

V(A). Planned Program (Summary)

Program # 14

1. Name of the Planned Program

Life Skills for Youth (includes Character Education and Leadership)

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
802	Human Development and Family Well-Being	0%	40%	0%	0%
806	Youth Development	100%	60%	0%	0%
	Total	100%	100%	0%	0%

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	65.0	10.0	0.0	0.0
Actual Paid	191.0	9.0	0.0	0.0
Actual Volunteer	0.0	100.0	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
2598555	632896	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2598555	386762	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
21514889	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

AgriLife Extension

This program is based on five learning experiences, of a minimum of 30 minutes each, tied to the work of the project for which they participate. Each project is experientially focused. Examples of activities include workshops, demonstrations, and hands-on experiences.

Numerous materials and support is provided by the Texas 4-H faculty to agents and specialists. These items are used for implementation of projects and for professional development of staff. Use of volunteers is significant in enhancing and extending efforts to reach and provide youth with positive experiences.

Cooperative Extension Program

4-H Youth development takes place in 36 Texas counties facilitated by Extension Agents with the Cooperative Extension Program in partnership with community volunteers and agencies. There are outreach activities such as speeches, presentations, experiments on wind energy and water conservation as well as literature dissemination at local health fairs and other community events. There are demonstrations and educational enrichment provided to youth in schools and afterschool programs in life skills, healthy living, workforce development, and science exploration and discovery. There are community clubs that develop and promote life leadership skills and service to others in a context with caring adults. There are special interest project clubs in areas such as gardening and robotics. Youth maintain record books and practice in order to participate in contests such as food shows, soil judging, public speaking, and livestock shows on the county, district, state, and national levels. Special events like camps, conferences, and project-oriented days are also sponsored. Local Extension websites, blogs, and Facebook will be used to promote and highlight program successes.

2. Brief description of the target audience

AgriLife Extension

All youth of 4-H age are targeted for programs depending on location, issues identified by the local communities, and programs of interest.

Cooperative Extension Program

Limited-resource youth, ages 5-19, and caring adults in urban and rural communities of 36 Texas counties throughout the State will be targeted for this program. Special recruitment efforts will be marketed to parents, adults and other agencies for support and collaboration to meet expected goals.

3. How was eXtension used?

eXtension was not used per say. We do offer some volunteer development trainings on this topic and some introduction 4-H Youth Development Program overviews on the site. Specifically, the South Region 4-H Leaders have placed some information on this site for new employees and volunteers on the following topics:

- Overview of 4-H Youth Development
- Ages and Stages of Youth Development
- Volunteer Management
- Youth Protection Standards

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	120943	2855830	377658	0

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	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- # of group educational sessions conducted.

Year	Actual
2014	20589

Output #2

Output Measure

- # of youth that participate in educational activities and programs.

Year	Actual
2014	86030

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	% of youth who increase knowledge of life skills concepts and practices.
2	% of youth who report they have adopted life skills concepts and practices.
3	% of youth who plan to pursue higher education interest or career interest as a result of their project work.
4	% of youth who report abilities (skills) changed as a result of participation in character education programs.
5	% of youth who plan to adopt character practices as a result of participation in character education programs.
6	% of youth who report an increased knowledge of character education principles.
7	% of 4-H club participants increasing knowledge of leadership skills.
8	% of 4-H club participants applying leadership skills.
9	increase competencies in job skills among limited resource youth.
10	% increase awareness of or interest to pursue entrepreneurship, green jobs, and/or STEM careers among limited resource youth.
11	% improvement in STEM skills or climate change mitigation practices among limited resource youth.
12	% increase in adoption/plans to adopt healthy living practices.
13	% increase in application of life, leadership, and job skills.

Outcome #1

1. Outcome Measures

% of youth who increase knowledge of life skills concepts and practices.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

AgriLife Extension:

Life skill development is the cornerstone of 4-H. In today's world, it is critically important that youth have the opportunity to learn critical life skills so that they can be better citizens in the county, state, country, and world. The ones we specifically aim to address through 4-H are responsibility, decision making, public speaking, respectfulness, team work, and others.

Cooperative Extension Program:

Life skills are central to CEP 4-H programming as they have been identified as a key resource for positive, productive development of youth because it addresses what they must have to function well in society as they find it. Life skills enable young people to navigate the societal challenges encountered in everyday living and deal adequately with developmental tasks. More and more youth have to deal with bullying. The 2009 National Youth Risk Behavior and Indicators of School Crime and Safety found that 20-33% of teens and nearly 50% of middle school students had been bullied at school in the last year. The issue is so critical in Texas that through two bills state legislatures mandated school districts to train students and school personnel in bullying prevention as well as implement a dating violence and discipline management policies.

What has been done

AgriLife Extension:

4-H programs during the year, aim to teach life skills. Some strategies include 4-H club work, project work, district events, regional programs, summer camps, and statewide impact programs and camps.

Texas 4-H Youth Development includes over 58,000 youth in over 2400 clubs in Texas. Through this experience, youth learn leadership, citizenship, and life skills through club meetings and project experiences.

Cooperative Extension Program:

There were 4,768 youth and 175 adults in six counties provided five lessons from the Take a Stand curriculum on the subject of bullying, totaling 193 educational sessions. Youth were taught how to positively resolve conflict and stand up against bullying. Parents were taught how to recognize signs of bullying in their children. Teachers, volunteer leaders, and after school providers were trained how to implement the curriculum.

Results

AgriLife Extension:

Outcomes are measured at the county, district, regional, and state level. A snapshot of state results is below.

- * 82% of participants described their understanding of TeamWork as Excellent after the program
- * After the program 96% of participants felt like they understood what it takes to be a good leader
- * 100% of participants ranked their understanding of the responsibilities of a leader as above average
- * 100% of participants understood the importance of cooperation in being a good leader
- * 87.5% said what they learned in the program provided them with the ability to make better leadership decisions.
- * 62% said they are more comfortable serving in a leadership role (being a leader) because of participating in the Leadership Program.

Cooperative Extension Program:

Of the 851 survey respondents, 75% could recognize signs of anger in themselves, 73% can identify ways people are alike and different, and 72% could understand the consequences of violence after the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

% of youth who report they have adopted life skills concepts and practices.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

AgriLife Extension:

Life skill development is the cornerstone of 4-H. In today's world, it is critically important that youth have the opportunity to learn critical life skills so that they can be better citizens in the county, state, country, and world. The ones we specifically aim to address through 4-H are responsibility, decision making, public speaking, respectfulness, team work, and others.

Cooperative Extension Program:

Life skills are central to CEP 4-H programming as they have been identified as a key resource for positive, productive development of youth because it addresses what they must have to function well in society as they find it. Life skills enable young people to navigate the societal challenges encountered in everyday living and deal adequately with developmental tasks. More and more youth have to deal with bullying. The 2009 National Youth Risk Behavior and Indicators of School Crime and Safety found that 20-33% of teens and nearly 50% of middle school students had been bullied at school in the last year. The issue is so critical in Texas that through two bills state legislatures mandated school districts to train students and school personnel in bullying prevention as well as implement a dating violence and discipline management policies.

What has been done

AgriLife Extension:

4-H programs during the year, aim to teach life skills. Some strategies include 4-H club work, project work, district events, regional programs, summer camps, and statewide impact programs and camps.

Cooperative Extension Program:

There were 4,768 youth and 175 adults in six counties provided five lessons from the Take a Stand curriculum on the subject of bullying, totaling 193 educational sessions. Youth were taught how to positively resolve conflict and stand up against bullying. Parents were taught how to recognize signs of bullying in their children. Teachers, volunteer leaders, and after school providers were trained how to implement the curriculum.

Results

AgriLife Extension:

* 97.5% believe that what they learned has given them the ability to make better leadership decisions.

* 97.5% are more confident in serving in a leadership role.

* 95% of participants indicate that their ability to speak in front of others increased because of

their participation

- * 95% of participants feel like their self-confidence has increased
- * Half of participating youth say programs assisted them with making future career choices
- * 90.0% know how to be an effective communicator and good listener.
- * 82.5% have set personal goals to help them fulfill their personal vision.
- * 80.0% have a personal vision.

Cooperative Extension Program:

Of the 851 survey respondents, many of the respondents changed their behavior or took action. After the program, 75% could control anger, 72% could accept the consequences of violence, 73% can explain their point of view to others, 69% can listen to other points of view, 64% can compromise to solve a conflict, 80% can respect others, 73% can practice good manners, 75% are good team members, 71% can work with others to make decisions, and 75% can respect the customs and traditions of others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

% of youth who plan to pursue higher education interest or career interest as a result of their project work.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	30

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

AgriLife Extension:

Career development and workforce development have been a significant priority for the Texas 4-H Youth Development Program. Over the last few years, this has become more of a priority for the program. Specifically, several grants have been received to focus on career development.

Cooperative Extension Program:

The United States continues to face a critical shortage of well-trained professionals for research and other careers in food and agricultural sciences. According to the national census, the demographics of America are evolving toward a new minority majority. Despite this trend, there currently exists underrepresentation of limited-resource and minority individuals in Science, Technology, Engineering, Agriculture, and Math (STEAM) careers. According to research by Dr. Ann Stiles of Project Grad Houston, pre-college programs facilitated by universities play a critical role in predicting college attendance and increasing a young person's likelihood to be career ready.

What has been done

AgriLife Extension:

Career development and workforce development have been a significant priority for the Texas 4-H Youth Development Program. Over the last few years, this has become more of a priority for the program. Specifically, several grants have been received to focus on career development.

Cooperative Extension Program:

There were 209 participants from more than sixteen counties involved in residential college preparatory programs on campus. These youth and their adult leaders were exposed to career pathways in agriculture or completed apprenticeships in research and extension. Apprentices took field trips, attended workshops, toured farm, had recreation, and networked. Other participants received admissions and scholarship information, engaged in outdoor exploration and environmental education, created an educational plan, and participated in hands-on STEM activities.

Results

AgriLife Extension:

- * 87.5 said they have a better appreciation of those in youth education as a result of participating in Ag Day.
- * 100% said they are more comfortable working in a team as a result of the Leadership Program and teaching at Ag Day.
- * 86.5% strongly agree or agree that they are more aware of career opportunities in the health/medical field.
- * 86.5% strongly agree or agree that they are more aware of the diverse career opportunities in health/medicine.
- * 81.6% strongly agree or agree that they are more interested in a health/medical related major now more than ever.
- * 78.4% strongly agree or agree that they are aware of degree programs offered related to health, medicine, and first response.
- * 78.4% strongly agree or agree that they were exposed to aspects of health/medicine that they could not have found anywhere else in the Texas 4-H Program.
- * 75.7% strongly agree or agree that they have considered what career they want to pursue after college.

Cooperative Extension Program:

As a result of attending the pre-college programs, 64% of apprentices and 92% other participants are more likely to pursue enrollment in post-secondary education.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #4

1. Outcome Measures

% of youth who report abilities (skills) changed as a result of participation in character education programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	40

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

How others are treated, character education, ethical decisions, and anti-bullying are all significant programs in Texas 4-H Youth Development. Currently, this topic is one of the three most important educational content areas the Texas 4-H Program addresses.

What has been done

Character education is a significant part of our youth livestock program. A statewide assessment is conducted on every 4-Her and FFAer that participates in the program. Over 30,000 youth participate in Quality Counts Education annually. Quality Counts is the character education program ALL youth who show livestock at major shows must complete.

Results

In 2014, the Quality Counts test (measuring knowledge and skills of ethics and character) has been passed by 30,000 youth (4-Hers and FFAers).

* Quality Counts - 4-H Juniors ? 90% testing score on questions regarding knowledge of six pillars of character, decision making, and helping others.

* Quality Counts 4-H Seniors - 80% testing score on questions regarding knowledge of six pillars of character, decision making, and helping others.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #5

1. Outcome Measures

% of youth who plan to adopt character practices as a result of participation in character education programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

How others are treated, character education, ethical decisions, and anti-bullying are all significant programs in Texas 4-H Youth Development. Currently, this topic is one of the three most important educational content areas the Texas 4-H Program addresses.

What has been done

Character education is a significant part of our youth livestock program. A statewide assessment is conducted on every 4-Her and FFAer that participates in the program. Over 30,000 youth participate in Quality Counts Education annually. Quality Counts is the character education program ALL youth who show livestock at major shows must complete. Moreover, annually 4-Hers participate in statewide livestock clinics to learn about best practices associated with quality assurance and character education.

Results

* 85.8% participants indicated they learned new skills to help show their animal better. - 45 participants (10.1%) indicated they already do this.

* 65.8% participants indicated they will practice showing their animal at least three times per week. - 119 participants (26.8%) indicated they already do this.

* 65.8% participants indicated they would be a good sport both in and out of the show ring. - 147 participants (33.1%) indicated they already do this.

* 56.3% participants indicated they will feed their animals at the same time every day. - 164 participants (36.9%) indicated they already do this.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

% of youth who report an increased knowledge of character education principles.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

How others are treated, character education, ethical decisions, and anti-bullying are all significant programs in Texas 4-H Youth Development. Currently, this topic is one of the three most important educational content areas the Texas 4-H Program addresses.

What has been done

Character education is significant part of our youth livestock program. A statewide assessment is conducted on every 4-Her and FFAer that participates in the program. In addition, 'Character Education' is taught through many camps.

Results

Quality Counts

- * will respect others in the show ring - 100%
- * will follow all the rules - 99%
- * will set personal goals for me and my project - 99%

Various Camps

- * 92.5% have developed or improved their teamwork skills.
- * 91.3% are more comfortable working in a team.
- * 88.3% are more comfortable speaking with others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

% of 4-H club participants increasing knowledge of leadership skills.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

AgriLife Extension:

Leadership development happens best locally. Youth leadership programs that are conducted and evaluated locally provide the most meaningful outcomes because this development is happening on-going throughout the year vs one shot camps and statewide programs.

Cooperative Extension program:

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. The core areas of citizenship are civic engagement, service, civic education, and leadership. Youth voice and self-determination are essential elements of positive youth development. Civic engagement provides a foundation that helps youth understand the big picture of life and find purpose and meaning. By connecting to their communities and community leaders, youth understand their role in civic affairs and expand their role in decision making processes.

What has been done

AgriLife Extension:

To best ascertain leadership development, a statewide leadership evaluation was submitted in June at the end of the 4-H year to 4-H youth participating in clubs and also attending at least one

district based leadership program. For clubs, 4-Hers attend 4-H club meetings and learn leadership through decision making, parliamentary procedure, and team work.

Cooperative Extension Program:

There were 237 teens commissioned as healthy living ambassadors in 12 counties. Six of these youth attended the National Youth Summit on Healthy Living. Another six of these youth attended Citizenship Washington Focus. All of the programs focus on teen leaders, with the support of adult mentors, spearheading healthy living campaigns or service learning projects in their communities.

Results

AgriLife Extension:

- * A mean change of 23.7% was noted for teamwork knowledge
- * A mean change of 24.0% was noted for strategies to be a public speaker
- * A mean change of 29.0% was noted for learning personal strengths in leadership tools.
- * A mean change of 22.7% was noted for learning the responsibilities of being a leader.
- * A mean change of 19.0% was noted for strategies to cooperate with others.

Cooperative Extension Program:

There were 237 healthy living common measures were collected for teen leaders. One Citizenship Washington Focus participant remarked, "CWF impacted me by opening my eyes to different things in and outside of my community and my city that I can take back to my neighborhood to better it, to make it more like the CWF experience I had. I am truly appreciative for the opportunity to go to the CWF, it changed my life completely."

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

% of 4-H club participants applying leadership skills.

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

50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

AgriLife Extension:

Leadership development happens best locally. Youth leadership programs that are conducted and evaluated locally provide the most meaningful outcomes because this development is happening throughout the year vs one shot camps and statewide programs.

Cooperative Extension Program:

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. The core areas of citizenship are civic engagement, service, civic education, and leadership. Youth voice and self-determination are essential elements of positive youth development. Civic engagement provides a foundation that helps youth understand the "big picture" of life and find purpose and meaning. By connecting to their communities and community leaders, youth understand their role in civic affairs and expand their role in decision making processes.

What has been done

AgriLife Extension:

To best ascertain leadership development, a statewide leadership evaluation was submitted in June at the end of the 4-H year to 4-H youth participating in clubs and also attending at least one district based leadership program. For clubs, 4-Hers attend 4-H club meetings and learn leadership through decision making, parliamentary procedure, and team work.

Cooperative Extension Program:

There were 237 teens from 12 counties were trained as healthy living ambassadors. Twelve of these youth attended national conferences for additional leadership training at the National Youth Summit on Healthy Living and Citizenship Washington Focus. There were also 209 youth participants who attended the annual Youth Leadership Laboratory and Research Extension Apprenticeship Program (REAP).

Results

AgriLife Extension:

- * 90.0% said they are now more comfortable working in Teams
- * 88.5% said they were more confident in their abilities as a leader.
- * 88.1% said they were more comfortable in making decisions.
- * 87.1% said they were more comfortable public speaking
- * 77.5% said they were confident with public speaking

Cooperative Extension Program:

As a result of the program, REAP (79%) and Youth Leadership Lab (89%) participants increased their ability to apply leadership skills.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

increase competencies in job skills among limited resource youth.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	315

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Employment trends in the 21st century are in Science, Technology, Engineering, and Math (STEM) careers and green jobs as indicated by the Workforce Investment Act. Unfortunately, findings from the first report of the STEM Workforce Data Project confirm that there have persistently not been enough people to fill these positions in the United States, called the skill gap or broken worker pipeline. So even though unemployment is extremely high, these positions remain vacant.

What has been done

The Cooperative Extension Program in Harris County (Houston, TX) conducted workforce preparation and youth development training with 315 participants offering strategies for employability that includes six lessons. They cover the use of The Workforce solutions One Stop Web site that provides employment, business, education, legislative, and financial information for all Texas residents. All youth are provided an employment hunting kit to aid them in learning how to properly prepare an application (paper and electronic) as well as write a cover letter and resume. Last participants participate in mock interviews and dress for success workshops.

Results

Of the 200 adult participants, 100 (50%) students were placed and currently hold employment in the fields of dental technicians and medical assistance according to the placement director.

4. Associated Knowledge Areas

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

Outcome #10

1. Outcome Measures

% increase awareness of or interest to pursue entrepreneurship, green jobs, and/or STEM careers among limited resource youth.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	23

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Employment trends in the 21st century are in Science, Technology, Engineering, and Math (STEM) careers and green jobs as indicated by the Workforce Investment Act. Unfortunately, findings from the first report of the STEM Workforce Data Project confirm that there have persistently not been enough people to fill these positions in the United States, called the skill gap or broken worker pipeline. So even though unemployment is extremely high, these positions remain vacant.

What has been done

There were 7,365 youth and 4,369 adults from more than sixteen counties reached with hands-on STEM activities, totaling 571 educational sessions. Project and program areas include gardening, robotics, photography, livestock, and water education (including water stream trailer). In addition, there were pre-college programs that focused on careers in Agriculture and STEM-related disciplines.

Results

Of the 267 responses on pre and posttests from the robotics program indicate that 23% of participants increased their understanding of the scientific concept. A teacher is quoted as saying, Our students now have a sense of the importance of STEM education at the lower levels. The robotics program has conditioned our students to think at a higher level and to become problem solvers too. They have learned how to be leaders, but to also follow when needed. Most of all though, it's strengthening their cognitive skills. As a result of the pre-college programs, 84% of the 209 respondents increased their familiarity with agriculture majors and careers and 54%

are more likely to major in and or pursue careers in agriculture and related science disciplines.

4. Associated Knowledge Areas

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

Outcome #11

1. Outcome Measures

% improvement in STEM skills or climate change mitigation practices among limited resource youth.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	82

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The nation is facing declining proficiencies in science, engineering, and technology (SET) as well as significant workforce shortages in these critical fields. The Nation's Report Card revealed that only 18% of US high school seniors were deemed proficient in science in 2005, representing a 0% proficiency growth since 2000. Statistics for minority students show an even more dramatic disparity. Too many of our nation's young people do not have the science, engineering and technology skills needed for careers in the 21st century. Informal community based education programs can be utilized to address the emerging issues of youth science literacy crisis.

What has been done

There were 7,365 youth and 4,369 adults from more than sixteen counties reached with hands-on STEM activities, totaling 571 educational sessions. Areas include gardening, robotics, photography, livestock, and water education (including water stream trailer).

Results

Of the 267 responses on pre and post tests from the robotics program indicate that 60% of participants increased their interest in a science career. There were also 78% and 82% increases

respectively in their ability to question things using the scientific method and to develop a hypothesis to test a theory or idea.

4. Associated Knowledge Areas

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

Outcome #12

1. Outcome Measures

% increase in adoption/plans to adopt healthy living practices.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	90

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to Feeding America, data from 2011 indicate that Texas (at 18.5%) is among the top three food insecure states in the nation. Twenty-two percent of Texas children under age eighteen are food insecure?the highest rate of any state in the country. Texas is also ranked seventh in the nation with a child obesity rate of 20.4 percent. According to the 2011 Youth Risk Behavior Survey, conducted by the Centers for Disease Control and Prevention, Texas youth continue to engage in behaviors that do not contribute to a healthy lifestyle.

What has been done

The Youth Voice: Youth Choice healthy living programs mobilized underserved youth and their adult leaders provide leadership and take action around nutritional deficiencies, healthy food choices, and physical activity in twelve counties. All the programs were focused on mobilizing 237 youth ambassadors, with the support of adult mentors, to spearhead campaigns or service learning in their communities. Educational outreach through fairs and community events were important methods. In addition, in-school enrichment for elementary age children using the Choose Health Food Fun and Fitness and classes for adults using the Step UP and Scale Down curriculum were conducted. In total, there were 14,913 youth and 8,089 adults reached through

809 educational sessions.

Results

There were 1240 Healthy Living Common Measure surveys administered as part of the Youth Voice: Youth Choice Healthy Living programs. Those results have not yet been tabulated, but will be entered into a national database. There were additional 12 surveys collected for Step Up and Scale Down. Common measure results from respondents in grades 4 through 7 indicated over 90% could make healthier food choices. Participants also changed behaviors to drink more water (90%), eat more fruits/ vegetables and whole grains (81% and 76.3% respectively), and consume less junk food (81%). Results from the Step Up and Scale Down surveys indicate 100% increased their physical activity to 3 or more days per week as well as their consumption of fruit and veggies.

4. Associated Knowledge Areas

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

Outcome #13

1. Outcome Measures

% increase in application of life, leadership, and job skills.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	82

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In The Jacobs Foundation Guideline on Monitoring and Evaluating Life Skills for Youth Development (2011), life skills is presented as a set of core adaptive and positive attitudes, knowledge, and behaviors that enable young people to navigate the societal challenges encountered in everyday living and deal adequately with developmental tasks. According to UNICEF (2002), they can be applied to actions directed at the self, other people, or the local

environment. So they are important for helping youth shape the world and not just cope with it. They empower youth to take steps that promote health, positive social relationships, and contribute to society. The core areas of life skills are social and interpersonal skills, cognitive skills, emotional coping skills, life leadership skills, technical skills, livelihood skills, civic engagement, and service.

What has been done

The 4-H and Youth Development unit reached 86,030 educational contacts with youth and their adult leaders in 20 Texas counties. Youth ages 5 to 19 and adult leaders in limited-resource communities benefited from receiving 54,124 hours of research-based information and non-formal education via 1588 sessions. Educational outcome programs were conducted throughout the state to promote the development of life, leadership, and livelihood skills in the areas of science, healthy living, and citizenship for youth participants who were also encouraged to apply outside of the 4-H context.

Results

On average, 82% of 1249 respondents improved healthy living practices at home and in school. There was an average increase of 80% science skills from 267 respondents in the school context. Based on 851, 73% of 851 respondents practiced prosocial behaviors and life skills at home and at school as a result of programs. The average placement rate to apply job skills was 50% based on 200 participants. Last, 84% of pre-college participants were able to apply leadership skills outside of 4-H contexts.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

All intended objectives and goals were met.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The results offered in this document are pulled from county, district, and statewide evaluations and aggregated as best possible to answer these questions. The focus agency wide is outcome measures (knowledge, skills, behaviors) as indicated in this document.

Key Items of Evaluation

Youth Leadership, life skill development, career workforce development