V(A). Planned Program (Summary)

Program # 15

1. Name of the Planned Program

Choosing Healthy Lifestyles

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><strong>Total</strong></td>
<td><strong>100%</strong></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>6.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>10.0</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></th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>373606</td>
<td></td>
</tr>
<tr>
<td>1890 Extension</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Hatch</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Evans-Allen</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1862 Matching</td>
<td>167035</td>
<td>0</td>
</tr>
<tr>
<td>1890 Matching</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1890 All Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

- 4-H Food and Nutrition Projects; Physical Activity 4-H Projects; Camp Food and Fitness; Steppin' Out Fitness Guide; FNEP and 4-H; Couch Potato Challenge Guide; Fight BAC Food Safety; 4-H Shooting Sports; 4-H Child Development Project; 4-H Sportsfishing; Stress Connection Project; 4-H Outdoor Adventures; Develop curricula for teen depression and suicide; Gardening; 4-H Safety Projects; Farm/Rural Safety Days.

2. Brief description of the target audience

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

V(E). Planned Program (Outputs)

1. Standard output measures
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>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

   Output Measure
   • Attendance of project leaders at workshops for foods/nutrition, physical activity, shooting sports, healthy relationships and/or safety.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>220</td>
<td>1148</td>
</tr>
</tbody>
</table>

Output #2

   Output Measure
   • Number of youth enrolled in foods projects, physical activity projects, leisure projects, safety projects, camps, educational events and afterschool.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>5100</td>
<td>228682</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>4500 youth will competently demonstrate knowledge and skills gained through demonstrations and project exhibition.</td>
</tr>
<tr>
<td>2</td>
<td>75% of the participants of Camp Food and Fitness will indicate they are continuing to make healthy food choices 6 months after the camp experience.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

4,500 youth will competently demonstrate knowledge and skills gained through demonstrations and project exhibition.

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>5000</td>
<td>5011</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Missouri citizens expressed through the University of Missouri Extension Plan of Work process concerns over the high incidence of obesity in children and youth and the need for wholesome choices for physical and leisure activity. Communities want youth to learn more and have opportunities for healthy food and other lifestyle choices.

**What has been done**
Healthy lifestyles include eating a healthy diet, maintaining a healthy weight, exercising regularly, quitting (or not starting) smoking, and minimizing stress. By providing education, programs and experiences that promote healthy behaviors, 4-H can help youth, adults and families integrate healthy behaviors, which include physical, mental and emotional well being, into their everyday lives.

**Results**
5,011 youth demonstrated knowledge that met or exceeded established criteria through public presentations or exhibition; 2,505 youth demonstrated knowledge that minimally met established criteria through public presentations or exhibition; 835 youth demonstrated knowledge that could improve based on established criteria through public presentations or exhibition.

4. Associated Knowledge Areas

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</table>

Outcome #2

1. Outcome Measures

75% of the participants of Camp Food and Fitness will indicate they are continuing to make healthy food choices 6 months after the camp experience.

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>45</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Missouri citizens expressed through the University of Missouri Extension Plan of Work process concerns over the high incidence of obesity in children and youth and the need for wholesome choices for physical and leisure activity. Communities want youth to learn more and have opportunities for healthy food and other lifestyle choices.

**What has been done**
By providing education, programs and experiences that promote healthy behaviors, 4-H can help youth, adults and families integrate healthy behaviors, which include physical, mental and emotional well being, into their everyday lives.

**Results**
45 youth are well positioned to make healthy food and fitness choices by attending Camp Food and Fitness. A survey completed immediately following the event. 89% of the youth indicated they learned healthy food choices, 84% indicated increased knowledge of food safety procedures, 100% of the youth completed a Healthy Lifestyle Plan. We are in the process of following-up with the individual youth to determine the success rate of the 4-H member to follow their plan.

4. Associated Knowledge Areas

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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)
   - Other (Demos, Judging, Exhubs of Knowle)

**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, sixty-five 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.) 4-H 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.

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

In 2007, Missouri 4H joined the national 4H Study of Positive Youth Development. Funded by National 4H Council
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