V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

Youth 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>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>15.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>12.0</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>1890 Extension 307696</td>
<td>Hatch</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>0</td>
<td>1862 Matching</td>
</tr>
<tr>
<td>1890 Matching</td>
<td>0</td>
<td>1890 Matching</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>212671</td>
<td>1890 All Other</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

Conduct Workshops, Clinics that provide active learning in subject matter related to projects.
Conduct/facilitate Meetings that focus on facilitation and leadership skills.
Develop Curriculum and supporting Teaching Tools for volunteers to use.
Provide training for youth and adult volunteers.
Partner with youth serving groups on state and local levels.

2. Brief description of the target audience

Youth ages 5-19
Parents of youth involved in 4-H
Adult volunteers involved in Youth Development Work: 4-H program and other group volunteers.
Professionals involved in Youth Development Work: 4-H program and other agencies, schools and organization professionals
School administration and teachers
Individuals who have access to property where meth can be made
Youth who live on reservations and are between the ages of 9-21.
VE. Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></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>2300</td>
<td>3700</td>
<td>12000</td>
<td>12500</td>
</tr>
<tr>
<td>Actual</td>
<td>3991</td>
<td>2200</td>
<td>25742</td>
<td>9000</td>
</tr>
</tbody>
</table>

2. Number of Patent Applications Submitted (Standard Research Output)

<table>
<thead>
<tr>
<th>Patent Applications Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year: 2009</td>
</tr>
<tr>
<td>Plan: 0</td>
</tr>
<tr>
<td>Actual: 0</td>
</tr>
</tbody>
</table>

3. Publications (Standard General Output Measure)

<table>
<thead>
<tr>
<th>Number of Peer Reviewed Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
</tr>
<tr>
<td>Extension: 2</td>
</tr>
<tr>
<td>Research: 0</td>
</tr>
<tr>
<td>Total: 2</td>
</tr>
<tr>
<td>Plan</td>
</tr>
<tr>
<td>Actual</td>
</tr>
</tbody>
</table>

VF. State Defined Outputs

Output Target

Output #1

Output Measure

- Life Skill Development: Statewide, 10,000 youth will be involved in 300 experiential learning activities including workshops, clinics, seminars and club meetings. On a statewide basis, 300 youth will attend 15 camps to develop enhance life skill development.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>11000</td>
<td>21433</td>
</tr>
</tbody>
</table>

Output #2

Output Measure

- Leadership/Volunteer Development: An estimated 250 youth and 450 adults will be able to apply leadership skills and positive youth development practices in their roles of organizational, project or other leadership positions. Professional and volunteer staff in at least 1/3 of the counties will follow and adhere to established financial and audit guidelines. Teenage youth will exhibit leadership and communications skills within the 4-H program and at other times outside 4-H program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2300</td>
<td>3991</td>
</tr>
</tbody>
</table>

Output #3

Output Measure

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2400</td>
<td>300</td>
</tr>
</tbody>
</table>

**Output #4**

**Output Measure**

- JUNIOR AGRICULTURE LOAN PROGRAM: Approximately 8 reservation youth will apply for the Montana Department of Agriculture - Junior Ag Loan Program to borrow money to purchase livestock to start their own herd. They will receive the necessary training to complete the process.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>8</td>
<td>18</td>
</tr>
</tbody>
</table>
### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | LIFE SKILL DEVELOPMENT | 100% of 4-H members will show an increase in knowledge and skills  
100% of 4-H members will report improved practices learned  
50% of 4-H members will re-enroll  
85% of the youth involved in the experiential learning activities through 4-H will gain knowledge and skills about the topic they have selected. (Example: plants, animals/quality assurance, aerospace, vet science, foods, public speaking, leadership, etc.)  
200 youth select new project literature or participate in new educational programs  
85% of the youth involved in the experiential learning activities through the 4-H program will show improvement in life skills.  
75% of youth selecting new project literature or participating in new programs successfully complete project records or program requirements.  
50% of agents and leaders will promote and market new curriculum and program initiatives  
Youth involved in 4-H will make contributions to their communities, be less likely to be involved in illegal activity and be more likely to perform better in school.  
Youth involved in 4-H will exhibit having more confidence, feeling more competent and self-assured, and feeling more connected to their families and communities.  
As a result of participating in 4-H programs for at least 2 years, members are less likely than other kids:  
- To shoplift or steal (3 times less likely)  
- To use illegal drugs of any kind to get high (2 times less likely)  
- To ride in a car with someone else who has been drinking  
- To smoke cigarettes  
- To damage property for the fun of it (2 times less likely)  
- To skip school or cut classes without permission  
4-H members are more likely than non-members  
- To succeed in school, getting more A's than other kids  
- To be involved as leaders in their school and the community  
- To be looked up to as role models by other kids  
- To help others in the community |
| 2      | LEADERSHIP/VOLUNTEER DEVELOPMENT | Eighty percent (80%) of Extension agents attending professional development opportunities will increase knowledge in volunteer management.  
Sixty percent of the 4-H volunteers participating in trainings will learn the duties of an organizational leader, project leader and other leadership positions within the program so 4-H Clubs and activities will use positive youth development practices.  
Fifty percent of the county 4-H Councils will learn the established financial and audit procedures for handling public money.  
Eighty percent (80%) of participating youth will increase their self-perception of leadership development skills.  
50% of Extension professionals will adopt best management practices in the areas of volunteer identification, selection, orientation, training, utilization, recognition and evaluation.  
Fifty percent (50%) of volunteers attending trainings will adopt practices that support the 8 critical elements on 4-H educational programs.  
Over the next year, at least one/third of 4-H Councils in Montana will adopt the established financial and audit guidelines.  
Fifty percent (50%) of participating youth will apply developed practices of leadership.  
Agents and volunteers participating in professional development opportunities will provide a safe, positive environment for youth to gain life skills and meet developmental needs through participation in 4-H programs in Montana.  
Montanan's will have a more accurate and positive impression of the 4-H Youth Development Program. |
### METHAMPHETAMINES

Percent of students who can identify the ingredients used to manufacture meth
Percent of students who can identify the effects of taking meth
Participants will become involved in community meth awareness and prevention outreach activities.

### JUNIOR AGRICULTURE LOAN PROGRAM

Youth will complete the finance and beef management trainings needed to complete the livestock loan application. Youth will make application to borrow money for the purchase of livestock so they can start or expand their herd.

**Outcome #1**

1. **Outcome Measures**

   LIFE SKILL DEVELOPMENT 100% of 4-H members will show an increase in knowledge and skills 100% of 4-H members will report improved practices learned 50% of 4-H members will re-enroll 85% of the youth involved in the experiential learning activities through 4-H will gain knowledge and skills about the topic they have selected.

   (Example: plants, animals/quality assurance, aerospace, vet science, foods, public speaking, leadership, etc.) 200 youth select new project literature or participate in new educational programs 80% of the youth selecting new project literature or participating in new programs successfully complete project records or program requirements.

   50% of agents and leaders will promote and market new curriculum and program initiatives Youth involved in 4-H will make contributions to their communities, be less likely to be involved in illegal activity and be more likely to perform better in school. Youth involved in 4-H will exhibit having more confidence, feeling more competent and self-assured, and feeling more connected to their families and communities. As a result of participating in 4-H programs for at least 2 years, members are less likely than other kids: To shoplift or steal (3 times less likely) To use illegal drugs of any kind to get high (2 times less likely) To ride in a car with someone else who has been drinking To smoke cigarettes To damage property for the fun of it (2 times less likely) To skip school or cut classes without permission 4-H members are more likely than non-members To succeed in school, getting more A's than other kids To be involved as leaders in their school and the community To be looked up to as role models by other kids To help others in the community

2. **Associated Institution Types**

   ● 1862 Extension

3a. **Outcome Type:**

   Change in Condition 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>20000</td>
<td>21433</td>
</tr>
</tbody>
</table>

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

   **Issue (Who cares and Why)**
   It is critical county agents and volunteers have up-to-date, relevant and appealing curricula to use when teaching youth in whatever delivery option used. Additionally, improving knowledge and the application of science, engineering and technology is a growing priority as the global economy grows and workforce demands change. Montana is actively working with technologies in GPS, GIS, robotics, and film making with the opportunity for expansion to 4-H clubs and new and underserved audiences.

   **What has been done**
   Eight curricula summit groups helped determine changes to 4-H curriculum resulting in: Over 15 4-H projects were revised or new literature adopted, 30 projects/project materials were deleted from the curriculum, 20 items were made web ready and can be downloaded so 4-H participants have current materials to use. Workshops, clinics and other trainings were held to introduce and use the 4-H curriculum. Family trips and camps were conducted as well as science, engineering and technology projects (aerospace, robotics, plant science, film making and photography)
Results
Participants who attended the military camps completed evaluations that revealed: 80% learned how to communicate better with others; 74% were better able to make decisions for themselves, 64% are better able to solve problems, 78% learned how to show emotions in a good way, 60% are more confident about themselves, 54% learned how to handle stressful situations. Participants attending 4-H Congress (395) contributed to the Community Service Project of creating HERO packs for Military youth. They donated 3000+ items, wrote letters and assembled the packs to deliver to youth. Over 300+ packs were filled. Studies show youth who participate in 4-H are less likely to participate in destructive behavior (use of illegal drugs, smoking, drinking, etc) than non-participants. They are also more likely to succeed in school, serve in leadership roles in their schools and help others in their communities. Blackfeet/Flathead Reservation youth learned best practices for weed control and conservation of natural resources at their 4-H camps.

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

LEADERSHIP/VOLUNTEER DEVELOPMENT Eighty percent (80%) of Extension agents attending professional development opportunities will increase knowledge in volunteer management. Sixty percent of the 4-H volunteers participating in trainings will learn the duties of an organizational leader, project leader and other leadership positions within the program so 4-H Clubs and activities will use positive youth development practices. Fifty percent of the county 4-H Councils will learn the established financial and audit procedures for handling public money. Eighty percent (80%) of participating youth will increase their self-perception of leadership development skills. 50% of Extension professionals will adopt best management practices in the areas of volunteer identification, selection, orientation, training, utilization, recognition and evaluation. Fifty percent (50%) of volunteers attending trainings will adopt practices that support the 8 critical elements on 4-H educational programs. Over the next year, at least one/third of 4-H Councils in Montana will adopt the established financial and audit guidelines. Fifty percent (50%) of participating youth will apply developed practices of leadership. Agents and volunteers participating in professional development opportunities will provide a safe, positive environment for youth to gain life skills and meet developmental needs through participation in 4-H programs in Montana. Montanan's will have a more accurate and positive impression of the 4-H Youth Development Program.

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>3000</td>
<td>3991</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
The 4-H program relies heavily on volunteers to teach youth best practices in over 300 project areas. It is important for the volunteers to be adequately prepared to successfully work with youth and to know the subject matter they are to teach. They also must have an understanding of positive youth development issues and practices so they can apply them to their individual situations.

What has been done
Through educational programs, workshops, retreats and trainings, participants gain knowledge, develop skills and acquire insight into trends and best practices in volunteer and leadership development. To maximize program reach, the train-the-trainer philosophy is utilized: training is targeted at audiences that reach and teach Extension 4-H clientele. Faculty members, Extension Agents, Volunteers, and Youth Leaders receive instruction that in turn impacts programs and clientele on the county, district and state level.

**Results**
Based on 3 studies, the service of the 3,991 4-H volunteers is equal to an economic impact of $2.8 million to Montana. These volunteers provide an estimated 199,550 service hours yearly, equivalent to 104 full time positions. Positive Youth Development fundamentals are taught to volunteers through the Leaders College and evaluations indicate it is successful: "The information will be helpful as a 4-H leader" 70%; "The examples used were relevant and meaningful" 98%; "I feel like I will be a better 4-H leader as a result of the leaders college" 65%; "I intend to utilize this information in my role as a 4-H leader" 98%. In evaluations of knowledge levels reported, repeated measures t-test demonstrate statistically significant differences in the before and after training knowledge levels of all participants in the area of positive youth development: program approaches, experiential learning model, critical elements of the 4-H program and ages and stages of youth development.

### 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**

   METHAMPHETAMINES Percent of students who can identify the ingredients used to manufacture meth
Percent of students who can identify the effects of taking meth
Participants will become involved in community meth awareness and prevention outreach activities.

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>500</td>
<td>300</td>
</tr>
</tbody>
</table>

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

**Issue (Who cares and Why)**
While meth is still an issue for youth and adults in the state, the program in 2009 focused largely on populations living on reservations. Materials and resources are available on the website or can be ordered for schools, community groups or other interested groups who are addressing the meth issue.

**What has been done**
Resource materials are available on the web or can be ordered: Meth Prevention Education Planning Toolkit-for community educators and teachers, Meth prevention DVD-3 30second TV PSAs and 5 videos, The face of a meth user: ten years - color poster, Filler Ads - 17 anti-meth ads for reproduction in newsletters, newspaper and other media, Focus Cards-5 cards tailored to specific audiences such as agriculture, motels, retailers, pharmacists, Leader's Guide - basic information, Book marks, Pocket-sized Awareness Booklet, Tools for Schools-10 easy-to-use PowerPoint presentations.

**Results**
Training materials were sent to 54 Tribes throughout the US including all 7 reservations in Montana. Impact data has not been available from the tribes. The Tribes however, have been good partners and report that the
information is effective but they are either resistant or unable to provide much information.

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

JUNIOR AGRICULTURE LOAN PROGRAM Youth will complete the finance and beef management trainings needed to complete the livestock loan application. Youth will make application to borrow money for the purchase of livestock so they can start or expand their herd.

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>8</td>
<td>18</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

It is difficult for Native American youth to get started in the agricultural business. Families are unable to provide resources for the younger generation to purchase land or livestock to begin their own businesses. The Jr. Agriculture Loan Program provides limited resources youth to purchase livestock through an application process. For many, this gives them a start in establishing a viable business.

**What has been done**

Loans were provided to 18 new youth. Twelve youth attended workshops focused on animal body condition scoring, animal production and financial record keeping and financial statements. All participants were required to fill out and submit applications to the Montana Department of Agriculture Junior Agriculture Loan Program for their loans. They had individual consultations to establish a business plan, set goals, complete financial statements and establish recordkeeping systems and develop business agreements between parties when appropriate.

**Results**

On the Blackfeet reservation, 5 new youth borrowed $32,500 to start a beef operation. One previous loan was paid off during the year. On the Fort Belknap reservation, 13 youth received loans of over $17,000 to purchase bred cattle. Previous recipients paid $50,000 on existing loans. As soon as the youth receive the funds to purchase cattle they begin to understand the actual costs of production, what the obligations are of establishing credit by borrowing, paying back a small loan and the costs of increasing their own cattle herd. Note that some loans have been paid off.

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

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

{No Data Entered}

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)
- Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}