V(A). Planned Program (Summary)

Program # 16

1. Name of the Planned Program
Creating Economic Preparedness

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>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>100%</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>2.8</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>0</td>
</tr>
<tr>
<td>Hatch</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Evans-Allen</td>
<td>0</td>
<td>0</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>
<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
Learning about personal finances through Financial Champions 4-H Project Literature, demonstrations, exhibits, camps and educational events. Learning about consumerism through Consumer Savvy 4-H Project Literature, demonstrations, exhibits, camps and educational events. Learning about youth entrepreneurship through curricula, demonstrations, exhibits, camps and educational events.

2. Brief description of the target audience
Adults (youth staff, local leaders, parents, volunteers, teachers, organizational leaders), youth aged 8 - 19.

V(E). Planned Program (Outputs)

1. Standard output measures
## 2009 Extension Report

<table>
<thead>
<tr>
<th>Plan</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></td>
<td>200</td>
<td>1500</td>
<td>600</td>
<td>5500</td>
</tr>
<tr>
<td>Actual</td>
<td>694</td>
<td>995</td>
<td>1274</td>
<td>1689</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>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### V(F). State Defined Outputs

#### Output Target

**Output #1**

**Output Measure**

- 4-H Club, Council Treasurer Roles; 4-H Club fundraisers; 4-H Financial Champions Project Literature; 4-H Consumer Savvy Project Literature; Entrepreneurship; Workforce/Career Readiness.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1100</td>
<td>4229</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>Number of youth and adults in treasurer roles for 4-H Clubs, Councils and Committees.</td>
</tr>
<tr>
<td>2</td>
<td>Attendance of project leaders at workshops for personal finance, consumer and/or entrepreneurship.</td>
</tr>
<tr>
<td>3</td>
<td>Number of youth enrolled in personal finance, consumer and/or entrepreneurship.</td>
</tr>
<tr>
<td>4</td>
<td>Number of youth participating in camps, educational events and afterschool.</td>
</tr>
<tr>
<td>5</td>
<td>Number of hits on website.</td>
</tr>
<tr>
<td>6</td>
<td>350 youth will competently demonstrate knowledge and skills gained through treasurer roles, demonstrations and project exhibition.</td>
</tr>
<tr>
<td>7</td>
<td>70 volunteers will competently lead youth through project experiences, promoting demonstrations, judging and other educational events.</td>
</tr>
<tr>
<td>8</td>
<td>100 youth will go onto post-secondary education.</td>
</tr>
<tr>
<td>9</td>
<td>75 youth will demonstrate career planning by listing their goal(s) and the institution of higher education they choose to achieve their goal(s) on their 4-H state scholarship and/or award applications.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Number of youth and adults in treasurer roles for 4-H Clubs, Councils and Committees.

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>1050</td>
<td>1392</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**
Providing opportunities to equip youth with skills, knowledge, and experiences that will assist them in acquiring economic success; including managing personal finances, entrepreneurship and preparing for the workforce.

**Results**
Participants learn the importance of conducting 4-H meetings according to accepted procedure, keeping accurate financial and activity records and by incorporating fun activities into the 4-H program. Team building activities help the youth learn the importance of working together to achieve club goals.

I learned...
- Things about running the meetings.
- How to use a gavel.
- How to bring the club to order, how to keep your club interested.
- How to make a motion by saying "I move..." instead of "I make a motion..."
- That the vice-president has something to do during the meeting.
- About writing receipts.
- That there is a treasurer record book and a receipt book is needed.
- How to lead songs and games.
- How to write a cutline and what it was.
- How to use the secretary book.
- That when keeping minutes, I should not abbreviate anything.
- How to write better minutes.
- How to properly record minutes and what to do properly during the meeting.
- More about how to do a 4-H history scrapbook.

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

Attendance of project leaders at workshops for personal finance, consumer and/or entrepreneurship.

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>25</td>
<td>318</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
Family and Consumer Science Specialists incorporate 4-H volunteers into their on-going financial management workshops.

Results
Creating Economic Preparedness reached 560 adults in FY08.

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

Number of youth enrolled in personal finance, consumer and/or entrepreneurship.

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>
</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**
Providing opportunities to equip youth with skills, knowledge, and experiences that will assist them in acquiring economic success; including managing personal finances, entrepreneurship and preparing for the workforce.

**Results**
Nine 4-H Members have started their own business. See the following link for an example. http://4h.missouri.edu/news/2008/entrepreneur08-7.htm
Six 4-H Alumni businesses have been featured as part of the 4-H Entrepreneurship Program
See this link for an example.
See the following link for the 4-H Entrepreneurship Program
http://4h.missouri.edu/go/get/projects/projects2.htm#Entrepreneurship

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

Number of youth participating in camps, educational events and afterschool.

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>35</td>
<td>2371</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**
Through camping, young people learn independence, responsibility, how to get along with others, and how to make the right decisions. Camp promotes cooperation, teamwork, and respect for other people and our natural environment. 4-H programs offer a variety of camping experiences. Residential camps for one or more nights; Day camps; Special interest camps such as Aerospace Camp; Camps designed for specific age groups.
Results
An Evaluation of Life Skill Development in Missouri’s 4-H Youth Resident Summer Camps
In the quantitative section of the surveys, parents reported that their child's Social Skills had improved more than any other because of attending 4-H Camp (Parent mean = 1.92 where 1 = "Strongly Agree"; 4 = "Strongly Disagree"). Youth agreed even more frequently (Youth mean = 1.89). Youth reported their Teamwork skills improved most because of attending 4-H Camp (Youth mean = 1.78). Parents agreed slightly less frequently (Parent mean = 1.98). In even the lowest-rated life skill (Learning to Learn), both parents and campers overwhelmingly agreed that this skill improved because of 4-H camp. The vast majority of parents and youth alike feel that the 4-H Camp experience provides a wealth of learning experiences for campers. It clearly does have perceived value to both parents and children in developing life skills.

http://4h.missouri.edu/resources/evaluation/#camp

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
   Number of hits on website.

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>1200</td>
<td>23634</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
Providing opportunities to equip youth with skills, knowledge, and experiences that will assist them in acquiring economic success; including managing personal finances, entrepreneurship and preparing for the workforce. The includes opportunities such as events, camps, scholarships.

Results

<table>
<thead>
<tr>
<th>Website</th>
<th>Hits</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>3,995</td>
<td>7,701</td>
</tr>
<tr>
<td>Recognition</td>
<td>4,696</td>
<td>5,693</td>
</tr>
<tr>
<td>K.C. Global Conference</td>
<td>3,599</td>
<td>6,715</td>
</tr>
<tr>
<td>Summers@Mizzou</td>
<td>7,667</td>
<td>11,847</td>
</tr>
<tr>
<td>Architecture Workshop</td>
<td>3,677</td>
<td>7,278</td>
</tr>
</tbody>
</table>

4. Associated Knowledge Areas
Outcome #6

1. Outcome Measures

350 youth will competently demonstrate knowledge and skills gained through treasurer roles, 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>400</td>
<td>1452</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**

Providing opportunities to equip youth with skills, knowledge, and experiences that will assist them in acquiring economic success; including managing personal finances, entrepreneurship and preparing for the workforce. Youth serve as treasurers for their local 4-H Clubs and county 4-H Councils. To learn to accurately handle and account for club's income and expenses.

**Results**

Excerpts of 4-H Club Office Trainings:

- "Ms. Carr taught me to balance a check book, fill out a deposit slip, and make a yearly financial report." (Jackson County)
- "Participants learn the importance of conducting 4-H meetings according to accepted procedure, keeping accurate financial and activity records and incorporating fun activities into the 4-H program. Team building activities help the youth learn the importance of working together to achieve club goals." (Audrain County)
- "There is a treasurer record book and a receipt book needed." (Franklin County)

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

70 volunteers will competently lead youth through project experiences, promoting demonstrations, judging and other educational events.

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>
<td>80</td>
<td>223</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**
Curricula has been developed and made assessable to volunteers via the MU Extension 4-H Youth Development Website - curricula includes teaching techniques in general and more specifically by project areas.

**Results**
Typical post 4-H volunteer results:
"The online information was interesting."
"One new thing I learned...more about project structure."
"How to do a project meeting."
Evaluation showed that participants learned more about project structure, meeting and organization.

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 #8**

1. Outcome Measures

100 youth will go onto post-secondary education.

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>100</td>
<td>251</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 program annually links thousands of young people, parents, volunteers, and professionals to MU. Last year, 3,336 persons visited the MU campus for educational events and camps including State 4-H Congress, State 4-H Teen Conference, Fashion Revue, Camp Food and Fitness, Architecture and Interior Design Workshop, Youth Futures and 4-H contests that provided opportunities for young people to demonstrate knowledge and demonstrate their skills.

Results
Missouri 4-H Members are twice more likely to have been on a college campus than their non-4-H peers. MU is by far the campus most frequently visited and 4-H is the second most reported reason to be on the MU Campus (Lerner, 2008). Being on a campus is a predictor of youth going on to higher education (Hoover, 2006)

*Missouri young people ages 5-18 participating in 4-H = 1 of every 10
*These students are more likely to go to college and enjoy increased financial success for themselves and their offspring
be better consumers
improve quality of life through more opportunities for leisure and hobbies
improve health for themselves and their children (Porter, 2003)
*If 10% earn bachelor's degrees, their increased annual earnings will total $210 million (2.1 million per individual) (Porter, 2003).

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 #9

1. Outcome Measures

75 youth will demonstrate career planning by listing their goal(s) and the institution of higher education they choose to achieve their goal(s) on their 4-H state scholarship and/or award applications.

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>75</td>
<td>282</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
Providing opportunities to equip youth with skills, knowledge, and experiences that will assist them in acquiring economic success; including managing personal finances, entrepreneurship and preparing for the workforce.

Results
In 2008, 296 Missouri adolescents (grades 6 to 12) were surveyed. One hundred, sixty-five of those youth were new to the study and 131 were students who had been surveyed in 2007. We decided to focus the Missouri 4-H analysis on more homogeneous developmental groups. The data were separated into two groups, 8th and 9th graders and 10th and 11th graders. We tested whether the average (mean) scores were statistically different for some of the factors measured in the 4-H Study. For Missouri 10th and 11th grade students in Wave 6, we found significant differences between the 4-H and non-4-H groups on: 1. Number of leadership experiences; 2. Number of risk behaviors; 3. Number who expect to go to college; 4. Number who want to go to college; 5. Number who said science, engineering and computer technology programs increase interest in science. These data suggest that young people who are active in 4-H are likely to report more positive behaviors and fewer negative behaviors.

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)
   - Time series (multiple points before and after program)

Evaluation Results
In 2007, Missouri 4-H joined the national 4-H Study of Positive Youth Development. The longitudinal study has surveyed 4,793 adolescents in 34 states in its first five years. This landmark investigation is helping us better understand the factors that lead to positive growth and decreased risk during adolescence. Between March and August of 2007, 338 adolescents from Missouri participated in Wave 5 of the 4-H 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.) Four-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.

In addition to contributing to the national study, we particularly wanted to know about the value of Missouri 4-H participation. In order to explore this, we grouped Missouri students based on their self-reported 4-H participation in the past year. Groups were:
- Non-4-H - Never participated in a 4-H club
• 4-H - Participated in a 4-H club at least once a month
• We then decided to focus the Missouri 4-H analysis on more homogeneous developmental groups. The data were separated into two groups, 8th and 9th graders and 10th and 11th graders. Table 4 breaks the participants out by 4-H participation and grade groups.

Then we tested whether the average (mean) scores were statistically different for some of the factors measured in the 4-H Study. For Missouri 10th and 11th grade students in Wave 6, we found significant differences between the 4-H and non-4-H groups on:
• Number of leadership experiences
• Number of risk behaviors
• Number who expect to go to college
• Number who want to go to college
• Number who said science, engineering and computer technology programs increase interest in science
• These findings were mostly consistent with the national sample and the longitudinal data. These data suggest that young people who are active in 4-H are likely to report more positive behaviors and fewer negative behaviors. Additional information on the 4-H Study of Positive Youth Development can be found at: http://mo4h.missouri.edu/resources/evaluation/pydstudy.htm.

Key Items of Evaluation

In 2007, Missouri 4-H joined the national 4-H Study of Positive Youth Development. The longitudinal study has surveyed 4,793 adolescents in 34 states in its first five years. This landmark investigation is helping us better understand the factors that lead to positive growth and decreased risk during adolescence. Between March and August of 2007, 338 adolescents from Missouri participated in Wave 5 of the 4-H 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.) Four-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.

In addition to contributing to the national study, we particularly wanted to know about the value of Missouri 4-H participation. In order to explore this, we grouped Missouri students based on their self-reported 4-H participation in the past year. Groups were:
• Non-4-H - Never participated in a 4-H club
• 4-H - Participated in a 4-H club at least once a month
• We then decided to focus the Missouri 4-H analysis on more homogeneous developmental groups. The data were separated into two groups, 8th and 9th graders and 10th and 11th graders. Table 4 breaks the participants out by 4-H participation and grade groups.

Then we tested whether the average (mean) scores were statistically different for some of the factors measured in the 4-H Study. For Missouri 10th and 11th grade students in Wave 6, we found significant differences between the 4-H and non-4-H groups on:
• Number of leadership experiences
• Number of risk behaviors
• Number who expect to go to college
• Number who want to go to college
• Number who said science, engineering and computer technology programs increase interest in science
• These findings were mostly consistent with the national sample and the longitudinal data. These data suggest that young people who are active in 4-H are likely to report more positive behaviors and fewer negative behaviors. Additional information on the 4-H Study of Positive Youth Development can be found at: http://mo4h.missouri.edu/resources/evaluation/pydstudy.htm.