V(A). Planned Program (Summary)

Program # 15

1. Name of the Planned Program

Ohio 4-H Teen Leadership (Extension)

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>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>100%</td>
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</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>
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<tbody>
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<tr>
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

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<tr>
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<tr>
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<table>
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<th>1890 Matching</th>
<th>1862 Matching</th>
<th>1890 Matching</th>
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<table>
<thead>
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<th>1890 All Other</th>
<th>1862 All Other</th>
<th>1890 All Other</th>
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<td>0</td>
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V(D). Planned Program (Activity)

1. Brief description of the Activity

- 4-H Leadership Projects

  4-H projects are planned experiences in which youth develop knowledge, attitudes, skills, and aspirations related to a specific topic, and also develop leadership and citizenship life skills related to those topics. Information and research results were disseminated to youth through over 200 Ohio 4-H projects in 2009. A Teen Leadership Action Team was formed in 2009, with a Curriculum Sub-Committee charged with updating the 6 of the 7 existing 4-H leadership projects which remained following the 2008 review (during which 5 of the 12 leadership projects noted in the plan were dropped, with the remaining 7 offered in 2009)

- 4-H Club Officer And Committee System

  4-H members became more effective leaders through real life responsibilities as club officers and committee members. Officer and committee resources and workshops were provided in most Ohio counties in 2009, as well as at the 2009 Ohio 4-H Teen Conference. 4-H Club Officer Resource Handbooks were updated and posted on the www.ohio4-H.org website for use by 4-H officers throughout the state.

- Junior/Teen Leadership Programs
Resources and education in County 4-H Junior/Teen Leadership programs enabled teens to develop advanced leadership among peer leaders in 2009

- 4-H Camp Counselor Opportunities

Teens developed advanced leadership abilities by serving as 4-H camp counselors, student assistants and in similar roles in 2009. These teens received training, supervised internships, and practical experience in these roles.

- 4-H Teen Boardsmanship / Youth in Governance

- By serving on 4-H boards and representing 4-H on boards of partner organizations, teens gained real life leadership experience. Resources and workshops were provided in 2009 to strengthen teen board leadership opportunities.

- 4-H Ambassadors & Spokesperson Opportunities

- Ohio 4-H Ambassadors developed leadership by serving as 4-H youth spokespersons throughout the state. Also, county programs such as Awareness Teams, Public Relations Corps and other leadership opportunities were offered.

- 4-H CARTEENS, 4-H TAP, and other 4-H Leadership Emphasis Programs

- Teens developed leadership through special emphasis 4-H leadership programs such as the 4-H CARTEENS program (in which teen leaders peer teach traffic safety and personal responsibility). Resources and workshops were provided.

- 4-H Service Leadership

- Ohio 4-H members developed leadership abilities by planning, conducting, and evaluating 4-H service learning programs and projects in 2009. Resources and education were provided

- 4-H Workforce Preparation

Integrated Extension and Research programming will enable 4-H teen participants (and stakeholders) to document high-value workforce abilities gained.

- State 4-H Leadership Camp

- Leadership Camp was again a very successful "learn by doing" leadership development experience for Ohio 4-H Teen Leaders
  - Ohio 4-H Teen Conference
  - A strong leadership dimension was incorporated into the annual Ohio 4-H Teen Conference, which involved over 800 teens in 2009.

2. Brief description of the target audience

Ohio teens age 13 and older

V(E). 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>
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<td>Actual</td>
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<td>8746</td>
<td>33603</td>
<td>67206</td>
</tr>
</tbody>
</table>

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

Patent Applications Submitted
Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
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</tr>
<tr>
<td>Actual</td>
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</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure
- Numbers of teens participating in Ohio 4-H teen leadership development program opportunities

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>25000</td>
<td>33603</td>
</tr>
</tbody>
</table>

Output #2

Output Measure
- Types of roles in which 4-H teens and young alumni exercise leadership following participation in 4-H teen leadership development program opportunities

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>12</td>
<td>12</td>
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## V(G). State Defined Outcomes

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
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<tbody>
<tr>
<td>1</td>
<td>250,000 Ohio youth learn to effectively exercise leadership through project experiences and group activities</td>
</tr>
<tr>
<td>2</td>
<td>20,000+ Ohio teens develop advanced leadership skills knowledge, attitudes and aspirations each year as a result of targeted 4-H teen leadership program activities</td>
</tr>
<tr>
<td>3</td>
<td>Ohio youth apply what they learn through 4-H in real-life leadership to make a positive difference in their clubs, communities, country and world.</td>
</tr>
<tr>
<td>4</td>
<td>4-H teens and young 4-H alumni effectively lead groups, programs, and activities in a variety of youth leadership roles. (types of roles)</td>
</tr>
<tr>
<td>5</td>
<td>Better lives, businesses, and communities for all citizens. (types of roles)</td>
</tr>
<tr>
<td>6</td>
<td>As adults, alumni of 4-H teen leadership programs are engaged as pro-active leaders in strengthening and determining the future of their communities, the nation, and the world. (types of roles)</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

250,000 Ohio youth learn to effectively exercise leadership through project experiences and group 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>250000</td>
<td>332260</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Youth leadership development is an essential component of preparing youth for adult success

What has been done
More than 200 Ohio 4-H projects and numerous 4-H group leadership experiences involved more than 330,000-Hers

Results
332,260 Ohio 4-H Members learned to effectively exercise leadership through 4-H projects and group leadership.

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

20,000+ Ohio teens develop advanced leadership skills knowledge, attitudes and aspirations each year as a result of targeted 4-H teen leadership program 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>20000</td>
<td>33603</td>
</tr>
</tbody>
</table>
3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
The development of leadership knowledge, attitudes, skills, and aspirations (KASA) is a key element of youth leadership

What has been done
Targeted 4-H teen leadership program learning experiences were offered to youth throughout Ohio.

Results
33,603 teens developed advanced level leadership knowledge, attitudes, skills and aspirations through Ohio 4-H.

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

Ohio youth apply what they learn through 4-H in real-life leadership to make a positive difference in their clubs, communities, country and world.

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>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
The application of real life leadership is necessary for making a positive impact with others

What has been done
Youth were provided opportunities to us real life leadership in their clubs, communities, country, and world.

Results
More than 165,000 Ohio youth applied what they learned through 4-H in real-life leadership roles and responsibilities.

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

4-H teens and young 4-H alumni effectively lead groups, programs, and activities in a variety of youth leadership roles.

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>12</td>
<td>12</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   **Issue (Who cares and Why)**
   
   4-H teens and young alumni must learn to effectively lead groups, programs and activities in various leadership roles

   **What has been done**
   
   4-H teens were provided opportunities to provide leadership in various local, county, and state leadership roles.

   **Results**
   
   33,603 Ohio 4-H teens effectively lead groups, programs and activities in the 12 major Ohio 4-H leader roles.

4. Associated Knowledge Areas

   KA Code   | Knowledge Area
   806       | Youth Development

Outcome #5

1. Outcome Measures

   Better lives, businesses, and communities for all citizens.

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>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>12</td>
<td>332260</td>
</tr>
</tbody>
</table>
3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
The development of youth leadership is important for the betterment of people's lives, businesses and communities

**What has been done**
4-H programs and opportunities built around the goal of making the best better were offered to all Ohio 4-H youth

**Results**
332,260 Ohio 4-H youth were involved in 4-H programs built around the goal of making the best better.

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>
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</table>

**Outcome #6**

1. **Outcome Measures**
   As adults, alumni of 4-H teen leadership programs are engaged as pro-active leaders in strengthening and determining the future of their communities, the nation, and the world. (types of roles)

2. **Associated Institution Types**
   - 1862 Extension

3a. **Outcome Type:**
   Change in Condition Outcome Measure

3b. **Quantitative Outcome**

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
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<td>2009</td>
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<td>2217</td>
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</table>

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

**Issue (Who cares and Why)**
Young adults must be engaged as pro-active leaders in strengthening their communities, country, and world

**What has been done**
Post-high school age 4-Hers provided leadership through continued involvement in 4-H programs and opportunities.

**Results**
2,217 older 4-Hers became more pro-active as leaders for the future through continued involvement in 4-H programs

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**
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges

**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)
   - Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

**Evaluation Results**

County-based 4-H teen leadership programs were evaluated by local 4-H program professionals. In addition, evaluations of the 2009 State 4-H Leadership Camp revealed significant improvements in several leadership dimensions.

- State 4-H Leadership Camp was rated very highly overall, and all objectives were achieved.

**Evaluation results are outlined on the table below (scale: 7=strongly agree/excellent to 1=strongly disagree/very poor):**

**Overall Evaluation of State 4-H Leadership Camp**
- Item: Overall, how would you rate State 4-H Leadership Camp? (n=92), mean=6.0, SD=.85

**Evaluation Ratings of Achievement of Leadership Camp Objectives**
- Items: As a result of participating in this camp, campers...
  - improved their leadership abilities (n=92), mean=6.1, SD=1.0
  - gained skills and abilities for working and contributing leadership as part of a group (n=92), mean=6.2, SD=.92
  - contributed leadership in helping groups shape & achieve goals and gain support (n=92), mean=6.3, SD=.73
  - developed leadership skills such as consensus-building, negotiation, perspective-taking, public relations, group building and recognition (n=92), mean=6.1, SD=.79
  - better understood that they are in control of their lives, and can control their lives (n=92), mean=6.2, SD=1.2
  - were encouraged to take initiative to try new things and not be afraid of failure or success (n=91), mean=6.4, SD=.77
  - gained in physical, intellectual, emotional and social development & became more competent, caring and contributing individuals (n=92), mean=6.3, SD=.80
  - gained ideas to improve their clubs, communities, country & world (n=92), mean=6.2, SD=.99
  - provided real leadership in committees, leadership groups & cabins (n=90), mean=6.4, SD=.71
  - had fun (n=92), mean=6.4, SD=.70
  - made new friends (n=92), mean=6.7, SD=.52

**Key Items of Evaluation**

Leadership Camp Made Significant Positive Impacts On Campers’ Leadership Development

To evaluate the extent to which Leadership Camp impacted campers’ leadership development, participants were asked to rate themselves at the beginning and end of the camp, using a 7-point scale (7=Excellent,
6=Very Good, 5=Good, 4=Average, 3=Below Average, 2=Poor, and 1=Very Poor). Results show that Leadership Camp significantly impacted campers’ perceptions of their leadership development in every dimension measured, and that the camp was successful and effective in enhancing youth leadership development. The following dimensions of personal characteristics/leadership were measured: a) ability to control my own life and manage my time; b) initiative to try new things and not fear failure or success; c) skills and abilities in leading groups; d) level of self-understanding; e) communications abilities; f) interpersonal skills / abilities in working with others; g) respect for myself and others; h) trustworthiness; i) responsibility; j) fairness; k) caring; and l) citizenship.