4-H Youth Development

V(A). Planned Program (Summary)
1. Name of the Planned Program

4-H Youth Development

V(B). Program Knowledge Area(s)
1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
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<th>% 1890 Extension</th>
<th>% 1862 Research</th>
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V(C). Planned Program (Inputs)
1. Actual amount of professional FTE/SYs expended this Program

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

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V(D). Planned Program (Activity)
1. Brief description of the Activity
Positive Youth Development:
- Employ Essential Elements (belonging, independence, mastery and generosity) as the basis for life skill development and related workforce development skills.
- Utilize Experiential Education Model (Experience, Share, Process, Generalize, Apply)

Provide opportunities for youth to:
- feel and believe that they are cared about by others (Attachment, Belonging, Connection)
- feel and believe they are capable and successful (Achievement, Mastery, Competence)
- know they are able to influence people and events (Autonomy, Power, Confidence)
- practice helping others through youth’s own generosity (Altruism, Purpose, Contribution)

Subject matter:
(USDA/CSREES Mission Mandates)
Science, Engineering, Technology (includes: science literacy, animal science, plant science, environmental science, life sciences, etc) Citizenship (includes youth engagement, community youth development, community service, character development, civic engagement, etc) Healthy Lifestyles (includes chemical health, mental and emotional health, foods & nutrition, physical health and safety, etc)

2. Brief description of the target audience
• School Age youth (K – 13, one year out of high school) and their parents
• 4-H Volunteers (adult and youth)
• Teachers/Educators/other youth development educators
• School Age Child Care Providers
• College Students (interns, collegiate 4-H)
• Other Extension Professionals and university partners
• Communities: stakeholders and non-profit, social service, government agencies
• Under-served and under-represented audiences
Delivery modes:
• 4-H Clubs and related activities
• 4-H Afterschool (clubs and short-term programs)
• 4-H School Enrichment
• 4-H Special Interest
• 4-H Camping (day camps and overnight camping)
• 4-H Mentoring and Individual Study

V(E). Planned Program (Outputs)
1. Standard output measures

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<th>Year</th>
<th>Direct Contacts Adults</th>
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2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

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3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

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V(F). State Defined Outputs

Output Target

Output #1

Output Measure
- 893 organized 4-H Clubs; 1098 4-H special interest/short-term programs; 321 camping programs; 3692 4-H school enrichment programs; 82 school age child care educational programs.

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### V(G). State Defined Outcomes

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<th>O No.</th>
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</table>
| 1     | Short Term Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including:  
  - policies that need to be addressed.  
  - community resources and support. |
| 2     | Medium Term Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by:  
  - taking on leadership roles in their youth organizations and schools.  
  - working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development. |
| 3     | Long Term Youth demonstrate mastery and competencies needed to become engaged citizens by:  
  - assuming leadership positions in communities.  
  - developing and implementing action plans to address community needs.  
  - becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues. |
| 4     | Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including:  
  - policies that need to be addressed.  
  - community resources and support. |
| 5     | Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including policies that need to be addressed, community resources and support. |
| 6     | Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including:  
  - policies that need to be addressed.  
  - Community resources and support. |
| 7     | Long Term - Youth demonstrate mastery and competencies needed to become engaged citizens by:  
  - assuming leadership positions in communities.  
  - developing and implementing action plans to address community needs.  
  - becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues. Youth |
| 8     | Long Term - Youth demonstrate mastery and competencies needed to become engaged citizens by:  
  - assuming leadership positions in communities.  
  - developing and implementing action plans to address community needs.  
  - becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues. |
| 9 | Long Term - Youth demonstrates mastery and competencies needed to become engaged citizens by: assuming leadership positions in communities; developing and implementing action plans to address community needs; becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues. |
4-H Youth Development

Outcome #1

1. Outcome Measures
   Short Term Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including:
   * policies that need to be addressed.
   * community resources and support.

2. Associated Institution Types
   * 1862 Research

3a. Outcome Type:
   Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

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<th>KA Code</th>
<th>Knowledge Area</th>
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<tr>
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</table>

Outcome #2

1. Outcome Measures
   Medium Term Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by:
   * taking on leadership roles in their youth organizations and schools.
   * working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.

2. Associated Institution Types
   * 1862 Extension

3a. Outcome Type:
   Change in Action Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement
4-H Youth Development

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

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Outcome #3

1. Outcome Measures

Long Term Youth demonstrate mastery and competencies needed to become engaged citizens by

- assuming leadership positions in communities.
- developing and implementing action plans to address community needs.
- becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Operation Military Kids

Realities of the ‘war on terror’ have contributed to a major change in the military culture of the National Guard and Army Reserve. Deployment of these soldiers as an army providing back up to active duty soldiers has changed to deployment as routine expectation. As a result, many youth and families have been suddenly confronted with challenges they did not anticipate.

Operation: Military Kids (OMK) is a national collaborative effort being implemented in many states to address these challenges. New Jersey OMK has focused on teens and expansion of leadership opportunities for them.

What has been done
New Jersey has expanded military kids to include:
- OMK Teen Speakers' Bureau
- Hero Packs - Care Packages for Military Children
- RSG! Trainings - Community Awareness Briefings
- Mobile Technology Lab - Connecting with Technology
- Project Young Heroes
- Teen Leadership Camp Out

NJ Teen Leadership Camp Out was a 3-day event for a diverse group of teens from NJ and NY, including 4-H members and military youth. Youth actively participated in a variety of teambuilding and leadership development workshops and projects. Objectives of the program were to:
- Increase teens' understanding of leadership and the connection to life skill development.
- Strengthen leadership skills in teens including teamwork, problem solving, cooperation, and communication.

OMK Project Young Heroes - In an effort to develop connections between military and non-military youth, youth shared their experiences with deployment of a parent. The impact of their stories of loneliness, sadness, worry, and isolation from their peers motivated a group of 12 teen leaders to initiate Young Heros. This is a youth service project designed to respond to the needs of youth impacted by military deployment. The goals of the Young Heros project were to:
- Understand the unique stresses experienced by youth and their families before, during, and after deployment.
- Enhanced skill development in media and technology, public speaking, team building, and working effectively with adults.
- Design and produce a video/DVD featuring youth who have experienced the deployment of a parent.
- Package a tool kit of hands-on educational materials to assist presenters.
- Raise awareness of the impact of deployment on youth and mobilize communities to provide needed support.

Speak Out Military Kids (SOMK) is a program designed for teens interested in increasing community awareness about the unique issues facing children with deployed parents. Teen participants served as a speakers' bureau for the OMK initiative. Teens received training on the stages of deployment, the effects of deployment on the family unit and public speaking skills. Participants were encouraged to create and utilize media technologies to assist their presentations to schools and community groups.

Hero Packs, care packages filled with age-appropriate items designed to aid youth in coping with their parent's deployment, were assembled by youth and adults volunteers and then distributed to military youth. Hero Pack objectives were to:
- Provide youth with a hands-on opportunity to support military youth by participating in Hero Pack Assembly events.
- Provide information about local support programs for military families.
- Recognize military youth for their sacrifices in having a parent serving our country and to show them that other children support them.

Results

The New Jersey Operation Military Kids program resulted in programs that influenced decision makers in policy development and critical issues impacting youth whose parents were deployed.

The RSG! Trainings engaged communities and facilitated group service projects reaching over 470 youth and adults.

The Teen Leadership Camp Out resulted in teens gaining leadership skills - evaluations documented that:
- 92% will do something new or different.
- 85% have changed the way they think, act, or behave.
- 96% plan to use or share what they learned.
- Participants planned to use what they learned in these settings: 62% when leading other groups; 17% in school; 17% in 4-H club meetings.
- 83% of participants indicated that because of the Leadership Camp Out they believe they can be better leaders.

4. Associated Knowledge Areas

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<tr>
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Outcome #4

1. Outcome Measures
4-H Youth Development

Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including: - policies that need to be addressed. - community resources and support.

2. Associated Institution Types

• 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

'Be a Robotics Explorer' 4-H Summer Enrichment Program

School test results show that a large number of youth in New Jersey are not proficient in the areas of math, science and technology. In addition, many boys and girls are afraid or apprehensive about doing science related activities. Given these facts it is important to focus on the National 4-H Initiative of Science, Technology and Engineering by providing educational programs that provide an opportunity for youth to explore and learn about science and technology in a positive, non-threatening, hands-on and fun environment.

What has been done

Sixteen youth in grades 4-7 participated in the week-long 'Be a Robotics Explorer' 4-H Summer Enrichment Program. This program, which focused on robotics, featured an opportunity for youth to discover and learn about robotics using age appropriate and fun hands-on activities. Creativity and critical thinking skill development were important aspects of the program as participants worked together to design, build and program a tankbot and robot. The highlight of the week was the Robotics Skill-A-Thon were families of the children who participated in the program were invited to participate in several interactive stations. Through fun, hands-on activities, families worked together to write instructions on how to build a robot; decode messages; build a tankbot; perform robotics math; and program a robot to move. The program participants demonstrated how their robots moved through an obstacle course that they designed and constructed during the week.

Purpose/objectives of the program were:
* To provide an opportunity for youth to learn about technology, robots and computer programming.
* To develop an understanding of robotics.
* To develop creative thinking, problem solving and communication skills.

Results

* Ninety-two percent (92%) of participants indicated that they learned how to build a tankbot on the end-of-program evaluation and 92% indicated that they have the ability to program a robot to make point and non-point turns.
* Sixty-nine percent (69%) of the participants indicated that they learned 'A Lot' about how to communicate with others and 62% learned 'A Lot' with regard to how to work together and analyze and solve problems.
* Seventy-six percent (76%) of the participants increased their score from pre test to post test by an average of 21%.
* One hundred percent (100%) of the participants indicated that they plan to use or share what they learned.

4. Associated Knowledge Areas

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Outcome #5

1. Outcome Measures
4-H Youth Development

Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including policies that need to be addressed, community resources and support.

2. Associated Institution Types

• 1862 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Union County 4-H Summer Science Program

Low income children in Union County score significantly lower on science achievement tests than middle and upper income students.

What has been done
For seven weeks each summer, 4-H enriches the summer vacations of children by providing them with science education. This is accomplished by providing science teachers to summer day camps located in the poorer parts of Union County. Approximately 600 children, ages 6 to 12, participated in the program this year.

Results
136 of the children who participated in the 2007 program completed an end-of-program evaluation. The evaluation showed that:
- 88% of total said that as a result of being in the 4-H Summer Science Program they can solve a problem better now.
- 82% of total said that as a result of being in the 4-H Summer Science Program they can observe things better.
88% of total said that as a result of being in the 4-H Summer Science Program they can do an experiment.
71% of total said that as a result of the 4-H Summer Science Program they like science more than before.
76% of total said that as a result of the 4-H Summer Science Program I would like to learn more about science.
67% of total said they would tell someone what they learned.
35% of total said as a result of the 4-H Summer Science Program they would like to become a scientist someday.

4. Associated Knowledge Areas

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Outcome #6

1. Outcome Measures
Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including: - policies that need to be addressed. - Community resources and support.

2. Associated Institution Types

• 1862 Extension
3a. **Outcome Type:**
Change in Knowledge Outcome Measure

3b. **Quantitative Outcome**

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3c. **Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**Urban Gardening Education**

Atlantic City schools have an average 6.4% drop out rate compared to the state average of 1.8% and a 58.8% graduation rate (state average 88.8%). Proficiency in science (NJASK8) is below the state average, while partial proficiency in these subjects (52.4%) is well above the state average (21%).

Research on gardening suggests a variety of benefits, for both individuals and for communities. Science achievement, positive attitudes toward school and community, and increased life skills development are enhanced through hands-on gardening activities. Young people show positive attitudes toward fruit and vegetable snacks and an improvement in vegetable preference scores after completing activities from a nutrition gardening program. In addition, gardening is one of the most commonly practiced types of exercise and is a recommended form of physical activity.

**What has been done**

170 youth were involved in 110 hours of gardening education that ran from 12 to 24 weeks depending on the group and the organization partner. Some students were involved in year round indoor gardening activities that complemented their ongoing science lessons. An afterschool 4-H garden club was established and involved in a special school/community garden service project and youth from a 21st Century Learning Center program participated in an indoor/outdoor garden project. The special needs high school students expanded their involvement this past year with the establishment of a recognized Horticultural Occupational Therapy Program. These students began with greenhouse gardening and continued through the summer with an outdoor community garden.

**Results**

Student pre/post and post/post test results indicated overall gains in knowledge and attitudes basic plant science. Results demonstrated significant gains (p < .05) for plant needs, plant parts and function, and germination and significant gains (p < 0.0167) for the constructs of plant science for plant growth and development, soil, insects and diseases, and vegetables and herbs. Qualitative data for all programs also indicated that the students enjoyed the program, shared what they learned with others, and wanted to participate in more gardening type activities. Consistently over the years, an increase in knowledge and skills in the area of plant science and gardening have been noted over the past years using a variety of pre/post, post/post tests and other evaluation methods indicating short term objectives have been met. A variety of methods were used during this past, and final, year to document any mid term goals of changing behaviors and attitudes.

Obtaining permission from the principal, students' parents, and 2nd grade teachers, student report cards for all 2nd graders were compared with regards to science grades and other indicators. The 2nd grade class involved with the indoor garden project had 26.32% more A's in the 4th marking period than all other 2nd grade classes and 94.74% of all participating students had a mean 2.25 grade increase from the 1st to 4th marking periods. The teacher noted a 31.58% noticeable improvement in the students' science writing skills and a 27% increase in demonstrated deeper comprehension overall. Only 1 student (.05%) of participating students had discipline problems requiring detention/suspension during the school as compared to 2.7% of all other 2nd grade students. The teacher noted that 2 particular students had a 'dramatic attitude change in a positive way' and 78.95% exhibiting more positive behavior in the classroom because of responsibility and ownership of the plants.

4. **Associated Knowledge Areas**

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**Outcome #7**

1. **Outcome Measures**
Long Term - Youth demonstrate mastery and competencies needed to become engaged citizens by: assuming leadership positions in communities, developing and implementing action plans to address community needs, becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues. Youth

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Shotwell 4-H Educational Exhibit Hall

The Sussex County 4-H program addresses the developmental needs of local youth by providing programming that supports positive youth development. The program has grown steadily over the years.

The goal of constructing a 4-H building at the county fairgrounds has been to strengthen the long-term sustainability of the 4-H program in Sussex County. This effort has led 4-H staff and volunteers to become more practiced in strategic planning and development and to increase our ability to assess organizational need and plan accordingly.

What has been done

To accommodate this growth and to anticipate future capacity a volunteer effort was initiated to establish a permanent 4-H building at the Sussex County Fairgrounds (Augusta, NJ).

The building will serve as a showcase for projects of local 4-H clubs during the annual New Jersey State Fair and Sussex County Farm and Horse Show.

In the off-season the building will host 4-H special events and clinics during the off season. (The need for such a venue has been documented for several years.) The New Jersey State Fair coordinates rental of the building by other not-for-profit organizations outside of the annual fair. These rentals serve a community need and provide funds to support the maintenance of the building.

A public relations campaign was undertaken by 4-H staff to generate public awareness and attract donors. The building was completed in July in time for the 2007 New Jersey State Fair. A not-for-profit (501-c-3) corporation comprised of 4-H volunteers has been established to oversee and develop building use.

Results

Raising the building has served as a focus for Sussex 4-H clubs in 2007. Fundraising, witnessing the building's construction and using the building for the 2007 Fair has been rewarding to the Sussex 4-H community; the building is a source of pride. Moreover, its completion represents the culmination of years of planning and effort by long time 4-H volunteers and members. This process galvanized the county's 4-H community as volunteers mobilized resources to raise the necessary funds to make this building a reality. The Sussex 4-H community recognizes the Shotwell Building as a resource for current and future 4-H members.

Comments from the 4-H community and visitors to the building have been entirely positive. Many have observed several design features that make the building highly functional and versatile. These include the well ventilated construction and insulation. The finished walls allow the building's use as a venue for formal and informal events.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #8

1. Outcome Measures
4-H Youth Development

Long Term - Youth demonstrate mastery and competencies needed to become engaged citizens by assuming leadership positions in communities, developing and implementing action plans to address community needs, becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

• 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tbody>
<tr>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Workforce Preparation Programs

The Englewood Department of Recreation is a main employer of Englewood youth during the summer months. The recreation department noted a decrease in applicant preparedness and communication abilities. For this reason, the Recreation Department requested an intensive interview preparation program that would prepare Englewood youth for obtaining a position with the Recreation Department.

What has been done

The goal was to help Englewood youth become more professional job candidates when applying for a position with the Englewood Recreation Department. To accomplish this, the program focused on the following areas:

* Learning how to recognize what the employer is looking for in candidates through research
* Gain a better understanding of individual KSAs and how to align them with a job description
* Be prepared to answer specific and general interview questions
* Learn to prepare for an interview

Results

The goal of the program was accomplished as the Recreation Department indicated that the program was a resounding success. They noted an increase in professionalism, ability to represent oneself in an interview, and use of notes and resumes when interviewing which in the Recreation Departments opinion was directly related to the provided program. They have committed to expand the program for the upcoming year in an effort to build on the success.

All of the program participants were hired by the Recreation Department. The Recreation department noted a definite increase in applicant preparation and professionalism.

4. Associated Knowledge Areas

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</table>

Outcome #9

1. Outcome Measures

Long Term - Youth demonstrates mastery and competencies needed to become engaged citizens by: assuming leadership positions in communities; developing and implementing action plans to address community needs; becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.

2. Associated Institution Types

• 1862 Research
3a. Outcome Type:  
Change in Condition Outcome Measure

3b. Quantitative Outcome

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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Impact of Welfare Reform Policies

Welfare reform as implemented through the Personal Responsibility & Work Opportunity Reconciliation Act (PRWORA) has had a tremendous impact on poor women and their children throughout the United States. While a great deal has been written about welfare reform effects on urban populations, the impact on rural poor has been examined relatively infrequently. This project will help fill in the knowledge gaps and provide much needed evidence-based information to address welfare reform policies and the effects on rural and poor women and children.

What has been done
An analysis of the interactions among public assistance and informal social supports, community context, and individual and family characteristics and their relation to the functioning and well-being of rural low income families with children over three years time is being performed. Also, the project examines how families have adapted to policy and economic changes to achieve self-sufficiency (household adaptive strategies and well being that are associated with economic, food security, family functioning and policy.)

In addition, the researcher examined the relative efficacy of labor force attachment, human capital investment and combined strategies used by workers to facilitate the movement of poor recipients from welfare to work. In another research effort, the investigator evaluated how welfare reform was influencing child fostering (children's living situations defined by the absence of both biological parents) in welfare families.

Results
The social impact of this research evidenced itself in state and federal legislation that has sought to limit or repeal family cap laws. These bills include US House of Representative HR-4628, NJ Assembly Bill (A2398) NJ Senate Bills (s1298). Also, the PI published a book on findings from this research: Family Caps, Abortions, and Women of Color, Oxford University Press, in August 2007.

4. Associated Knowledge Areas

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V(H). Planned Program (External Factors)

External factors which affected outcomes
- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Youth risk factors)

Brief Explanation
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
   - Comparisons between program participants (individuals, groups, organizations) and non-participants
   - Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

Evaluation Results
Evaluative results are unique to each planned program. See Qualitative Outcome Statement for each.

Key Items of Evaluation