Developing Responsible and Productive Youth Through 4-H and Other Youth Programs

(A). Planned Program (Summary)

1. Name of the Planned Program

Developing Responsible and Productive Youth Through 4-H and Other Youth Programs

(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

<table>
<thead>
<tr>
<th>Year: 2007</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>83.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Actual</td>
<td>86.0</td>
<td>3.5</td>
</tr>
</tbody>
</table>

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

<table>
<thead>
<tr>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>Hatch</td>
</tr>
<tr>
<td>779165</td>
<td>0</td>
</tr>
<tr>
<td>1890 Extension</td>
<td>Evans-Allen</td>
</tr>
<tr>
<td>307107</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>1890 Matching</td>
</tr>
<tr>
<td>6533112</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
</tr>
<tr>
<td>7528958</td>
<td>0</td>
</tr>
<tr>
<td>50100</td>
<td>0</td>
</tr>
</tbody>
</table>

(D). Planned Program (Activity)

1. Brief description of the Activity


Total activities for 2007 were 2374

2. Brief description of the target audience
V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

<table>
<thead>
<tr>
<th>Year</th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>354937</td>
<td>9357276</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>10008</td>
<td>0</td>
<td>234098</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan:</td>
<td>0</td>
</tr>
<tr>
<td>2007:</td>
<td>0</td>
</tr>
</tbody>
</table>

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th>Year</th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>54</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure
- Field trials classroom enrichment

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>30</td>
<td>0</td>
</tr>
</tbody>
</table>
V(G). State Defined Outcomes

<table>
<thead>
<tr>
<th>O No.</th>
<th>Outcome Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Youth improve communication skills. Youth develop decision-making, problem-solving and critical thinking skills Youth develop improved competencies of goal-setting, planning and organizing Youth develop positive relationship skills with others Youth develop leadership skills Youth develop competencies in citizenship and civic engagement Youth develop employability and workforce preparation skills Youth develop positive personal competencies of self-esteem and self-confidence Youth develop increased self-responsibility Youth develop increased competencies in personal ethics/character Youth develop positive social skills Youth improve agricultural and environmental knowledge/skills Youth improve skills in animal sciences Youth develop improved family and consumer skills Youth develop healthy lifestyle choices Youth develop science and technology skills Staff/volunteers improved competencies to deliver youth program</td>
</tr>
<tr>
<td>2</td>
<td>Develop communication skills</td>
</tr>
<tr>
<td>3</td>
<td>Develop Science and Technology skills</td>
</tr>
<tr>
<td>4</td>
<td>Develop healthy health style choices</td>
</tr>
<tr>
<td>5</td>
<td>improve volunteer development procedure and techniques</td>
</tr>
<tr>
<td>6</td>
<td>4-H delivery systems demonstrate quality and excellence</td>
</tr>
<tr>
<td>7</td>
<td>FAMU—Develop employability and workforce preparation skills</td>
</tr>
</tbody>
</table>
Developing Responsible and Productive Youth Through 4-H and Other Youth Programs

Outcome #1

1. Outcome Measures
   Youth improve communication skills. Youth develop decision-making, problem-solving and critical thinking skills. Youth develop improved competencies of goal-setting, planning and organizing. Youth develop positive relationship skills with others. Youth develop leadership skills. Youth develop competencies in citizenship and civic engagement. Youth develop employability and workforce preparation skills. Youth develop positive personal competencies of self-esteem and self-confidence. Youth develop increased self-responsibility. Youth develop increased competencies in personal ethics/character. Youth develop positive social skills. Youth improve agricultural and environmental knowledge/skills. Youth improve skills in animal sciences. Youth develop improved family and consumer skills. Youth develop healthy lifestyle choices. Youth develop science and technology skills. Staff/volunteers improved competencies to deliver youth program.

2. Associated Institution Types
   (No Data Entered)

3a. Outcome Type:
   Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement
   Issue (Who cares and Why)
   (No Data Entered)

   What has been done
   (No Data Entered)

   Results
   (No Data Entered)

4. Associated Knowledge Areas
   (No Data Entered)

Outcome #2

1. Outcome Measures
   Develop communication skills.

2. Associated Institution Types
   • 1862 Extension
   • 1890 Extension

3a. Outcome Type:
   Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>(No Data Entered)</td>
<td>113279</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement
   Issue (Who cares and Why)
Developing Responsible and Productive Youth Through 4-H and Other Youth Programs

To 'develop marketable/productive skills for work and family life' such as communication skills has been cited by Connell, Gambone, and Smith (2000) as a major outcome for positive youth development. Communication can help a youth do well in school, develop positive interests and acquire a basic life skill for work and family life that is important for the transition from youth to adulthood.

What has been done

4-H has provided communication/Expressive Arts projects and activities such as speech contests and county, state, state and national speaking opportunities such as county events.

Results

Communication/Expressive Arts which includes the 4-H Tropicana Public Speaking Program (2007 participants totaling 109,014) has gradually increased in numbers from 80,000 in 1995 to 113,279 in 2007.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #3

1. Outcome Measures

Develop Science and Technology skills

2. Associated Institution Types

• 1862 Extension
• 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>(No Data Entered)</td>
<td>33646</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

4-H uses a variety of project skills to engage youth in areas of interests to not only acquire new skills but become the 'vehicle' through which youth engage with other adults, engage in self-directed learning, setting goals, making independent choices, and decisions and gaining a sense of mastery and accomplishments from their experiences in directions that could eventually lead to career choices. Among these career choices are those related to science and technology.

What has been done

Interest in the area of science and technology for career choices is of extreme interest to the national health of the United States and for this reason is considered important to the state of Florida and the nation. Projects in Science and Technology in 2007 is close to the all time high reached in 2001..

Results

In 2007 more than 33,646 projects were studied with the most popular including entomology, Marine Science and Embryology

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #4

1. Outcome Measures

Develop healthy health style choices
2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>(No Data Entered)</td>
<td>39338</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Childhood obesity is at epidemic levels in the United States.

What has been done
4-H has developed programs that help youth learn to develop healthy decisions and quality of life changes

Results
With a slight increase in healthy lifestyles in 2007 over 2006, a total of 39,338 youth were engaged in healthy decision making and quality lifestyles. These types of decisions will lead to a better quality of life with fewer cases of nutrition related disease and obesity.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #5

1. Outcome Measures
improve volunteer development procedure and techniques

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>(No Data Entered)</td>
<td>10919</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Studies confirm the value of a significant adult in addition to a parent or guardian in the life of a child. UFIFAS research conducted in Florida showed that volunteer support mediates the relationship among learning opportunities, supportive environments, and youth outcomes (Fogarty et al., 2007). Other research has shown that '... all youth have the potential to succeed, but ... the likelihood of success is greatest when youth regularly experience positive adult interaction and mentorship and are involved in youth development programs' (Learner, 2007). In 2007, Florida 4-H engaged 10,925 volunteers in providing supportive learning environments for youth enrolled in programs in all 67 Florida counties and the Seminole Tribe. Over 10,000 are adults and 900 are youth volunteers.

What has been done

Developing Responsible and Productive Youth Through 4-H and Other Youth Programs

* 87 UF/IFAS Extension faculty, from 71 different units across the state, conducted programs addressing volunteer development and management.
* There were 81 counties reporting volunteer development programs in Florida.
* Over 7,000 days were expended by faculty and staff expanding and enhancing volunteer involvement in the 4-H and Youth Development program.
* 4-H volunteers expended nearly 30,000 days providing direct services to youth and managing and training other volunteers in the 4-H and Youth Development program.
* 656 activities represented 7 key subjects targeting volunteer development, volunteer management and volunteer systems to support youth development. These were:
  - Education to enhance volunteer effectiveness through improved competencies in leadership, communication, planning, problem-solving, and decision making (129)
  - Recruitment to expand volunteer involvement (125)
  - Orientation of volunteers to introduce volunteers to extension education and 4-H (117)
  - Volunteer screening to create a safe environment for youth (98)
  - Training volunteers to educate other volunteers (1)
  - Recognizing volunteers for their contributions (60)
  - Management and evaluation to improve efficiency and effectiveness of volunteers and volunteer programs (126)

Results

* Florida 4-H Youth Development leverages public resources with private contributions. Using the Independent Sector calculation of $18.76/hour, 4-H volunteers contributed $45,000,000 in volunteer time to the development of youth in Florida.

* Florida 4-H Youth Development improves the personal health and safety of youth by screening and selecting volunteers. A statewide survey of 570 youth surveyed in 2007 97.8% indicated that 4-H provides a safe place to learn and grow.

* Florida 4-H Youth Development is developing the workforce of tomorrow. Florida 4-H volunteers provided 9,884 learning environments for youth to learn and grow. A statewide survey of 593 youth surveyed in 2007 98% of them indicated that as a result of their 4-H experience, they are learning work related skills.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #6

1. Outcome Measures

4-H delivery systems demonstrate quality and excellence

2. Associated Institution Types

• 1862 Extension
• 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>(No Data Entered)</td>
<td>2464</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth involved in structured learning environments will benefit from being a part of: a physically and emotionally safe environment; developing positive relationships with others; feeling a sense of belonging in an inclusive environment; having competencies for self-resilience, independence, and autonomy; being engaged as active citizens through service and leadership; and developing skills and competencies for work and family life.

What has been done
Developing Responsible and Productive Youth Through 4-H and Other Youth Programs

4-H provides a safe learning environment through the following delivery methods: community clubs, day camps, overnight camping, 4-H in the Classroom, and after-school programs. Florida 4-H supports county learning environments by managing financial and human resources, utilizing appropriate educational materials, and creating opportunities for youth experiences and effective communication between youth and adults. Additionally, effective and efficient programs leverage resources and expertise with other youth organizations to maximize outcomes and community impacts. 4-H has developed many partnerships across the state to make these opportunities successful for youth.

Current Partnerships Established with Florida 4-H:

* Florida Department of Health and joint proposals with CDC
* Museum of National History (NSF Grant)
* College of Engineering - Energy and Sustainability
* U.S. Department of Energy - curriculum & teaching outreach
* Florida Ag in the Classroom
* 4-H Tropicana Public Speaking
*Florida Department of Agriculture
*Local County School Boards
*Fair Boards
*County Governments
*Florida A&M
*Joint Family Support Assistance Program National Initiative (Department of Defense)
November 2007 one of 15 states selected
Partners: Florida Army and Air Guard
Military OneSource
Red Cross
Military Family Life Consultants

*Operation: Military Kids, as part of the 4-H/Army Youth Development Project, is a vital part of the Army Integrated Family Support Network (AIFSN) delivery system. The program serves all deployed service members families of all branches. Florida 4-H has three outreach staff in Bay County, Pinellas County, and Miami-Dade County to serve local deployed service member families.

State partners are: American Legion, Boys and Girls Clubs, Military Education Coalition, Child Youth Services, Alachua County Military Support Group, Florida Army and Air Guard Army Reserves, Marine Reserves, and Naval Reserves.

*United States Air Force - Youth Programs
    Hurtburt Field/Elgin AFB - Okaloosa County
    Tyndall AFB - Bay County
    MacDill AFB - Hillsborough County
    Patrick AFB - Brevard County

Air Force youth programs in the European Theatre

*United States navy - Youth Programs
    Jacksonville Naval Air Station/ Mayport Naval Station - Duval County
    Pensacola Naval Station / Whiting Field Naval Air Station - Escambia County
    Key West naval Station - Monroe County
    Panama City Naval Surface Warfare Center - Bay County
    Navy Youth programs in the European Theatre

* College of Fine Arts

Results
Developing Responsible and Productive Youth Through 4-H and Other Youth Programs

* There were 11,369 learning environments (community clubs, day camps, overnight camping, 4-H in the Classroom, and after-school programs) that support 4-H youth development work in Florida.

* 26,063 youth were enrolled in 1,316 organized clubs. 221,623 youth participated in 4-H in the classroom educational programs.

* Florida 4-H faculty, staff, and volunteers have expended over 15,344 days in activities relating to clubs, after-school programs, 4-H in the classroom, and 4-H special interest programs, day camps and residential camps.

* 2,573 educational activities were organized, planned and implemented in 2007.

* Volunteers devoted over 35,472 hours in developing learning environments to support youth, which translates into over $650,000 worth of services. (Independent Sector, 2007)

* 178 Extension education programs targeted Florida residents, governmental and regulatory agencies, educators, non-governmental organizations, and youth.

* 92 Florida 4-H faculty in 57 counties reported in this focus area. 57 of the 67 counties and the Seminole Tribe reported at least one program within organizational strategies and learning environments. This was a 14% increase from those reporting last year.

* Four residential camps are heavily utilized by county faculty during the summer months with supplemental use of the facilities by IFAS, governmental, and outside user groups. Over the next four years, each of the 4-H camps will become American Camp Association Certified, making them more attractive for both internal and external users. 2,398 youth participated in residential camping in 2007. This is a 5% increase in attendance from 2006.

* Youth led State Executive Board, Executive Council, and officer groups carry out their own organizational goals and projects through four regular meetings and leadership training opportunities. These state groups are only the tip of the leadership training provided at the county and district levels in youth councils, leadership conferences, and related youth led educational activities.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #7

1. Outcome Measures

FAMU—Develop employability and workforce preparation skills

2. Associated Institution Types

• 1862 Extension
• 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>(No Data Entered)</td>
<td>502</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

4-H Youth Development 1890. Discovering agriculture careers by youth throughout the country was a program initiated by USDA-APHIS and hosted by Florida A&M University Cooperative Extension Program in fiscal year 2007.

What has been done
Florida A&M University is one of (4) four institutions that have participated in the program in the last four years. This summer program recruited youth ranging in age from 14-17 years. A total of 22 students: 12 females and 8 males were selected to participate in the program. These students were well represented expanding as far as New Mexico and California. Two students from Tallahassee, FL were selected for the first time.

Results
This youth development program was designed to build character and introduce students to careers and other life experiences utilizing several animal species. The program allowed students to experience cultural enrichment and basic life coping skills. In addition, it provided insight to various career fields in animal science and related areas including a diversity of animal industries, clinical and diagnostic laboratories, veterinary medicine, recreational and cultural activities. The success of this program has allowed us to use it as a model for future youth development programs.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

V(H). Planned Program (External Factors)

External factors which affected outcomes
- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned
- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- Comparison between locales where the program operates and sites without program intervention

Evaluation Results
In the Developing Responsible and Productive Youth Through 4-H and Other Youth Programs program area there were more than 2374 activities completed in 2007 to provide solutions to critical needs in this program area. Faculty and staff expended 232113.6 hours on these programs. As a result, Extension faculty had more than 10008 direct clientele contacts. In activities within these programs more than 78656 activity attendees were evaluated and more than 71528 participants showed a knowledge, behavior or conditional change as outcomes to the research-based educational program(s) they attended. Over $14841235 dollars were expended in the 1862 portion of this program while FAMU used $664314 from state, county and federal sources. This program included both integrated and multistate components. More than 242296 hours were expended by volunteers in this program area at a value of $3,888,850.80. Some program highlights in this program area include the following:

• 87 UF/IFAS Extension faculty, from 71 different units across the state, conducted programs addressing volunteer development and management.

• There were 61 counties reporting volunteer development programs in Florida.

• Over 7,000 days were expended by faculty and staff expanding and enhancing volunteer involvement in the 4-H and Youth Development program.

• 4-H volunteers expended nearly 30,000 days providing direct services to youth and managing and training other volunteers in the 4-H and Youth Development program.

• 656 activities represented 7 key subjects targeting volunteer development, volunteer management and volunteer systems to support youth development. These were:
  § Education to enhance volunteer effectiveness through improved competencies in leadership, communication, planning, problem-solving, and decision making (129)
  § Recruitment to expand volunteer involvement (125)
  § Orientation of volunteers to introduce volunteers to extension education and 4-H (117)
  § Volunteer screening to create a safe environment for youth (98)
  § Training volunteers to educate other volunteers (1)
  § Recognizing volunteers for their contributions (60)
  § Management and evaluation to improve efficiency and effectiveness of volunteers and volunteer programs (126)

Key Items of Evaluation

• Florida 4-H Youth Development leverages public resources with private contributions. Using the Independent Sector calculation of $18.76 hour, 4-H volunteers contributed $45,000,000 in volunteer time to the development of youth in Florida.

• Florida 4-H Youth Development improves the personal health and safety of youth by screening and selecting volunteers. A statewide survey of 570 youth surveyed in 2007 97.8% indicated that 4-H provides a safe place to learn and grow.

• Florida 4-H Youth Development is developing the workforce of tomorrow. Florida 4-H volunteers provided 9,884 learning environments for youth to learn and grow. A statewide survey of 593 youth surveyed in 2007 98% of them indicated that as a result of their 4-H experience, they are learning work related skills.