

Families, Youth, and Communities

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V(A). Planned Program (Summary)

1. Name of the Planned Program

Families, Youth, and Communities

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
608	Community Resource Planning and Development	20%	20%	0%	0%
802	Human Development and Family Well-Being	30%	30%	0%	0%
806	Youth Development	50%	50%	0%	0%
Total		100%	100%	0%	0%

V(C). Planned Program (Inputs)

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

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	107.0	3.0	0.0	0.9
Actual	125.3	2.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c 2992776	1890 Extension 160757	Hatch 0	Evans-Allen 0
1862 Matching 2994993	1890 Matching 46231	1862 Matching 0	1890 Matching 0
1862 All Other 7247880	1890 All Other 10500	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Activities include Entrepreneurial Education, Asset-based Economic Development, Leadership, Civic Engagement, 4-H Camping programs, 4-H After-School programs, 4-H In-school programs, 4-H Clubs, 4-H Special Interest groups, 4-H Cloverbud groups, district 4-H trainings, local 4-H trainings, home school education, child care provider education, parent education, online education and distance learning, community viability work, and specialized trainings and workshops to qualify instructors and to train trainers.

In response to the CSREES and external merit reviews of the 2007 report and 2009-2013 plan of work for Virginia, the number of outcomes have been reduced for this planned program. Therefore, a number of the outcomes originally planned for 2008 are not reported on.

2. Brief description of the target audience

- Youth between the ages of 5 -19
- Parents
- Child care providers
- Providers of After-school care
- Community organizations
- Community partners
- Community leaders and government officials
- Donors
- K-12 Educators
- Volunteers

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	86000	178000	761000	1600000
2008	201910	422526	646454	632467

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	5	0	
2008	73	0	73

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

Number of trainings, educational workshops, and on-line education sessions for VCE's targeted audiences

Year	Target	Actual
2008	5000	5834

Output #2

Output Measure

Number of fact sheets, publications and curricula on youth development, families, and communities

Year	Target	Actual
2008	1013	72

Output #3

Output Measure

Number of members in in-school, after-school, community clubs, special interest activities, 4-H military programs, and camps

Year	Target	Actual
2008	104150	77642

Output #4

Output Measure

Number of citizens receiving entrepreneurial education

Year	Target	Actual
2008	150000	1824

Output #5

Output Measure

Number of youth and adults engaged in leadership development education

Year	Target	Actual
2008	2000	3948

Output #6

Output Measure

Number of clubs where youth are involved in structured after school programming

Year	Target	Actual
2008	600	3708

V(G). State Defined Outcomes

O No.	Outcome Name
1	Percentage of trained volunteers and citizens participating in leadership development indicating increased knowledge, skills, and attitudes as a result of participation
2	Percentage of 4H volunteers (both youth and adult) that demonstrate an increase in knowledge and use of positive youth development skills and concepts when working with youth
3	Percentage of youth/adults engaged in the 4H program that demonstrate an increase in knowledge and skills related to specific projects and/or subject matter
4	Number of volunteers completing master training that gain knowledge and skills enabling them to accept leadership roles within the organization
5	Percentage of 4H campers that demonstrate an increase in specific life skills as a result of camp participation
6	Percentage of youth involved in the 4H program that indicate an increase in specific life skills
7	Percent increase in life skill development among senior 4H members as a result of participation in State 4H Congress
8	Percentage of youth and adults involved in the 4H community club program that indicate increased knowledge and skills related to community involvement and improvement
9	Percentage of senior 4H members indicating that attendance at State 4H Congress enabled them to perform better at school or work
10	Percent of parents increasing knowledge in understanding child development
11	Percent of parents increasing knowledge of effective parenting practices
12	Percent of parents increasing knowledge in nurturing children
13	Percent of parents adopting practices in nurturing children
14	percent of parents increasing knowledge in guiding children
15	Percent of parents adopting practices in guiding children
16	Percent of parents using available community resources to meet their needs
17	Percent of parents adopting practices to reduce family conflict and manage stress
18	Percent of childcare providers/teachers able to describe the stages of physical, cognitive, and social development of young children
19	Percent of childcare providers able to state and implement techniques used to observe and record children's behavior
20	Percent of childcare providers enrolled in professional associations
21	Percent of childcare providers who adopt/include one new physical activity in their program
22	Percent of childcare providers who adopt one or more healthy food practices in their program
23	Percent of childcare providers preparing an emergency plan for home or center
24	Percent of childcare providers increasing knowledge and implementing effective guidelines for program operation
25	Percent of childcare providers implementing one strategy to improve relationships with enrolled families
26	Percentage of childcare providers who increase knowledge of core competencies, improve the child's learning environment, or improve program management practices.
27	Percent of parents increasing knowledge in effective parenting practices to include nurturing and guidance, understanding child development, and awareness of available community resources to meet family needs
28	Percent of parents adopting developmentally appropriate effective parenting practices to include nurturing and guidance and utilizing community resources to meet family needs and to reduce family conflict and manage stress
29	Number of youth and adults demonstrating an increase in knowledge and/or skills in animal sciences.
30	Number of youth participating in the family sciences 'Safe at Home: Safe Alone' curriculum demonstrate learning safe practices to create a secure home environment.
31	Number of youth through communication and expressive arts programming demonstrate increase self-efficacy in public speaking, presentations, visual arts, and performing arts.
32	Number of 4-H youth participating in foods, nutrition, and health programs demonstrate healthy living choices in foods, nutrition, physical fitness, at-risk health behaviors, and general health.
33	Number of volunteers completing a training program and successfully leading a youth development program, activity, event, or club.
34	Number of youth indicating increased knowledge and/or skills related to leadership.
35	Number of youth indicating increased knowledge/skills related to Character Counts and/or number demonstrating the use of value skills developed.
36	Number of youth, or parents of youth, reporting a positive change in life skills as a result of participation in a 4-H camp.
37	Number of youth engaging in 4-H clubs demonstrating increased leadership, teamwork, goal setting, and general life skill development.

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38	Number of youth reporting positive attitude change and/or aspirations about learning and careers in a 4-H project area.
39	Number of youth participants in 4-H natural resources and environmental education programs demonstrate environmentally responsible behavior.
40	Number of youth indicating increased knowledge/skills related to economic education and/or entrepreneurship.
41	Number of youth increasing participation in science and technology educational programming/clubs.
42	Number of youth reporting positive attitude change and/or aspiration related to volunteering and community service.

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
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
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V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Populations changes (immigration,new cultural groupings,etc.)
- Other (postage and printing budget reductions)

Brief Explanation

In 2008, there were vacancies in 4-H and Family and Consumer Sciences agent and specialist positions that were not filled. Some of those positions are still in the search process and others have been subject to a statewide hiring freeze due to local and state budget constraints. These vacancies impeded meeting some of the outputs and outcomes in this planned program for 2008. Indirect youth contacts are lower than planned due to reductions in postage and printing budgets.

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

Evaluation Results

Character Counts in Brazil - Based on the 2004 and 2006 efforts by VCE 4-H Agents, VCE 4-H Faculty conducted a qualitative research project through focus groups with teachers, administrators, parents and students to assess the impacts of Character Counts efforts since 2004. Due to the Character Counts program, teachers reported students became more ethical, volunteerism increased in the schools and communities, students and parents showed more respect for one another and school facilities, violence decreased (gangs, negative behavior, and bullying), schools generated more private funding, and school academic performance improved. In addition, Character Counts schools formed a greater sense of community spirit. One interpreter said "she had been away from teaching for three years and she was amazed at how much has been done with Character Counts and how the schools have improved since the implementation of Character Counts." Other teachers said they had not realized how much of a positive impact they had made in two years until the focus group members met; sharing how much the program had positively changed them. In some schools, upon adopting Character Counts, businesses and industry contributed financially to the schools because the government did not provide adequate funding. Because volunteerism is not a cultural priority in Brazil, comments were shared about the increased volunteerism in schools and gardening facilities. One parent shared, "her volunteerism began in her daughter's school as a result of attending remedial classes with her child; this relationship fostered continued volunteerism." Another impact of the initiation of volunteerism included one parent collecting recyclable plastics to sell for the purchase of computers for her child's school. These impacts and changes in culture were a direct result of Character Counts implementation.

Key Items of Evaluation

See above text box.