

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

4-H Positive Youth Development

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	25%	25%	0%	
806	Youth Development	75%	75%	0%	
	Total	100%	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	135.0	17.0	0.0	0.0
Actual Paid	158.0	32.0	0.0	0.0
Actual Volunteer	45.0	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
3122660	1028026	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
13325369	1382026	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	150000	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- **Clubs/Project Groups** - In FY2014, 65 Tennessee counties organized over 2,500 4-H clubs where workforce preparation was the major emphasis. Project work was emphasized, and the experiential learning model was used to highlight jobs and careers aligned with 4-H projects. Activity sheets emphasized practical skills which aligned with jobs and careers.
- **School Enrichment** - Various school enrichment programs in 50 Tennessee counties focused on science, engineering and technology. Youth were exposed to jobs and careers associated with science fields.
- **Mass media** - Mass media was employed to inform parents, participants and stakeholders about program opportunities and achievements.
- **Youth from Under-Served and Limited Resource Families:** TSU Extension 4-H Youth Development programs placed special emphasis on SET programs in clubs, afterschool settings and other venues to reach youth. The ultimate goal was to increase science literacy among the state's young people. TSU Extension reached under-served and limited resource youth.

2. Brief description of the target audience

Tennessee youth in grades 4-12 were targeted for this program. To encourage participation of underserved and minority youth, the majority of programs were organized and taught in public schools.

3. How was eXtension used?

This 4-H Positive Youth Development Planned Program was enhanced through the service of seven Tennessee Extension personnel on the "For Youth, For Life" and "Military families" Community of Practice (CoP). Tennessee Extension personnel shared implementation strategies, outcome measurement, and evaluation protocols with their CoP colleagues.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	57828	3555673	352079	3555673

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	4	0	4

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of volunteers utilized in delivering this program.

Year	Actual
2014	754

Output #2

Output Measure

- Number of exhibits produced.

Year	Actual
2014	5070

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Achieving Goals: Number of youth who now put their goal in writing.
2	Achieving Goals: Number of youth who now report they set high goals.
3	Achieving Goals: Number of high school youth who have set a goal for their job or career.
4	Communicating: Number of youth who can express ideas with a poster, exhibit, or other display.
5	Communicating: Number of youth who can use technology to help themselves express ideas.
6	Communicating: Number of youth who have learned at least five jobs in which communication skills are important.
7	Communicating (Public Speaking): Number of youth who can deal with their nervousness when giving a speech or talk.
8	Communicating (Public Speaking): Number of youth who can select a topic for a speech or talk.
9	Communicating (Public Speaking): Number of youth who can speak loudly enough to be heard when giving a speech or talk.
10	Communicating (Public Speaking): Number of youth who feel comfortable sharing their thoughts and feelings in a speech or talk.
11	SET: Number of youth who can design a scientific procedure to answer a question.
12	Leadership Skills for Life

Outcome #1

1. Outcome Measures

Achieving Goals: Number of youth who now put their goal in writing.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	7249

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Achieving Goals: Number of youth who now report they set high goals.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	8722

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Achieving Goals: Number of high school youth who have set a goal for their job or career.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	4947

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Communicating: Number of youth who can express ideas with a poster, exhibit, or other display.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	10500

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Communicating: Number of youth who can use technology to help themselves express ideas.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	8140

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Communicating: Number of youth who have learned at least five jobs in which communication skills are important.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	8643

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

Communicating (Public Speaking): Number of youth who can deal with their nervousness when giving a speech or talk.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
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2014 14493

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Communicating (Public Speaking): Number of youth who can select a topic for a speech or talk.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	17718

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
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806 Youth Development

Outcome #9

1. Outcome Measures

Communicating (Public Speaking): Number of youth who can speak loudly enough to be heard when giving a speech or talk.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	15179

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #10

1. Outcome Measures

Communicating (Public Speaking): Number of youth who feel comfortable sharing their thoughts and feelings in a speech or talk.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	10712

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #11

1. Outcome Measures

SET: Number of youth who can design a scientific procedure to answer a question.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	7035

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The number of bachelor's degrees in science and engineering conferred per 1,000 individuals 18-24 years old in Tennessee in 2009 was 13.2 (4th quartile nationally). The need for science and engineering graduates in Tennessee and nationwide will continue to grow.

What has been done

UT and TSU Extension made 126,316 direct educational contacts to help youth gain new knowledge, acquire new skills and increase aspirations regarding 4-H Science. Programs were delivered through 6,086 group meetings including organized clubs, camps, project groups and school enrichment by Extension 4-H Agents and volunteers. Educational programs were reinforced by 29 exhibits, 69 news articles, 5 radio programs and 3 television programs.

Results

7035 youth were involved in programs that measured science literacy skills as measured by the Science Process Skills Inventory. 100% of youth (n=7035) achieved these skills:

- ?Analyzing the results of a scientific investigation.
- ?Asking a question that can be answered by collecting data.
- ?Designing a scientific procedure to answer a question.
- ?Communicating a scientific procedure to others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #12

1. Outcome Measures

Leadership Skills for Life

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
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2014

0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Leadership and youth development programs provide many of the developmental pieces needed for youth to succeed in becoming ideal employees, as well as ideal citizens. Research from the Appalachian Regional Commission indicates a growing need for leadership training to ensure young people are prepared to participate in political and civic life.

What has been done

UT and TSU Extension taught leadership and provided leadership development opportunities to 87,335 Tennesseans from 67 counties including 65,853 youth and 21,482 adult residents in 2014. Of those persons, 11% represented racial or ethnic minority groups. The majority of contacts (73,709) were made through meetings and demonstrations.

Results

Of the 67 counties participating, 32% conducted a formal evaluation of randomly-selected participants. Because of their 4-H experiences:

?1,200 reported that as a member of a committee, they take their job seriously.

?1,429 said that they help to ensure that everyone gets an opportunity to say what they think.

?1,525 believed that they could cooperate and work in a group.

?1,314 noted that when in charge of a group, they treat everyone fairly and equally.

?1,362 indicated that they know how to set goals and use them when leading a group.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Competing Public priorities

Brief Explanation

The vast majority of this program was planned for in-school 4-H programs that take place in Tennessee public school classrooms. The standardized testing schedule can be a challenge in scheduling and conducting 4-H in-school programs. In some cases, programs had to move to after-school settings or community-based delivery based on changing priorities of the public schools.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

To measure youth science literacy, the Science Process Skills Inventory, developed at

Oregon State University and validated at Oregon State and the University of Tennessee was used (Arnold & Bourdeau, 2009). It was administered as a post-test only to evaluate the degree to which youth learn science process skills, such as conducting an experiment, in their 4-H programs. 7035 youth were involved in programs that measured science literacy skills. **100% of youth (n=7035) achieved these skills:**

- Analyzing the results of a scientific investigation.
- Asking a question that can be answered by collecting data.
- Designing a scientific procedure to answer a question.
- Communicating a scientific procedure to others.

Key Items of Evaluation

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- Asking a question that can be answered by collecting data.
- Designing a scientific procedure to answer a question.
- Communicating a scientific procedure to others.