

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

**Program # 7**

**1. Name of the Planned Program**

Youth Development

Reporting on this Program

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

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%	100%	0%	0%
	<b>Total</b>	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
<b>Plan</b>	112.0	2.5	0.0	0.0
<b>Actual Paid</b>	93.8	2.3	0.0	0.0
<b>Actual Volunteer</b>	15157.0	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
2130895	381264	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
3080927	171568	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5910497	336380	0	0

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

**1. Brief description of the Activity**

Activities include leadership, civic engagement, healthy living, STEM, 4-H camping programs

(overnight and day), 4-H after-school programs, 4-H in-school programs, 4-H school enrichment programs, 4-H clubs (community and military), 4-H special interest programs, 4-H Cloverbud groups, district 4-H trainings, local 4-H trainings, home school education, online education and distance learning, and specialized trainings and workshops to qualify instructors and to educate trainers.

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

Youth between the ages of 5-19

**3. How was eXtension used?**

eXtension is used as a resource by agents and volunteers for training purposes and to answer questions (ask an expert). All Virginia 4-H Youth Development Specialists are listed as an expert in their respective specialty areas within eXtension. Thus, they regularly receive and answer questions from all across the United States on their specialty areas.

**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>	173680	268336	771264	361959

**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
<b>Actual</b>	24	2	26

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

**Output Target**

**Output #1**

**Output Measure**

- Number of trainings, educational workshops, and on-line education sessions for VCE's targeted audiences

<b>Year</b>	<b>Actual</b>
2014	15348

**Output #2**

**Output Measure**

- Number of fact sheets, publications and curricula on youth development.

<b>Year</b>	<b>Actual</b>
2014	7012

**Output #3**

**Output Measure**

- Number of members enrolled in-school, after-school, community clubs, special interest activities, 4-H military programs, and camps.

<b>Year</b>	<b>Actual</b>
2014	74215

**Output #4**

**Output Measure**

- Number of youth involved in structured after school programming.

<b>Year</b>	<b>Actual</b>
2014	8985

**Output #5**

**Output Measure**

- Number of youth engaged in Science, Engineering, and Technology

<b>Year</b>	<b>Actual</b>
2014	96431

**Output #6**

**Output Measure**

- Number of youth engaged in Citizenship.

<b>Year</b>	<b>Actual</b>
2014	61675

**Output #7**

**Output Measure**

- Number of youth engaged in Healthy Lifestyles.

<b>Year</b>	<b>Actual</b>
2014	96396

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

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

O. No.	OUTCOME NAME
1	4-H Camping - Increase the number of 4-H youth, or parents of youth that report a positive change in responsibility and social development as a result of participation in a 4-H camp.
2	4-H Citizenship - Increase the number of 4-H youth participating as volunteers and through community service that demonstrate teamwork skills and community commitment.
3	4-H Animal Science - Increase the number of 4-H youth and adults participating in animal science programming that demonstrate increased knowledge of raising animals in a responsible, ethical, and economically viable manner.
4	4-H Communication and Expressive Arts - Increase the number of 4-H youth participating in communication and expressive arts programming that demonstrate increased self-efficacy in public speaking, presentations, visual arts, and performing arts.
5	4-H Foods, Nutrition and Health - Increase the number of 4-H youth participating in foods, nutrition, and health programs that demonstrate healthy living choices.
6	4-H Natural Resources and Environmental Education - Increase the number of 4-H youth participating in natural resources and environmental education programs that demonstrate environmentally responsible behavior.
7	4-H Plants, Soils and Entomology - Increase the number of 4-H youth participating in plant, soils, and entomology programming that learn the interconnectedness of organisms and their environment.
8	4-H Science, Engineering and Technology - Increase the number of 4-H youth that demonstrate increased knowledge, skills, aspirations, and attitudes in STEM programming.
9	4-H Careers and Consumer Education - Increase the number of 4-H youth that increase their awareness of potential career pathways through service learning programs and/or through the 4-H college fair.
10	4-H Careers and Consumer Education - Increase the number of 4-H youth that indicate increased knowledge/skills related to economic education and/or entrepreneurship.
11	4-H Leadership and Personal Development - Increase the number of 4-H youth that demonstrate leadership knowledge by participating in a leadership position on the club, county, state, or national level.
12	4-H Character Counts! - Increase the number of 4-H youth or parents of youth that indicate a positive change in behavior as a result of participating in 4-H Character Counts! programming.
13	4-H Adult Leaders - Increase the percent of adult 4-H volunteers participating in leadership and volunteer development trainings that indicate increased knowledge and skills in implementing 4-H programming as a result of participation.

## **Outcome #1**

### **1. Outcome Measures**

4-H Camping - Increase the number of 4-H youth, or parents of youth that report a positive change in responsibility and social development as a result of participation in a 4-H camp.

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	10730

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

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

Positive youth development focuses on targeting life skills that youth need to be successful, contributing members of society. The Community Network for Youth Development identifies development of independence skills as an important step in youth learning to be productive, connected and to navigate the world. In an increasingly structured and supervised environment, youth need opportunities to practice independence skills including decision-making, problem-solving and communicating with each other.

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

Independence is fostered through attending short term residential camping programs. Youth attending 4-H Junior camp develop independence by practicing decision making through daily programming activities, choosing schedules and making personal living choices. Problem-solving skills are enhanced through camp classes, living in a group environment and participating in group activities. Communication skills are addressed as youth work with teen and adult volunteers to develop activities, prepare team challenges and plan their day.

#### **Results**

Post camp surveys indicate that campers ages 9-13 report increasing their independence as a result of attending 4-H camp by 17%. The survey also indicated a 14% increase in youth working as a team, a 12% increase in youth taking responsibility for their actions, and finally a 15% increase in youth expressing their opinion with others. Out of a total of 1,705 randomly surveyed 4-H Jr. Campers, 97% indicated they would come back next year. What do the campers say? 71% take responsibility for actions; 68% work as a team; 63% make new friends; 60% make decisions for themselves; 71% enjoy learning new skills; 69% enjoy helping others; and 56% express their opinions with others.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

4-H Citizenship - Increase the number of 4-H youth participating as volunteers and through community service that demonstrate teamwork skills and community commitment.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	825

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

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

Publicly elected legislators set requirements and enact legislation that determines the length of the school year, requirements for in-school testing, and acceptable Standards of Learning scores for Virginia Students. While the government plays a critical role in the establishment of these laws and guidelines that affect youth and their families on a daily basis, many children and a lot of adults, know little about the legislative process and how laws are introduced, accepted, and enacted.

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

State 4-H Day at the Capitol provides an outstanding opportunity for youth to view first hand the Virginia Legislature in session and speak one on one with elected officials from their respective districts.

###### **Results**

825 youth and adults from 53 units attended State 4-H Day at the Capitol, ranging in age from eight to 19 years old. Youth were able to witness not only the voting, passing, and defeat process of House Bills, but also learned about respectful congressional behavior during an emotional debate of an eventually defeated piece of legislation. Post event discussions with participants revealed an increased appreciation for how state bills are introduced, debated, and eventually passed to become laws. Youth were keenly aware of the respect and demeanor of law makers while on the floor and engaged in discussion between one another. Youth felt very involved with

the entire process and received an excellent lesson on the history of the Virginia Legislature.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #3

##### 1. Outcome Measures

4-H Animal Science - Increase the number of 4-H youth and adults participating in animal science programming that demonstrate increased knowledge of raising animals in a responsible, ethical, and economically viable manner.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	47947

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

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

The state youth livestock shows serve as the culminating activity for youth involved in livestock projects across the Commonwealth of Virginia. Virginia Cooperative Extension, in cooperation with Virginia Farm Bureau, and VDACS, coordinates the youth beef, sheep, swine, and meat goat shows.

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

A state youth livestock show was coordinated with the help of several Extension Specialists, Extension Agents, and VDACS employees. The groups worked together to organize all facets of the competition including nominations, entries, awards, show logistics, judge procurement, animal trucking, animal harvest, carcass data collection, and premier exhibitor programs including species-specific stockmens' contests.

###### **Results**

Over 225 youth exhibited over 750 beef cattle, meat goats, sheep and swine. The competition in the show ring allowed the youth to highlight the skills they learned. Judges asked each exhibitor questions, to test the knowledge the youth had of their project animals, teaching them how to

handle pressure in a stressful situation. Through owning project animals, youth gain life skills including the responsibility, problem solving, leadership, and critical thinking. Additionally, they develop a work ethic that will be highly valuable in all facets of their life. These opportunities not only allow them to learn about the livestock industry, but also allows them to network with other youth who are interested in the livestock industry; these individuals will be their partners and colleagues in business later in their life; therefore allowing them to be more successful in their business.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #4

##### 1. Outcome Measures

4-H Communication and Expressive Arts - Increase the number of 4-H youth participating in communication and expressive arts programming that demonstrate increased self-efficacy in public speaking, presentations, visual arts, and performing arts.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	18331

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

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

Virginia Public School's Standard of Learning (S.O.L.) objectives address the development of effective oral communication skills, including presenting and listening to presentations and reports. Students are also required to use subject-related information and vocabulary, organize information, and present clear directions to individuals and small groups.

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

4-H has developed curriculum to help youth improve communication skills by speaking confidently and becoming good listeners. 4-H provides several opportunities for youth to participate in public speaking, presentations, and share-the-fun competitions at the local, district, area, and state levels. Together, these programs meet the S.O.L objectives of the school system and strengthens the partnership between the public schools and Virginia 4-H.

### Results

In Scott County of the 302 participants, 79% reported an improvement in their confidence level. 75% reported a significant improvement in their confidence in front of groups. 95% reported that they would be willing to participate again. 100% reported that they liked the variety of project offerings. Of the 217 Bland County participants, 82% stated "my public speaking skills have improved by giving a speech." 83% stated "their self-confidence improved" after completing their presentation. When asked to name something you learned while preparing your speech, students stated: Looking for information helped me learn new things; Confidence; I was nervous, but I did it; and I learned to be brave. Other remarks include: Responsibility; Hard work develops good work; Don't be scared. Stay calm; and It's fun to do.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #5

#### 1. Outcome Measures

4-H Foods, Nutrition and Health - Increase the number of 4-H youth participating in foods, nutrition, and health programs that demonstrate healthy living choices.

#### 2. Associated Institution Types

- 1862 Extension

#### 3a. Outcome Type:

Change in Action Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	89585

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

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

Childhood obesity is a problem that is facing Virginia and the nation. According to the Centers for Disease Control and Prevention (CDC), approximately 17% of youth ages 2-19 are obese in the U.S. and according to the 2011-12 National Survey of Children's Health, 29.8% of Virginia's 10 to 17 year olds were overweight or obese and ranks Virginia 23rd highest in the country for percentage of overweight or obese children.

##### What has been done

A remedy to this epidemic is to educate today's adolescents on healthy, inexpensive food preparation techniques to use at home. Thus, the Teen Cuisine program was developed by the Virginia Family Nutrition Program for low-income youth in 2011 and revised in 2013. Teen Cuisine is a skill-based curriculum that focuses on food preparation and safety. It includes six lessons, each lasting 90 minutes. It focuses on key components of the Dietary Guidelines for Americans, including MyPlate, the food label, sources of fat, whole grains, and nutritious snacks.

### Results

Through interdisciplinary programming (4-H, FCS and FNP) together we reached a diverse group of 6,098 youth between the ages of 12-19. As a result, based on retrospective post-tests, teen participants reported a variety of positive dietary impacts. 70% indicated that as a result of Teen Cuisine they made food choices based on what their body needed. 83% that they made healthy food choices whenever they could. 77% reporting that they ate more fruits and vegetables. 63% more whole grains. 55% less junk food. 61% less saturated fat. 67% indicated they drank less soda, 82% more water. 95% reported that they washed hands before they cooked. 91% reported improved knife skills. 75% reported using recipes when cooking. 79% indicated that they cooked more.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #6

#### 1. Outcome Measures

4-H Natural Resources and Environmental Education - Increase the number of 4-H youth participating in natural resources and environmental education programs that demonstrate environmentally responsible behavior.

#### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

#### 3a. Outcome Type:

Change in Knowledge Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	12681

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

### Issue (Who cares and Why)

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Youth are becoming less active outdoors and spending more time with video games, computers, and cell phones. Youth are less knowledgeable of natural resources related information and how it affects their personal lives and the lives of those around them. The term "nature-deficit disorder" was coined by author Richard Louv to describe what happens to young people who become disconnected from their natural world. Louv links this lack of nature to some disturbing childhood trends, like the rise in obesity, attention disorders, and depression.

**What has been done**

The 4-H Natural Resources Weekend offered 36 hands-on workshops and demonstrations primarily conducted in outdoor settings that address topics related to natural resources such as wildlife and fisheries, forestry, shooting education, and outdoor recreation. Youth and adult participants have the opportunity to be active outdoors while learning research-based facts about the environment. This two-day event involved 20 professional instructors who educated over 60 youth and adults about natural resources.

**Results**

As a result of participation in the State 4-H Natural Resources Weekend, Survey respondents indicated 70 new skills or knowledge learned from participation in the weekend event such as how to identify trees in winter, the importance of eye dominance when shooting, how animals communicate, how to identify animal scat, and how to build a bat box. Participants described the 4-H Natural Resources Weekend as "amazing, but too short"; "it teaches you the importance of nature and how you can help preserve it." Seventy-three percent of evaluation respondents indicated that the Natural Resources Weekend changed the way they think about natural resources.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #7**

**1. Outcome Measures**

4-H Plants, Soils and Entomology - Increase the number of 4-H youth participating in plant, soils, and entomology programming that learn the interconnectedness of organisms and their environment.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

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

19148

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Entomology is a science that generates a great deal of fear and misunderstanding. Most insects and their relatives are beneficial. Yet the public fears them. Pest management, particularly the use of pesticides and biological controls, are methods employed to control the few pests that do exist. Yet the public fears their use or mistrusts those who manage them. Changing attitudes establishes a perspective of life that is inclusionary to species unlike ourselves.

#### What has been done

Activities in 2014 included tours, school visits, 4-H camps, museum and festival exhibits, demonstrations, and Hokie BugFest. A live arthropod zoo was expanded and maintained to introduce these organisms to the public. Educational PowerPoint modules tailored for each audience were used for classroom presentations. Experiences with holding, touching, collecting, and building insect collections were used to introduce participants to entomology. Exercises and challenges were used to qualify students as junior entomologists and encourage learning.

#### Results

In 2014, over 15,000 people participated in 4-H entomology activities. Children statewide were challenged to build their own insect collections based on the 4-H entomology workbook. 6,112 youth and adults returned to the 4th annual Hokie BugFest. The event had over 200 volunteer workers. Over 672 children earned junior entomologist certificates. The impact of the events allowed participants to change their attitudes - many reduced their fear of arthropods. Of those attending Hokie BugFest, over 30% came from outside the region. It was the first time attending for 66% - 93% said they would return. The event reduced the fear of arthropods for 45%.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #8

#### 1. Outcome Measures

4-H Science, Engineering and Technology - Increase the number of 4-H youth that demonstrate increased knowledge, skills, aspirations, and attitudes in STEM programming.

#### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

#### 3a. Outcome Type:

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	96431

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

The U.S. faces a future of intense global competition in science, engineering and technology with a startling shortage of scientists (National 4-H 2010). Only 18% of U.S. high school seniors are proficient in science (NAEP 2005) and a mere 5 % of current U.S. college graduates earn science, engineering, or technology degrees. The 4-H Science, Technology, Engineering, and Math(STEM) Initiative reflects the 4-H program's work to improve human capacity and workforce ability in these areas.

#### What has been done

Notably, in Gloucester County a series of STEM day camps were held for youth, 9-13. One of the camps taught basic GPS skills and exposed youth to local wildlife and fauna through use of Leave No Trace curriculum. Youth also planted an Extension Centennial Geocache at the park. During 4-H Rocket Camp, 14 youth learned about aerodynamics and the history of the NASA space program. Youth built model rockets and launched them. 4-H Water Science Camp provided a Meaningful Watershed Educational Experience for 12 youth who put their skills to work onsite.

#### Results

In post camp evaluations, 95% of participants reported being more excited about science. 100% of youth attending GPS and Geocache Camp were able to use a GPS receiver independently to locate geocache where none had used one previously. 100% of youth enrolled in Water Science Camp were to classify macroinvertebrates and perform a biological assessment with limited adult assistance. In Rocket Camp 100 % of campers had a successful launch. Parents of youth who attended the STEM camps indicated that their children were more interested in both science and outdoor activity, and expressed interest in assisting with additional camps next summer.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #9

#### 1. Outcome Measures

4-H Careers and Consumer Education - Increase the number of 4-H youth that increase their awareness of potential career pathways through service learning programs and/or through the 4-H college fair.

#### 2. Associated Institution Types

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	7385

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

**Issue (Who cares and Why)**

Many youth are unaware of many career choices. They become somewhat comfortable with seeking careers that they see others in their communities work and those that their families are in. Or even more interesting, to become a celebrity athlete or performer. A great deal of youth are not familiar with assessments to help them understand careers, their abilities and skills, requirements and the educational background needed to be qualified to work in various career fields.

**What has been done**

Through exposure to professionals in various careers, youth can learn about career opportunities they may not have been aware of. Through the use of the Virginia Educational Wizard students learn about their interests, abilities, skills and what colleges, universities and technical schools provide majors in their field of interest. Speakers tell about their careers, how they became interested, what they studied in school and what it takes to become an entrepreneur. Additionally, students are taught business etiquette and professionalism.

**Results**

One hundred percent (100%) of the 480 students are able to present a poster based on their participation in the sessions. One hundred percent (100%) of the students dressed professionally for their poster presentation. Students were able to identify and research the colleges that offered the career interests or where they can be trained in technical fields. Some students researched careers other than those that they were initially interested in once they had completed the Virginia Educational Wizard.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

## **Outcome #10**

### **1. Outcome Measures**

4-H Careers and Consumer Education - Increase the number of 4-H youth that indicate increased knowledge/skills related to economic education and/or entrepreneurship.

Not Reporting on this Outcome Measure

## **Outcome #11**

### **1. Outcome Measures**

4-H Leadership and Personal Development - Increase the number of 4-H youth that demonstrate leadership knowledge by participating in a leadership position on the club, county, state, or national level.

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	28267

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

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

Four-H is nationally recognized for the leadership skill development process. In Virginia, skills such as public speaking, proper use of parliamentary procedure, and strong group facilitation skills are the positive outcomes that local and state legislators recognize as some of the strong benefits from 4-H participation. However, these traditional skills are often not emphasized and enhanced beyond the local club.

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

Agents in the Southeast District recognized the need for traditional leadership skill development training beyond the local level. In partnership with the State 4-H Cabinet a statewide leadership development event was offered to promote the fundamental skill development for which 4-H is traditionally recognized. Agents trained the Cabinet members, handled the event logistics and collected and distributed associated resource materials. Cabinet members delivered the program content at the event.

### Results

80% of the 109 participants said this was "Definitely True?". 75% of youth noted that their experience taught them teamwork skills in regards to cooperating with others and taking their job seriously. A survey was given to adult participants, too. Nineteen of 20 adults responded that "because of 4-H experiences my child/members can cooperate and work in a group?" and 18 of 20 adults responded that "because of 4-H experiences my child/members know how to set goals and use them when leading a group." In regards to the Cabinet members who delivered the program content, one stated "I have learned so much by teaching these leadership classes over the last two years. I not only saw growth in the participants, but I saw a positive change in how I taught the classes as well."

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #12

#### 1. Outcome Measures

4-H Character Counts! - Increase the number of 4-H youth or parents of youth that indicate a positive change in behavior as a result of participating in 4-H Character Counts! programming.

#### 2. Associated Institution Types

- 1862 Extension

#### 3a. Outcome Type:

Change in Action Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	6508

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

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

The Report Card of the Ethics of American Youth (2012), measures the self-reported values, attitudes and behaviors of over 23,000 high school students. Results reveal that for the first time in a decade students are cheating, lying and stealing less than in previous years. Even though this is a small ray of hope, it is pertinent that we continue implementation and delivery of a character education program for fostering youth's overall sense of well-being and positive development.

##### What has been done

The Virginia CHARACTER COUNTS! program helps youth sort right from wrong and encourages them to use universally accepted values to strengthen their character. The national program, developed by the Josephson Institute of Ethics and adopted by Virginia 4-H, teaches trustworthiness, respect, responsibility, fairness, caring and citizenship as the six pillars of character. Age appropriate games, role playing, discussion, reflections, and real world examples make these character values understandable.

### **Results**

A statewide CHARACTER COUNTS! training was conducted for 15 participants. Evaluation results indicated that out of a scale of one to five, one being little/none and five being complete, 93% of participants ranked their understanding of the six pillars as a four or higher and 89% indicated their preparedness of implementing CHARACTER COUNTS! as a four or higher. According to the payback surveys of 12 past training participants, of the 2,145 youth with whom they have worked with, 82% changed their behavior by resolving disagreements peacefully and treating others more respectfully. 83% of past graduates reported an overall positive difference in the youth, 75% reported that youth are using the language of the six pillars, and 100% reported changing their own behavior as a result of teaching CHARACTER COUNTS!.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

## **Outcome #13**

### **1. Outcome Measures**

4-H Adult Leaders - Increase the percent of adult 4-H volunteers participating in leadership and volunteer development trainings that indicate increased knowledge and skills in implementing 4-H programming as a result of participation.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	10681

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

**Issue (Who cares and Why)**

Current organizational climates require faculty to do more with less, making the contribution of 4-H volunteers? vital. Volunteer support is important in fulfilling programmatic objectives for 4-H, such as providing care, guidance, respect, knowledge, and wisdom to youth participants (Stedman and Rudd, 2006). Trained volunteers are needed to fill these roles and engage youth in activities which help them gain positive outcomes including mastery, generosity, independence and belonging.

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

In Accomack County, volunteers were supported through eleven group training sessions and numerous individual sessions. Topics included camp counselor training, club account management, civil rights compliance, risk management, VCE policies and procedures and youth development basics. Volunteer opportunities ranged from one time occasional volunteers and teen counselors to community club volunteers and teachers who contribute their time throughout the year. Most volunteers work directly with enrolled 4-H youth.

#### **Results**

In Accomack alone, 95 volunteers contributed 7,180 hours to support 1,354 4-H youth. The current value placed on volunteer service is \$24.49 per hour, that translates to \$175,838. Statewide, 10,681 volunteers contributed 532,785 hours of service, translating to \$13,047,904.65. Adult volunteers served as role models by accepting responsibility for the organizational management of club operations, recruiting, encouraging participation, and contributing to community well being.

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

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

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

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

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Government Regulations
- Competing Public priorities
- Populations changes (immigration, new cultural groupings, etc.)

##### **Brief Explanation**

Appropriation changes: We have had quite a bit of turnover with 4-H Agents. Fortunately, we have been able to hire new replacements but are still in the process of training them.

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

##### **Evaluation Results**

Teen Cuisine is a skill-based curriculum that focuses on food preparation and safety. It includes six lessons, each lasting 90 minutes. It focuses on key components of the Dietary Guidelines for Americans, including MyPlate, the food label, sources of fat, whole grains,

and nutritious snacks. In 2013, Virginia 4-H received a \$65,000 Youth Voice: Youth Choice 4-H Healthy Living grant (funded originally by Wal-Mart) to provide training and resources to 4-H and Family and Consumer Science Extension Agents throughout Virginia who serve low-income audiences. As a result, through interdisciplinary programming (4-H, FCS and FNP) together we reached a diverse group of 6,098 youth between the ages of 12-19. Based on retrospective post-tests, teen participants reported a variety of positive dietary impacts.

- 70% indicated that as a result of Teen Cuisine they made food choices based on what their body needed,

- 83% that they made healthy food choices whenever they could.

This translated into:

- 77% reporting that they ate more fruits and vegetables

- 63% more whole grains

- 55% less junk food

- 61% less saturated fat

- 67% indicated they drank less soda

- 82% more water

In terms of food preparation and cooking skills:

- 95% reported that they washed hands before they cooked

- 91% reported improved knife skills

- 75% reported using recipes when cooking

- 79% indicated that they cooked more

## Key Items of Evaluation

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