

4-H and Youth Development

4-H and Youth Development

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
724	Healthy Lifestyle	20%	0%		
802	Human Development and Family Well-Being	20%	0%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	10%	0%		
806	Youth Development	50%	100%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

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

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	47.0	32.2	0.0	0.0
Actual	77.9	4.4	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c 1623942	1890 Extension 230194	Hatch 0	Evans-Allen 0
1862 Matching 1701485	1890 Matching 256204	1862 Matching 0	1890 Matching 0
1862 All Other 5704227	1890 All Other 518894	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)

1. Brief description of the Activity

ETP 22 A4-H Volunteerism - 4-H Club kits provided to 4-H team; training offered at Volunteer Association Conference; staff trained on volunteer screening and training guidelines, auditing procedures, and Youth Adult Partnerships; volunteerism tour to Iowa for staff; funds raised for volunteerism through Golf Classic

ETP 22 B1Junior Master Gardener - groups organized, trainings offered to teachers and volunteers

ETP 22 B2Maximum Power: 4-H Energy Education - energy workshops for youth, education booths at field days and community events

ETP 22 B3Natural Resources & Environmental Education - ATV Safety Institute's Rider Course taught to adult volunteers who in turn taught the course for youth and Fit To Ride curriculum taught to youth; natural resource camps; shooting sports events; forestry and wildlife programs and field days

ETP 22 B4Science & Technology Literacy - Space Day at U.S. Space & Rocket Center; Robotics, Rocketry, and Design Solutions kits distributed to staff and volunteers for youth programming at the local level

ETP 22 B5Youth Animal Science - livestock shows; educational camps, workshops, and clinics; judging and educational events

ETP 22 C1Family and Consumer Sciences - Contests: chicken-que, chef 4-H, healthy living for life exhibit; Programs: nutrition, exercise, etiquette, safety, health

ETP 22 C2Just Move Alabama - Just Move Alabama! materials and training presented to multi-state audiences and external audiences

ETP 22 C3T.G.I.F. (Teens Getting Involved for the Future) - Teens Leaders trained to teach "Managing Pressures Before Marriage" curriculum to 6th graders

ETP 22 D1Leadership, Citizenship, and Communications - Delegates to: Southern Region Teen Leadership Conference, National 4-H Conference, Citizenship Washington Focus, and National 4-H Congress; Mid-Winter Retreat planned and conducted by State 4-H Council;In-State Programs: Junior Leadership Conference and Citizenship Alabama Focus

ETP 22 D2Creative Arts - Contests: Speak Up Alabama, Have I Got A Story!, Extreme Birdhouse, Blocks Rock, Alabama Quilters, The World I See or Imagine, \$15 Challenge, and What Wood U Build?

ETP 22 D3War on Hunger - curriculum and projects

ETP 22E Youth Leadership and Community Service Learning: Organization of leadership and volunteer programs in after school and school based settings targeting urban youth.

ETP 22F Teens Making Impact (TMI);Organization of TMI groups for curriculum training; and preparation, for Teen and Tweens Empowerment Conference

ETP 22G Volunteer In Urban Programs (VIP):Volunteer recruitment, training, and placement.Urban staff training provided; volunteer recognition program conducted to show service appreciaion.

2. Brief description of the target audience

The primary target audience is youth between the ages of 5 and 19 years old and adult volunteer leaders who work with these youth. Using Kids Count Data and US Census Data, the target population is 50% male and 50% female; 65% white, 32% black, and 3% other; 6% is Hispanic; 60% are rural and 40% are urban.

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	100000	300000	250000	500000
2008	31506	1288457	443986	5736807

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

Patent Applications Submitted

Year Target

Plan: 0

2008: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	10	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	14	15

Output #2**Output Measure**

ETP 22E Youth Leadership and Community Service Learning was implemented to provide youth with the support, peer and community networks and leadership skills that enable them to make meaningful community contributions and to have an effective lifelong journey of leadership and service.

Year	Target	Actual
2008	{No Data Entered}	0

Output #3**Output Measure**

Expansion of youth and organizational partnerships that benefit communities as well as provide support for educational systems through volunteerism.

Year	Target	Actual
2008	{No Data Entered}	0

Output #4**Output Measure**

Fostering the development of skill sets in youth that would contribute to successful employment and career opportunities.

Year	Target	Actual
2008	{No Data Entered}	0

Output #5**Output Measure**

ETP22F Teens Making Impact(TMI)is an urban program focused on providing teens with information that support the development of skills for making sound career decisions, engaging in effective communication, pursuing healthier lifestyles, and to better understand governmental issues and the role of productive citizens. A Teens and Tweens Empowerment conference was implemented as a culminating event for youth enrolled in TMI.

Year	Target	Actual
2008	{No Data Entered}	0

Output #6**Output Measure**

ETP22G Volunteer in Urban Programs was designed to recruit, enroll, and train volunteers through a structured program that captures the quantitative and qualitative value of volunteer services provided to the Urban Affairs and New Nontraditional Programs Unit of the Alabama Cooperative Extension System.

Year	Target	Actual
2008	{No Data Entered}	525

Output #7**Output Measure**

Growth in 4-H volunteer led clubs has been the goal in Alabama during the past four years. In the 07-08 club year a total of 1455 clubs were chartered with 462 of them being volunteer led; specifically 125 community clubs, 99 in-school volunteer-led clubs, 163 special interest clubs, 60 after-school clubs, and 15 military clubs.

Year	Target	Actual
2008	{No Data Entered}	1455

Output #8**Output Measure**

Volunteers are key to the growth of the Alabama 4-H program. In the 07-08 club year, 2411 volunteers were active; specifically 897 direct volunteers that were screened and trained to work with youth in the absence of a 4-H staff person, and 1357 indirect volunteer who served as a resource assisting a direct volunteer and/or staff.

Year	Target	Actual
2008	{No Data Entered}	2411

Output #9**Output Measure**

Youth experience belonging, independence, mastery, and generosity when they enroll as a 4-H member and join a 4-H club. Of the 33,497 4-H members in the 07-08 club year, 25,542 (76%) were members of agent-led in school clubs, and 7,955 were members of volunteer-led clubs.

Year	Target	Actual
2008	{No Data Entered}	33497

Output #10**Output Measure**

Approximately 100 ACES staff contribute work days to 4-H planned programs. Volunteerism ETP - 2565 days. Science, Engineering, and Technology ETPs - 2782 days. Healthy Living ETPs - 1865 days. Leadership & Citizenship ETPs - 2460 days. Total days - 9633.

Year	Target	Actual
2008	{No Data Entered}	9633

Output #11**Output Measure**

Each year 4-H Priority Team Members attend a three or four day training at the Alabama 4-H Center where they receive youth development training and programmatic training. In 2008 featured training was on Youth Adult Partnerships, War on Hunger Curriculum, and Renewable Energy Curriculum and Kits. In addition to this annual meeting, all staff were invited to a Globalize Me training. 4-H staff throughout the staff participate in quarterly meetings via desktop video conferencing.

Year	Target	Actual
2008	{No Data Entered}	100

Output #12**Output Measure**

Several new publications were authored and distributed. Two new publications will help Alabama celebrate our 100 years of 4-H, the War On Hunger curriculum (including over 30 lesson plans) was distributed to all county offices, and three energy kits (Maximum Power, Wind Energy, and Solar Energy) along with lesson plans was distributed to all regions. In addition 3 publications vital to our volunteer screening and training process were revised, as was the 4-H Center marketing brochure.

Year	Target	Actual
2008	{No Data Entered}	10

V(G). State Defined Outcomes

O No.	Outcome Name
1	A major outcome measure for 4-H and Youth Development for the 2007 – 2011 program cycle will be the growth in the number of registered and screened volunteer leaders.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	Urban Regional Extension Agents conducted youth leadership institutes throughout multi-county areas within the state targeting urban youth.
4	An urban focused youth volunteer program, Alabama Community Training in Volunteer Education (Active), was successful in its efforts to recruit and engage students in community service. An ACTIVE volunteer expo conducted during the school fiscal year attracted approximately 600 students.
5	Various community partnerships were forged through the implementation of leadership and volunteer programs including, local youth serving agencies such as the Boys and Girls Clubs, Girls.Inc., county commissioners, school systems, and city chamber of commerce units.
6	Approximately 400 youth participated in the TMI program and the Teens and Tweens Empowerment conference attracted over 200 participants.
7	Through the VIP program, ACES' Urban unit will realize an increase serviceability to clientele. A total of 5,080 hours were generated through service.
8	SET (Science, Engineering, Technology) Mission Mandate - Alabama's contribution to the national goal of 1 million new young people to excel in science, engineering, and technology by 2013.
9	Healthy Living 4-H Mission Mandate - Positive changes in the physical, mental, and emotional health of youth in Alabama.
10	Youth as Citizens 4-H Mission Mandate - By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes.

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

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

Brief Explanation

Alabama 4-H Youth Development began feeling the challenges associated with the economy during the 2008 program year. We shifted some resources to focus on programs such as Thriving in Challenging Times. We also were hoping to fill six needed Regional Extension Agent positions and did not get to proceed. We were asked near the end of the year to cut our budget for support by 10% and did so with travel. These latest changes will mainly impact 2009.

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

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)

Evaluation Results

As a result of 4-H education, youth report that
97% can identify alternative energy sources
82% know that non and renewable sources can make electricity
80% know that renewable energy sources are always available

98% can shoot a bow or firearm safely
97% know the range rules and commands
94% understand why trees are important to the environment
93% now what a predator is
92% know seasonal appropriate ATV equipment and clothing

95% can identify beef-by products
87% can provide a safe environment for dogs

100% know self-esteem is important for healthy living
97% can make healthy food choices
90% get the right amount of exercise
89% properly wash their hands
89% recognize the dangers of unsafe farm practices
83% know the importance to watch food portions
81% bath and brush teeth each day
81% now where he/she should and should not ride an ATV

90% made friends who are different than them
89% make a difference in their community by helping people
84% listen to different ideas
80% can solve problems

100% use good artistic technique
100% can create something new
95% make choices about what they like
82% can communicate through words, artwork, pictures, or other ways

84% know how hunger affects women and children
79% are more aware of hunger issues around the work
77% know some ways they can make a difference

Reaching over 13,000 people with energy education, resulting in each changing one incandescent light bulb to fluorescent saves 3,666,000 kilowatt hours, \$340,938, and 5.3 million pounds of green house gases annually.

As a result of urban programming, TMI program participants' evaluations revealed the following; 90% improved in decision making skills; 71% improved in public speaking skills; 72% improved in areas of interviewing and data collecting; and 92% improved skills in practicing acceptable social behavior. Youth enrolled in leadership and volunteer programs demonstrated knowledge gained in career options; learned the significance of long-term commitment through volunteer service; and, showed positive increases in peer to peer relationships.

Key Items of Evaluation

Alabama 4H is an innovative, responsive leader in developing youth to be productive citizens and leaders in a complex and dynamic society. Our vision is supported through the collaborative, committed efforts of Extension professionals, youth and volunteers. Positive youth development is guided by scientific research. National 4-H Headquarters, USDA adopted a positive youth development model based on theory, research and practice (L.Brendtro, M.Brokenleg, and S.Van Bockern). In this model, those who work in youth development programs strive to create effective programs and safe environments that meet the four basic needs of youth: mastery, belonging, independence, and generosity. These four areas parallel the traditional four Hs – head, heart, hands, and health. In the 2008 program year over 200 adults and 3,000 youth provided self-reported survey data on perceived positive effect on knowledge, ability and actions as it relates to these four basic needs: mastery, belonging, independence and generosity.

Youth:

- 60% Think about different ways to complete a project (Independence)
- 61% Can make a plan and stick to it(Mastery)
- 77% Have a skill pthey are proud of(Mastery)
- 60% Make good choices(Independence)
- 75% Want to make a difference in school, church or community (Generosity)
- 66% Look for ways to help others (Generosity)
- 63% Feel like friends listen and care about them (Belonging)
- 55% Feel comfortable sharing ideas with adults (Belonging)

Adult:

- 93% Think about different ways to complete a project (Independence)
- 90% Can make a plan and stick to it (Mastery
- 100%Have a skill they are proud of (Mastery)
- 83% Make good choices (Independence)
- 100%Want to make a difference in school, church or community (Generosity)
- 100%Look for ways to help others (Generosity)
- 93% Feel like friends listen and care about them (Belonging)
- 87% Feel comfortable sharing ideas with adult (Belonging)