

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

**Program # 16**

**1. Name of the Planned Program**

Preparing Youth for Success (Extension)

Reporting on this Program

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	25%		0%	
806	Youth Development	75%		0%	
	<b>Total</b>	100%		0%	

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	85.0	0.0	0.0	0.0
<b>Actual Paid</b>	81.7	0.0	0.0	0.0
<b>Actual Volunteer</b>	143.2	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
4593773	0	0	0
<b>1862 Matching</b>	<b>1890 Matching</b>	<b>1862 Matching</b>	<b>1890 Matching</b>
4593773	0	0	0
<b>1862 All Other</b>	<b>1890 All Other</b>	<b>1862 All Other</b>	<b>1890 All Other</b>
0	0	0	0

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

**1. Brief description of the Activity**

- Conduct workshops
- Face to face and virtual meetings
- Develop curriculum
- Provide training to professionals, volunteers and youth
- Media and web site creation
- Partnering with businesses and other organizations
- Fair
- Camping
- Conduct educational programs with youth
- Conduct in-school and after school enrichment

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

- Youth: infants through 18 years of age (with a special focus on new and underserved audiences)
- Parents of youth
- Volunteers working with youth audiences
- Teachers / educators working with youth audiences
- Families
- Youth development professional staff
- Community leaders involved in subject specific areas
- Youth (8-18 years), parents of youth, and volunteers working with youth; all with association with animal projects
  - General public who have interest in animals

**3. How was eXtension used?**

Occasionally, Extension 4-H professionals and / or 4-H volunteers access eXtension to explore the limited information that is available on eXtension for 4-H Youth Development programming. The material that was most often accessed was related to subject matter content of 4-H individual projects.

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

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	121816	369547	216240	127156

**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**

<b>2014</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Actual</b>	25	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Number of youth enrolled/engaged in organized community 4-H clubs

<b>Year</b>	<b>Actual</b>
2014	75160

**Output #2**

**Output Measure**

- Number of youth enrolled/engaged in after school 4-H programs

<b>Year</b>	<b>Actual</b>
2014	3688

**Output #3**

**Output Measure**

- Number of youth enrolled/ engaged in military 4-H clubs  
Not reporting on this Output for this Annual Report

**Output #4**

**Output Measure**

- Number of youth participating in Special Interest and short term programs

<b>Year</b>	<b>Actual</b>
2014	119045

**Output #5**

**Output Measure**

- Number of youth participating in School Enrichment programs

<b>Year</b>	<b>Actual</b>
2014	59558

**Output #6**

**Output Measure**

- Number of youth participating in 4-H overnight camping programs

<b>Year</b>	<b>Actual</b>
2014	11763

**Output #7**

**Output Measure**

- Number of youth participating in 4-H day camping programs

<b>Year</b>	<b>Actual</b>
2014	4405

**Output #8**

**Output Measure**

- Number of adult volunteers  
Not reporting on this Output for this Annual Report

**Output #9**

**Output Measure**

- Number of teen volunteers  
Not reporting on this Output for this Annual Report

**Output #10**

**Output Measure**

- number of youth participating in "Assuring Quality Care for Animals" sessions

<b>Year</b>	<b>Actual</b>
2014	25044

**Output #11**

**Output Measure**

- number of volunteers participating in the planning and implementation of this program (committee members, teachers / trainers, unpaid staff, etc.) (RMRW)  
Not reporting on this Output for this Annual Report

**Output #12**

**Output Measure**

- number of adult volunteers contributing to 4-H programming and events

<b>Year</b>	<b>Actual</b>
2014	17836

**Output #13**

**Output Measure**

- number of teen volunteers contributing to 4-H programming and events

<b>Year</b>	<b>Actual</b>
2014	4693

**Output #14**

**Output Measure**

- number of adult volunteers contributing to the planning and implementation of the Real Money. Real World. youth financial literacy program

<b>Year</b>	<b>Actual</b>
2014	1597

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

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

O. No.	OUTCOME NAME
1	number of youth indicating an increase in understanding of decision making processes
2	number of youth indicating an increase knowledge of the educational topic being presented
3	number of youth who have demonstrated decision making and problem solving skills
4	number of youth who have indicated the intention to practice improved basic life skills
5	number of youth who have participated in 4-H programs and indicated that they now possess transferrable workforce skills
6	number of participants who increased awareness about what it costs to maintain a household (RMRW)
7	number of participants who increased awareness about how every spending decision affects other spending opportunities (RMRW)
8	number of participants who increased awareness about how the type of job they have affects how much money they will make (RMRW)
9	number of participants who increased feeling of importance about getting more education or training after high school (RMRW)
10	number of participants who increased feeling of importance about waiting to have children until financially ready (RMRW)
11	number of participants who increased feeling of importance about having a plan for spending that includes both needs and wants (RMRW)
12	number of participants who indicated their likeliness to make changes relative to getting more education or training after high school (RMRW)
13	number of participants who indicated their likeliness to make changes relative to learning how to make wise financial decisions (RMRW)
14	number of Real Money. Real World. participants who indicated they would now think about how spending impacts other choices and opportunities. (RMRW)
15	number of Real Money. Real World. participants who increased awareness about how the level of a education a person obtains greatly impacts the type of job they will get and their earning potential. (RMRW)
16	number of Real Money. Real World. participants who indicated an intent to get more training or education after high school. (RMRW)
17	number of Real Money. Real World. participants who indicated they would develop a plan for their money that includes both needs and wants (RMRW).

18	number of Real Money. Real World. participants who indicated they learned how to make wise financial decisions. (RMRW)
19	number of youth participants who increased their knowledge of producing quality and safe animal products for consumers through responsible animal handling, care and welfare (Assuring Quality Care for Animals)

**Outcome #1**

**1. Outcome Measures**

number of youth indicating an increase in understanding of decision making processes

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2014	66123

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

**Issue (Who cares and Why)**

Youth need to increase their understanding of decision making processes to become more productive citizens as adults.

**What has been done**

Past Ohio studies have determined that the typical club member attends an average of 11 club meetings per year, and educational delivery methods employed by clubs included: Work night meetings (31%); workshops / clinics (59%); Skill-a-thon kits (54%); required demonstrations by members (81%); outside speakers (59%); subject matter volunteers (45%); field trips / tours (56%); and community service (91%). Through these delivery methods, 4-H members learn how to make decisions in the operation of their local 4-H clubs. 4-H members learn how to prepare for and participate in project interviews. They also acquire from subject matter specialists necessary information to weigh alternatives to select the best course of action in completing their individual 4-H projects.

**Results**

4-H members were asked if they learned any Decision Making Skills through their 4-H club experience. Following are the percentage of respondents who answered YES to the following Decision Making Skills: 90% -Think about what might happen because of the decision; 90% -

Generate ideas for possible solutions before making a decision; 89% - Determine the best alternative and actually make the decision; 88% - Implement the decision; 86% - Gather background information that will help to make a decision; 85% - Evaluate the outcome of the decision; 79% - Make decisions without delaying too much (timely).

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

number of youth indicating an increase knowledge of the educational topic being presented

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	76004

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

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

Youth need to increase their knowledge of 4-H presented educational topics to become more productive citizens as adults. Educational topics that are most common across local 4-H clubs include such things as: (a) basics of management for each livestock species and/ or other project areas; (b) assuring quality care for animals; (c) how to successfully engage in a job interview; and (d) how to work on committees or in groups to accomplish the goals of the group.

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

Ohio youth participate in a variety of events including clubs, after-school programs, military clubs, special interest and short term programs, school enrichment programs, overnight camping, and day camping programs. Activities at these events are designed to be fun, and engage youth in positive learning experiences. Youth learning outcomes may be formal or informal, depending on the setting (school-based enrichment learning objectives will be more formal than camping objectives).

###### **Results**

4-H members were asked to rate the amount of project knowledge/ skills gained through 4-H programming on a four point scale, where 1=NONE and 4=A LOT. The highest ratings were "Exhibiting the product(s) of a 4-H project" and "Working on a 4-H project". Next were: "4-H project books and written 4-H materials" and then "One-on-one visits with an adult 4-H volunteer". The lowest rating was "Attending 4-H workshops/ clinics". However, all were rated 3 or higher on a 4 point scale.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #3

##### 1. Outcome Measures

number of youth who have demonstrated decision making and problem solving skills

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	34202

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

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

Youth need to demonstrate their decision making and problem solving skills to become more productive citizens as adults.

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

Within the last five years local 4-H volunteers were asked to assess their club members' decision making / problem solving skills and transferable workforce preparation skills. Youth were asked to assess basic life skills learned, decision-making / problem solving skills learned, and project skills / knowledge gained during 4-H programming and events.

###### **Results**

4-H Club Advisors were asked to indicate how many of their club's members could demonstrate decision making skills. On each of the seven decision making skills, 91%-96% of the respondents stated that half or more of their members demonstrated such skills. The highest rated skill was

'generate ideas for possible solutions before making a decision' (96%) and the lowest was, 'implement the decision' (91%)

The other five decision making skills were: 'gather background information that will help to make a decision' (95%); 'think about what might happen because of the decision' (95%); 'make decisions without delaying too much (timely)' (95%); 'determine the best alternative then actually make the decision' (91%); and 'evaluate the outcome of the decision' (94%)

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #4

##### 1. Outcome Measures

number of youth who have indicated the intention to practice improved basic life skills

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	71444

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

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

Youth need to improve basic life skills to become more productive citizens as adults. The concept of 'basic life skills' includes, but is not limited to: using time wisely; meeting scheduled deadlines; demonstrating self-motivation; being a team player; displaying positive attitudes; being able to share information learned with others; acquiring and applying new knowledge; demonstrating responsibility; being respectful. These are all skills, behaviors and abilities that are desirable in productive adults. The 4-H experience, both in working on individual 4-H projects and in participating in 4-H club activities, provides scenarios in which such skills can be taught, nurtured and developed.

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

Data were collected and summarized from a questionnaire in which 4-H advisors / volunteers assessed their club members' decision making / problem solving skills and transferable workforce preparation skills. Youth were asked to assess basic life skills.

### Results

4-H members were asked if they learned any basic life skills through their 4-H club experience. The percentage of 4-H members who responded 'YES' is indicated for each life skill: 96% - Understand it is important to follow through on commitments; 96% - Have control over personal goals/future; 95% - Work/play with people who are different from me; 94% - Use time wisely; 94% - Take care of personal belongings; 94% - Listen carefully to what others say

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #5

#### 1. Outcome Measures

number of youth who have participated in 4-H programs and indicated that they now possess transferrable workforce skills

#### 2. Associated Institution Types

- 1862 Extension

#### 3a. Outcome Type:

Change in Condition Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	36102

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

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

Youth need to possess transferable workforce skills to become more productive citizens as adults. 4-H workforce preparation programming intentionally links interactions with youth to meet specific workforce preparation, content, and outcomes. Studies have shown that in typical workforce preparation programs very little attention has been paid to the quality of work experiences or developmental opportunities. Many youth are unaware of the skills they need to succeed in the workforce, and are unskilled in the steps required to make themselves "job-ready" to meet their career goals.

##### What has been done

Workforce preparation programming teaches the following skills: critical thinking, problem solving, creativity and innovation; how to communicate effectively using the range of methods and tools available; working cooperatively with others, building relationships; how to take responsibility for

continuous improvement of skills; understanding and selecting appropriate technology, using technology effectively to solve problems; demonstrating personal accountability, effective work habits, and ethical behavior. One of the project events at the Ohio State Fair is "Workforce Preparation Day", where youth can demonstrate their skills and knowledge.

### Results

4-H adult volunteers were asked to assess their club members' decision making / problem solving skills and transferable workforce preparation skills. Similarly, youth were asked to assess basic life skills learned, decision making / problem solving skills learned, and project skills / knowledge. Assessment surveys showed that at least 92% of 4-H club advisors reported that half or more of their youth club members demonstrated transferable workforce skills. The highest rated skill demonstrated by club members was 'Display positive attitudes' (99% of club members demonstrating); the lowest rated skill was 'Demonstrate self-motivation' (92%). Other skills were rated as follows: 'Use time wisely' (94%); 'Meet scheduled deadlines' (95%); 'Demonstrate responsibility' (96%); 'Are team players' (97%); 'Acquire and apply new knowledge' (97%); 'Are able to share information they have with others' (98%); 'Are respectful' (98%). 130 projects were completed in 2014 for Workforce Preparation.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #6

#### 1. Outcome Measures

number of participants who increased awareness about what it costs to maintain a household (RMRW)

#### 2. Associated Institution Types

- 1862 Extension

#### 3a. Outcome Type:

Change in Knowledge Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	12765

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

Issue (Who cares and Why)

Real Money. Real World. (RMRW) programming will be of direct use to parents & youth. The curriculum is designed to increase youth awareness of: how education level & corresponding career choice influence personal income and financial security; money management tools used in daily spending for cost-of-living decisions; how income and lifestyle choices affect the amount of available money for discretionary spending. This curriculum will help make today's students more financially aware and responsible adults. Additionally, this program aids schools in meeting the economics and financial literacy content standards as prescribed by Ohio's educational requirements.

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

Students receive 5 preparatory classroom lessons. The culmination of these lessons is an interactive simulation, where each student is assigned an occupation and corresponding salary. Students visit 14 booths that correspond to typical adult budget / expense considerations: housing, transportation, insurance, utilities, food, etc. These booths are staffed by volunteers from the local business community.

#### **Results**

19,421 RMRW participants completed the retrospective evaluation of RMRW programming. 65.7% of participants who completed the retrospective survey indicated a positive change (from before participating in RMRW to after participating in RMRW). Comments from youth participants regarding awareness of the costs to maintain a household included: "I learned that living on your own is not cheap. Your rent takes most of your money."; "A lot of what my mom makes goes for food and taxes, house payments, car payments and entertainment"; "Buying a house is a better investment than renting."; and "Housing cost more than I thought!"

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

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management
806	Youth Development

#### **Outcome #7**

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

number of participants who increased awareness about how every spending decision affects other spending opportunities (RMRW)

Not Reporting on this Outcome Measure

#### **Outcome #8**

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

number of participants who increased awareness about how the type of job they have affects how much money they will make (RMRW)

Not Reporting on this Outcome Measure

**Outcome #9**

**1. Outcome Measures**

number of participants who increased feeling of importance about getting more education or training after high school (RMRW)

Not Reporting on this Outcome Measure

**Outcome #10**

**1. Outcome Measures**

number of participants who increased feeling of importance about waiting to have children until financially ready (RMRW)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	11575

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

**Issue (Who cares and Why)**

Real Money. Real World. (RMRW) programming will be of direct use to parents & youth. The curriculum is designed to increase youth awareness of: how education level & corresponding career choice influence personal income and financial security; money management tools used in daily spending for cost-of-living decisions; how income and lifestyle choices affect the amount of available money for discretionary spending. This curriculum will help make today's students more financially aware and responsible adults. Additionally, this program aids schools in meeting the economics and financial literacy content standards as prescribed by Ohio's educational requirements.

**What has been done**

Students receive 5 preparatory classroom lessons. The culmination of these lessons is an interactive simulation, where each student is assigned an occupation and corresponding salary. Students visit 14 booths that correspond to typical adult budget / expense considerations: housing, transportation, insurance, utilities, food, etc. These booths are staffed by volunteers from the local business community.

### **Results**

19,421 RMRW participants completed the retrospective evaluation of RMRW programming. 59.6% of participants who completed the retrospective survey indicated a positive change (from before participating in RMRW to after participating in RMRW). Comments from youth participants regarding the importance of waiting to have children until financially ready included: "[I learned] how important it is to not have kids until you're ready."; "[I learned] how much childcare costs and when you have kids, your paycheck mostly goes to them."; "How much children cost. I knew that childcare wasn't cheap, but seeing the actual costs for things was startling."; and "[I realized] how much money my parents spend on me."

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

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management
806	Youth Development

### **Outcome #11**

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

number of participants who increased feeling of importance about having a plan for spending that includes both needs and wants (RMRW)

Not Reporting on this Outcome Measure

### **Outcome #12**

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

number of participants who indicated their likeliness to make changes relative to getting more education or training after high school (RMRW)

Not Reporting on this Outcome Measure

### **Outcome #13**

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

number of participants who indicated their likeliness to make changes relative to learning how to make wise financial decisions (RMRW)

Not Reporting on this Outcome Measure

## **Outcome #14**

### **1. Outcome Measures**

number of Real Money. Real World. participants who indicated they would now think about how spending impacts other choices and opportunities. (RMRW)

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	13162

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

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

Real Money. Real World. (RMRW) programming will be of direct use to parents & youth. The curriculum is designed to increase youth awareness of: how education level & corresponding career choice influence personal income and financial security; money management tools used in daily spending for cost-of-living decisions; how income and lifestyle choices affect the amount of available money for discretionary spending. This curriculum will help make today's students more financially aware and responsible adults. Additionally, this program aids schools in meeting the economics and financial literacy content standards as prescribed by Ohio's educational requirements.

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

Students receive 5 preparatory classroom lessons. The culmination of these lessons is an interactive simulation, where each student is assigned an occupation and corresponding salary. Students visit 14 booths that correspond to typical adult budget / expense considerations: housing, transportation, insurance, utilities, food, etc. These booths are staffed by volunteers from the local business community.

#### **Results**

19,421 RMRW participants completed the evaluation of RMRW programming. 67.8% of participants who completed the survey indicated an intent to change their behavior as a result of participating in RMRW. Comments from youth participants regarding future spending behaviors included: "I plan to change the way I spend money."; "I will have to think about something and the impact it will have before purchasing it."; "Actually budget the income I do have instead of just spending it on whatever."; and "I plan on thinking things through before I buy something to make sure it is really something I want to spend my money on."

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
806	Youth Development

#### Outcome #15

##### 1. Outcome Measures

number of Real Money. Real World. participants who increased awareness about how the level of a education a person obtains greatly impacts the type of job they will get and their earning potential. (RMRW)

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	0

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

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

Real Money. Real World. (RMRW) programming will be of direct use to parents & youth. The curriculum is designed to increase youth awareness of: how education level & corresponding career choice influence personal income and financial security; money management tools used in daily spending for cost-of-living decisions; how income and lifestyle choices affect the amount of available money for discretionary spending. This curriculum will help make today's students more financially aware and responsible adults. Additionally, this program aids schools in meeting the economics and financial literacy content standards as prescribed by Ohio's educational requirements.

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

Students receive 5 preparatory classroom lessons. The culmination of these lessons is an interactive simulation, where each student is assigned an occupation and corresponding salary. Students visit 14 booths that correspond to typical adult budget / expense considerations: housing, transportation, insurance, utilities, food, etc. These booths are staffed by volunteers from the local business community.

###### **Results**

19,421 RMRW participants completed the retrospective evaluation of RMRW programming. 62.2% of participants who completed the retrospective survey indicated a positive change (from before participating in RMRW to after participating in RMRW). During the simulation, students who 'received' a less-than-desirable job had to make many concessions to stay on track and not overspend. Comments from youth participants regarding awareness of correlation between a job and earnings / earning potential: "[I learned] how important it was to have a real job and how much food, housing, and child care cost."; "How little people make from their jobs and how expensive things are."; "How much everything costs all together & how much your job impacts that."; "[I learned] how much things really add up even when you have a decent job."

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
806	Youth Development

#### Outcome #16

##### 1. Outcome Measures

number of Real Money. Real World. participants who indicated an intent to get more training or education after high school. (RMRW)

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	11492

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

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

Real Money. Real World. (RMRW) programming will be of direct use to parents & youth. The curriculum is designed to increase youth awareness of: how education level & corresponding career choice influence personal income and financial security; money management tools used in daily spending for cost-of-living decisions; how income and lifestyle choices affect the amount of available money for discretionary spending. This curriculum will help make today's students more financially aware and responsible adults. Additionally, this program aids schools in meeting the economics and financial literacy content standards as prescribed by Ohio's educational requirements.

**What has been done**

Students receive 5 preparatory classroom lessons. The culmination of these lessons is an interactive simulation, where each student is assigned an occupation and corresponding salary. Students visit 14 booths that correspond to typical adult budget / expense considerations: housing, transportation, insurance, utilities, food, etc. These booths are staffed by volunteers from the local business community.

**Results**

19,421 RMRW participants completed the evaluation of RMRW programming. 59.2% of participants who completed the survey indicated an intent to get more training or education after high school. Comments from youth participants regarding future education / training included: "[I learned] how much money it takes to raise a family and how much schooling really affects your job."; "Go to college because it will give you a much better job to get paid a lot better."; "How expensive regular costs are, such as child care, and how little pay you will take with only a high school education."

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management
806	Youth Development

**Outcome #17**

**1. Outcome Measures**

number of Real Money. Real World. participants who indicated they would develop a plan for their money that includes both needs and wants (RMRW).

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	11873

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

**Issue (Who cares and Why)**

Real Money. Real World. (RMRW) programming will be of direct use to parents & youth. The curriculum is designed to increase youth awareness of: how education level & corresponding

career choice influence personal income and financial security; money management tools used in daily spending for cost-of-living decisions; how income and lifestyle choices affect the amount of available money for discretionary spending. This curriculum will help make today's students more financially aware and responsible adults. Additionally, this program aids schools in meeting the economics and financial literacy content standards as prescribed by Ohio's educational requirements.

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

Students receive 5 preparatory classroom lessons. The culmination of these lessons is an interactive simulation, where each student is assigned an occupation and corresponding salary. Students visit 14 booths that correspond to typical adult budget / expense considerations: housing, transportation, insurance, utilities, food, etc. These booths are staffed by volunteers from the local business community.

#### **Results**

19,421 RMRW participants completed the evaluation of RMRW programming. 61.1% of participants who completed the survey indicated an intent to create a plan for their money that includes both needs and wants. Comments from youth participants regarding future spending plans included: "[I learned] how much money we actually get to spend for our own wants after paying for our needs."; "[I learned] how much money you get a month is usually spent on needs way before our wants."; "[I didn't know] how much of an adult's monthly income must be spent on their needs instead of their wants."; and "[I didn't know] how much parents have to budget for everyday needs like food, clothes, utilities, houses, and car payments."

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

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management
806	Youth Development

#### **Outcome #18**

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

number of Real Money. Real World. participants who indicated they learned how to make wise financial decisions. (RMRW)

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

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

10975

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Real Money. Real World. (RMRW) programming will be of direct use to parents & youth. The curriculum is designed to increase youth awareness of: how education level & corresponding career choice influence personal income and financial security; money management tools used in daily spending for cost-of-living decisions; how income and lifestyle choices affect the amount of available money for discretionary spending. This curriculum will help make today's students more financially aware and responsible adults. Additionally, this program aids schools in meeting the economics and financial literacy content standards as prescribed by Ohio's educational requirements.

#### What has been done

Students receive 5 preparatory classroom lessons. The culmination of these lessons is an interactive simulation, where each student is assigned an occupation and corresponding salary. Students visit 14 booths that correspond to typical adult budget / expense considerations: housing, transportation, insurance, utilities, food, etc. These booths are staffed by volunteers from the local business community.

#### Results

19,421 RMRW participants completed the evaluation of RMRW programming. 56.5% of participants who completed the survey indicated they learned how to make wise financial decisions. Comments from youth participants regarding making wise financial decisions: "[I learned] that children can be very expensive, how to make wise decisions and how to manage money."; "Choose wisely between needs and wants."; "Even if you make a good amount of money you should still budget wisely or you might run out of money."; "Everything is really expensive and if you don't get a good job or spend your money wisely you could get into financial trouble."; and "[I learned] how hard it is to support a family, including yourself, and how wisely you have to spend your money."

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
806	Youth Development

### Outcome #19

#### 1. Outcome Measures

number of youth participants who increased their knowledge of producing quality and safe animal products for consumers through responsible animal handling, care and welfare (Assuring Quality Care for Animals)

#### 2. Associated Institution Types

- 1862 Extension

### 3a. Outcome Type:

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	15212

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

The Ohio Department of Agriculture (ODA) requires every youth who plans to exhibit and sell livestock into the food system to attend annual training on animal quality assurance (QA). The QA training helps to ensure that food products entering the food system are as safe and nutritious as possible, and that animals are cared for and handled responsibly and ethically.

#### What has been done

4-H members are provided with activity and record books which help educate them, and provide resources to help them track the care of the livestock projects. The activity books teach lessons on topics such as: developing and implementing an effective health management plan; using antibiotics responsibly; how to properly store and administer animal health products; how to properly follow feed processing protocols; how to practice good environmental stewardship; and how to provide proper animal handling and care. 4-H Educators administer pre- and post-session evaluation surveys to document knowledge gains of youth participants.

#### Results

4-H Educators in 54 Ohio counties administered pre- and post-surveys to a total of 15,368 youth. The surveys contained 10 statements, relating to quality assurance practices; all statements were evaluated on a 5-point Likert scale. The 10 statements evaluated included items such as: how proper care can result in safe, quality animal products; how to properly identify animals; the proper services provided by a veterinarian; how to properly administer antibiotics; how to provide adequate space, food, and water for animals.

In 53 of the counties administering QA training, all youth in those 53 counties showed a knowledge increase related to the 10 indicators from pre-assessments to post-assessments. 98.98% of youth participating in quality assurance experienced knowledge gains from the curriculum.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

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

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

- Economy
- Competing Programmatic Challenges

### **Brief Explanation**

The data reported for all categories continues to be conservative, as were data collected in 2013. Also, the "new personnel" situation continues: there have been 30 new 4-H Educators hired in Ohio since February 2012; many are inexperienced with the data collection and reporting processes, which were changed again from ACCESS 4-H to 4HOnline at the end of 2013. At the same time, there continues to be less Extension Educators in other program areas, which demands more 4-H Educator resources in efforts other than reporting and data manipulation.

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

### **Evaluation Results**

4-H began in Clark County, Ohio in 1902. The intent behind the initial meetings was to teach boys and girls how to harvest corn, plant a garden, test soil samples, tie knots in ropes, and identify natural wildlife, such as weeds and insects. This group came to be known as the "Boy's and Girl's Agricultural Club". By 1905, there were over 2,000 youth within 16 counties engaging in programming similar to that of Clark County's 1902 club. Ohio is still very proud of it's 4-H heritage.

Society has changed greatly since 1902; 4-H is no longer geared exclusively towards youth in farming communities. Despite the sprawl of 4-H programming to more urban and suburban areas, the ultimate goal is still the same today as it was in 1902, to contribute to "the development of youth as individuals and as responsible, productive members of the community in which they live."

In 2014, Ohio 4-H programming had 216,140 direct contacts with youth through participation in organized clubs, school enrichment programs, special interest programs, and camping programs. Ohio's 4-H'ers live in many different and diverse areas of the state. In 2014, 23% of youth participants were from farming communities, 32% were from towns (less than 10,000 citizens and rural), 20% were from towns and cities (10,000 - 50,000 citizens), 10% were from suburbs (cities over 50,000 people), and 15% were from central / urban settings (cities over 50,000 people). Ohio 4-H is engaging youth all over Ohio, not just farming communities.

2014 4-H programming saw several notable outputs and outcomes. A new OSUE signature program, STEM Pathways, had over 20,000 direct contacts. STEM Pathways programming provides hands-on, problem based inquiry learning to Ohio youth. Additionally, the curricula for STEM Pathways are content-driven and align with Ohio's new Learning Standards for Science, thus supplementing traditional classroom education. In-school or after school enrichment programs were offered to over 15,000

students, teaching lessons about chick embryology, rockets and physics, weather, and the life cycle of plants (to name a few topics). Formal assessments are still under development for this program and its wide and diverse curriculum.

Another new OSUE signature program, Assuring Quality Care for Animals, had impressive outcomes in 2014. Of the 54 counties in which quality assurance programming was offered, all but 1 county had all youth who were assessed with pre-post self-assessments report that they had experienced knowledge gains on 10 indicators. Nearly 99% of all youth participating in Quality Assurance for Animals in 2014 met the learning objectives prescribed by the curriculum.

Real Money. Real World. is a well-established signature program. It has a documented history of strong learning gains by participants. 2014 was no exception. While some students indicated via post-program retrospective self-assessments that they "already knew" the topic being evaluated, of the remaining students who had no prior knowledge, at least half experienced learning gains on all topics evaluated. Students learned how to budget money, distinguish between needs and wants, plan for emergencies (by saving money) and got a glimpse of what it takes (financially) to maintain a household and to be a parent and have to budget for child-related expenses. 96.2% of youth participating indicated that they "believe participating in this program gave me a better idea of what is involved in earning, spending, and managing money." and 95.8% of youth indicated that they "believe participating in this program will help me in the future."

Whether youth are learning about science, technology, engineering, math, workforce development, basic life skills, budgeting money, or how to care for livestock, the outputs and outcomes in this planned program show that Ohio 4-H is engaging a diverse youth audience in activities that meet not only the goals of the 4-H curriculum in which they are participating, but also the goals first set forth in 1902: "the development of youth as individuals and as responsible, productive members of the community in which they live."

## **Key Items of Evaluation**