V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

4-H and Youth Development

V(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 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension 1862</th>
<th>Extension 1890</th>
<th>Research 1862</th>
<th>Research 1890</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>47.0</td>
<td>32.2</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>75.9</td>
<td>5.4</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Extension</th>
<th>1890 Extension</th>
<th>Research</th>
<th>Hatch</th>
<th>Evans-Allen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>1318580</td>
<td>264803</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>1770628</td>
<td>343040</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>5705603</td>
<td>427451</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area are 8 statewide Extension Team Projects. These are:

ETP22A - 4-H Volunteerism
ETP22B - 4-H Science Explorations
ETP22C - 4-H Healthy Lifestyles
ETP22C3 - 4-H T.G.I.F. (Teens Getting Involved for the Future)
ETP22D1 - 4-H Citizenship & Leadership
ETP22E - Youth Leadership and Community Service Learning Program - U&NNTP
ETP22F - TMI (Teens Making Impact) - U&NNTP
ETP22G - Volunteer In Urban Programs (VIP) - U&NNTP

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available
on the ACES intranet.

2. Brief description of the target audience

   The primary target audience is youth between the ages of 5 and through 18 years old and adult volunteer leaders who work with these youth residing in both urban and rural communities.

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th>2009</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>100000</td>
<td>300000</td>
<td>250000</td>
<td>500000</td>
</tr>
<tr>
<td>Actual</td>
<td>146172</td>
<td>2487556</td>
<td>406107</td>
<td>7052396</td>
</tr>
</tbody>
</table>

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

   Patent Applications Submitted
   
   Year: 2009
   Plan: 0
   Actual: 0

   Patents listed

3. Publications (Standard General Output Measure)

   Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th>2009</th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Actual</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

   Output Measure

   * This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/verified by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

Output #2

   Output Measure

   * ETP 22E Youth Leadership and Community Service Learning was implemented to provide youth with support, peer and community networks and leadership skills that would enable them to make meaningful community contributions and to have an effective lifelong journey of leadership, service, and healthy living. Health living is promoted through the Health Rocks! program, a granted supported project that promotes
healthy living with an emphasis on the prevention of illicit drug and substance usage among youth.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>{No Data Entered}</td>
<td>2500</td>
</tr>
</tbody>
</table>

**Output #3**

**Output Measure**

- ETP 22F Teens Making Impact (TMI) is an urban program focused on providing teens with information that support the development of skills for making sound career decisions, engaging in effective communication, pursuing healthier lifestyles, and to better understand governmental issues and the role of productive citizens. A Teens and Tweens Empowerment conference was implemented as a culminating event for youth enrolled in TMI.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>{No Data Entered}</td>
<td>700</td>
</tr>
</tbody>
</table>

**Output #4**

**Output Measure**

- ETP 22G Volunteer in Urban Programs was designed to recruit, enroll, and train volunteers through a structured program that captures the quantitative and qualitative value of volunteer services provided to the Urban Affairs and New Nontraditional Programs Unit of the Alabama Cooperative Extension System. The VIP program encompasses the Alabama A&M University Service Learning Network.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>{No Data Entered}</td>
<td>731</td>
</tr>
</tbody>
</table>
V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A major outcome measure for 4-H and Youth Development for the 2007 - 2011 program cycle will be the growth in the number of registered and screened volunteer leaders.</td>
</tr>
<tr>
<td>2</td>
<td>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed. What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The &quot;who&quot; includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to &quot;success&quot;. The basic question to be answered in this part is &quot;what difference did this program make&quot;. The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.</td>
</tr>
<tr>
<td>3</td>
<td>Urban Regional Extension Agents conducted youth leadership programs throughout multi-county areas with the state targeting urban youth utilizing the Health Rocks! Intermediate curriculum.</td>
</tr>
<tr>
<td>4</td>
<td>The Teens Making Impact goals for teen participants were accomplished as outlined including, the improvement in life coping skills for personal growth and development to meet daily challenges, development of positive decision making skills, increased social and psychological skills, and enhanced academic performance. Additionally the 2nd Annual Teens and Tweens Conference was held as a culminating event for participants enrolled in the TMI program for 2009.</td>
</tr>
<tr>
<td>5</td>
<td>The Volunteer in Urban Programs (VIP) was implemented to recruit, enroll, and train volunteers through a structured program that captures the value of volunteer services. The AAMU Service Learning network serves as an integral part of the program.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

A major outcome measure for 4-H and Youth Development for the 2007 - 2011 program cycle will be the growth in the number of registered and screened volunteer leaders.

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>2009</td>
<td>1500</td>
<td>2897</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Volunteerism matters to youth, to the volunteers, and to our stakeholders because it allows us to leverage resources to expand positive youth development opportunities.

What has been done
27 4-H Regional Extension Agents emphasize the use of volunteerism to expand programming beyond what would be possible if only paid professionals deliver programming.

Results
2897 volunteers worked 75,081 hours valued at $20.25 per hour for a total value of $1,520,390.00 or 30 FTEs at starting salary levels.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects.
which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

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>2009</td>
<td>40</td>
<td>183</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Youth, Volunteers, and internal and external stakeholders (funders) care because 4-H is helping Alabama youth learn citizenship, leadership, and lifeskills. 4-H is working to help youth explore science and become citizen scientists.

**What has been done**
Alabama 4-H provides positive youth development through in-school clubs, in-school enrichment, community-based clubs, and community-based enrichment. Programs support Extension Team Projects and National 4-H Mission Mandates.

**Results**
Youth are learning leadership, citizenship, and lifeskills and experiencing positive youth development per success stories posted to the ACES ETP reporting system.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #3

1. Outcome Measures

Urban Regional Extension Agents conducted youth leadership programs throughout multi-county areas with the state targeting urban youth utilizing the Health Rocks! Intermediate curriculum.

2. Associated Institution Types

- 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>2009</td>
<td>{No Data Entered}</td>
<td>2500</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
In an effort to address the negative effects of drug, alcohol and tobacco usage among middle school age youth, the Health Rocks program was implemented as a leadership program, utilizing youth and adults as partners to educate this audience.

**What has been done**
Over 2500 youth were taught a minimum of 10 hours of lessons on Health Rocks to curtail illicit drug usage in various identified communities.

**Results**
Currently, participants’ surveys are being analyzed to determine extent of impact; however, success stories are also used to determine program impact and may be found on ACES Intranet for 2009.

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

The Teens Making Impact goals for teen participants were accomplished as outlined including, the improvement in life coping skills for personal growth and development to meet daily challenges, development of positive decision making skills, increased social and psychological skills, and enhanced academic performance. Additionally the 2nd Annual Teens and Tweens Conference was held as a culminating event for participants enrolled in the TMI program for 2009.

2. Associated Institution Types

- 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>2009</td>
<td>{No Data Entered}</td>
<td>700</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Youth are constantly receiving an overload of negative messages via technology, various media sources, and peer acquaintances. Communities and schools benefit when youth are engaged in positive life skill development programs such as Teens Making Impact.

**What has been done**
Results from data provided by seven Regional Extension Agents included: More than 700 youth attended and participated in a series of five TMI lessons. Approximately, 125 teens and tweens attended the Teens and Tweens conference from Butler, Colbert, Lauderdale, Limestone, Madison, Mobile, Monroe, Tuscaloosa, Montgomery,
Madison, Lawrence, and Morgan counties. Conference topics included internet safety, physical fitness, youth and the law, nutrition, youth entrepreneurship, and etiquette as well as adult/volunteer workshops.

Results
Based on TMI program evaluations; 88% of teens improved in decision making skills; 70% improved in public speaking skills; 71% improved skills for interviewing and collecting data; and 90% improved skills in practicing acceptable social behavior. Results of 2009 Teens and Tweens Empowerment Conference evaluation:
As a result of your involvement in this conference, your ability to:
Set goals for yourself to achieve has:
- 8% Not Increased
- 17% Increased a little
- 36% Increased some
- 39% Increased A Lot
Appreciate the difference in others has:
- 9% Not Increased
- 18% Increased a little
- 44% Increased some
- 29% Increased A Lot
Show respect for others and their feelings has:
- 11% Not Increased
- 14% Increased a little
- 35% Increased some
- 40% Increased A Lot
Listen to what others have to say has:
- 9% Not Increased
- 13% Increased a little
- 41% Increased some
- 37% Increased A Lot
Work toward a career interest has:
- 9% Not Increased
- 9% Increased a little
- 32% Increased some
- 50% Increased A Lot

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
The Volunteer in Urban Programs (VIP) was implemented to recruit, enroll, and train volunteers through a structured program that captures the value of volunteer services. The AAMU Service Learning network serves as an integral part of the program.

2. Associated Institution Types
- 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>2009</td>
<td>{No Data Entered}</td>
<td>731</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Volunteers are vital community assets. Through their service, the educational outreach for Extension programming is maximized. Volunteer support is strongly encouraged by external funding sources.

What has been done
Through VIP, a total of 20,865 hours were generated in volunteer service. A total of 731 volunteers were involved in urban programming valuing at $422,506. A total of 1959 student volunteer participated in the AAMU Network in the Fall and Spring semesters of 2009.

Results
Increased educational outreach awareness; Increased Volunteer service captured through FTEs; Improved organizational involvement; and served as an increase for overall volunteer participation in Urban programs by
68%. Increased availability of services to special needs audiences.

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

Brief Explanation

Goals were met but reduced appropriations has reduced some positions and resulted in programming decisions relative to prioritizing and resource allocations. Programmatic challenges are often increased due to the demand in seeking external funding.

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

1. Evaluation Studies Planned
   - Before-After (before and after program)
   - During (during program)

Evaluation Results

Healthy Living: Self-reported perceived positive effect on knowledge, ability and actions is:
- 69.3% of youth: Make healthy food choices
- 73.3% of youth: More active everyday
- 76.9% of youth: Accept a variety of body shapes and sizes
- 79.3% of youth: Choose activities that will make me healthier
- 73.3% of youth: Avoid risky behaviors (like "making poor food choices" and "inactivity")

Citizenship and Leadership:
- 49.1% of youth: Can determine a balanced diet based on my pyramid guidelines
- 76.9% of youth: Get the right amount of exercise
- 91.7% of youth: Understand the need for 60 minutes of exercise a day and that exercise can be fun
- 94.1% of youth: Know the importance of everyday exercise
- 76.8% of youth: Know it is important to watch food portions
- 90.9% of youth: Wash hands to keep healthy
- 93.2% of youth: Understand that self-esteem is important for healthy living
- 81.1% of youth: Know how to be polite and use proper (table) manners
- 100% of youth: Improved interview skills
- 92.3% of youth: Improved appearance
- 69.2% of youth: Understand leadership
- 94.5% of youth: Become more confident
- 94.4% of youth: Present self in a positive manner
- 95.4% of youth: Wash hands before I eat
- 100% of youth: Model healthy relationships among peers and family
- 85.4% of youth: Identify career choices
- 68.7% of youth: Identify problems using cell phones while driving
- 82.3% of youth: Know not to drink and drive
- 67.6% of youth: Identify several unusual fruits and vegetables
- 55.9% - youth: Name several household products made from trees
- 90% - youth: Name several household products made from cows
- 64.7% - youth: Know how to look for international products in the market
- 73.6% - youth: Understand that poison sometimes looks like food or drink items
- 79.5% - youth: Observe, compare, and make decisions on products that I might buy
67.3% - youth: Know that a serving of meat is about the size of a deck of cards
65.8% - youth: Know why there are sometimes two forks at a table setting
49.5% - youth: Know what food group peanut butter is in
100% - Adult perceived positive youth ability
89.7% - youth: Help family with food costs
69.7% - youth: Can identify the consequences of money management decisions

Creative Arts:

69% of youth: Use props to tell a short story
75% - youth: Use good artistic techniques
73% - youth: Communicate through words, artwork, pictures or other ways
70% - youth: Feel comfortable performing front of my classmates
71% - youth: Better communicator
81% - youth: Like to do photography, music, theatre, and other 4-H arts activities
62% - youth: Can talk in front of a group and express my thoughts
73% - youth: Are more creative

Success has been determined by assessing youth's self-reported perceived positive effect on knowledge, ability, and actions are:

80% of youth: Make better decisions
71% of youth: Better communicators
66% of youth: Better at solving problems
70% of youth: Work better with others
75% of youth: Understand hunger is an issue in Alabama and the world
90% of youth: Understand the role of youth as citizens
71% of youth: Know the different departments in the Executive Branch
67% of youth: Know how the executive branch works
77% of youth: Know how the work of the executive branch affects communities
76% of youth: Identify needs of community
52% of youth: Practice leadership and citizenship
47% of youth: Make a difference in the fight against hunger
91% of youth: Define and practice gratitude and respect
60% of youth: Settle disagreements in non-hurtful ways
77% of youth: Explain the 4-H Pledge
90% of youth: Listen to different ideas
82% of youth: Work with others
83% of youth: Plan how to do things
100% of youth: make choices about what like
60% of youth: Settle disagreements in non-hurtful ways
81% of youth: Recognize that having fun with an activity is more important than being the first to do the activity
81% of youth: Learned a new skill
77% of youth: Learned how to deal with different people
95% of youth: Feel good about myself and my accomplishments
45% of youth: Have more respect for people who don't agree with me about something
85% of youth: Can think in different ways to complete a project
72% of youth: Made friends with kids that are different from me
63% of youth: Explain the history of the 4-H Colors, Pledge, and Emblem
82% of youth: Helped others through my participation and efforts
70% of youth: Know what the H's in 4-H stand for
100% of youth: Made diverse friends
73% of youth: Believe that my friends care about me
73% of youth: Will share what I learned with others
80% of youth: Make better decisions
83% of youth: Think about different ways to complete a task or project
80% of youth: Can make a plan and stick with it
91% of youth: Have a skill I am proud of
80% of youth: Make good choices
83% of youth: Want to make a difference in my church, school, or community
83% of youth: Look for ways to help others
82% of youth: Feel like my friends listen and care about me
72% of youth: Feel comfortable sharing my ideas with adults
83% of youth: Understand the benefits of challenging my abilities
75% of youth: Recognize that having fun with an activity is more important than winning or losing
72% of youth: Have better reasoning skills
79% of youth: Know how to figure out when a decision is good or bad
79% of youth: Listen better to what others say
86% of youth: Follow instructions
74% of youth: Do the right thing when it goes against what my friends are doing
76% of youth: Can predict what will happen if I do not do the things I need to do
64% of youth: Have accepted more responsibility
81% of youth: Can set goals for what I want to do
89% of youth: Work to have a positive attitude
21% of youth: Have a more positive attitude towards kids who don't look like me
72% of youth: Offer encouragement to others rather than put-downs

Science Explorations:

Success has been determined by assessing youth, volunteer and staff perceptions of program impact. The average responses of those who agreed or strongly agreed with the following statements or said always or usually about those statements are as follows:

I learn things that help me make better decisions
79.9
Helped me become a better communicator
71
Helped me know more about problem solving
65.9
Helped me to work better with others
70.38
Helped me to measure distance, size, temperature, time, etc.
45.4
I've learned how to try out or test what I've learned to see if it is true or that it works
65.6
Helped me to learn how to use equipment (Magnifying glass)
30.8
Helped me to learn how to use equipment (thermometer)
42.8
Helped me to learn how to use equipment (biltmore stick)
100
I can identify common wildlife species
87.2
I know what an ecosystem is
85.1
I know what an omnivore is
74.6
I know what a predator is
79.2
Think about different ways to complete a task or project
77.7
I can make a plan and stick with it
80.2
I have a skill I am proud of
90.9
I make good choices
79.7
I want to make a difference in my church, school, or community
82.4
I look for ways to help others
83.15
I feel like my friends listen and care about me
82.2
I feel comfortable sharing my ideas with adults
72
Helped me to know more about solving problems
67.3
I better understand Alabama's natural resources
38.1
I want to be a guardian of those natural resources
36.9
I learned to do something new
86.5
I had fun
86.7
I want to share what I did or what I learned
75.6
I enjoy working with other people in a group
96.9
I would like to do photography, music, theatre, and other 4-H arts activities
80.8
I enjoyed and learned from 4-H meetings this year
89.1
I look for ways to help save energy
80.5
Can identify alternative energy resources
83.4
Know which lightbulb is more energy efficient-"regular" (incandescent) or "curly-cue" (compact fluorescent)
83
I know at least three types of fuel- other than gasoline or diesel- that can run cars and trucks
74.3
I know that renewable energy sources will always be available
80.8
I know that non-renewable energy sources come out of the ground
74.8
I know that both renewable and non-renewable sources can be converted to make electricity
81.4
Will be more active everyday
73.3
Will make healthy food choices
69.3
Accept a variety of body shapes and sizes
76.9
Will choose activities that will make me healthier
79.3
Will avoid risky behaviors (like "making poor food choices" and "inactivity")
73.3
I can determine a balanced diet based on my pyramid guidelines
49.1
I can get the right amount of exercise
76.9
I know I need 60 minutes of exercise a day and that exercise can be fun
91.7
I know the importance of everyday exercise
94.1
I know it is important to watch food portions
76.8
I wash my hands to keep healthy
90.9
I can identify common tree species
100
Know how many paces it takes for me to go 100 feet
83.7
I can figure out if a tree is healthy
73.7
I can measure a tree's board feet and determine its value
95.8
JMG helped me to learn the importance of gardening
72.8
I can make better decisions about the environment
91.5
I have a better understanding of the importance of plants and animals
84.4
I better understand the connection between growing food and the environment
78.7
I better understand the benefits of challenging my abilities
81.7
I have a better understanding of the importance of clean water
86.7
I understand why trees are important to the environment
93.2
I understand that what I do everyday affects plants, trees, and animals
73.1
I understand that animals need food, water, and shelter to survive
97.2
Recognize the benefits of taking turns talking
87.1
I can be a better steward of the land
76.8
Recognize that having fun with an activity is more important than winning or losing
75.2
Have better reasoning skills
72.3
Know how to figure out when a decision is good or bad
78.8
Listen better to what others say
79.4
Do a better job of following instructions
85.8
Do the right thing when it goes against what my friends are doing
74.3
Private forest landowners are important
89.3
Forests provide many resources
89.3
Natural resources should be used wisely
78.6
Forest Management includes timber harvest
75
Shooting Sports helped me to learn how to use equipment (firearm or bow)
91.3
I can shoot a firearm or bow safely
95.9
I know the range rules and commands
94.1
I can shoot a good "group" of shots
88.9
I can clean a firearm or take care of a bow
86.5
I can define and practice gratitude and respect
90.9
Can predict what will happen if I do not do the things I need to do
75.9
I can talk infront of a group and express my thoughts
62.4
I have accepted more responsibility
I can set goals for what I want to do

I know that self-esteem is important for healthy living

I work to have a positive attitude

I have a more positive attitude towards kids who don't look like me

I can settle disagreements in ways that are not too hurtful

I offer encouragement to others rather than put-downs

I am more creative

I can identify several unusual fruits and vegetables

I can name several household products made from trees

I can name several household products made from cows

I know the difference in types of soils

I know why and how to avoid fire ants

I know how to look for international products in the market

I can identify electric conductors and insulators

I know facts about wild turkeys

I know the difference between carnivores, herbivores, and omnivores

I can identify native wildlife by its skin or skull

I can build and fly a simple kite

I understand why it is important to use sunscreen

I understand that poison sometimes looks like food or drink items

I can name and describe several dinosaurs

I can build and launch a simple rocket

I can describe how a surfactant works

I can use props to tell a short story

I can name alternative sources of energy

I know that many types of birds migrate through Walker County every spring and fall

I can identify several wild animals that are naïve to Alabama

I know that insects have four different mouth types

I can describe a water molecule

I can design, construct, and launch a straw rocket

I can explain the 4-H Pledge
76.5
I will listen to different ideas
89.7
I work with others
82.1
I can plan how to do things
82.7
I can make choices about what I like
100
I know how to be polite and use proper (table) manners
81.1
I have improved my interview skills
100
I improved my appearance
92.3
Learned what leadership is
69.2
Have become more confident in myself
94.5
Gained Skills in presenting myself in a positive manner
94.4
I can now do this by myself
68.6
I can use good artistic techniques
75
I understand the importance of gun safety
89.6
I understand the process of milking dairy cows
91.6
I know the importance of washing my hands before I eat
95.4
I have a better understanding of horsemanship
67.1
I recognize that having fun with an activity is more important than being the first to do the activity
81
I learned a new skill
79
I learned how to deal with different people
76.8
I feel proud to be in a military family
91.6
I can model ways to contribute to healthy relationships among peers and family members
100
I feel good about myself and my accomplishments
94.8
Have more interest in science and technology
57.6
Can design and construct a rocket
83.3
Have more respect for people who don't agree with me about something
45
Can think in different ways to complete a project
84.6
Enjoyed and learned from 4-H camp
100
Can create something new and original
99.2
Made friends with kids that are different from me
100
Can explain the history of the 4-H Colors, Pledge, and Emblem
63.2
Gained knowledge about the history of flight
Had fun with an educational experience
Helped others through my participation and efforts
Recognize the dangers of unsafe practices when using farm machinery
Observe, compare, and make decisions on products that I might buy
Wildlife Management helped me to learn how to use support materials (aerial photos)
I know where to look for snails, crayfish, and mayfly larvae
I understand how animals adapt to their environment
I can see how things we do change animal habitats
I know what the H's in 4-H stand for
I know why there are sometimes two forks at a table setting
I know that hunger is an issue in Alabama and around the world
I know what the "Hunters for the Hungry" program is
I know that a serving of meat is about the size of a deck of cards
I know what food group peanut butter is in
I felt that I was a part of the group during the storytelling activity
I understand fertilizer and lime will help a garden
I know when to plant a garden
I can help my family with food costs
Understand the planting guide
Can provide my family with gardening information
Can communicate through words, artwork, pictures, or in other ways
I have made diverse friends
I can identify career choices
Include others
Understand the role of youth as citizens
Know the different departments in the executive branch
Know how the executive branch works
Understand how the work of the executive branch affects my community
I know where our energy comes from
I understand the limitations of alternative energy in Alabama
I can identify the needs of the community
75.6
I practice leadership and citizenship
51.6
Can identify the consequences of money management decisions
69.7
I can identify problems associated with using cell phones while driving
68.7
I can identify goods that can be recycled in our area
88.9
I can identify cultural difference between myself and Cherokee Indians
86.9
I feel comfortable performing front of my classmates
69.7
Know more about pollution
73.3
Know the importance of not drinking and driving
82.3
Can make better decisions about my environment
84
I can make a difference in the fight to stop hunger
46.7
Believe that my friends care about me
72.7
I learned more about the species of animals in our ecosystem
90.9
Understand the importance of honeybee pollination
95.45
Learned about the queen bee
100
Know more about worker bees
81.9
Will share what I learned with others
72.75
Will not pollute our environment
85.7
Learned about safe places to ride ATV’s
85.8
Learned new safety rules about ATV riding
100
Know how to measure proper size ATV for me
71.4
Learned about Rescue Squad and how they help us
100
Understand our water table and aquifer
42.9
Understand more about 4-H
21.1
Learned about the aquatic life
53.8
Can identify more species of fish
49.9
Will become a good steward of the environment
48.1
Would like to study marine biology
19.3

Volunteerism:

Community-based Clubs increased by 49, total 141
In-school volunteer-led clubs increased by 11, total 110
Adult Volunteers increased 486, total 2897
Volunteers hours reported total 75,081 and valued at $1,520,390.00
Key Items of Evaluation

Healthy lifestyles includes programming that addresses youth obesity and illicit drug usage among youth. Science Explorations includes programming that deals with environmental education, environmental stewardship, and food safety.