V(A). Planned Program (Summary)

Program # 14

1. Name of the Planned Program

Building Character

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>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></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</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>7.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>7.0</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>Smith-Lever 3b &amp; 3c</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1890</td>
<td>Hatch</td>
</tr>
<tr>
<td></td>
<td>273978</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>0</td>
<td>1862</td>
</tr>
<tr>
<td></td>
<td>122492</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>0</td>
<td>1862 All Other</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

Integrate Show Me Character resources into 4-H Clubs, 4-H Camps, 4-H Council and other meetings and 4-H educational events. Integrate Show Me Character modules into adult and teen volunteer training, workshops; Module 1-Why Character Development; Module 2-Character Development Theory; Module 3-The Six Pillars of Character; Module 4-Making Good Decisions; and Module 5-Competing with Honor.

2. Brief description of the target audience

Youth aged 5 to 19. Adults (youth staff, local leaders, parents, volunteers, teachers, organizational leaders).

V(E). Planned Program (Outputs)

1. Standard output measures
2009 | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth
---|---|---|---|---
Plan | 7700 | 10100 | 15400 | 50500
Actual | 1946 | 667 | 13659 | 862

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>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Actual</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of youth and adults reached by 4-H field and state faculty with the Show Me Character Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>11000</td>
<td>15605</td>
</tr>
</tbody>
</table>
### 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>10,000 youth will report an awareness of the six pillars of character.</td>
</tr>
<tr>
<td>2</td>
<td>10,000 youth will report an awareness of how character affects their daily decisions.</td>
</tr>
<tr>
<td>3</td>
<td>20 4-H field faculty will integrate Show Me Character into their 4-H program.</td>
</tr>
<tr>
<td>4</td>
<td>50 to 60 youth will report annually through the Y2200, State 4-H Recognition Form on how 4-H has influenced their lives through their 4-H Story.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

10,000 youth will report an awareness of the six pillars of character.

2. Associated Institution Types

- 1862 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>10000</td>
<td>13659</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Missouri citizens expressed their concerns through the University of Missouri Extension Plan of Work process over the net social and economic loss due to the outward migration of youth from their communities. Communities want their youth to go on to higher education to gain knowledge, skills and experience but lament fewer youth are returning to their home communities to provide civic and economic leadership.

**What has been done**

Young people are bombarded daily with decisions that challenge their character. Often they are encouraged to do what is expedient or to satisfy the crowd rather than being encouraged to do what is right. Young people spend so many hours of the day away from home that other caring adults and organizations need to encourage and teach the basic principles of character. The six pillars of character provide a framework to guide decisions that impact life long social and economic conditions.

**Results**

24 faculty statewide integrated character into 4-H Youth Development Programming. Students learned Show Me Character (1) the difference between fair and equal; (2) skills in listening ; (3) speaking their thoughts, (4) consequences of poor choices; (5) characteristics of responsibility; (6) the importance of kindness, compassion and gratitude; (7) teamwork; (8) respecting others.

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 #2

1. Outcome Measures

10,000 youth will report an awareness of how character affects their daily decisions.

2. Associated Institution Types

- 1862 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>
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<td>10000</td>
<td>13659</td>
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4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

20 4-H field faculty will integrate Show Me Character into their 4-H program.

2. Associated Institution Types

- 1862 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>20</td>
<td>24</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
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4. Associated Knowledge Areas

<table>
<thead>
<tr>
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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

50 to 60 youth will report annually through the Y2200, State 4-H Recognition Form on how 4-H has influenced their lives through their 4-H Story.

2. Associated Institution Types

- 1862 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>50</td>
<td>121</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Missouri citizens expressed their concerns through the University of Missouri Extension Plan of Work process over the net social and economic loss due to the outward migration of youth from their communities. Communities want their youth to go on to higher education to gain knowledge, skills and experience but lament fewer youth are returning to their home communities to provide civic and economic leadership.

What has been done
The Missouri 4-H Recognition program asks young people first to reflect on what they gained through leadership, citizenship, and knowledge from their project work and then if and how they applied what they gained at school, faith-based community and/or other organizations.

Results
121 youth, ages 14 to 18 and 108 middle school youth completed either the Missouri 4-H Recognition Form, the Missouri 4-H Scholarship Form or applied to be a Regional Representative of the State 4-H Council. Youths indicate what they learned about leadership through 4-H and how they apply these skills at school and in other organizations they may belong.
*4-H has taught me very important life skills such as being organized, getting involved, helping others, achieving my personal best, and how to deeply appreciate how fortunate I am to have those opportunities.
*The 4-H concept I have learned is “do, reflect, apply” method. It is not enough to simply go through the program and reflect on what you have done, you have to directly apply those skills to reap the full benefit.
*I have learned many valuable skills from 4-H including communication skills, the ability to make decisions on my own, managing resources, and being able to work with others in a large group.

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)
   - During (during program)
   - Case Study
   - Other (Demos, Exhbs, Behav @ Ed Events)

Evaluation Results

In 2007, Missouri 4H joined the national 4H Study of Positive Youth Development. Funded by National 4H Council and lead by researchers at Tufts University, this longitudinal study began with fifth graders. By the end of 2008, data have been collected from 6,120 adolescents and 3,084 of their parents in 41 states. Plans are to continue surveying these youth through high school and into college. Although funded by 4H, the participants are diverse adolescents who may or may not be 4H members.

Between March and August of 2007, 338 adolescents from Missouri participated in Wave 5 of the 4H Study of Positive Youth Development. In 2008, 296 Missouri adolescents were surveyed. One hundred, sixtyfive of those youth were new to the study and 131 were students who had been surveyed in 2007. The students were from 26 sites in Missouri. (See Appendix A for sites.) 4H Youth Development Specialists from the University of Missouri and Lincoln University recruited students in grades 6 to 12 to complete a written survey. Parents could also complete an optional survey. Since one of the Missouri sites was a residential facility for adolescents (n=74), those young people are not included in the results reported here.

The large national sample of teens permits researchers to compare 4H and non4H participants. The groups are matched on key factors such as gender, race/ethnicity, community type, number of parents in the home, family per capita income, and mother's education. The matched groups are also similar in their level of participation in outofschool time programs. All students in the matched samples participated at least two times per month in 4H or a similar youth development program.

When compared at the time they were 9th graders, researchers found that 4H participants had significantly higher scores on:
Positive Youth Development
Contribution
SOC - a measure of goal setting and goal management skills

Using data from multiple years, researchers created models that show trajectories or patterns of change over time. They identified desirable, undesirable, and intermediate patterns. Then, they compared matched samples of youth. For youth who had participated in 4H at some point during 5 - 9th grades, they found:

4H Youth were 2.5 times more likely to be in the highest Contribution group
4H Youth were 1.1 times more likely to be in the highest PYD group
4H Youth were 1.76 times more likely to report better grades
4H Youth were 1.7 times more likely to report that they expected to go to college

Missouri 4H findings are similar to the national results. For Missouri 10th and 11th grade students in Wave 6, we found significant differences between the 4-H and non-4-H groups. 4-H members reported more leadership opportunities; fewer risk behaviors, had higher expectations to go onto college and had higher interests in science, engineering and technology programs than their non-4-H peers.

Key Items of Evaluation

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