V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

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

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 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension</th>
<th>Research</th>
</tr>
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<tr>
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<td>1862</td>
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<tr>
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<tr>
<td>Actual</td>
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<td>3.0</td>
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</tbody>
</table>

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

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

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Conduct workshops and meetings
- Deliver services
- Develop products, curriculum, resources
- Provide training
- Provide counseling
- Make assessments
- Work with the media
- Develop partnerships

2. Brief description of the target audience

- Adults
- Families
- Youth
- County Government
- Administrators of Social, Human Resource and Income Maintenance Programs
- Administrators of Education
- Florida Based Non-governmental Organizations
- Non-Florida Based Non-governmental Organizations
- County Faculty and Staff
- Administrators
- State Faculty and Staff

Report Date 06/09/2010
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>
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<td>5000000</td>
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<td>Actual</td>
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</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>
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<th>Research</th>
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<tbody>
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<td>13</td>
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</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- (No Data Entered)
### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Improved competencies of Extension Faculty from inservice training</td>
</tr>
<tr>
<td>2</td>
<td>Improved procedures and techniques to increase volunteerism</td>
</tr>
<tr>
<td>3</td>
<td>Improved volunteer development procedures and techniques</td>
</tr>
<tr>
<td>4</td>
<td>Improved delivery of Extension programs</td>
</tr>
<tr>
<td>5</td>
<td>4-H program demonstrate excellence in diversity</td>
</tr>
<tr>
<td>6</td>
<td>Improve agricultural and environmental knowledge/skills</td>
</tr>
<tr>
<td>7</td>
<td>Improve skills in animal sciences</td>
</tr>
<tr>
<td>8</td>
<td>Develop improved family and consumer skills</td>
</tr>
<tr>
<td>9</td>
<td>Develop healthy lifestyle choices</td>
</tr>
<tr>
<td>10</td>
<td>Develop science and technology skills</td>
</tr>
<tr>
<td>11</td>
<td>4-H program demonstrate a safe and inclusive environment</td>
</tr>
<tr>
<td>12</td>
<td>4-H delivery systems demonstrate quality and excellence</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Improved competencies of Extension Faculty from inservice training

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Improved procedures and techniques to increase volunteerism

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>
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<tbody>
<tr>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

As social and economic solutions become increasingly more difficult to find, the future will look to today's youth for answers. Who and what youth are involved with today is often an indicator of their future direction. Across the nation and in Florida, research has shown that youth involved in 4-H are 1.6 times more likely to enroll in college compared to youth enrolled in other out-of-school activities.

**What has been done**

This year, more than 240,000 Florida 4-H youth were engaged in the following 4-H projects: 133,280 science, engineering and technology projects; 135,213 civic engagement, community service and leadership projects; and 37,532 food, nutrition, health and personal safety projects. Projects are designed to build capacity in youth. These youth development experiences were guided by more than 17,000 Florida 4-H volunteers with each contributing an average of nearly 50 hours annually. Volunteers that provide opportunities for youth to experience 4-H create safe and inclusive environments and mentor youth in achieving their goals.

**Results**

Without the involvement of trained volunteers and support of University of Florida faculty these youth development experiences would not be provided. Florida research has shown that more than 50% of the life skills developed by 4-H youth are directly related to a caring adult volunteer. The skills learned and capacity developed today by 4-H youth will be the answer to issues surrounding society's problems including childhood obesity, food safety and security, financial stability, sustainable energy and climate change.

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
   Improved volunteer development procedures and techniques

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>
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<td>0</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
As social and economic solutions become increasingly more difficult to find, the future will look to today’s youth for answers. Who and what youth are involved with today is often an indicator of their future direction. Across the nation and in Florida, research has shown that youth involved in 4-H are 1.6 times more likely to enroll in college compared to youth enrolled in other out-of-school activities. This year, more than 240,000 Florida 4-H youth were engaged in the following 4-H projects: 133,280 science, engineering and technology projects; 135,213 civic engagement, community service and leadership projects; and 37,532 food, nutrition, health and personal safety projects. Projects designed to build capacity in youth.

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Results
Without the involvement of trained volunteers and support of University of Florida faculty these youth development experiences would not be provided. Florida research has shown that more than 50% of the life skills developed by 4-H youth are directly related to a caring adult volunteer. The skills learned and capacity developed today by 4-H youth will be the answer to issues surrounding society’s problems including childhood obesity, food safety and security, financial stability, sustainable energy and climate change.

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures
   Improved delivery of Extension programs

2. Associated Institution Types
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>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Research indicates that youth involvement in structured activities after school can be a productive use of time, and can positively impact academic achievement, self-esteem, civic engagement, and relationships with others. (Cooper, Valentine, Nye, & Lindsay, 1999; Eccles & Barber, 1999; Youniss & Yates, 1997)
Florida 4-H annually educates over 240,000 youth enrolled in programs in all 67 counties, reaching youth ages 5 to 18 years of age. Programs include clubs, day camps, overnight camping programs, school enrichment, and after-school programs. The goal of organizational strategies and learning environments is to support youth programs through developing the structure that effectively manages staff and volunteers.
In order to ensure that youth are 1. Physically and emotionally safe; 2. Develop and maintain positive relationships; 3. Develop a sense of belonging, in an inclusive environment; 4 develop personal competencies of self-reliance, independence, & autonomy; 5. Growing and contributing as active citizens through service and leadership; and 6. Developing marketable, productive skills and competencies for work and family life, organizational strategies must be developed. Strategies are the game plan management that an organization needs to conduct its operations to achieve its objectives (Thompson & Strickland, 2003)
In an increasingly complex and competitive market for resources, it is important that youth programs be organized for efficient and effective delivery of the overall program. This includes managing financial and human resources, utilizing appropriate educational materials, creating opportunities for youth experiences, and communicating effectively with youth. Additionally effective and efficient programs leverage resources and expertise with other youth organizations to maximize outcomes and community impacts. (Florida 4-H Logic Model)

**What has been done**
There were many different methods used including distance workshops, face to face lectures with hands on experience and mentoring sessions.

**Results**
As a result of providing club management training and Risk management training to 17 of the 4-H agents in Central District, they have over 80% of their clubs chartered and are providing risk management guidance to clubs planning events and activities. The number of phone calls and emails from agents reveals the fact they are conscience of the risks involved and are transferring correct information to their leaders. Agents are also training leaders on club management strategies that relates to more involved club members.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
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</tr>
</tbody>
</table>
Outcome #5

1. Outcome Measures

   4-H program demonstrate excellence in diversity

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>
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</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
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</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   **Issue (Who cares and Why)**
   FAMU Cooperative Extension Program co-sponsored a 4-H Agriculture Adventures Day with the University of Florida Institute of Food and Agricultural Sciences (UF IFAS) on March 19, 2009 at the Cornerstone Learning Community, “a private school with a public mission”. The program provides a better understanding of the importance of agriculture to the community and to improve the quality of life for all people.

   **What has been done**
   The goal was to enhance and maintain agricultural and food production systems with focus on providing activities to enhance Life Skills/Youth Development of middle school and elementary students of grades 3, 4, and 5.

   **Results**
   Pre/post-test prepared from the learning objectives that were previewed by the students before the activities showed that the middle school youth had an average pre-test score of 60%. The average pre-test score for the fifth graders were 60% compared to 90% on the post test. The third grade average pre test score was 50% compared to a 75% average score on the post test. Both middle school and fifth graders had the same pre-test score followed by third graders. The result showed that for both middle school and third grade youth there was a 25% increase in pre-/post test scores and pre-/post test scores for fifth graders increased by 30%.

   Overall the results from each grade level showed the youth increased their knowledge from 25 to 30% in the subject matters areas that made up each session with fifth graders having the greatest increase in scores.

4. Associated Knowledge Areas

   **KA Code**  **Knowledge Area**
   806  Youth Development

Outcome #6

1. Outcome Measures

   Improve agricultural and environmental knowledge/skills

2. Associated Institution Types
3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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<th>Year</th>
<th>Quantitative Target</th>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
University of Florida Extension 4-H Life Skills programs enrolled 133,280 youth in science, engineering and technology programs with 74,000 youth focused on biological, environmental and plant sciences; 135,213 youth were educated through participation in citizenship and civic engagement experiences and another 37,532 were engaged in healthy lifestyle educational programs during 2009-10 program year.

What has been done
Within these programs, 237 faculty devoted time to youth education and the development of youth life skills of: 1) decision-making, problem solving and self-responsibility; and 2) communication, leadership and workforce preparation, in addition to specific subject-matter knowledge or adopted practices.

Results
Faculty evaluated 94,058 youth (31% of 306,025 youth enrolled) for change in knowledge as a result of 4-H with 87.9% reporting change in knowledge; 52,423 evaluated for changes in behavior/practices with 76.7% reporting changes. 4-H educational programs often provide added benefits and life-changing impact to the more than 13,000 adult volunteers or classroom teachers.

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

Improve skills in animal sciences

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>
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<tbody>
<tr>
<td>2009</td>
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</tbody>
</table>
3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
County fair livestock shows and exhibitions serve as the average Floridian's window into animal agriculture and the ideal medium to educate the public how American animal agriculture feeds the world.

**What has been done**
In 2009, agent judged eight county or regional livestock shows within the state of Florida where nearly 700 youth exhibited, and thousands of parents, volunteers, and tax payers served as spectators. Additionally, students of animal science program judged livestock at an additional 15-20 Florida fairs.

**Results**
In 2009, over 1,200 Florida youth participated in the livestock or meat education activities coordinated by agent including youth livestock and meat judging activities and the Hog and Ham program.

4. Associated Knowledge Areas

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

**Outcome #8**

1. Outcome Measures

Develop improved family and consumer 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>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Teenage students often do not get a chance to learn the money management skills needed to make sound financial decisions later in life.

**What has been done**
Miami-Dade County's FCS and 4-H programs collaborated with Miami-Dade Public Schools of FCS department and the Clubs of Miami to conduct 6 hour "On My Own" finance programs, where student selected careers, learned how to write a check, and budget their money for a month in various family situations. The program includes a 2-hour true life simulation on money management.

**Results**
Three hundred students from A Middle School and the Boys & Girls Club, participated in the program; 100% of the students learned to write a check for the first time, 150 were able to budget their income for a month, and 90% (270) indicated on a survey that they learned how much money it takes to live, and run a household.

4. Associated Knowledge Areas
Outcome #9

1. Outcome Measures

   Develop healthy lifestyle choices

2. Associated Institution Types

   ● 1862 Extension
   ● 1890 Extension

3a. Outcome Type:

   Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
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<tr>
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</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)

   What has been done
   37,532 were engaged in healthy lifestyle educational programs during 2009-10 program year.

   Results
   Learning through 4-H can affect children as well as adults involved in these programs. One classroom teacher engaged with a 4-H EFNEP nutrition and fitness program, gave up drinking sodas due to learning about the volume of sugar they contained, now six months later she has lost a much-needed 20 pounds.

4. Associated Knowledge Areas

   KA Code   Knowledge Area
   806       Youth Development

Outcome #10

1. Outcome Measures

   Develop science and technology skills

2. Associated Institution Types

   ● 1862 Extension

3a. Outcome Type:

   Change in Knowledge Outcome Measure
3b. Quantitative Outcome

<table>
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<tr>
<th>Year</th>
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<tbody>
<tr>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
The need to promote interest and achievement in science is particularly critical for Florida students. Science has recently been added to the list of subjects being tested annually by the Florida Department of Education's Florida Comprehensive Achievement Test (FCAT), and it is newly mandated that science be taught in grades K-8.

**What has been done**
Project Butterfly WINGS: Winning Investigative Network for Great Science is a collaborative project of the University of Florida's Florida Museum of Natural History and Institute of Food and Agricultural Sciences Extension that helps address this need. The primary goal of this program is to provide opportunities for environmental education and increase overall science and technology skills in school age youth. It works primarily with 4-H and county extension agents to provide the corresponding opportunities and deliver programs.

**Results**
National 4-H has accepted Project Butterfly WINGS as one of the new national Science, Engineering and Technology (SET) curriculum. The SET Program is the national priority of the 4-H Youth Development Program for the next five years. Designed to help strengthen the U.S. global competitiveness and leadership in science, engineering, and technology, 4-H SET activities currently reach 5.9 million youth with hands-on learning experiences that foster exploration, discovery, and passion for the sciences.

4. Associated Knowledge Areas

<table>
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<tbody>
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<td>806</td>
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**Outcome #11**

1. Outcome Measures

4-H program demonstrate a safe and inclusive environment

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
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<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
After school programming often lacks the training and curriculum needed to combat teenage drug use, and teen social issues such as stress management.

**What has been done**
Miami-Dade County 4-H Extension taught trainers with the Youth CO-OP, City of Miami Gardens, South Florida Urban Ministries, and City of Doral Police Department using the Health Rocks curriculum. Health Rocks has been research proven to significantly assist youth in coping with the stress of peer pressure induced drug use.

**Results**
All 43 participants gave the training in the highest rating with regard to the relevance of the material and knowledge gained. Participants stated that the curriculum and training will play an essential role in the programming they implement for the 2009-2010 school year. As a result of training these trainers, 1,400 youth in Miami-Dade County will be impacted by the Health Rocks curriculum in their after school programs. By sharing the Health Rocks curriculum 4-H Extension has contributed to reducing youth crime and drug use.

### 4. Associated Knowledge Areas

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

#### Outcome #12

1. **Outcome Measures**

   4-H delivery systems demonstrate quality and excellence

2. **Associated Institution Types**

   • 1862 Extension
   • 1890 Extension

3a. **Outcome Type:**

   Change in Knowledge Outcome Measure

3b. **Quantitative Outcome**

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<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tr>
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</tbody>
</table>

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

**Issue (Who cares and Why)**
The Volusia County 4-H Extension Agent organized a Mock Legislature event for District VIII at the Seminole County Extension Office.

**What has been done**
A Political Science professor attended and explained how the Florida Legislature operates as well as two State Representatives. Both answered questions and spoke about what motivated them to seek office, what bills they were working on, and more about how the Legislature operates.

**Results**
Thirty seven youth, from Lake, Orange, Osceola, Seminole and Volusia Counties attended. Seventy three percent (27 youth) completed the evaluation. Seventy four percent (20 youth) reported that they learned parliamentary procedures and how committees operate, 81% (22 youth) reported that they learned how a bill becomes a law and 85% (23 youth) reported that they learned about the roles of the Speaker, the Committee Chairs and the Clerk. When asked if this event would encourage them to attend State Legislature, 93% responded yes. By providing Intermediates with an emotionally safe environment, bills that were timely and interesting, and Seniors to guide them, the participants felt comfortable enough to speak in front of a group.

### 4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
</table>

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Youth Development

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

(No Data Entered)

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

University of Florida Extension 4-H Organizational Strategies programs reached 278,198 youth and was supported by 87 Faculty. Evaluations determined that 66% of youth surveyed indicated behavioral changes. Further, 8 faculty extended their programs in multi-state efforts. A total of 166,496 volunteer hours were given to this area. With a dollar value of $20.25 (Independent Sector 2010) per hour for volunteer time, this equals $3,371,544.00 in-kind support, or 80 FTE’s.

In this program area, “Developing Responsible and Productive Youth Through 4-H and Other Youth Programs”, faculty reported that 114,077 people were evaluated for change in knowledge and 87.2% or 99,476 said they increased their knowledge following an Extension Educational program. A total of 61,723 were surveyed for changes in behavior and 76.5% or 47,244 made positive behavioral changes. Over 28,422 were asked about broader changes to their community and 19,434 or 68.4% concluded that the changes they had made brought about broader social, environmental or economic changes in their communities.

Key Items of Evaluation

University of Florida Extension 4-H Life Skills programs enrolled 133,280 youth in science, engineering and technology programs with 74,000 youth focused on biological, environmental and plant sciences; 135,213 youth were educated through participation in citizenship and civic engagement experiences and another 37,532 were engaged in healthy lifestyle educational programs during 2009-10 program year. Within these programs, 237 faculty devoted time to youth education and the development of youth life skills of: 1) decision-making, problem solving and self-responsibility; and 2) communication, leadership and workforce preparation, in addition to specific subject-matter knowledge or adopted practices. Faculty evaluated 94,058 youth (31% of 306,025 youth enrolled) for change in knowledge as a result of 4-H with
87.9% reporting change in knowledge; 52,423 evaluated for changes in behavior/practices with 76.7% reporting changes. 4-H educational programs often provide added benefits and life-changing impact to the more than 13,000 adult volunteers or classroom teachers as well, as documented by these testimonials:

- A former 4-H alumni who has achieved a high-level position within Gulf Power Corporation, and a recently completed Masters' degree, was named a “Rising Star” by the Pensacola News Journal, crediting the 4-H animal science program for much of their professional/personal achievements.
- An expanded 4-H Day at the Capitol program in 2009 provided one minority military volunteer their first opportunity to ever meet a state representative.