

V(A). Planned Program (Summary)

Program # 15

1. Name of the Planned Program

Childhood Obesity: 4-H Youth Development

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
724	Healthy Lifestyle	25%		0%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	25%		0%	
806	Youth Development	50%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	15.7	0.0	0.0	0.0
Actual Paid Professional	18.0	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
365816	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
365816	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
592643	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The 4-H Youth Development Team engaged about 70,000 youth participants in life-skills focused learning, through traditional club programs in each county in Idaho, summer camps, day camps, science camps (including robotics, GPS, Entomology, Geology, Aeronautics, and more), livestock camps, and other project camps (some in collaboration with neighboring States), and a host of other venues for reaching children. Much of the focus on individual club programs is a multidisciplinary approach to learning. For example, youth were taught kitchen skills through the science of baking; they explored how baked goods are leavened and how each of the leavening agents were used and how they work; and they learned the math of measuring ingredients and the art of knowing when the product is mixed and baked, and they learn nutrition and the value of eating whole grains.

Faculty and 4-H Coordinators supported or managed 4-H afterschool programs, school enrichment programs, and managed 4-H activities at County Fairs, including training of judges. 4-H professionals coordinated the work of 5,000 adult 4-H volunteers and to youth volunteers and provided leadership and curriculum training to more than 4,100 of those volunteers. UI Extension 4-H professionals collaborated with school teachers to present the National Science Project and to recruit youth to other 4-H programs. Primary emphases were placed on projects and activities that promote interest in science, engineering and technology, and that promote healthy living choices.

4-H faculty are engaged in multistate efforts to train livestock judges, to provide professional development for 4-H professionals, and to collaborate with adjacent states to share resources for program delivery. Older 4-H members were challenged to become productive citizens through the 4-H Ambassadors program, Teen Training, Camp Counselors programs, Know Your Government. Outreach to underserved youth included significant efforts with the Shoshone-Bannock and Nez Perce Tribes, with numerous afterschool programs (two partially supported by CYFAR grants), through Operation Military Kids, and with targeted day camps.

2. Brief description of the target audience

- Idaho youth, ages 5-18
- 4-H Volunteers
- Adult and youth volunteers
- Teachers and Out-of-school instructors
- Youth in school enrichment and afterschool programs
- Low income youth and families
- Youth-at-risk
- Youth Development staff
- Community Leaders
- Hispanic youth and adult volunteers
- American Indian youth and adult volunteers
- Children and families with military ties

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	46223	181645	99053	98509

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

Patent Applications Submitted

Year: 2013
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2013	Extension	Research	Total
Actual	3	1	4

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of youth in educational classes, workshops, trainings, seminars taught (individual teaching contacts).

Year	Actual
2013	28877

Output #2

Output Measure

- Number of volunteers in educational classes and workshops.

Year	Actual
2013	4108

Output #3

Output Measure

- Number of opportunities to promote 4-H Youth Development (publications, newsletters,

columns, radio PSA's, radio/TV appearances) written or developed.

Year	Actual
2013	388

Output #4

Output Measure

- Number of educational classes, workshops, trainings, seminars taught (teaching contacts).

Year	Actual
2013	1236

Output #5

Output Measure

- Number of 4-H clubs or groups.

Year	Actual
2013	325

Output #6

Output Measure

- Number of youth attending statewide 4-H events.

Year	Actual
2013	2337

Output #7

Output Measure

- Number of volunteers attending county, multi-county, district, state, regional, and national events.

Year	Actual
2013	1528

Output #8

Output Measure

- Number of hits on the web site each year.

Year	Actual
2013	47543

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Professional Development for 4-H professionals and volunteers, increasing awareness for 4-H Science project areas. Indicator: Number of workshops offered.
2	Youth and adults will learn how their processing skills and practices affect the consumer acceptability of the product/project. Indicator: Knowledge increase and skill gained
3	Increased knowledge of healthy beverage choices Indicator: Number of program participants who are able to identify what a healthy beverage is and why it is a healthy choice.
4	Increase the number of volunteers per year to reflect the needs of 4-H POW project areas. Indicator: A net increase of 200 volunteers per year accounted for on the annual ES237 volunteer categories.
5	Increase youth and adult volunteer participation and knowledge in Essential Elements and experiential learning methodology. Indicator: Total number of youth and adults who attend training and demonstrate knowledge gain.
6	The total number of youth and adults who assume leadership roles will increase. Indicator: The total number of youth and adults trained in communication and teamwork skills.
7	Increase support for culturally appropriate programs. Indicator: Number of grants or other funding sources received specific to reaching underserved audiences.
8	Policy changes and cultural climate support to create acceptance of non-traditional programs and their participants. Indicator: Number of faculty and staff involved in making a systematic review of institutional structure and cultural climate through the lens of underserved audiences.
9	Policy changes and cultural climate support to create acceptance of non-traditional programs and their participants. Indicator: Training on the use of culturally relevant curricula and resources

Outcome #1

1. Outcome Measures

Professional Development for 4-H professionals and volunteers, increasing awareness for 4-H Science project areas. Indicator: Number of workshops offered.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	66

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There are several developments for engaging youth in authentic STEM activities and in how teachers (leaders) should provide STEM learning opportunities for youth (e.g., Inquiry-based Instruction). 4-H Professionals need training in this area to enhance their abilities to conduct their jobs and provide the best STEM learning opportunities for their clientele.

What has been done

State STEM Specialist developed and conducted seminars/workshops and webinars to help 4-H professionals learn more about robotics opportunities for youth, how to work with robotics, how to use the curriculum, and how to conduct robotics programs. I also trained another colleague to conduct workshops for 4-H Professionals.

Results

Participants responded through post-class survey that they better understood how robotics can engage youth in STEM, that they were more comfortable using the robotics equipment, that they knew how to find and use resources, that they were more comfortable with the curriculum and program activities. As a result of my trainings, 10 new WeDo Robotics (ages 5-9) programs were created in counties and have been successfully involving several youth. My trainings have also resulted in the development of 17 new FLL Teams (ages 9-14) and 3 new FTC teams (ages 14-18).

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #2

1. Outcome Measures

Youth and adults will learn how their processing skills and practices affect the consumer acceptability of the product/project. Indicator: Knowledge increase and skill gained

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	131

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Previous Beef Quality Audits have identified quality challenges in the beef industry including excess external fat, inadequate tenderness, insufficient marbling, and lack of marbling. It is important we educate our youth livestock exhibitors, who are raising a product for human consumption, about factors that affect consumer acceptability of their product.

What has been done

Presented beef end-product quality workshops at 2 BEEF Camps (Shoshone & Rexburg) and 1 Cattle Clinic (Pingree). Topics included: Understanding Carcass Evaluation, Factors that Determine Meat Quality, a Taste Testing Exercise, and a Retail Beef Identification Contest.

Results

Surveys from pre & post events have indicated an increase in knowledge. All attendees have indicated they have learned something new regarding the relationship of livestock management and end product beef quality.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #3

1. Outcome Measures

Increased knowledge of healthy beverage choices Indicator: Number of program participants who are able to identify what a healthy beverage is and why it is a healthy choice.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	427

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Drinking sugary beverages contributes to poor eating habits, weight gain, damage to teeth when sugary drinks are available other nutrients are eaten

What has been done

A lesson was provided to 4-H volunteers on the benefits of drinking water, milk or fruit juice. Handouts and other resources were provided for club meetings.

Results

County 4-H events that served food and drinks reduced the number of sugary drinks served. No soda pop has been served at a county event including camp counselor training and youth trainings a more nutritious drink was served.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #4

1. Outcome Measures

Increase the number of volunteers per year to reflect the needs of 4-H POW project areas.
Indicator: A net increase of 200 volunteers per year accounted for on the annual ES237 volunteer categories.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	59

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Increase youth and adult volunteer participation and knowledge in Essential Elements and experiential learning methodology. Indicator: Total number of youth and adults who attend training and demonstrate knowledge gain.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	200

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers didn't understand the value of teaching 4-H projects using Essential Elements and experiential learning. Essential elements and experiential learning is accepted as the way to make sure students learn skills to help them be productive citizens. Education and learning has been declining in Idaho. Increased participation will hopefully keep education and learning levels from declining anymore.

What has been done

Training was conducted for youth and adults to participate in Essential Elements and experiential learning activities.

Results

Youth and adults attended the training and then used the skills learned to teach activities during 4-H club meetings.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #6

1. Outcome Measures

The total number of youth and adults who assume leadership roles will increase. Indicator: The total number of youth and adults trained in communication and teamwork skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	502

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Successful 4-H programs have leader directed programs. Camp counselors across the state needed to be trained to work with and assist 4-H campers at all 4-H camps.

What has been done

Alpine Leadership College 2013 is one example of a two-day workshop designed to train teenage camp counselor to more effectively assist campers. Programs taught at the workshop include: Problem Solving, Leadership Styles, Communication Skills, Dealing with Difficult Situations, On the Spot Games, Cabin Activities, Basic First Aid and Safety, Identifying Poisonous Plants, Camp Fire Program Basics.

Results

New volunteers gained knowledge on what is expected of them and how they can work with parents. Camp Counselors work better together and are more prepared and better counselors for the youth they work with. The communications skills also help them work better with

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

Increase support for culturally appropriate programs. Indicator: Number of grants or other funding sources received specific to reaching underserved audiences.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	6

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Under-served youth are those who currently, or in the recent past, were not served by 4-H Youth Development. Under-served youth may include specific racial/ethnic groups, youth from military families, special needs, or youth from low-income families. Proven delivery methods for reaching underserved youth include afterschool, day and overnight camps, and special interest programs.

What has been done

Faculty in two counties applied for and obtained six grants specifically to expand outreach to minority youth. One Blue Cross grant supports the Healthy Living with Challenged Youth program which works with youth from the alternative high school. One critical issues grant is focused on reaching youth that don't currently participate in 4-H. This program was delivered to a local day care. Three grants in Canyon County have helped initiate new programs for minority youth. In addition, the 4-H participation fee money is focused on expanding our 4-H program to our more remote communities resulting in the formation of new community clubs.

Results

UI Extension 4-H Youth Development is more able to reach Latino, minority, and low-income youth. In Cassia County, 88 youth received multiple experiences with new 4-H programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Policy changes and cultural climate support to create acceptance of non-traditional programs and their participants. Indicator: Number of faculty and staff involved in making a systematic review of institutional structure and cultural climate through the lens of underserved audiences.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Institutional policies often create barriers to participation for undeserved and minority youth and families. Reviewed a policy on volunteer certification and made a recommendation for change.

What has been done

Educators requested a policy change in volunteer certification requirement because it is a barrier for recruiting minority and young adult volunteers.

Results

As a result of the new policy, Extension professionals are able to certify more adult and minority volunteers in a timely manner.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

Policy changes and cultural climate support to create acceptance of non-traditional programs and their participants. Indicator: Training on the use of culturally relevant curricula and resources

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

A large scale ongoing evaluation of camping programs throughout the state is being conducted to determine the effect of 4-H camps in Idaho on outcomes of interest for exploration, affinity for nature, teamwork, and problem solving.

Using an evaluation tool developed by the American Camping Association, Idaho 4-H topic team members surveyed over 400 youth on their camping experience in 2012 and 2013. The tool is a post activity reflection that asks youth to estimate how much they have learned about the given topic.

Preliminary results show that compared to a national data bank, Idaho Camps rank in the 48th percentile for interest for exploration, the 49th percentile for affinity for nature, the 60th percentile for teamwork, and the 64th percentile for problem solving. This information is useful for showing that our camps do have an impact on the youth that

attend them, and also help us identify areas in which we can improve our programming efforts.

Key Items of Evaluation