

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

**Program # 1**

**1. Name of the Planned Program**

4-H and 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
801	Individual and Family Resource Management	10%		0%	
802	Human Development and Family Well-Being	25%		0%	
806	Youth Development	65%		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>	34.0	0.0	0.0	0.0
<b>Actual Paid</b>	33.0	0.0	0.0	0.0
<b>Actual Volunteer</b>	17.0	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
526763	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
526763	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

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

**1. Brief description of the Activity**

Activities include volunteer training on the following topics: Ages and stages of youth; Risk Management; Youth Development Concepts; Non-profit Management/Coordination; Financial Management/IRS Issues; Project Training; Learning Styles; Club Maintenance; Recruitment and Retention.

Traditional 4-H will focus on project or leadership activities; teach and/or facilitate educational programs; recruitment of new members, training, camps, clinics, contests, media, and assessment.

Non-traditional 4-H activities will include: Cloverbuds (pre 4-H); After school programs; School enrichment; Youth Leadership; Marketing; and Camps.

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

The University of Wyoming College of Agriculture and Natural Resources is committed to reaching underrepresented groups and individuals and to implementing the objectives of equal opportunity regulations relative to the consideration and treatment of clientele for participation in Extension programs regardless of their race, national origin, gender, age, religion, or disability. 4-H Volunteers will be recruited from the following groups: Adults in the Community, Other Agencies, Civic Groups, Youth Groups, and the General Public.

Traditional 4-H youth audiences will target:

- Youth
- Volunteers
- Families
- Community.

The target audience for non-traditional 4-H will include: Underserved and high risk youth who do not participate in the traditional 4-H Youth program in Wyoming.

**3. How was eXtension used?**

eXtension is utilized as a resource for educators and clientele. The link to eXtension is prominently displayed on the UW Extension Web site home page. Additionally all Extension employees are made aware of professional development opportunities available through eXtension. UW Extension participates in "Ask an Expert" and when appropriate those in the 4-H Initiative respond to clientele request.

**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>	4100	500000	26664	100000

**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**

- Number of youth enrolled in the traditional 4-H program. Target is number of youth enrolled in traditional 4-H club programs.

Year	Actual
2014	7184

**Output #2**

**Output Measure**

- Number of educational events, camps, training workshops, clinics implemented. Target is number of programs and events.

Year	Actual
2014	822

**Output #3**

**Output Measure**

- Number of volunteers enrolled as leaders in the 4-H program. Target is number of volunteers enrolled in the 4-H program.

Year	Actual
2014	2350

**Output #4**

**Output Measure**

- Number of volunteers participating in formal training programs. Target is number of volunteers participating in training programs.

<b>Year</b>	<b>Actual</b>
2014	2142

**Output #5**

**Output Measure**

- Number of non-traditional programs established. Target is number of non-traditional programs.

<b>Year</b>	<b>Actual</b>
2014	62

**Output #6**

**Output Measure**

- Number of youth enrolled in non-traditional youth development programs. Target is number of youth enrolled in non-traditional programs.

<b>Year</b>	<b>Actual</b>
2014	6148

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

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

O. No.	OUTCOME NAME
1	Wyoming youth will acquire knowledge which builds life skills including critical thinking, public speaking, teamwork, self-discipline, responsibility, decision making, self-esteem, communication, and leadership. Target is number of youth reporting outcome.
2	Wyoming youth build assets and essential life skills to lead productive, responsible, and healthy lifestyles. Target is number of participants reporting outcome.
3	Non-traditional youth participating in programs serve in leadership roles, serve on governing bodies, act as mentors, and teach other youth. Target is number of participants reporting outcome.
4	Volunteers demonstrate knowledge of youth development principles. Target is number of participants reporting outcome.
5	Trained adult volunteers will demonstrate skills and abilities in which they are able to foster youth to become responsible adults. Target is number of participants reporting outcome.

## **Outcome #1**

### **1. Outcome Measures**

Wyoming youth will acquire knowledge which builds life skills including critical thinking, public speaking, teamwork, self-discipline, responsibility, decision making, self-esteem, communication, and leadership. Target is number of youth reporting outcome.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	0

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

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

In Wyoming there are an estimated 75,000 youth between the ages of 8 and 18 according to the U.S. Census Bureau. According to the Search Institute, 'youth who have ten or fewer of the 40 external and internal assets are at high risk of developing at-risk behaviors'. All of the 40 external and internal assets are likely to be developed by youth involved in the 4-H program. Youth in the traditional 4-H program have the opportunity to expand their knowledge base, increase their life skills and develop leadership abilities in order to become responsible, contributing citizens.

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

4-H youth educators conducted 822 educational activities including 4-H camps, Junior Leader programs, leadership retreats and special interest sessions, judging programs, training on public speaking and presentations and implemented Character Counts training statewide. Additionally UW Extension, with an over \$192,600 State Department grant participated in an cultural youth exchange with Samoa which involved 22 youth and five adults from 12 Western States under leadership of UW Extension 4-H.

#### **Results**

100 percent of youth participating in 4-H judging programs reported increased confidence and skills in decision making and communication. Junior leaders (youth age 13 - 18) reported through formal and informal evaluations increased awareness and skills in teamwork, decision making, self-discipline, leadership, communication, and responsibility. Youth participating in educational programs, camps, and other activities demonstrate increased knowledge and skills. A leadership retreat for the state youth leadership team utilized a pre - post test which showed increased skills in working with people with different personality styles; communicating effectively,

setting realistic and obtainable goals, and facilitating efficient meetings. Youth participating in the Samoa 4-H implementation gained leadership skills and understanding of diverse cultures.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

Wyoming youth build assets and essential life skills to lead productive, responsible, and healthy lifestyles. Target is number of participants reporting outcome.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	10189

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

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

In Wyoming there are an estimated 75,000 youth between the ages of 8 and 18 according to the U.S. Census Bureau. According to the Search Institute 'youth who have ten or fewer of the 40 external and internal assets are at high risk of developing at-risk behaviors'. All of the 40 external and internal assets are likely to be developed by youth involved in the 4-H program. Youth in the traditional 4-H program have the opportunity to expand their knowledge base, increase their life skills and develop leadership abilities in order to become responsible, contributing citizens.

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

4-H educators work with youth ages 13 - 18 in junior leader programs which target development of assets. Additionally, after school programs and other in school sessions reaches non-traditional youth with the same objectives of developing assets. A variety of methods are used including training, camps, workshops, leadership retreats, and on-going monthly junior leader meetings. WYLE(Wyoming Youth Leadership Education program)curriculum, funded through the Daniels Fund, was held in all areas in the state with 2 to 3 day retreats for junior leader age youth. Focusing on developing assets in youth is an objective of all educational activities. Bullying has

been addressed through programs in schools including peer mentoring. Military partnership programs have also been implemented providing leadership opportunities for youth. Mentoring programs have been implemented.

**Results**

Junior leader age youth (13 - 18) report through formal and informal evaluation increased skills, knowledge, and assets such as self-esteem, communication, responsibility, and decision making. Wyoming Youth Leadership Education retreats had the following impact: daily evaluations as well as a final overall evaluation were used to evaluate the overall impact of the program. The evaluations showed that 84 percent of youth said that their knowledge was improved or greatly improved by the True Colors assessment, 73 percent for learning styles, 88 percent for body language, and 94 percent for extreme leadership, 45 percent for youth in governance, 58 percent for business etiquette, 90 percent for senior sensitivity, 65 percent for Character Counts, and 90 percent for communication. Mentor programs reported on average mentors and mentees spend between 4 - 12 hours per month together. 100 percent of parents express the positiveness of the mentor/mentee matches. All youth have shown an increase in self-confidence since enrolled in the program.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

Non-traditional youth participating in programs serve in leadership roles, serve on governing bodies, act as mentors, and teach other youth. Target is number of participants reporting outcome.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	1600

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

**Issue (Who cares and Why)**

In Wyoming there are an estimated 75,000 youth between the ages of 8 and 18 according to the U.S. Census Bureau. According to the Search Institute 'youth who have ten or fewer of the 40 external and internal assets are at high risk of developing at-risk behaviors'. All of the 40 external and internal assets are likely to be developed by youth involved in the 4-H program. Youth in the traditional 4-H program have the opportunity to expand their knowledge base, increase their life skills and develop leadership abilities in order to become responsible, contributing citizens.

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

4-H educators work with youth ages 13 - 18 in traditional and non-traditional junior leader programs which target development of assets. A variety of methods are used including training, camps, workshops, leadership retreats, and on-going monthly junior leader meetings. Non-traditional efforts include: mentoring programs through a partnership between National 4-H Council and the Office of Juvenile Justice Delinquency Prevention were implemented in addition to mentoring programs as part of anti-bullying initiatives which are structured to develop trusting relationships which offer guidance, support, and encouragement aimed at developing the competence and character of youth. Programs focusing on developing assets in youth is an objective of all educational activities. American Youth Leadership Exchange programs develop cultural understanding in addition to other assets in youth.

#### **Results**

On Average mentors and mentees spend between 4 - 12 hours per month together.

- 100 percent of parents express the positiveness and success of the mentor/mentee matches.
- 100 percent of the parents report their children love doing activities with their mentor.

Using a Likert scale both parent and mentor evaluations show: /

- all youth have shown an increase in self-confidence since enrolled in the program.
- all youth's outlook on life has improved since enrolled in the program.
- all youth have shown more positive changes and or positive choices since enrolled in the program.

Sublette County After School programs conducted an assessment of increases in reading and science scores. From 2011 - 2014 program participants are scoring on average 56%, 64%, and 62% higher than their peers in reading. Science scores also increased each year. Participants behavior, engagement in learning, and problem solving skills also increased.

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

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
806	Youth Development

#### **Outcome #4**

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

Volunteers demonstrate knowledge of youth development principles. Target is number of participants reporting outcome.

## 2. Associated Institution Types

- 1862 Extension

### 3a. Outcome Type:

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	2350

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Adult volunteers are the mainstay of the 4-H program. The success of the program depends on the knowledge and skills volunteer leaders have and can then pass on to the youth and parents in their clubs. Leaders can directly accomplish goals of the program for positive youth development of all participants. In the 2013-2014 program years in Wyoming there were 2350 leaders at all stages of experience and expertise. Area advisory meetings, 4-H councils, program assessments compiled over three years revealed the need for leadership training beyond the basics of 4-H.

#### What has been done

4-H educators and the State 4-H volunteer development specialist teamed to design and implement the Master 4-H Volunteer Training in 2012, which is now offered every other year at the state 4-H Leaders Conference. Resources included curriculum and activities developed to provide hands-on, experiential learning opportunities for volunteers. The program consisted of 11 hours of intensive training. In addition, county youth educators conducted over 91 training sessions for volunteers, reaching over 4100 (includes duplicates) including parents of youth.

#### Results

100 percent of participants increased knowledge to increase capacity when working with youth as a result of training sessions.

Using a 5-point post retro pre-evaluation - volunteer leads showed increased knowledge in the following areas:

29 percent increase in understanding of the 8-essential elements.

20 percent increase in the understanding of how contributions impact 4-H

15 percent increase in understanding how to help others succeed.

20 percent of the 4-H mentoring program understand the impact on youth.

16 percent increase in understanding how Extension can support volunteers.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

## **Outcome #5**

### **1. Outcome Measures**

Trained adult volunteers will demonstrate skills and abilities in which they are able to foster youth to become responsible adults. Target is number of participants reporting outcome.

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

- 1862 Extension

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

Change in Condition Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	2350

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

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

Adult volunteers are the mainstay of the 4-H program. The success of the program depends on the knowledge and skills volunteer leaders have and can then pass on to the youth and parents in their clubs. Leaders can directly accomplish goals of the program for positive youth development of all participants. In the 2013-2014 program year in Wyoming there were 2350 leaders at all stages of experience and expertise. Area advisory meetings, 4-H councils, program assessments compiled over three years revealed the need for leadership training beyond the basics of 4-H.

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

4-H youth educators conducted 91 training activities including State 4-H Leaders Conference, project and general leader training. Objectives and goals of 4-H youth development principles are incorporated into all training sessions.

#### **Results**

Volunteers stated increased understanding of youth development principles which foster youth to become productive adults. Testimonials from 4-H leaders and youth indicate the positive influence adult volunteers have on the life of 4-H members.

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

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

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

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

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (background of participants)

### **Brief Explanation**

High staff turnover in the 4-H program also impacts continuity of youth development programs. Additionally funding support from county partners impacts the 4-H program.

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

### **Evaluation Results**

A sample of impacts reported: A leadership retreat was held for high school age youth serving on the State 4-H Leadership team to enhance skills. Evaluations were completed to determine perceived short-term and medium-term benefits to participants. A Likert scale (1 = no knowledge; 5 = full knowledge) was used.

- Working with people with different personality styles - 3.3 before; 4.5 after
- Communicating effectively - 3.5 before; 4.2 after
- Setting realistic and obtainable goals - 3.12 before; 3.97 after
- Facilitating efficient meetings - 3.3 before; 4.7 after
- Working with Youth/Adult partnership - 3.8 before; 4.4 after.

After a full year serving on the State 4-H Leadership Team, members were surveyed to determine what they had learned, what behavior changes (if any) had occurred, and their perception of how this experience may affect their future. One respondent said, "This experience helped me improve my public speaking skills and taught me to not be afraid to speak up when I have an idea. Overall, this experience has given me the confidence to try new things and be bolder in my leadership roles." Another wrote, "I have learned how important goal setting really is before you start, not after. I am working harder to set my own personal goals, especially as I get ready to leave for college."

A second program on service learning reported the following impact:

Campbell County 4-H partnered with Boys and Girls Clubs to offer weekly service learning activities in an attempt to develop additional activities with lifelong skills. Boys and Girls Club members collected trash around club grounds then returned to discuss how they had made a difference. Members evaluated the year-long afterschool program using a Likert

scale to measure their increased knowledge, understanding, and appreciation for all groups affected. Members rated greatly, minimal, no, and not applicable. Of the 98 youths, 74.4 percent had a greater knowledge, understanding, and appreciation for their local community and 82.2 percent of their non-local community with activities relating to the soup kitchen, Ronald McDonald House, and the Christmas ABATE Toy Store. After writing thank you cards, 84.2 percent of youths rated a greater knowledge, understanding, and appreciation of their own families. Many youths at the Boys and Girls Club have had negative relationships with local law enforcement, stemming from family disturbances or even substance abuse. About 80 percent of youth developed a greater knowledge, understanding, and appreciation for law enforcement after the Helping Hands Healing Hearts afterschool program. A consensus was formed that, when youth were involved with service learning activities, not only were they making a positive impact in their communities, they were also making a difference in their own lives.

### **Key Items of Evaluation**

Volunteers contribute significant volunteer time adding nearly \$1 million dollars to youth outreach efforts.