V(A). Planned Program (Summary)

Program # 17

1. Name of the Planned Program

Enhancing Community Viability Through Youth Leadership

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>
</tbody>
</table>

Total 100%

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>1862</td>
<td>1890</td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>7.7</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>Extension</th>
<th>Research</th>
<th>Smith-Lever 3b &amp; 3c</th>
<th>1890 Extension</th>
<th>Hatch</th>
<th>Evans-Allen</th>
</tr>
</thead>
<tbody>
<tr>
<td>373606</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>167035</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

4-H Leadership Roles - club, county council/committees, state council, collegiate; Leadership project; Youth Civic Leaders Summit; Extension Council Youth Leaders; Army Service Learning Toolkit; Public Adventures; CECH-UP; Global Education.

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
### 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>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Actual</td>
<td>2</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

### V(F). State Defined Outputs

#### Output Target

**Output #1**

**Output Measure**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2250</td>
<td>17382</td>
</tr>
</tbody>
</table>

**Output #2**

**Output Measure**

- Number of youth and adult partnership teams trained at workshops, conferences, summits.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>300</td>
<td>164</td>
</tr>
</tbody>
</table>

**Output #3**

**Output Measure**

- Number of community service grants awarded through the Missouri 4-H Foundation.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>55</td>
<td>20</td>
</tr>
</tbody>
</table>

**Output #4**

**Output Measure**

- Number of youth in civic leadership roles.
<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>25</td>
<td>218</td>
</tr>
</tbody>
</table>
## V(G). State Defined Outcomes

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12,000 youth will engage and complete 4-H leadership roles.</td>
</tr>
<tr>
<td>2</td>
<td>70% of the sample of 400 youth who have participated in state 4-H educational events or fulfilled leadership roles will report incorporating skills in other educational and/or leadership situations.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

12,000 youth will engage and complete 4-H leadership roles.

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>12000</td>
<td>12196</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
Adult staff and volunteers facilitated youth ages 5 to 19 to learn through projects, camps, educational events and meaningful leadership roles about the importance and benefits of serving the community and being an engaged citizen. Program staff facilitated learning to help parents, caregivers, volunteer leaders and staff of other youth serving organizations to gain skills to promote youth and adult partnerships and to facilitate youth contribution through community service.

Results
181 youth, ages 14 to 18, 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. These youths indicate in writing what they have learned about leadership through their 4-H experience. They go on to indicate how they apply these skills at school and in other organizations they may belong.

Another 108 middle school youth complete a similar application in their quest to obtain a scholarship to the Missouri State 4-H Teen conference. Following is an example of a statement taken from the Missouri 4-H Recognition Form:

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.

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

70% of the sample of 400 youth who have participated in state 4-H educational events or fulfilled leadership roles will report incorporating skills in other educational and/or leadership situations.

2. Associated Institution Types
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>300</td>
<td>210</td>
</tr>
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</table>

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Results
Example of Evaluation from Youth Civic Summit
Youth/adult team members completed an evaluation of their participation in the Summit (n=54):
Item/Average scores (1 = very low; 5 = very high)
Level of self-awareness as a developing leader: Before the Summit 3.54, After the Summit 4.20, Change +0.66.
Motivation to find and use my voice in leadership and decision-making roles in my community: Before the Summit 3.69, After the Summit 4.19, Change +0.50.
Belief that youth and adults can work together effectively: Before the Summit 3.82, After the Summit 4.30, Change +0.48.
Understanding of strategies I can use to develop my leadership potential: Before the Summit 3.37, After the Summit 4.04, Change +0.67.
Involvement with a team that has a plan for promoting youth-adult partnerships in the community: Before the Summit 3.58, After the Summit 4.26, Change +0.68.

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</tr>
</thead>
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</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

**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:
Key Items of Evaluation

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http://mo4h.missouri.edu/resources/evaluation/pydstudy.htm.