V(A). Planned Program (Summary)

Program # 18

1. Name of the Planned Program

Volunteer Development

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></th>
<th>Extension</th>
<th></th>
<th></th>
<th></th>
<th>Research</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
<td>1862</td>
<td>1890</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>7.7</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>10.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
<td></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>Hatch</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>167035</td>
<td>1890 Matching</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>0</td>
<td>1890 All Other</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

County, regional and state volunteer workshops and forums, Communications, Program management, Educational Design and Delivery, Interpersonal Skills, and Youth Development; Leadership roles of 4-H clubs, projects, county and state educational events, Letters to New Leaders, and Make the Best Better Modules; Web-based instruction; Youth Protection Policies and Procedures (Volunteer Screening).

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
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>150</td>
<td>11200</td>
<td>1100</td>
<td>11200</td>
</tr>
<tr>
<td>Actual</td>
<td>30433</td>
<td>56407</td>
<td>27822</td>
<td>57760</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>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- County, regional and state volunteer workshops and forums, Leadership roles of 4-H clubs, projects, county and state educational events; Web-based instruction; Youth Protection Policies and Procedures (Volunteer Screening).

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>550</td>
<td>2329</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>5,000 adults and youth volunteers will increase knowledge and awareness of practices fostering positive youth development.</td>
</tr>
<tr>
<td>2</td>
<td>5,000 adult and youth volunteers apply practices of positive youth development through leadership roles.</td>
</tr>
<tr>
<td>3</td>
<td>Number of volunteers in local, county, regional and state 4-H leadership roles.</td>
</tr>
<tr>
<td>4</td>
<td>Number of volunteers attending workshops and/or forums for personal growth.</td>
</tr>
<tr>
<td>5</td>
<td>Number of volunteers completing Volunteers: The Foundation of Youth Development.</td>
</tr>
<tr>
<td>6</td>
<td>Number of volunteers screened prior to service.</td>
</tr>
</tbody>
</table>
1. Outcome Measures

5,000 adults and youth volunteers will increase knowledge and awareness of practices fostering positive youth development.

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>5715</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**

A required 4-H volunteer orientation began in FY08, in FY09 5,715 completed the orientation which introduces them to the concepts of land-grant universities, how youth grow and develop, 4-H's philosophy on competition, character education and how to reduce risk when working with youth. In addition to face-to-face workshops, an online course is available so busy volunteers can complete this obligation at their convenience.

**Results**

"What will you most likely use from this orientation?" 1. To assure a safe, friendly, secure environment of the children; 2. To use the mastery focused approach and ask them open-ended questions so they understand that they are responsible for what they learn. 3. Implementing all aspects of doing, reflecting and applying for my Clover Kids. It's very important they realize that what we're doing is fun, but they're also learning skills they can apply outside of a 4-H setting.

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

5,000 adult and youth volunteers apply practices of positive youth development through leadership roles.

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>5000</td>
<td>11028</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Volunteers: both adult and youth are the backbone of the Missouri 4-H Youth Development Programs by teaching skills, managing the work of others, mentoring youth, working with teachers and schools, coordinating county and state events, and promoting 4-H.

**What has been done**
Through workshops, volunteer forums, leadership roles and web based instruction, state and county extension faculty will help adult and youth volunteer leaders gain knowledge and skills to communicate, manage programs, design and deliver education events, develop interpersonal skills and create environments that promote positive youth development.

**Results**
How you plan to use this information:
"Better planning results in better training" "The competition and mastery information will help me to better work with each individual child on his/her level." "The development of kids will help me in my project by being able to understand more how the age difference is a big part of learning." "Information about cognitive ability levels helped to prepare." "Winning is not everything, but trying is having fun while trying." "Making sure kids focus on the project-completing it, doing their best, learning from mistakes, etc. & not focusing on whether or not they won/lost," "Let kids learn by doing & not insisting they do things the way I would." "Make sure the kids have hands on experience not just me telling them how." "Setting good examples & being a good leader." "Utilize the older kids in my project to interact & assist the younger to make them feel as a 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>

**Outcome #3**

1. Outcome Measures
Number of volunteers in local, county, regional and state 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>
</table>
3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Volunteers: both adult and youth are the backbone of the Missouri 4-H Youth Development Programs by teaching skills, managing the work of others, mentoring youth, working with teachers and schools, coordinating county and state events, and promoting 4-H.

What has been done
Through workshops, volunteer forums, leadership roles and web based instruction, state and county extension faculty will help adult and youth volunteer leaders gain knowledge and skills to communicate, manage programs, design and deliver education events, develop interpersonal skills and create environments that promote positive youth development.

Results
Adults increased their understanding of 4-H. Project leaders improved skills to use 4-H curricula. Volunteers provided higher quality experiences for youth. Youth increased knowledge and skills.
12 of 12 volunteers felt their knowledge/performance increased by adventure education.
"I enjoyed seeing the excitement from other club leaders today which will help me remain positive."
Improved ability to guide groups to set and achieve goals
Improved ability to work out differences with others
Improved ability to do one’s share when working with others
Improved ability to lead groups outside of 4-H
Engaged youth leadership in solving community issues.

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 volunteers attending workshops and/or forums for personal growth.

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>250</td>
<td>30433</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Volunteers: both adult and youth are the backbone of the Missouri 4-H Youth Development Programs by teaching skills, managing the work of others, mentoring youth, working with teachers and schools, coordinating county and state events, and promoting 4-H.

What has been done
Through workshops, volunteer forums, leadership roles and web based instruction, state and county extension
faculty will help adult and youth volunteer leaders gain knowledge and skills to communicate, manage programs, design and deliver education events, develop interpersonal skills and create environments that promote positive youth development.

**Results**
30,433 volunteers attended 2,329 sessions (duplicates not removed).

**Source Webapps**
Adults increased their understanding of 4-H. Project leaders improved skills to use 4-H curricula. Volunteers provided higher quality experiences for youth. Youth increased knowledge and skills.

12 of 12 volunteers felt their knowledge/performance increased by adventure education.

“I enjoyed seeing the excitement from other club leaders today which will help me remain positive.”

- Improved ability to guide groups to set and achieve goals
- Improved ability to work out differences with others
- Improved ability to do one's share when working with others
- Improved ability to lead groups outside of 4-H

Engaged youth leadership in solving community issues.

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 volunteers completing Volunteers: The Foundation of Youth Development.

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>100</td>
<td>5715</td>
</tr>
</tbody>
</table>

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

   **Issue (Who cares and Why)**
   Volunteers: both adult and youth are the backbone of the Missouri 4-H Youth Development Programs by teaching skills, managing the work of others, mentoring youth, working with teachers and schools, coordinating county and state events, and promoting 4-H.

   **What has been done**
   A required 4-H volunteer orientation began in FY08, in FY09 5,715 completed the orientation which introduces them to the concepts of land-grant universities, how youth grow and develop, 4-H's philosophy on competition, character education and how to reduce risk when working with youth. In addition to face-to-face workshops, an online course is available so busy volunteers can complete this obligation at their convenience.

   **Results**
   "What will you most likely use from this orientation?" 1. To assure a safe, friendly, secure environment of the children; 2. To use the mastery focused approach and ask them open-ended questions so they understand that they are responsible for what they learn. 3. Implementing all aspects of doing, reflecting and applying for my Clover Kids. It's very important they realize that what we're doing is fun, but they're also learning skills they can apply outside of a 4-H setting.
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 #6

1. Outcome Measures

Number of volunteers screened prior to service.

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>8000</td>
<td>10781</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Adults sustain safe and supportive environments where youth can thrive. Positive youth development has improved the quality of life in communities through improved social, environmental and economic conditions in communities. It is important background screening is conducted on adults working with youth to ensure one important aspect of providing a safe learning environment for youth. 4-H is associated with a wholesome environment for positive youth development.

What has been done
Missouri 4-H volunteers submit an application on an annual basis. The applicant is screened for both criminal records and for child abuse and neglect. Volunteers do not work directly with youth until they receive a post card in the mail from the 4-H Center for Youth Development indicating they have successfully completed the screening process.

Results
10,781 volunteers screened prior to service.

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
   - Retrospective (post program)
   - Before-After (before and after program)
   - During (during program)
   - Other (see below)

**Evaluation Results**

All of our 4-H volunteers, 10,781, completed an orientation to date through face-to-face, on-line or by CD. Volunteers report increased understanding of the land-grant university mission, how kids grow and develop and the philosophy of mastery competition.

In the past year, 2,098 volunteers have completed the on-line training. Each person is must complete survey and quiz to complete the course. Following are highlights from this data:

**Leadership Role(s)**
- 65% are project leaders

**Length of Service in years**
- 42% 1 - 5 years
- 25% less than 1 year
- 16% 6 to 10 years
- 14% 11 or more years
- 4% other

**How many other 4-H trainings of any kind previous attended**
- 73% this is my first training
- 23% 1 - 5
- 4% 6 or more

86% understood the 4-H Name and Emblem is a federal mark
99.8% understood that 4-H at state-level events are fun, hands-on learning taught by university faculty
85% identified correctly current technology and teaching events at the land-grant university
76% identifies the four essential elements of positive youth development
60 to 98% of the volunteers correctly distinguished between project/content skills and life skills youth gain from 4-H projects
98% validated that taking time to discuss and reflect upon the 4-H experience is important and enhances learning
84% understood the ages and stages of childhood
96% understood 4-H’s philosophy of competition
98% understood 4-H promotes mastery
90% understood strategies to promote mastery
100% understood how to use open-ended questions to promote mastery
98% understood 4-H's approach to teaching character
99% understood elements to include in an emergency plan

In general, the volunteers agreed that the orientation increased their knowledge of what it takes to be an effective volunteer. The topics indicated where they learned the most were as follows:
4-H is part of the land-grant university
4-H's philosophy on competition
Essential Elements of positive youth development.

Key Items of Evaluation

All of our 4-H volunteers, 10,781, completed an orientation to date through face-to-face, on-line or by CD. Volunteers report increased understanding of the land-grant university mission, how kids grow and develop and the philosophy of mastery competition

In the past year, 2,098 volunteers have completed the on-line training. Each person must complete the survey and quiz to complete the course. Following are highlights from this data:

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89% validated that taking time to discuss and reflect upon the 4-H experience is important and enhances learning
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98% understood 4-H promotes mastery
90% understood strategies to promote mastery
100% understood how to use open-ended questions to promote mastery
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Essential Elements of positive youth development.