

4-H and Youth Development

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V(A). Planned Program (Summary)

1. Name of the Planned Program

4-H and Youth Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

| KA Code | Knowledge Area | %1862 Extension | %1890 Extension | %1862 Research | %1890 Research |
|---------|-------------------|-----------------|-----------------|----------------|----------------|
| 806 | Youth Development | 100% | | 100% | |
| | Total | 100% | | 100% | |

V(C). Planned Program (Inputs)

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

| Year: 2007 | Extension | | Research | |
|---------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 5.5 | 0.0 | 0.3 | 0.0 |
| Actual | 5.0 | 0.0 | 1.2 | 0.0 |

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

| Extension | | Research | |
|----------------------------------|----------------------------|---------------------------------|----------------------------|
| Smith-Lever 3b & 3c 295548 | 1890 Extension | Hatch 53943 | Evans-Allen 0 |
| 1862 Matching 295548 | 1890 Matching 0 | 1862 Matching 53943 | 1890 Matching 0 |
| 1862 All Other 4469130 | 1890 All Other 0 | 1862 All Other 454415 | 1890 All Other 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

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- Research procedures and technology

- Papers, citations, patents
- Train students
- Dissemination of research results
- Educational workshops
- Conferences
- Commercialization of techniques and products

During the 4-H program year, 98% of youth involved in 4-H programming will learn subject matter concepts through hands-on experiences such as camps, clinics, workshops, etc; they will develop life skills through project work, competitive events, real-life situations and career exploration opportunities. 50% of youth enrolled in 4-H will gain public speaking skills, strengthening communication and organization abilities. 75% of youth in club will develop cognitive skills, teamwork, leadership and citizenship potential. 85% of Agents and staff will increase professional and personal skills related to life skills and youth development.

Last year several educational programs were conducted in elementary schools leading to an increase in knowledge about good character after the programs. Agents also received quality training in a variety of subjects, college age members gained knowledge and skills through training in the 4-H programs.

To prepare youth for a positive future, the NM 4-H leadership team has built up a lot of skills and knowledge for youth in all counties. 500 youth represent 30 counties participated in service learning projects at state level in 2007. Youth and adults' record book training were conducted across the state. Home Economics has made progress towards the medium term objectives, like giving workshops, and training youth. Holding sewing and baking workshops for youth to built up their skills.

The results of an Agricultural Education and Extension Education project will give direction for agricultural education program development efforts, and pre-service and in-service agricultural education teacher professional development efforts related to developing excellence in New Mexico secondary agricultural education. The results will help validate the "Local Program Success" program as a model for achieving indicators of excellence in New Mexico secondary agricultural education programs. The research will help state agricultural education leaders to diffuse the "Local Program Success" program to secondary agricultural education teachers and programs.

•After the two workshops at the New Mexico 4-H Leaders Forum, 15 greatly improved their knowledge, 17 responded that the information was very useful and 16 found the presentation of excellent quality. •Presented workshop to County 4-H members and leaders on effective club meetings and parliamentary procedure. Several stated that they were going to take and use what was presented to other organizations. There were approximately 100 in attendance. •The 2007 County 4-H Rodeo Evaluation was very favorable and the profit looks to be in the \$25,000 range for the event. •Agents worked with the County 4-H volunteers throughout the year to support, maintain, and expand the 4-H Volunteer Leadership program. •Currently 100% of County 4-H Leaders have completed leader screenings. •4-H Leaders' Forum participant evaluations indicate that 94% have a better understanding of how to provide an inclusive and safe environment for members. 98% have a better understanding of how to engage youth in learning.

- 96% feel they are better able to provide opportunities for participants to prepare them for the future.
- 98% have a better understanding of how they can structure the program which will enable participants to determine things for themselves.
- 96% have a better understanding of how to provide opportunities for participants to value and practice service.
- 98% feel their local 4-H program will be enhanced.
- 98% of participants are re-energized about 4-H.
- 92% are motivated to expand their role in 4-H. •New Mexico 4-H Leaders Forum – Designed a workshop with members of the State 4-H Leadership Team on educational activities that leaders could use for workshops or activities during a 4-H meeting. 15% of the leaders attending the event participated in the workshop. •42% of the parents of youth serving on the State 4-H Leadership Teams gained knowledge related to the teams responsibilities, commitment required. •95% of all current 4-H Projects have completed Green top Project Summary Guides posted on the 4-H website to be accessed by agents, volunteers, youth, parents and teachers. •35 out of 40 (85%) Curriculum Committee members participated in conference

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calls, publication reviews and face-to-face meetings to insure quality and timely resource materials for 4-H youth and volunteers. •Nine adult 4-H youth leaders attended a workshop presented by State 4-H Staff on effective leadership for club and project meetings. 44% of participants gained resources to solve a problem they had. •Character Education Program was conducted in Elementary Schools 5th grade class. 17 students participated in this school enrichment program. There was a 75% increase in knowledge about good character after the program. •Youth involved in the NM 4-H Leadership team gained knowledge and skills related to teamwork, leadership, service and event planning through their year long commitment. •Fifteen leaders gained knowledge related to the new Home Economics Lettermen Recognition Program through trainings. •500 youth representing 30 counties participated in service learning projects at the state level in 2007. •Participation in Home Economics contests has increased by 25% over the last five years. Specialist provided youth trainings to 14 counties in 2007. •In Photography Contest 2007, 88 photos were received from 31 youth representing eight counties. •Ten youth submitted State Records in 2007 in youth and adult Record Book trainings. •Home Economist took 17 youth to the State 4-H Conference. •Favorite Foods workshop was held where participants learned details about this contest such as menu planning, food preparation, food safety, table setting, and basic nutrition. •Four sewing workshops were held along with fifteen open sewing classes. Members learned the parts of the sewing machine, fabric selection and basic sewing construction. •188 (77%) of the 243 youth enrolled County 4-H participated in at least tow of the following: project work, competition, camps, and record books. •The 2007 project day camp offered youth opportunities to participate in hands-on activities from the gardening, rocketry, macram , and scrap booking projects. •A total of 361 youth were reached through school enrichment efforts by the 4-H Home Economist in 2006-2007 in elementary schools. •In 2006-2007 three officer leadership trainings were held. Officers gained a better knowledge base on how to use parliamentary procedure, running an effective meeting, and utilizing skills needed to be an effective leader in their clubs and community.

2. Brief description of the target audience

Youth ages 5 to 19 are targeted to learn life, leadership and citizenship skills through: Project Work, Special Interest Groups, School Enrichment, Competitive Events, Fairs, Clinics, Workshops, Record Books, Camps, Community Service, Public Speaking, Elected/Appointed Offices, etc.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

| | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|------|---------------------------|-----------------------------|--------------------------|----------------------------|
| Year | Target | Target | Target | Target |
| Plan | 0 | 0 | 0 | 0 |
| 2007 | 0 | 0 | 0 | 0 |

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

Patent Applications Submitted

Year Target

Plan: 0

2007: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

| | Extension | Research | Total |
|------|-----------|----------|-------|
| Plan | | | |
| 2007 | 3 | 10 | 13 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

The specific output measures will vary according to the specific project being monitored. The development of research procedures and technology, training of students, publishing research papers, and disseminating research results via educational workshops, conferences, and Extension media are important outputs for the various projects falling under this planned program. Numbers of students involved in 4-H programs also will be outputs.

| Year | Target | Actual |
|-------------|---------------|---------------|
| 2007 | 0 | 0 |

V(G). State Defined Outcomes

| O No. | Outcome Name |
|-------|-----------------------------|
| 1 | # of Research publications |
| 2 | # of Extension publications |
| 3 | % volunteers trained |

Outcome #1

1. Outcome Measures

Not reporting on this Outcome for this Annual Report

2. Associated Institution Types

3a. Outcome Type:

3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
|------|---------------------|--------|

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------|
|---------|----------------|

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

In the funding arena, 4-H and Youth Development encounters difficulty with competing programs for a limited budget. The challenge is set our programs apart from other worthy programs, and be seen for the public benefit they provide.

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

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- 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.
- Comparison between locales where the program operates and sites without program intervention

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}