

V (A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

4-H Youth Development

2. Brief summary about Planned Program

Colorado State University will enhance outreach to Colorado's youth through 4-H and Youth Development programs in county 4-H clubs, schools, after-school programming, state-wide programs, and special interest learning experiences. This program emphasizes personal growth of young people through experiential learning with well-designed curricula and projects. There is a special emphasis on Science, Technology, Engineering and Math (STEM)-related curriculum and activities, in helping prepare the next generation of scientists. Development of volunteers to provide much of the leadership to this organization and increased private fund-raising are especially important.

3. Program existence : Mature (More than five years)

4. Program duration : Long-Term (More than five years)

5. Expending formula funds or state-matching funds : Yes

6. Expending other than formula funds or state-matching funds : Yes

V (B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
216	Integrated Pest Management Systems	1%		0%	
307	Animal Management Systems	1%		0%	
802	Human Development and Family Well-Being	5%		0%	
806	Youth Development	93%		0%	
	Total	100%		0%	

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Overall in 2008-2009, 84,644 Colorado youth were reached by 4-H. Youth Development programs. Specifically, 17,165 youth participated in traditional 4-H Clubs. 4-H club programs are most effective in bringing youth and adults together in a long-term relationship for experiential learning. Special interest, short term programs served 5,531 Colorado youth. School aged child care served 11,279 Colorado youth. School enrichment through 4-H resources served 52,076 Colorado youth. 4-H Youth Development programs in Colorado will continue to affect positive change in life skills and in Science, Technology, Engineering and Math (STEM) for youth ages 5 - 18.

2. Scope of the Program

- In-State Extension
- Multistate Extension

V (D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

- In Colorado, 33 percent of K-12 youth are responsible for taking care of themselves after school (Afterschool Alliance)
- 77 percent of children from single-parent Colorado households have a parent who works.
- Family-based programs that work with parents and youth together, such as 4-H, have a powerful influence on not only the home management skills of youth but also the developmental level of the youth.
- Caring adults are interested in being a part of the development of youth and will become and stay as volunteers if they are supported appropriately (recruited, trained, evaluated, and recognized).

2. Ultimate goal(s) of this Program

Colorado's 4-H Youth Development program will help develop youth into contributing, effective members of society through experiences that develop their leadership, citizenship and life skills. Science, Technology, Engineering and Math (STEM) emphasis will contribute to preparing the next generation of scientists in the US. As numerous volunteers serve as positive role models for youth, another goal of the Colorado 4-H Youth Development program is to recruit, train, retain, evaluate and recognize an increasing number of volunteer leaders.

V (E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2011	50.0	0.0	0.0	0.0
2012	50.0	0.0	0.0	0.0
2013	50.0	0.0	0.0	0.0
2014	50.0	0.0	0.0	0.0
2015	50.0	0.0	0.0	0.0

V (F). Planned Program (Activity)

1. Activity for the Program

- Support traditional club program by recruiting and establishing new clubs
- Conduct after school and school enrichment programs that provide curriculum in Science, Technology, Engineering and Math (STEM), leadership, citizenship and life skills development.
 - Develop new curriculum in response to new audience needs
- Strengthen the volunteer management system needed to implement the 4-H Youth Development program by: Conducting agent trainings to develop volunteer management skills, Developing tools to support volunteer management system, Delivering volunteer leader training, Developing new funding support through individual and group solicitation, grant applications and fee-for-service programs.

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension

Direct Methods	Indirect Methods
<ul style="list-style-type: none"> • Workshop • Group Discussion • One-on-One Intervention • Demonstrations 	<ul style="list-style-type: none"> • Public Service Announcement • Newsletters • Web sites

3. Description of targeted audience

- For 4-H Youth Development programming - all Colorado youth, ages 5 - 19.
- For volunteers - interested adults, parents, community members, seniors, partner agencies.
- For increased funding - potential funding entities, including grant providers.

V (G). Planned Program (Outputs)

1. Standard output measures

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

	Direct Contact Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2011	6500	1000	16250	85000
2012	6500	1000	16250	85000
2013	6500	1000	16250	85000
2014	6500	1000	16250	85000
2015	6500	1000	16250	85000

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

2011:0 2012:0 2013:0 2014:0 2015:0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2011	0	2	0
2012	0	2	0
2013	0	2	0
2014	0	2	0
2015	0	2	0

V (H). State Defined Outputs

1. Output Target

- Increased funding for 4-H Youth Development through private dollars by increasing support from the Colorado 4-H Foundation. (These have been increased based on our 2005-06 actual of \$240,000.)
2011:250000 2012:250000 2013:250000 2014:250000 2015:250000
- Number of web hits regarding 4-H topics, excluding pages of Agent Resources and Blog areas of the site.
2011:500000 2012:500000 2013:500000 2014:500000 2015:500000
- Number of youth reached by all 4-H delivery methods-club, after school, school enrichment. These numbers are being revised upward based on actual numbers for 2006-07 program year.
2011:90000 2012:95000 2013:95000 2014:100000 2015:100000
- New/revised curriculum to meet changes in needs for youth audiences.
2011:5 2012:5 2013:5 2014:5 2015:5
- Number of volunteer management trainings held and tools developed.
2011:50 2012:60 2013:60 2014:60 2015:60
- Number of volunteer leaders. (These have been reduced to reflect the anticipated increase from a current base of 8900.)
2011:7650 2012:7700 2013:7750 2014:7780 2015:7800
- Number of on-line e-Learning orientation modules completed by volunteers.
2011:500 2012:500 2013:500 2014:500 2015:500
- Amount of grant dollars generated to support 4-H Youth Development programs.
2011:950000 2012:1000000 2013:1000000 2014:1000000 2015:0
- Value of volunteers' time that Colorado 4-H adult volunteers provide to 4-H programming, based on average donation of 128 hours/volunteer at \$20.25/hour (national average for value of time)
2011:15000000 2012:15000000 2013:15000000 2014:15000000 2015:15000000
- Increased volunteer leaders' effectiveness as measured by retention rate of first year leaders.
2011:75 2012:75 2013:75 2014:75 2015:75

- Number of new volunteer leaders engaged and strengthening leadership capacity in community functions

2011:25

2012:30

2013:35

2014:40

2015:45

V (I). State Defined Outcome

O. No	Outcome Name
1	Percent of youth reporting positive change in life skills including leadership, citizenship, decision making and communications skills as a result of 4-H participation.
2	Percent of volunteers reporting increased skills in area of responsibility.
3	Percent of youth reporting increased knowledge of Science, Technology, Engineering and Math (STEM) competencies through 4-H participation.
4	Percent of youth reporting change in behavior based on 4-H participation in Science, Technology, Engineering and Math (STEM) education/activities.
5	Percent of participating youth who increased knowledge through Meat Quality Assurance (MQA) training.
6	Percent of participating youth who changed behavior as a result of Meat Quality Assurance (MQA) training. Indicators may include making ethical decisions, being careful in storing medications, or properly handling and caring for animals.
7	Percent of participating youth demonstrating improved behavior in science learning, such as career exploration, leading or teaching groups, or volunteer experiences
8	Percent of participating youth applying science process skills, including incorporation of science learning in community service and/or entrepreneurship/career success
9	Percent of participating youth increasing knowledge and/or skills in Science, Technology, Engineering and Math (STEM) content and/or careers
10	Percent of participating youth increasing positive attitude and/or aspirations about Science, Technology, Engineering and Math (STEM) learning and careers
11	Percent of participating youth increasing science process skills (observation, comparison, hypothesis), use of the scientific method, or problem solving.
12	Percent of participating volunteers who increased knowledge regarding community leadership
13	Percent of participating volunteers increasing skills: helping youth develop life skills; solving problems; connecting to the community; demonstrating pride in accomplishments
14	Percent of participating volunteers who consider they have made a positive impact on the lives of others.
15	Percent of participating volunteers who have learned valuable skills.

Outcome # 1

1. Outcome Target

Percent of youth reporting positive change in life skills including leadership, citizenship, decision making and communications skills as a result of 4-H participation.

2. Outcome Type : Change in Condition Outcome Measure

2011:80 2012:80 2013:80 2014:80 2015:0

3. Associated Knowledge Area(s)

- 802 - Human Development and Family Well-Being
- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 2

1. Outcome Target

Percent of volunteers reporting increased skills in area of responsibility.

2. Outcome Type : Change in Condition Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:0

3. Associated Knowledge Area(s)

- 802 - Human Development and Family Well-Being
- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 3

1. Outcome Target

Percent of youth reporting increased knowledge of Science, Technology, Engineering and Math (STEM) competencies through 4-H participation.

2. Outcome Type : Change in Knowledge Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:75

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 4

1. Outcome Target

Percent of youth reporting change in behavior based on 4-H participation in Science, Technology, Engineering and Math (STEM) education/activities.

2. Outcome Type : Change in Knowledge Outcome Measure

2011:50 2012:50 2013:50 2014:50 2015:50

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 5

1. Outcome Target

Percent of participating youth who increased knowledge through Meat Quality Assurance (MQA) training.

2. Outcome Type : Change in Knowledge Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:75

3. Associated Knowledge Area(s)

- 307 - Animal Management Systems
- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 6

1. Outcome Target

Percent of participating youth who changed behavior as a result of Meat Quality Assurance (MQA) training. Indicators may include making ethical decisions, being careful in storing medications, or properly handling and caring for animals.

2. Outcome Type : Change in Action Outcome Measure

2011:50 2012:50 2013:50 2014:50 2015:50

3. Associated Knowledge Area(s)

- 307 - Animal Management Systems
- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 7

1. Outcome Target

Percent of participating youth demonstrating improved behavior in science learning, such as career exploration, leading or teaching groups, or volunteer experiences

2. Outcome Type : Change in Action Outcome Measure

2011:50 2012:50 2013:50 2014:50 2015:50

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 8

1. Outcome Target

Percent of participating youth applying science process skills, including incorporation of science learning in community service and/or entrepreneurship/career success

2. Outcome Type : Change in Action Outcome Measure

2011:50 2012:50 2013:50 2014:50 2015:50

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 9

1. Outcome Target

Percent of participating youth increasing knowledge and/or skills in Science, Technology, Engineering and Math (STEM) content and/or careers

2. Outcome Type : Change in Knowledge Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:75

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 10

1. Outcome Target

Percent of participating youth increasing positive attitude and/or aspirations about Science, Technology, Engineering and Math (STEM) learning and careers

2. Outcome Type : Change in Knowledge Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:75

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 11

1. Outcome Target

Percent of participating youth increasing science process skills (observation, comparison, hypothesis), use of the scientific method, or problem solving.

2. Outcome Type : Change in Knowledge Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:75

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 12

1. Outcome Target

Percent of participating volunteers who increased knowledge regarding community leadership

2. Outcome Type : Change in Knowledge Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:75

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 13

1. Outcome Target

Percent of participating volunteers increasing skills: helping youth develop life skills; solving problems; connecting to the community; demonstrating pride in accomplishments

2. Outcome Type : Change in Action Outcome Measure

2011:50 2012:50 2013:50 2014:50 2015:50

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 14

1. Outcome Target

Percent of participating volunteers who consider they have made a positive impact on the lives of others.

2. Outcome Type : Change in Condition Outcome Measure

2011:35 2012:35 2013:35 2014:35 2015:35

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

Outcome # 15

1. Outcome Target

Percent of participating volunteers who have learned valuable skills.

2. Outcome Type : Change in Knowledge Outcome Measure

2011:75 2012:75 2013:75 2014:75 2015:75

3. Associated Knowledge Area(s)

- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension

V (J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

Participation in 4-H Youth Development programs does not come without cost. If funding is not sufficient, scholarship help for families may not be available and individuals may be forced to not participate. Families have the opportunity to choose from many different activities for youth. 4-H may lose membership to other youth activities. At the same time, population shifts to urban sites could increase 4-H Youth Development participation if 4-H is able to establish relevant programs in non-rural environments.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Case Study
- 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.

Description

Regular pre-post evaluations are used. An evaluation consultant has guided 4-H Youth Development staff in developing and using instruments state-wide to collect impact data on life skills acquired/increased due to 4-H participation. These learned skills will continue to be practiced and refined so that life skills and Science, Technology, Engineering and Math (STEM) outcomes can be accurately documented and effectively communicated.

2. Data Collection Methods

- Sampling
- Whole population
- On-Site
- Unstructured
- Case Study
- Observation
- Tests
- Other (Record Books)

Description

Pre-post tests, standard survey technology. Observation/case studies are routinely conducted by 4-H Youth Development professionals and volunteers.