

V(A). Planned Program (Summary)

Program # 12

1. Name of the Planned Program

Workforce 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
608	Community Resource Planning and Development	55%	40%		
806	Youth Development	10%	50%		
903	Communication, Education, and Information Delivery	35%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	8.8	2.2	0.0	0.0
Actual Paid	21.4	1.6	0.0	0.0
Actual Volunteer	0.0	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
226152	81930	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
430474	89738	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1413357	189450	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Education & Training

- Continued refinement of Broadband modules and conduction of broadband workshops and community forums following the completion of the \$1.2 million Sustainable Broadband Adoption grant. Initial forums and training sessions were conducted by AU based extension staff and County Extension Coordinators. Expanded the project and marketed it so the 10 training modules (Introduction to the Internet and Broadband 101, eHome, eCommunity, eCommerce, eGovernment, eLearning, eGlobal, eHealth, eWorkforce, and ePublic Safety) could be used by anyone, not just extension personnel
 - 4-H continued their newly developed 4-H Innovators program designed to develop STEM life skills so Alabama youth will be competitive in the 21st Century workforce. Program is supported by all 4-H delivery modes. Over 3200 individuals participated in this "hands-on, minds-on" inquiry based learning. 243 activities were carried out. Each participant received 3 to 10 hours of instruction
- Urban Regional Agents (UREAs) working with local partners conducted 26 Career Countdown programs in 8 counties across the state of Alabama. The program: (a) simulates economic deterioration; (b) educates on the causes of economic deterioration, (c) provides direction and training on career planning, and (d) provides direction and training on education planning. A total of 4400 youth participated in the program

Community Engagement

- Initiated the potential development of a multi-state "Stronger Economies Together(SET) planning project for a 7 county region along the Tenn-Tom Waterway
 - An engagement tool, "Community Questions: Engaging Citizens to Address Community Concerns," was created and provided to over 300 community leaders throughout Alabama
 - Participated in Extension Reconsidered, an initiative examining the legacy and impact of Extension programs, and envisioning future directions for Extension in the 21st Century. In Alabama, deliberative forums were conducted for about 25 Extension program and administrative leaders, 35 regional specialists, and 30 County Extension Coordinators
- County Extension Coordinators (CECs) conducted Small Business Roundtables in many counties throughout Alabama. The roundtables brought together local business representatives to discuss local issues, needs and strategies.
- Each quarter, Impact Alabama brought together a class of 16 of Alabama's top economic development executives for two-day issue-oriented forums
 - 49 participants in Alabama Intensive Economic Development Training Course engaged in roundtable discussions about issues related to Alabama economic development
 - Multiple county-level meetings were held by County Extension Coordinators. When the largest employer in Northwest Alabama closed, 5 county Extension Coordinators conducted meetings of key regional stakeholders to address the needs of displaced workers

2. Brief description of the target audience

The primary target audiences are current and future community leaders, decision makers, and local and state governmental officials and youth in communities across the state. 4-H Innovators is directed to youth

9 through 18.

3. How was eXtension used?

All 4-H Innovators materials are housed in eXtension FYFLY network.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	2736	2224	23793	25740

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	9	0	9

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- 1. Study circles and/or deliberative forums focused on education and workforce development organized and conducted.
 Not reporting on this Output for this Annual Report

Output #2

Output Measure

- 2. Alabama 4-H and youth development day camps, after-school programs, in-school enrichment groups conducted and partnerships created with other youth serving organizations.

Not reporting on this Output for this Annual Report

Output #3

Output Measure

- 3. Employment simulations, career awareness, skills assessment, and career planning conducted throughout urban and rural Alabama.
Not reporting on this Output for this Annual Report

Output #4

Output Measure

- 4. Regional Workforce Development Boards conducted and partnerships created.
Not reporting on this Output for this Annual Report

Output #5

Output Measure

- The number of Alabama Intensive Economic Development Training Courses conducted

Year	Actual
2014	1

Output #6

Output Measure

- Number of 4-H youth engaged in career and college readiness programming,

Year	Actual
2014	19288

Output #7

Output Measure

- The number of career activities throughout urban and rural Alabama.

Year	Actual
2014	4400

Output #8

Output Measure

- The number of Career Countdown program simulation and career exploration workshops

Year	Actual
2014	26

Output #9

Output Measure

- The number of completed by Career Countdown participants

Year	Actual
2014	3700

Output #10

Output Measure

- The number of 4-Hi engineering design prototypes were built, revised, and tested

Year	Actual
2014	1070

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	1. Increased knowledge among citizens and stakeholders of the social and economic benefits and practical applications of broadband technology. 2. New opportunities to connect business and education stakeholders (Workforce Region 8). 3. Increased knowledge among young people about the negative impacts of early exit from high school, the rewards available through technical careers, and entrepreneurship opportunities. 4. Increased Extension capacity for meeting facilitation, public deliberation, and strategic planning.
2	Youth will: 1. Learn how to take control of their future and make healthy choices. 2. Make decisions based on accurate information 3. Learn importance of youth/adult partnerships 4. Understand consequences of risk behavior 5. Make a difference 6. Do the right thing
3	Participants will: 1. Complete a career plan. 2. Complete a skills assessment. 3. Complete an education plan.
4	The number of Community leaders who increased knowledge in the basics of economic development
5	The number of kids with increased decision making skills
6	Number of program participants who increased career prep skills
7	The number of community leaders with increased knowledge of the basics of economic development

Outcome #1

1. Outcome Measures

1. Increased knowledge among citizens and stakeholders of the social and economic benefits and practical applications of broadband technology. 2. New opportunities to connect business and education stakeholders (Workforce Region 8). 3. Increased knowledge among young people about the negative impacts of early exit from high school, the rewards available through technical careers, and entrepreneurship opportunities. 4. Increased Extension capacity for meeting facilitation, public deliberation, and strategic planning.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Youth will: 1. Learn how to take control of their future and make healthy choices. 2. Make decisions based on accurate information 3. Learn importance of youth/adult partnerships 4. Understand consequences of risk behavior 5. Make a difference 6. Do the right thing

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Participants will: 1. Complete a career plan. 2. Complete a skills assessment. 3. Complete an education plan.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

The number of Community leaders who increased knowledge in the basics of economic development

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	49

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Workforce development has been identified by Alabama business leaders as the state's number one economic development issue. As technological advances and global competition increase the pace of change for today's businesses, a knowledgeable, skilled, and adaptable workforce has never been a more valuable asset, or a greater necessity for economic survival. A particular focus is to create new community connections to foster a shared vision for workforce and economic development. Maintaining skills in the use of communications technology is a requisite for most New Economy jobs. There is a deficit in these skills within many rural communities.

What has been done

Provided a community engagement tool, "Community Questions: Engaging Citizens to Address Community Concerns", to over 300 community leader across the state. Participated in national Extension Reconsidered initiative and conducted deliberative forums for 25 extension program and administrative leaders, 35 regional specialists, and over 30 county extension coordinators. 16 of Alabama's top economic development executives participated in quarterly two-day issue-oriented forums, addressing important issues facing Alabama in the field of economic development. Refined Broadband modules such that broadband workshops and community forums were conducted by extension and non-extension personnel across Alabama

Results

Improved capacity, strategy, and relevance for ECDI in identifying and addressing the state's community and economic development needs. Increased level of consensus and collaboration among Alabama's leading economic developers in successfully addressing the state's economic development challenges. Increased capacity of Alabama's community development stakeholders to share ideas and develop collaborative strategies, resulting in increased community prosperity and quality of place. Increased leadership collaboration in community building and planning activities, contributing to improved quality of life and economic prosperity. Leaders at all levels who recognize the value of community leadership collaboration as determinants of economic development, resulting in improved community decision making and outcomes. Communities and organizations better aligned to achieve goals.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
806	Youth Development
903	Communication, Education, and Information Delivery

Outcome #5

1. Outcome Measures

The number of kids with increased decision making skills

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3212

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Our young people must be an educated, creative and powerful workforce if we are to remain an economically robust nation. It is also directly important to our families, communities, and especially to the young people themselves. Obviously it is impossible to predict the future, specifically the challenges and opportunities that are awaiting our young people. However, that is the future for which we must help them prepare. Today's work environment requires that workers receive continuous training and embrace lifelong learning at an early age to survive. The best preparation for many is the development of a good work ethic, a value for lifelong learning, and transferable skills like flexibility, teamwork, timeliness, self-reliance, communication, and the avoidance of unhealthy lifestyle choices.

What has been done

243 4-H Innovator program activities were conducted that focused on engaging Alabama youth in hands-on, minds-on inquiry based learning. 8 4-Hi publications and 4 4-Hi youth online learning modules were produced. 22 of 67 counties reported work in 4-Hi with a total of 3212 participants. Over 1070 4-Hi engineering design prototypes were built, revised, and tested.

Results

From the Pre-Test to the Post-Test (n=3212) there was increase across the board for youth with low self-efficacy (15%) and high self-efficacy (15%) in ability to solve a problem based upon an engineering challenge; significant increase (25%) in the number of youth that think about being an engineer now than before participating in the program; demonstrably significant increase across the board for youth in understanding what a prototype is and building a prototype - low self-efficacy increase of (3.77), high self-efficacy an increase of (4.5%); increase youth ability to

design a prototype based on criteria - low self-efficacy (5%) and high self-efficacy (20%); increased youth ability to test prototypes and improve design based on testing - low self-efficacy (3.5%) and high self-efficacy (21.9%); increased youth ability to describe how the parts of prototypes work; low self-efficacy (4.7%) and high self-efficacy (16.6%); increase youth use the Engineering Design Process to help solve a problem low self-efficacy (7.2%) and high self-efficacy (8.6%) but major change in the middle (50%); minimal increase in youth interested in taking more math and science classes; low self-efficacy (13%) and high self-efficacy (10.6%).

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
903	Communication, Education, and Information Delivery

Outcome #6

1. Outcome Measures

Number of program participants who increased career prep skills

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3700

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

For our nation to be economically robust and globally competitive, young people have to be an educated, creative and powerful workforce. It's not just important to our nation, it is important to families and communities' and to the young people personally. Although we can't foretell the future and the challenges youth will face, we can prepare them to successfully face the future equipped with skills and abilities. Today's work environment requires that workers receive continuous training and embrace lifelong learning at an early age and continue the process throughout life.

What has been done

A total of 4400 youth participated in 26 Career countdown programs across the state. The program (a) simulates economic deterioration; (b) educates them on the causes of economic deterioration, (c) provides direction and training on career planning, and (d) provides direction and training on education planning

Results

After the program was over students were contacted to see what changes they had made in their life as a result of having participated in career countdown. 54% of program participants reported that they had explored new careers, 18% began to studying for the ACT, 47% started studying harder, 52% improved grades, and 7% applied for post-secondary education institutions.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
903	Communication, Education, and Information Delivery

Outcome #7

1. Outcome Measures

The number of community leaders with increased knowledge of the basics of economic development

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	44

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Workforce development has been identified by Alabama business leaders as the state's number one economic development issue. As technological advances and global competition increase the pace of change for today's businesses, a knowledgeable, skilled, and adaptable workforce has never been a more valuable asset, or a greater necessity for economic survival. A particular focus is to create new community connections to foster a shared vision for workforce and economic development. Maintaining skills in the use of communications technology is a requisite for most New Economy jobs. There is a deficit in these skills within many rural communities.

What has been done

Provided a community engagement tool, "Community Questions: Engaging Citizens to Address Community Concerns", to over 300 community leader across the state. Participated in national Extension Reconsidered initiative and conducted deliberative forums for 25 extension program and administrative leaders, 35 regional specialists, and over 30 county extension coordinators. 16 of Alabama's top economic development executives participated in quarterly two-day issue-oriented forums, addressing important issues facing Alabama in the field of economic development. Refined Broadband modules such that broadband workshops and community forums were conducted by extension and non-extension personnel across Alabama.

Results

Improved capacity, strategy, and relevance for Economic and Community Development Institute (ECDI) in identifying and addressing the state's community and economic development needs. Increased level of consensus and collaboration among Alabama's leading economic developers in successfully addressing the state's economic development challenges. Increased capacity of Alabama's community development stakeholders to share ideas and develop collaborative strategies, resulting in increased community prosperity and quality of place. Increased leadership collaboration in community building and planning activities, contributing to improved quality of life and economic prosperity. Leaders at all levels who recognize the value of community leadership collaboration as determinants of economic development, resulting in improved community decision making and outcomes. Communities and organizations better aligned to achieve goals. The 44 individuals attending the Intensive Course gave the course an overall course rating of 4.83 on a 5 point scale. Many positive comments were made such as "Course was OUTSTANDING! Far exceeded my expectations. Really covered all bases and had very useful real-world applicability. My notes from this course will truly be a great reference as I move forward in my career."

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
806	Youth Development
903	Communication, Education, and Information Delivery

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

80% of the fastest growing occupations depend upon mathematics and scientific knowledge and skills. Alabama 4-H is committed to meet this need by providing opportunities for youth to develop the belief and security that they can do math and science through fast paced, engaging, hands on experiences in math, science, engineering and technology. From the Pre-Test to the Post-Test (n=3212) for the 4-HInnovators program there was:

- increase across the board for youth with low self-efficacy (15%) and high self-efficacy (15%) in ability to solve a problem based upon an engineering challenge
 - significant increase (25%) in the number of youth that think about being an engineer now than before participating in the program
 - demonstrably significant increase across the board for youth in understanding what a prototype is and building a prototype - low self-efficacy increase of (3.77), high self-efficacy an increase of (4.5%)
 - increase youth ability to design a prototype based on criteria - low self-efficacy (5%) and high self-efficacy (20%)
 - increased youth ability to test prototypes and improve design based on testing - low self-efficacy (3.5%) and high self-efficacy (21.9%).
 - increased youth ability to describe how the parts of prototypes work; low self-efficacy (4.7%) and high self-efficacy (16.6%)
 - increase youth use the Engineering Design Process to help solve a problem low self-efficacy (7.2%) and high self-efficacy (8.6%) but major change in the middle - students that did not know on the pre-test had a 50% increase on the post-test
 - minimal increase in youth interested in taking more math and science classes; low self-efficacy (13%) and high self-efficacy (10.6%).

Following the completion of the Career Countdown Program students reported improvement in a variety of different areas. There were a total of 4400 program participants of which 3700 pre and posttest were conducted which yielded 900 delayed posttest. The average study time for program participants increased from 1.6 hours per week to 3.1 hours per week. Before the program only 19% of participants reported that they had an education plan after the program this number increased to 84%. Before the program only 19% reported that they had a career plan after the program this number increased to 72%.

After the program was over students were contacted to see what changes they had made in their life as a result of having participated in career countdown. 54% of program participants reported that they had explored new careers, 18% began to studying for the ACT, 47% started studying harder, 52% improved grades, and 7% applied for post-secondary education institutions.

Key Items of Evaluation

80% of the fastest growing occupations depend upon mathematics and scientific knowledge and skills. Alabama 4-H is committed to meet this need by providing opportunities for youth to develop the belief and security that they can do math and science through fast paced, engaging, hands on experiences in math, science, engineering and technology. From the Pre-Test to the Post-Test (n=3212) for the 4-HInnovators program there was:

- increase across the board for youth with low self-efficacy (15%) and high self-efficacy (15%) in ability to solve a problem based upon an engineering challenge

- significant increase (25%) in the number of youth that think about being an engineer now than before participating in the program
 - demonstrably significant increase across the board for youth in understanding what a prototype is and building a prototype - low self-efficacy increase of (3.77), high self-efficacy an increase of (4.5%)
 - increase youth ability to design a prototype based on criteria - low self-efficacy (5%) and high self-efficacy (20%)
 - increased youth ability to test prototypes and improve design based on testing - low self-efficacy (3.5%) and high self-efficacy (21.9%).
 - increased youth ability to describe how the parts of prototypes work; low self-efficacy (4.7%) and high self-efficacy (16.6%)
 - increase youth use the Engineering Design Process to help solve a problem low self-efficacy (7.2%) and high self-efficacy (8.6%) but major change in the middle - students that did not know on the pre-test had a 50% increase on the post-test
 - minimal increase in youth interested in taking more math and science classes; low self-efficacy (13%) and high self-efficacy (10.6%).

After the program was over students were contacted to see what changes they had made in their life as a result of having participated in career countdown. 54% of program participants reported that they had explored new careers, 18% began to studying for the ACT, 47% started studying harder, 52% improved grades, and 7% applied for post-secondary education institutions.