V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

4-H Youth Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
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<th>%1862 Research</th>
<th>%1890 Research</th>
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V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

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<tr>
<td>1890 All Other</td>
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V(D). Planned Program (Activity)

1. Brief description of the Activity

Positive Youth Development:
- Employ Essential Elements (belonging, independence, mastery and generosity) as the basis for life skill development and related workforce development skills.
- Utilize Experiential Education Model (Experience, Share, Process, Generalize, Apply)

Provide opportunities for youth to:
- feel and believe that they are cared about by others (Attachment, Belonging, Connection)
- feel and believe they are capable and successful (Achievement, Mastery, Competence)
- know they are able to influence people and events (Autonomy, Power, Confidence)
- practice helping others through youth's own generosity (Altruism, Purpose, Contribution)

Subject matter:
(USDA/NIFA Mission Mandates)
Science, Engineering, Technology (includes: science literacy, animal science, plant science, environmental science, life sciences, etc) Citizenship (includes youth engagement, community youth development, community service, character development, civic engagement, etc) Healthy Lifestyles (includes chemical
health, mental and emotional health, foods & nutrition, physical health and safety, etc)

2. Brief description of the target audience

- School Age youth (K−13, one year out of high school) and their parents
- 4-H Volunteers (adult and youth)
- Teachers/Educators/other youth development educators
- School Age Child Care Providers
- College Students (interns, collegiate 4-H)
- Other Extension Professionals and university partners
- Communities: stakeholders and non-profit, social service, government agencies
- Under-served and under-represented audiences

Delivery modes:
- 4-H Clubs and related activities
- 4-H Afterschool (clubs and short-term programs)
- 4-H School Enrichment
- 4-H Special Interest
- 4-H Camping (day camps and overnight camping)
- 4-H Mentoring and Individual Study

V(E). Planned Program (Outputs)

1. Standard output measures

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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

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V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- A variety of strategies will be implemented to reach target audiences. This will include and not be limited to workshops, field visits, classes, newsletters, media releases, electronic communications, and publications. In addition a trained volunteer teaching base will be developed. Quantitative reports of participation will be collected.
Not reporting on this Output for this Annual Report
### V(G). State Defined Outcomes

#### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
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</table>
| 1      | Short Term  
Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter.  
Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships.  
Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including:  
* policies that need to be addressed.  
* community resources and support. |
| 2      | Medium Term  
Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by:  
* taking on leadership roles in their youth organizations and schools.  
* working in partnership with adults in a variety of settings.  
Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies.  
Volunteers and youth development professionals apply practices fostering positive youth development. |
| 3      | Long Term  
Youth demonstrate mastery and competencies needed to become engaged citizens by  
* assuming leadership positions in communities.  
* developing and implementing action plans to address community needs.  
* becoming productive members of the workforce.  
4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming.  
4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities.  
Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues. |
| 4      | New Jersey 4-H After School Training—Medium Term  
Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing by:  
* taking on leadership roles in their youth organizations and schools.  
* working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies.  
Volunteers and youth development professionals apply practices fostering positive youth development. |
| 5      | 4-H 4-REEL: After School Digital Filmmaking Program—Medium Term  
Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing by:  
* taking on leadership roles in their youth organizations and schools.  
* working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies.  
Volunteers and youth development professionals apply practices fostering positive youth development. |
| 6      | Character Education—Long Term  
Youth demonstrate mastery and competencies needed to become engaged by  
* assuming leadership positions in communities.  
* developing and implementing action plans to address community needs.  
* becoming productive members of the workforce.  
4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities.  
Youth
New Brunswick 4-H-Long Term Youth demonstrate mastery and competencies needed to become engaged by
* assuming leadership positions in communities.
* developing and implementing action plans to address community needs.
* becoming productive members of the workforce.
4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

Operation: Military Kids Camping Programs-Long Term Youth demonstrate mastery and competencies needed to become engaged by
* assuming leadership positions in communities.
* developing and implementing action plans to address community needs.
* becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

Union County Summer Science Program for Urban Youth-Long Term Youth demonstrate mastery and competencies needed to become engaged by
* assuming leadership positions in communities.
* developing and implementing action plans to address community needs.
* becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

Outcome #1

1. Outcome Measures

Short Term Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including: * policies that need to be addressed. * community resources and support.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Medium Term Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by: * taking on leadership roles in their youth organizations and schools. * working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types
3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
"Science Adventures" 4-H Summer Camp

School test results show that a large number of youth in Cumberland County are not proficient in science. In addition, many boys and girls are afraid or apprehensive about doing science-related activities. Given these facts it is important to focus on the National 4-H Initiative of Science, Technology and Engineering by providing educational programs that provide an opportunity for youth to explore and learn about science and technology in a positive, non-threatening, hands-on and fun environment.

What has been done
Fifty-one youth in K-5 grades participated in the week-long 4-H Summer Enrichment Program held August 24-28 at the Cumberland 4-H Center. The theme for this day camp program was "Science Adventures." This program featured an opportunity for boys and girls to learn that science is all around us and part of everything we do as well as discover and learn about a variety of science topics and science processes through a variety of age-appropriate and fun hands-on activities. Each day consisted of activity sessions, arts and crafts, food preparation, group activities and games and relays. The participants in this program were grouped by age and each group had different science-related topics that they learned about each day. Group I consisted of youth in grades K-2 and group II was for youth in grades 3-5. Group I topics were Gizmos & Gadgets; Up, Up & Away - balloons and movement; Water Wonders; Mix It Up - Chemical Reactions & Kitchen Science; and Things that Fly - the Science of Flight. Youth in Group II learned about engineering, electricity, movement and physics through activities such as balls and tracks, trebuchet construction, wiring a house and rubberband powered cars.

Results
The evaluation methods for this program included a Pre Test/Post Test Survey, End-of-Program Evaluation and a Parent Survey. Evaluation results are as follows:
* 87% of the youth who completed the pre-post test increased their score by an average of 39%.
* 92% of the participants indicated on an end-of-program evaluation that the program was "Excellent."
* 94% of participants in Group I indicated that they learned "A Lot" about science and 87% learned "A Lot" about aerospace and things that fly.
* 92% of the Group II participants indicated that they learned "A Lot" about engineering.
* 100% of the Group II participants indicated that they learned "A Lot" or "Some" about electricity.
* 91% of participants indicated they would like to learn more about science.
* 100% of the participants will tell someone what they learned.
* 100% of the participants indicated that they would attend the 4-H Summer Enrichment Program again.
* On the end-of-program parent survey, 80% of the parents felt that their child(ren) developed the life skill of getting along with others and ninety-one percent (91%) felt that their child(ren) developed the ability to follow directions and to try something new.
* 95% of the parents evaluated stated that their children enjoyed the "Science Adventures" program.
* 100% of the parents indicated that this educational program was "Very Valuable" or "Valuable" for their child(ren).

4. Associated Knowledge Areas

<table>
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<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
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</table>
Outcome #3

1. Outcome Measures

Long Term Youth demonstrate mastery and competencies needed to become engaged citizens by: * assuming leadership positions in communities. * developing and implementing action plans to address community needs. * becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Rutgers 4-H Summer Science Program

The Rutgers 4-H Summer Science Program was established in 2009 as an opportunity for traditionally underserved youth to:
* learn more about science, explore research occurring on campus, and gain a better understanding of opportunities available in science, engineering, and technology.
* explore opportunities available at Rutgers University, experience campus-life, and learn about post-secondary education.
* prepare to serve as a 4-H SET Ambassador in their home community.

What has been done
In its inaugural year, forty-four (44) high school youth from four urban communities throughout New Jersey participated in the campus-based portion of the program, July 6-10, at the Rutgers School of Environmental and Biological Sciences. During their weeklong residential experience, they explored science through hands-on activities at the Equine Science Center, the Center for Remote Sensing and Spatial Analysis, the Institute of Marine and Coastal Sciences, the Food Science Department, and the Liberty Science Center. The youth spent 3 hours in each of these areas - participating in workshops and lab tours by faculty, staff, and graduate students. The experience also helped prepare them to become 4-H SET (Science, Engineering and Technology) Ambassadors. They participated in workshops on leadership, the experiential learning process, working with younger youth, and additional 4-H opportunities. As 4-H SET Ambassadors, they returned home and worked with their local 4-H program to promote 4-H and science to other youth.

Results
* 95% of youth reported a better understanding of what it means to be a scientist.
* 84% reported excellent or good interactions with the Rutgers scientists. (30% Excellent)
* Youth comments on what they had learned from the science faculty:
  "I now have a better grasp of what a researcher's daily life is like."
  "Science can be very exciting."
  "What we learn in school applies to real life and can be used in career and everyday lives."
  "I learned more about a field in science that I am now considering that before I knew very little about."
Youths' video production of their experience can be viewed at http://njaes.rutgers.edu/spotlight/4h-summer-science.asp.
Through a pre-post survey, participants reported the following (n=43):
*100% now understand what it means to be a 4-H SET Ambassador.
*Students increased their level of readiness to become a SET Ambassador in the following categories:
  86% reported an improved ability to communicate about 4-H SET to community leaders. The data shows a significant shift from pre to post.
  88% reported they could motivate middle/high school students to participate in 4-H SET.
  83% reported they could present activities on science topics.
*Youth participants noted in their open ended responses:
"I learned leadership, and how to teach younger kids, and different areas in science."
"I learned team building and interaction skills."
"I learned you should always put yourself out there to try new things."

4. Associated Knowledge Areas

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Outcome #4

1. Outcome Measures

New Jersey 4-H After School Training-Medium Term Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing by: * taking on leadership roles in their youth organizations and schools. * working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
New Jersey 4-H After School Training

Quality training for after-school providers is a costly endeavor especially considering the current financial recession. In partnership with New Jersey School Age Care Coalition (NJSACC), local YMCAs, Boys and Girls Clubs, and local community afterschool programs, 4-H provided trainings to after-school care providers. Curriculum used included: Tools of the Trade by the University of Nevada and the 4-H Afterschool Civic Engagement Resource Guide.

*To contribute to improving the quality of after-school programming in New Jersey by providing afterschool educators with high quality 4-H training at little or no cost.
*To infuse civic engagement into after-school programs.
*To increase the number of youth engaged in high quality after-school programs, thereby enhancing positive youth development opportunities at after-school sites.
*To increase local awareness about and partnership opportunities with, county 4-H educators.
*To provide high quality 4-H training at little or no cost.

What has been done
Each training consisted of 2 compulsory workshops, Tools of the Trade and Civic Engagement, and 2 workshops of choice. Site contact staffs were surveyed for the choice topics and also a "menu" of possible topics was provided, enabling the workshops offered to match local needs with 4-H expertise. There was no charge for any of the trainings; however each site supplied refreshments and lunch. Lunchtime presentations provided information about 4-H Youth Development programming in that county. This was designed so that the local community could establish connections with 4-H and also see the breadth and depth of partnership opportunities with 4-H. In addition, each workshop presenter discussed 4-H Youth Development programming and the opportunities for program collaboration.

Results
415 after-school educators participated in 9, 8 hour trainings, held in 7 counties across the state. *96% of the participants surveyed answered, "yes" to the question, "Are you leaving this program with a better understanding of how you can be an effective afterschool educator?"
*91% of the respondents rated the training program as "excellent" or "good" when compared to similar programs they had attended, with a choice of "excellent", "good", "fair", "poor".
"When asked to identify what was learned from the program, responses included, "Service learning projects can be simple to incorporate with any kind of program.", "Teamwork and leadership. How to bring it back to your after school program.", "There are a lot more activities to do with kids other than games and crafts.", "How to have fun in after school."

4. Associated Knowledge Areas

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Outcome #5

1. Outcome Measures

4-H 4-REEL: After School Digital Filmmaking Program-Medium Term Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing by: * taking on leadership roles in their youth organizations and schools. * working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
4-H 4-REEL: Afterschool Digital Filmmaking Program

As a project-based learning program, 4-H 4-REEL is designed to productively engage urban youth during the after-school hours. The primary goals are for youth to increase their technology, teamwork, planning, organizing, and communication skills.

What has been done
*Assembled a Mobile Technology Lab (MTL) including five notebook computers, digital hard drive camcorders, tripods, and Adobe Premier Elements software for use at the afterschool sites.
*Designed and delivered a 10-12 week program that directs teams of after-school youth in the creation of short digital films. Each team created one of five types: instructional, documentary, interview, performance, or positive message.
* Maintained collaboration with participating after-school sites administered by Boys and Girls Club, Isles, Martin House, and the Trenton After School Program.
* Involved three teens as cross-age teachers for program delivery.
* Coordinated a closing recognition event for participating youth, staff, and families from all four sites. All films were shared and recognition was provided to all participants.
* Coordinated a recognition trip for the highest scoring team from each site. The four winning teams and their parents traveled to NYC and toured NBC Studios and the Sony Wonder Technology Lab.
* Presented the program at the 2009 Urban Extension Conference and the 2009 CYFAR Conference.

Results
Sixty (60) youth from four collaborating sites participated in 4-H 4-REEL during the spring semester of 2009. Each site produced five short films that were viewed at the program’s closing event in June. Each participant received a DVD containing their film. Twenty-seven (27) of the participating youth (two of the four participating sites) completed a retrospective pre-post survey following their involvement (scale of 0-3, 0-no ability, 1-some ability, 2-good ability, 3-excellent ability). The survey included three sections—life skills, computer skills, and filmmaking knowledge and skills. The overall life skills score increased from 1.96 to 2.47, the overall computer skills score increased from 1.93 to 2.57, and the overall filmmaking score increased from 1.48 to 2.36.

4. Associated Knowledge Areas

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Outcome #6

1. Outcome Measures

Character Education—Long Term Youth demonstrate mastery and competencies needed to become engaged by *assum ing leadership positions in communities. *developing and implementing action plans to address community needs. *becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Character Education

Children today are bombarded with messages that question human character. A quick review of today’s headlines will confirm this. Lying, cheating, and stealing abound. This program reviews the elements of character:
trustworthiness, responsibility, caring, respect, fairness, and citizenship.

What has been done
For six weeks the 4-H Character Education Program of Union County provided character instruction to fifth graders at Central Five Elementary School in Union Township, NJ.

Results
In 2009 4-H conducted a character education program for 48 fifth grade youth at Central Five Elementary School in Union, NJ. Forty-eight students completed an end-of-program survey. These surveys showed:
91% will do something new or different
74% will change the way they think, act, or behave.
97% will use or share what they learned.
85% are more interested in the topic.
97% said the information was useful.

4. Associated Knowledge Areas

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Outcome #7

1. Outcome Measures

New Brunswick 4-H-Long Term Youth demonstrate mastery and competencies needed to become engaged by
*assuming leadership positions in communities.
*developing and implementing action plans to address community needs.
*becoming productive members of the workforce.
4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

● 1862 Extension
● 1862 Research

3a. Outcome Type:
Change in Condition Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
New Brunswick 4-H

Research shows that supportive, community based educational programs offer a means of reaching at-risk youth, and that establishing programs for youth at an early age increases the likelihood of significant positive impact on the skills, attitudes, and experiences of young people, (Villarruel, Perkins, Borden, & Keith, 2003). A significant portion of New Jersey's Spanish speaking youth are at a substantial risk for negative life outcomes including poor health, substance abuse, school failure and violence, due to poverty. Many are new immigrants and live in communities facing generational poverty and the concurrent challenges of such poverty. At the same time, Latino communities are further isolated due to language and cultural barriers. Research demonstrates that culturally responsive education provides the means and opportunity to develop the basic skills youth need to become responsible family members, participants in the work force, and contributing researchers, (Community Counts,
Latino youth in New Jersey, and New Brunswick and, are at great risk due to their poverty and challenges with educational achievement. National research indicates that 29% of early adolescents do not have the opportunity to access community youth programs and that 4-H is typically less prevalent in poor neighborhoods (U.S. Department of Education, 1990), which demonstrates that there is a clear need for focused 4-H programming in poor urban neighborhoods. Positive Youth Development (PYD) opportunities can greatly enhance the outcomes for these youth. The Tufts University Longitudinal study of 4-H and PYD found that youth who participated in 4-H had better grades and were more likely to stay in school and attend post-secondary education. They also found that immigrant youth involved in 4-H demonstrated positive functioning.

What has been done
Latino organizations expressed a need for sustainable youth development programming in their community, as transportation to already existing 4-H programs was unavailable. Previous programs for the Latino community have been short term educational programs in schools during after school, but have not resulted in a sustained youth development program in the community. The New Brunswick 4-H program was developed to meet these needs, utilizing the structure and philosophy of 4-H, while working in collaboration with community organizations such as Lazos America Unida. Lazos is a non-profit organization whose mission is to integrate the public, private and civic sectors of New Brunswick through a variety of community projects, and empower them by obtaining educational, economic, cultural, and social equity.

Program Objectives:
* Provide a positive youth development experience for underserved Latino Youth.
* Develop leadership skills in youth and adults.
* Enable adults in the Latino community to assist with the running of club and projects.
* Provide positive leadership development opportunities for youth and adults.
* Provide an opportunity for youth to develop and maintain community and cultural connections.
* Build family strengths in the Latino community.
* Provide a connection with Rutgers University through opportunities for college students to serve as mentors, resource leaders for 4-H clubs and to assist 4-H youth with development of career goals.

Program Methods:
* The New Brunswick 4-H program utilizes a "mega-club" concept to provide an opportunity for youth to participate in projects that interest them. Project areas include leadership, cultural arts and dance, arts and crafts, babysitting, sports and fitness, ESL, gardening and foods and nutrition. Partnered with New Brunswick agencies and businesses to provide support for club meeting space and resource support for clubs.
* Two bilingual part-time staff assist with the development and implementation of the program, and with program promotion.
* 4-H clubs meet at local schools, and in community centers. Efforts are underway to secure a permanent location for the 4-H clubs and New Brunswick 4-H office.
* National 4-H curriculum is used for educational programming in 4-H clubs.
* The Rutgers New Brunswick 4-H Team, a group of Rutgers University students assist with the running of 4-H clubs, provides for additional recruitment of New Brunswick 4-H club volunteers, assist with fund development, and provide a sustainable link between Rutgers University students and the New Brunswick 4-H Program. The New Brunswick 4-H program provides programming for youth in grades K-13. A kick off event was held in May of 2009 to showcase the 4-H clubs and was attended by over 200 New Brunswick residents. Program promotion through schools, libraries and community events has generated interest in the New Brunswick 4-H program. Parents indicate that they are interested in 4-H due to the fact that it provides a supportive environment for youth, promotes educational programming and involves adults from the community as volunteer leaders.

Results
* As of December 2009, ten 4-H project area groups have been established, volunteer leaders have been assigned, meeting locations have been secured and groups have begun meeting. Over 175 youth have enrolled in the New Brunswick 4-H program. Continued training will be available for volunteer leaders to build, maintain and sustain these 4-H programs for community youth.
* Over thirty-five volunteers including adults from the community and Rutgers University students have been recruited and trained to work as leaders with the New Brunswick 4-H program.
* A New Brunswick 4-H Program Advisory Board has been formed which involves 4-H volunteers, community and business leaders, and Rutgers University students. This advisory board will assist with fund development and program promotion.
* A Rutgers University undergraduate student organization, the Rutgers New Brunswick 4-H Team, has been formed. The members assist with fund development to support 4-H programming efforts in New Brunswick, and serve as assistant volunteer leaders with 4-H clubs.
* Program recruitment and informational flyers, volunteer training materials, some curriculum and registration documents for youth, adult volunteers, and clubs has been translation into Spanish.
*Three Rutgers University undergraduate students are providing assistance to the program through their work with evaluation, fund raising, and program outreach.

*The New Brunswick 4-H program has been involved in other university programs such as the Rutgers University Nature through Nurture Working Group and the New Brunswick Community Farmer's market.

*Six New Brunswick 4-H youth, who are members of the New Brunswick 4-H leadership club, assisted with the 4-H Teen Council Project GIFT event (a free day of holiday shopping for limiting resource families) in December 2009 at the 4-H Center. These youth served as translators during the event to assist Spanish speaking clientele attending Project GIFT. Follow up surveys of these youth indicated that:

- 100% of the youth indicated that they enjoyed being a part of the Project GIFT program and they felt their ability to translate for non-English speaking clientele was helpful to those attending the event.

- When asked to indicate the skills learned or practiced through participating in the Project GIFT program, the 6 youth indicated learning the following results:

  33% How to be a better leader/leadership  
  100% How to communicate with others  
  85% How to work in a team  
  67% The importance of becoming involved in service to the community  
  100% How to work with people who may be different from me

*Youth comments included the following:

- "I plan to keep working on my leadership skills and to help out in my community as much as I can. I plan to get more involved in 4-H and get other teens and young adults involved."

- "The best part about helping in GIFT was that we translated for people and I feel like I was doing something good for other people."

- "I met kids and teens. Some became my friends. I did a lot of teamwork."

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
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<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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Outcome #8

1. Outcome Measures

Operation: Military Kids Camping Programs-Long Term Youth demonstrate mastery and competencies needed to become engaged by * assuming leadership positions in communities. * developing and implementing action plans to address community needs. * becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Operation: Military Kids Camping Programs

Since many military families, particularly in the Guard and Reserve units, do not live near a military installation, they may not have access to military family support systems. Teachers and counselors in schools seldom know which children in their classroom have parents in military service. More importantly, they are not cognizant of the unique challenges these youth must face while the parent is deployed. The general public is not aware that these families may be their next door neighbors, or that their Little League coach, town policeman, EMT, or local church deacon is also a soldier in the Guard or Reserve. In 2008, the National Guard alone deployed 3,000 soldiers, parents of 1,276 children from communities across the state of New Jersey.

What has been done
The focus of NJ OMK includes five specific outreach efforts. Each serves a unique purpose:

(1) Creating Community Awareness
Provide training for professional educators, counselors, service organizations, and community groups on the special challenges and needs of military youth.

(2) Speak Out Military Kids (SOMK)
Create a forum for teens, military and non-military to plan and implement community service projects that mobilize local students and organizations who want to help. Provide leadership training, team building, and public speaking skill development for teens.

(3) Hero Packs
Provide back packs filled with fun and educational items that also promote communication between the youth and their deployed parent. Organize youth groups to assemble the packs and include personal messages of hope and gratitude.

(4) Mobile Technology Lab (MTL)
Provide hands-on, educational technology-based programs focused on connecting youth with a deployed loved one.

(5) Outdoor Adventures
Provide social and recreational activities in an outdoor environment including day camps, weekend camps and family camps. Enhance interpersonal skills through leadership and outdoor skill development.

Results
In 2009, NJ OMK held 32 programs, briefings and network activities reaching over 2,800 youth, service members, and members of support organizations. One new initiative for the 2009 year was OMK camping programs. Two hundred and twelve youth from all over New Jersey and eastern Pennsylvania and southern New York participated in six OMK camping programs in 2009. The camping programs ranged from single day camps to weekend camps and targeted youth, teens and the entire families who had recently experienced deployment.

Family Camp:
Forty youth and fifty adults spent the weekend reconnecting in an outdoor environment while participating in traditional camp activities like archery, boating, fishing and hiking. Six volunteers, four staff and two teen counselors lead workshops, campfire songs, night hikes. Families worked together to create Family Memory Books.

The seventeen participating families reported that due to their participation in this program:
* 100% will do something new or different.
* 78% have changed the way they think, act or behave.
* 100% plan to use or share what they learned.
* 100% enjoyed their stay at camp.
* 100% will return again and will recommend the OMK Family Camp to other military families.

One hundred and fifty-eight youth participated in four day camp programs that were held during the summer of 2009. These day camps ranged in length from a single day to two weeks.

* Marine Science Day Camp- Forty six Coast Guard youth participated in a two week day camp focusing on marine science themes.
* OMK Explorers Camp- Seventy National Guard youth participated in a one day camp focusing on group games. Three volunteers from the NJ OMK State Team, three OMK staff members, and six National Guard Soldiers assisted with the program. Eight 4-H teens served as camp counselors and facilitated group activities and the use of the mobile technology lab.
* Under the Middle Eastern Sky Day Camp- Thirty Army and National Guard youth learned about Middle Eastern food and culture and astronomy.
* Aqua Adventures Day Camp- Twelve military youth explored the connection between marine science and the military at the Adventure Aquarium and the Battleship New Jersey.

OMK Teen Leadership Camp Out
Thirty youth from six New Jersey counties and one youth from New York City, including seven military youth, participated in the camp out. All of the participants completed an end of program survey. They reported that due to their participation in this program:

* 92% will do something new or different.
* 85% have changed the way they think, act or behave.
* 96% plan to use or share what they learned.
* Participants planned to use what they learned in these settings:
  - 62% when leading other groups.
  - 17% in school.
  - 17% in 4-H club meetings.
* 83% of participants indicated that because of the Leadership Camp Out they believe they can be better leaders.

4. Associated Knowledge Areas

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Outcome #9

1. Outcome Measures

Union County Summer Science Program for Urban Youth-Long Term Youth demonstrate mastery and competencies needed to become engaged by:

* assuming leadership positions in communities.
* developing and implementing action plans to address community needs.
* becoming productive members of the workforce.

4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Union County Summer Science Program for Urban Youth

Low income children in Union County score significantly lower on science achievement tests than middle and upper income students.

**What has been done**

4-H enriches the summer vacations of children by providing them with science education for seven weeks each summer. This is accomplished by providing science teachers to summer day camps located in the poorer parts of Union County. Approximately 600 children, ages 6 to 12, participated in the program this year.

**Results**

136 of the children who participated in the 2009 4-H Summer Science Program completed an end-of-program evaluation. The evaluation showed that, as a result of being in the 4-H Summer Science Program:

* 88% said that they can solve a problem better now.
* 82% said they can observe things better.

Report Date 06/23/2010
88% said they can do an experiment.
71% said they like science more than before.
76% said they would like to learn more about science.
67% said they would tell someone what they learned.
34% said they would like to become a scientist someday.

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.)
- Other (Youth risk factors)

**Brief Explanation**

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}