsibility ?75% gained planning and organizing skills ?75% gained self-confidence ?57% gained self-esteem ?61% gained self-motivation ? 61% gained increased ability to speak in public 2014 Teen planning committee members commented that as a result of NJTC they will: ? Be part of planning committees in college ? Use the skills learned to better plan for events for the club ? Take more responsibly in my county ? Tell people about what I learned and experienced ? Plan more things to share with other teens ? Use the skills I gained or improved to become a more active member in the activities I do.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #11

1. Outcome Measures

Ethics/True Colors - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Ethics/True Colors

Traits like honesty, responsibility, compassion, and respectfulness may seem like expensive luxuries, but they're priceless assets when it comes to building enduring and rewarding relationships with teachers, co-workers, friends, and families. Human beings are social creatures and thrive in relationships with others.

What has been done

The Ethics/True Colors program is provided to all new 4-H members and volunteers in Atlantic County schools and outreach programs/organizations. Ethics/True Colors is geared at having participants find their "True Color" from a personality ID assessment, and then discovering what makes them that specific color/category. Through group activities and interaction, the youth learned how to understand other people and then how to "make it work" when there is conflict between color groups (people). Additionally, information on the six pillars of character and ethical decision making was provided. Participants learned how to enhance their relationships with other people, the characteristics that everyone should live up to, and things to consider when making decisions.

Results

Surveys show that as a result of the Ethics/True Colors program, participants felt they understand themselves better and therefore can understand and work with others better, learned about character building and the six pillars of character, and learned ways to improve their decision making processes. The surveys indicated the following: ? 99% of participants feel they understand themselves better ? 95% of participants feel they can identify individual attributes of others and can work with them better ? 91% of participants understand the characteristics everyone should live up to ?90% of participants know ways to improve their decision making processes to make ethical/healthy decisions Participants noted the following at the conclusion of the program: ? "This self-discovery process is a powerful tool to help optimize my life!" ? "Identifying my personality and the personalities of others provided me with helpful insights into different motivations, actions, and communication approaches." ? "A beneficial and enjoyable program. I enjoyed the piece on building and improving character, as well as the part about understanding and nurturing ourselves and our relationships."

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #12

1. Outcome Measures

"Discover the Leader in You!" 4-H Conference - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth

development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

"Discover the Leader in You!" 4-H Conference

Leadership is an essential life skill to develop in both youth and adults. Leadership development enables individuals to initiate qualities, which can make them a leader and guide others to be more productive. Leadership includes personal qualities such as communication skills, problem-solving capabilities, ability to work with and manage others and oversee tasks, etc. In today's world, human productivity and success are a result of leadership skills and abilities. The unpredictable challenges of the future emphasize the need for effective leaders.

What has been done

The "Discover the Leader in You" 4-H Conference was planned and implemented in Spring 2014. The conference included large and small group interactive and hands-on activities focusing on leadership and personal development. The purpose/objectives of the program were to provide an opportunity for program participants to: ? Develop an understanding of leadership and who is a leader. ? Identify qualities and characteristics of effective leaders. ? Develop an understanding of leadership skills and characteristics. ? Increase their awareness about the seven leadership life skills (understanding self, communicating, getting along with others, learning to learn, making decisions, managing, and working with groups).

Results

The evaluation methods for this program included an End-of-Program Evaluation. Evaluation results are as follows: ?95% of the program participants indicated that as a result of participating in the conference they learned ?a lot? about leadership. ? 84% learned ?a lot? about leadership skills and characteristics. ? 98% indicated that they plan to use what they learned. ? 96% plan to take on more leadership roles in their 4-H club and/or county 4-H program. ? 100% of the participants rated the program as ?Great? or ?Good?. ? 76% of the participants indicated that they ?Strongly Agree? or ?Agree? that as a result of their participation in the conference they have a greater interest in leadership. ? 75% of the participants indicated that they ?Strongly Agree? or ?Agree? that as a result of their participation in the conference they feel comfortable

taking on a leadership role. ? As a result of participating in the ?Discover the Leader in You!? 4-H Conference, five youth applied and were selected to attend Leadership Washington Focus at the National 4-H Center in July 2014.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #13

1. Outcome Measures

County Special Interest Camps: Cooking and Science Camp - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

County Special Interest Camps: Cooking and Science Camp

Historically, Ocean County had no extensive program or camp that would allow students to engage in food science or the science of food. However, there existed a strong interest in increasing the number of science based programs offered to 4-H youth.

What has been done

Ocean County 4-H has been operating a summer program/camp for 4-H members, which provided an opportunity for youth to learn about both science and food. During three morning sessions, youth prepare food that is served for lunch and afternoon snack. The program focuses on safe food handling and food preparation skills. In the afternoon youth conduct experiments or

face engineering challenges as they engage in science activities. This part of the program focuses on engineering process and experimental design. Field trips focus on the intersection of food and science. Program Objectives: Youth will increase their: ?knowledge, ability, skill, and attitude related to science, engineering, and cooking. ?interest in science and cooking. ?confidence and ability to cook meals. ?confidence and ability to be an engineer.

Results

The results show increases in their confidence and attitudes. In addition, participants indicated an increased relationship between cooking/food and science. (1=none, 4=a lot). How much do you know about? ?solving challenges like a scientist does? - 48% increase ?building your own designs? - 40% increase ? testing what you built like a scientist does? - 51% increase ?making observations like a scientist does? - 49% increase ?redesigning your original design to solve a challenge - 57% increase ?farming and farm life? - 45% increase ?maintaining a safe environment while cooking? - 34% increase ?using kitchen tools correctly? - 27% increase how confident are you as an engineer? - 60% increase how confident are you that you can cook meals? - 47% increase how much do you like science? - 13% increase how much do you like cooking? - 17% increase how much do you think cooking and food are related to science?

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #14

1. Outcome Measures

Essex County 4-H Farm Camp - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Essex County 4-H Farm Camp

In Essex County, youth do not typically have a chance to experience first-hand where their food comes from.

What has been done

The 4-H farm camp supports youth development by promoting a positive interest in nature and encouraging awareness and interest in farming and agriculture. Our mission is to provide the best camp experience for your children, while also providing a beneficial learning experience about food, our earth and nutrition. All campers learn about farming and gardening in small groups, taught by a team of 4-H staff, Master Gardener volunteer, guest presenters, 4-H teen interns, and college interns. Campers have the chance to get out into the field each day and work in the garden, getting their hands dirty by pitching in with the farm chores and learning a new theme centered around the garden. 4-H Farm Camps helps reconnect youth to nature and offers youth in Essex County a space to directly experience agriculture through our chickens, bees and community gardens. 90 % of the children shared their experience from camp with their family and friends.

Results

When asked if they learned about where food comes from; 93% of the children indicated that they learned "A LOT" about food when asked if they learned about anything new or different; 100% indicated that they learned "A LOT" of new and different things. When asked if they would like to learn more; 86% of the children indicated that they would.

When asked how to rate the program as poor, okay or excellent; 100% rated the program excellent. In addition to the above survey results from program participants, farm camp provided an opportunity for teens in the community to gain job skills through interning to help run youth groups at farm camp. 90% of families rated camp safety as excellent, 85% of adults rated farm camp excellent, 100% of youth rated the camp excellent. Based on the above figures, there was an overall satisfaction with Farm Camp. In addition to survey results from parents/guardians and youth, other key stakeholders including Montclair Community Farms coalition partners, were impressed by the camp activities and community interest, asking for us to come back for the 2015 year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #15

1. Outcome Measures

State 4-H Small Animal Educational Symposium - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and

youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

State 4-H Small Animal Educational Symposium

There were limited opportunities for youth, volunteers and parents to learn about small animals, rabbits, cavy, poultry and herpetology.

What has been done

The State 4-H Small Animal Educational Symposium hosted by the State 4-H Small Animal Project Advisory Council provided an opportunity for 4-H members, leaders and parents to participate in a variety of educational events all in one day. Activities and events included: rabbit hopping contest, art show, avian bowl, animalology contest, judges writing workshop, reptile workshop, show etiquette workshop and poultry, rabbit & cavy showmanship workshops. Thirty (30) youth and 18 adults plus the 11 youth and adults who assisted with workshops and events from 9 counties (Atlantic, Burlington, Cumberland, Gloucester, Mercer, Middlesex, Monmouth, Ocean and Salem) attended the event. The purpose/objectives of the program were to provide an opportunity for program participants to: ?To develop an understanding of rabbit, cavy & poultry showmanship procedures and techniques and the skills necessary to properly show an animal. ?To learn the procedures and knowledge needed for the 4-H Avian Bowl. ?To learn the procedures and techniques for 4-H rabbit hopping. ?To provide a fun and educational venue for 4-H rabbit, cavy, small animal, poultry and herpetology project members to interact.

Results

The evaluation methods for this program included an End-of-Program Evaluation. Evaluation results are as follows: ?79% rated the poultry showmanship workshop as ?excellent? and 21% rated it as ?good?. ?92% rated the rabbit showmanship workshop as ?excellent? and 8% rated it as ?good?. Several participants indicated that the workshop was very informative and they learned a lot. ?89% rated the writing for show judges workshop as ?excellent? and 11% rated it as ?good?. ?83% rated the art show and rabbit hopping event as ?excellent? and 17% rated it as ?good?. ?100% rated the animalology quiz bowl and show etiquette as ?excellent?. ?Program participants indicated that they developed skills as a result of participation in the program (63%

developed self-confidence; 60% developed communication/public speaking skills; and 77% developed skills related to working in groups). 51% of the participants indicated that the event was very valuable and 37% stated that it was valuable. 71% of the participants rated the symposium as excellent and 29% rated it as very good. Some of the comments from the participants regarding what they liked best about the symposium included: everything, educational aspect, knowledge the presenters had to share, friendly & helpful staff, fun and very informative, poultry showmanship and the fact the children got to bring their own chickens, getting to experience an avian bowl, I learned how to train my rabbits to hop over poles.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #16

1. Outcome Measures

4-H Public Speaking Program - Medium Term - Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: taking on leadership roles in their youth organizations and schools, and working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
4-H Public Speaking Program

Public Speaking remains American's #1 fear. However, effective public speaking is a skill that youth will use throughout life, in the workforce and within their communities. Public speaking teaches youth to organize their thoughts and encourages the development of poise and self-confidence. With public schools increasingly stretched to teach toward test outcomes, formal

opportunities to hone public speaking and presentation skills is not often included in county classrooms. Learning communication skills helps young people in their education and prepares them for workforce, civic, and family roles they will assume as adults. Public speaking skills are highly ranked as an important skill set for professionals. Public speaking has been a key component of the 4-H program throughout its 100+ year history.

What has been done

4-H youth select a topic, organize their information, prepare visuals such as posters and power point presentations, and practice their performances prior to the contest. This preparatory work takes place individually and at the club level, with guidance from parents and club leaders.

Results

Youth participants? 4-H Public Presentations nights indicated on end-of-program evaluations that they learned or gained the following skills as a result of their participation in the event. They plan to deliver future presentations, speak clearly, improved listening skills, how to tell story to generate interest, improved eye contact, better able to receive constructive feedback, how to research topics, and confidence in speaking ability.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #17

1. Outcome Measures

New Brunswick 4-H Youth and Community Development - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

New Brunswick 4-H Youth and Community Development

A significant portion of New Jersey's Spanish speaking youth are at a substantial risk for negative life outcomes including poor health, substance abuse, school failure and violence, due to poverty ? many are new immigrants and live in communities facing generational poverty and the concurrent challenges of such poverty. At the same time, Latino communities are further isolated due to language and cultural barriers. Research demonstrates that culturally responsive education provides the means and opportunity to develop the basic skills youth need to become responsible family members, participants in the work force, and contributing residents.

What has been done

Previous programs for the Latino community have been short term educational programs in schools during after school, but have not resulted in a sustained youth development program in the community. The New Brunswick 4-H program was developed to meet these needs, utilizing the structure and philosophy of 4-H, while working in collaboration with community organizations and Rutgers University students. For the past 5 years the New Brunswick 4-H program has been successful in meeting these needs. New Brunswick 4-H continues to provide opportunities for youth grades K-13 to participate in clubs and special interest programs with a focus on developing skills in communication, leadership, citizenship, decisional making and development of a positive self-concept. This has been accomplished through 4-H club and special interest programs with project areas including robotics, leadership, citizenship, general science, arts, dance, sports and fitness, food and nutrition, environmental science, culture and citizenship. Special interest programs in after-school settings with a focus on robotics, food and nutrition, arts and crafts and gardening continue each year due to requests from schools and community organizations. AmeriCorp VISTA volunteers serve as 4-H club leaders and, work with management and marketing of the program, and assist with fund development. Rutgers University students serve as 4-H club leaders and other Rutgers University students do internships working within the 4-H program. New Brunswick High School students take part in internships in 4-H and assist with the implementation of after-school educational programs. Program Objectives include: ?Provide a positive youth development experience for underserved Latino Youth. ?Develop leadership skills in youth and adults. ?Enable adults in the Latino community to assist with the running of club and projects. ?Provide positive leadership development opportunities for youth and adults. ?Provide an opportunity for youth to develop and maintain community and cultural connections. ?Build family strengths in the Latino community. The visibility and credibility of 4-H in New Brunswick has increased and there has been a 50% increase in requested for collaborative efforts and youth educational programming from community organizations over the past two year. The increase in requests for collaborative efforts has demonstrated that the 4-H program is sustainable in New Brunswick due to demonstrated interest in the program and an increasing sense of trust and respect.

Results

New Brunswick 4-H teens have not only become fully integrated into the 4-H program but are taking initiative and leadership in the development of these programs. ? An observational assessment was completed by 4-H adult volunteers with 4-H clubs and special interest programs. These assessments indicated a continued increase in demonstrated communication and cooperation skills; and indicated that youth can work together to set goals and solve problems, show an increase in public speaking and communication skills, and a strong increase in

leadership skills. ? Retrospective pre-post surveys were conducted with 4-H youth. Survey results indicated an increase in goal setting skills, communication skills, decision making skills, and an increase in the interest in participating in community service projects. ? Ongoing collaborations have continued with different community and university organizations. In 2014, there was another 50% increase in requests for collaborative programming and New Brunswick 4-H has assisted with a Catholic Charities summer camp, after-school programming at the New Brunswick Charter School, a community ?Trunk or Treat? program, New Brunswick library educational programs, the Raritan River Festival, NB HUB Teen Center events, Internship programs for High School students, Citizen?s Campaign workshops and Environmental Commission programs. Collaborators that traditionally provide programs for adults in the community indicate that 4-H is a respected organization to partner with for youth programming. Currently, New Brunswick 4-H is working with partners to secure additional grant funding to support youth programming. ? New Brunswick 4-H became a site working with the Bristol-Myers Squibb Science Saturdays program in 2014. ? An increase in internship opportunities for Rutgers University students have been developed and the number of Rutgers University students working with the 4-H program has doubled since 2013. New partnerships with Rutgers University departments formed in 2014. ? Grant funding from an ongoing collaboration with the Unity Square partnership was secured and is currently providing funding to support new 4-H clubs and special interest programs. Due to continued increase in partnerships and collaborations with local agencies and Rutgers University departments, the New Brunswick 4-H program has increased its visibility and credibility. There is a sustainable process in place for recruitment and retention of 4-H programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #18

1. Outcome Measures

Elizabethport 4-H Program - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Elizabethport 4-H Program

The Elizabethport section of Elizabeth, N.J. is one of the poorest neighborhoods in Union County.

What has been done

The Union County 4-H program offers enrichment activities in cooking, nutrition, gardening, along with field trips ? all woven into the values and standards of a 4-H Club to youth living in Elizabethport.

Results

On average, 40 children participate in the program each year. Thanks to 4-H programming many of the youth, (4-H has run this program since 1993), have gone to college, trade schools, and military service. 4-H has helped these children stay on the pathway to success.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #19

1. Outcome Measures

New Jersey 4-H Youth Development - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

New Jersey 4-H Youth Development

A commitment to high-quality, positive youth development is at the core of 4-H's work with young people in New Jersey. The 4-H Youth Development Program prepares young people to make a positive impact in their communities and the world.

What has been done

The Rutgers Cooperative Extension, 4-H Youth Development Program uses a learn-by-doing approach to enable youth to develop the knowledge, attitudes and skills they need to become competent, caring and contributing citizens of the world. This mission is accomplished by using the knowledge and resources of the land grant university system, along with the involvement of caring adults. The 4-H Youth Development Program is part of Rutgers Cooperative Extension. 4-H educational programs are offered to all youth, grades K-13 (one year out of high school), on an age-appropriate basis, without regard to race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. In 2014, 59,972 youth (*duplicates included) participated in the following ways: 12,582 youth were members of organized 4-H clubs (community, in-school, after school and military), 7,162 youth were members of 4-H special interest/short-term programs, 955 youth participated in camping programs, 38,177 youth were involved in 4-H school enrichment programs, 436 youth participated in 4-H individual study programs, 660 youth participated in after-school education programs. NJ 4-H Project Enrollment: Science, Engineering & Technology 34,254 Healthy Lifestyles 19,911, and Citizenship 13,956.

Results

The 4-H Youth Development Program is preparing young people to make a positive impact in their communities and the World. An in-depth study by Tufts University has discovered that, when compared to other youth, young people involved in 4-H: ?Have higher educational achievement and motivation for future education. ?Are more civically active and make more civic contributions to their communities. Volunteers are essential to the successful delivery of 4-H programs to youth. This year 3,748 adult volunteers donated, on average, 220 hours per year preparing for club meetings and teaching youth. According to the Independent Sector, the value of volunteer time for New Jersey in 2013 was \$25.33/hour. This equates to more than \$22.8 million in time donated to New Jersey 4-H. There were also 372 4-H teen volunteers who shared their skills with younger 4-H members and with other youth in their communities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #20

1. Outcome Measures

Passaic County 4-H SET (Science, Engineering and Technology) Ambassadors Program - Long Term - Youth demonstrate mastery and competencies needed to become engaged by assuming leadership positions in communities; developing and implementing action plans to address community needs, and becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Passaic County 4-H SET (Science, Engineering and Technology) Ambassadors Program

Urban communities like Paterson, Passaic and Clifton in Passaic County tend to have lower graduation rates and higher rates of poverty and unemployment ? all contributing to educational deficits. According to the National Science Foundation?s Strategic Plan for 2011-2016 ?the nation must maintain a robust science, technology, engineering, and mathematics workforce.?

What has been done

Rutgers 4-H Samsung Summer Science Program and became Passaic County 4-H SET Ambassadors for the 2014-2015 year. Each teen was trained to teach activities based on topics they had explored throughout their week long Rutgers science experience. Teens are exposed to the activities and then must practice teaching the project to other teens in order to receive feedback and improve their teaching skills. After completion of their week long Rutgers 4-H Samsung Summer Science Program participating teens depart camp with all of the necessary

activity supplies to support them as Passaic County SET Ambassadors with the goal of sharing the knowledge they gained with other youth (K-12) in their home communities. Upon returning back home many Passaic County 4-H SET Ambassadors meet as part of the Passaic County Teen Crusaders club, receive additional training and plan science programs and events in their home towns.

Results

The Passaic County teens that participate in the Rutgers 4-H Samsung Summer Science program and become Passaic County SET Ambassadors are able to learn about the different areas of science that many have never before explored. Passaic County 4-H SET Ambassadors feel they have gained by being a SET Ambassador: ?gained experience in teaching other students, an opportunity to learn [herself], and involvement in a great organization.? ?An understanding of what science is, and how to share the enjoyment of science with others.? 4-H SET Ambassadors feel has been the best part of giving back to their community: Is feeling like a vital part of it. It is one of the only times that [she feels she is] part of a greater whole and can actually have an influence on someone?s life. Seeing other students apply the knowledge, ?favorite part about teaching is learning from the ideas that kids come up with. Rather than sticking to the box, they go completely outside of it. The next generation of coming into the adolescents will definitely be one to look out for.? Many of the past Passaic County 4-H SET Ambassadors who participated in Rutgers 4-H Summer Science between the years of 2009 and 2011 are currently enrolled in a variety of colleges including: Fairleigh Dickinson University, Columbia University, Montclair State University, Voorhees College, William Paterson University, the New Jersey Institute of Technology, Berkley College, Carnegie Mellon University, Pennsylvania State University, Seton Hall University, Passaic County Community College and Rutgers University. At these universities these former SET Ambassadors are majoring in a variety of science fields including: computer science, mechanical and computer engineering, art, nursing, criminology, and diplomacy and international relations.

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.)
- Other (Youth risk factors)

Brief Explanation

None to report.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

NJAES research and extension outcomes related to this planned program were evaluated utilizing a variety of evaluation methods appropriate for each initiative to determine effectiveness on both a qualitative and quantitative level. For KASA and practice change we included the measurement of knowledge gained as measured by pre/post Likert-scale assessments. Surveys were used to measure increase in skills acquired, behavior change and practice adoption. For process evaluation we focused on program delivery, participation, relevance and timeliness. Data was collected at appropriate times for each initiative that supports this planned program. IRB approved evaluation instruments were used to collect research and extension data. Data analyses comparisons relevant to basic and applied research and demonstration were collected and analyzed and reported utilizing a variety of data collection methods appropriate to each research question. The major goal of evaluating is the demonstration of social, economic, behavior and environmental changes in conditions that contribute to improved quality of life as a result of participation in programs and benefits of research solutions. See state defined outcomes for detailed results of each initiative.

Key Items of Evaluation

None to report.