V(A). Planned Program (Summary)

Program # 7
1. Name of the Planned Program
4-H Youth Development

☑ Reporting on this Program

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

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
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<tbody>
<tr>
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<td>Youth Development</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</table>

V(C). Planned Program (Inputs)
1. Actual amount of FTE/SYs expended this Program

<table>
<thead>
<tr>
<th>Year: 2016</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>1890</td>
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<tr>
<td>Plan</td>
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<tr>
<td>Actual Paid</td>
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<tr>
<td>Actual Volunteer</td>
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

<table>
<thead>
<tr>
<th></th>
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<th>Research</th>
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<td>Smith-Lever 3b &amp; 3c</td>
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<td>1862 Matching</td>
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<td>26360</td>
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<tr>
<td>1862 All Other</td>
<td>7654131</td>
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V(D). Planned Program (Activity)
1. Brief description of the Activity
Volunteer Development & Management - Recruit, orient and train adult volunteers to serve as club and project club leaders and to assume leadership on committees which plan and coordinate local and county activity and events.

Develop four initiative teams made up of state and county 4-H staff and appropriate partners to design and deliver curriculum and in-service training in each of the four initiatives.

Utilize 4-H curriculum, including printed materials, events, contests and or web-based content to support the four initiatives.

Design and implement events in each of the four initiative areas which may include, but not be limited to the following:

**Leadership and Citizenship:** 4-H Volunteer & Parent Conference, District Volunteer Conferences, District Youth In Action Conferences, Leadership Team Retreats, State and District 4-H Officers, Ambassador Training, 4-H Citizenship Washington Focus and Operation Military Kids events.

**Agricultural and Natural Science:** Big Three Field Days, State Fairs, Spring Livestock Shows and Oklahoma Youth Expo, Judging Events and Camps, District and State 4-H Horse Shows, Land, Range and Pasture Judging, Companion Animal Events, Shooting Sports, Wildlife Habitat Evaluation, Insect Zoo, Junior Master Gardeners and Forestry Camp.

**Science and Technology:** STEM Institute, TechXcite, Digital Media, Robotics and GIS/GPS programs.

**Healthy Living:** Food Show Down, Overcoming Obstacles, Healthy Living Grants, ATV Safety.

Some events like State 4-H Roundup and both state fairs contribute to a wide range of priorities.

The 4-H program will conduct meetings, training sessions, classes and use other learning vehicles to help youth develop life skills.

2. **Brief description of the target audience**

Youth, children, parents, teachers, youth and adult volunteers, middle to low income families; race and ethnicity will also be recognized as an identifier of audiences; caretakers, agencies and service providers, schools, policy makers.

Youth in Oklahoma who qualify for the program.

3. **How was eXtension used?**

- 547 volunteers and educators completed the 4-H Youth Development Working with Minors Training.

- Thirty-five staff and volunteers participated in one or more of the OK 4-H Risk Management lessons. Planning for Potential Incidents and Accidents (21) and Event Crisis Management (14)

**V(E). Planned Program (Outputs)**

1. **Standard output measures**
2016 Oklahoma State University and Langston University Combined Research and Extension Annual Report of Accomplishments and Results - 4-H Youth Development

<table>
<thead>
<tr>
<th></th>
<th>2016 Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
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<tbody>
<tr>
<td>Actual</td>
<td>150</td>
<td>50</td>
<td>2000</td>
<td>200</td>
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</tbody>
</table>

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

Patent Applications Submitted

Year: 2016
Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th>2016</th>
<th>Extension</th>
<th>Research</th>
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<tbody>
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</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of in-service training sessions for Extension educators

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<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>59</td>
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</table>

Output #2

Output Measure

- Number of educational trainings offered for volunteers, teen leaders and ambassadors

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<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
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</table>

Output #3

Output Measure

- Number of educational events and contests conducted
Output #4

**Output Measure**

- Number of partnerships and collaborative efforts engaged in to accomplish 4-H Goals

<table>
<thead>
<tr>
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<th>Actual</th>
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<tbody>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2016</td>
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### V(G). State Defined Outcomes

#### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Adult volunteers will maintain or improve the skills necessary to provide appropriate leadership for 4-H club, camp, after-school and special interest programs.</td>
</tr>
<tr>
<td>2</td>
<td>Teen volunteers, officers and ambassadors will learn the leadership skills to become contributing partners with adult volunteers and Extension educators in the design and delivery of 4-H programs.</td>
</tr>
<tr>
<td>3</td>
<td>4-H youth will practice &quot;contribution and caring&quot; through citizenship and community service activities.</td>
</tr>
<tr>
<td>4</td>
<td>Youth will utilize agricultural and natural science programs to: improve the profitability of agricultural resources; enhance the sustainability of natural resources and improve their understanding of career and leisure activities related to these programs.</td>
</tr>
<tr>
<td>5</td>
<td>Youth will increase their ability to use STEM technologies and their awareness of career opportunities in science and technology.</td>
</tr>
<tr>
<td>6</td>
<td>Youth will develop an understanding of the relationship between diet/nutrition/exercise and physical, mental and emotional health and will demonstrate an increase in healthy lifestyle choices.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Adult volunteers will maintain or improve the skills necessary to provide appropriate leadership for 4-H club, camp, after-school and special interest programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>18062</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Based on research by the National Camping institute there is an appropriate youth to adult ratio, which helps to insure successful contact and good risk management practices. The ratio varies by age.

Programs that intentionally plan for positive youth development have been shown to make students four times more likely to make contributions to their communities, two times more likely to make healthy choices, and two times more likely to engage in STEM activities outside of school.

What has been done

We have strengthened our efforts with the counties to insure adult volunteers are in place for all chartered clubs. With the 4HOnline Data Management System it is going to be much easier to monitor a club’s ratio of certified volunteers to enrollment.

Provide ongoing training to State 4-H Ambassador Advisors to develop a growth mind-set, practice self-reflection and goal setting skills while working with State 4-H Ambassadors. The goal of training is to help youth succeed and thrive in leadership positions.

4-H Curriculum Workshops held at State 4-H Parent/Volunteer conference and District Volunteer conferences. Participants were instructed on the importance of utilizing 4-H curriculum with members to enhance their project learning experience.

Multiple workshops presented around the state to update volunteers on the new projects and
expanded Design & Construction project (formerly Fabric and Fashions)

Both emerging and current recreational professionals were taught how to incorporate the essential elements of youth development into their recreational programming. They were provided resources to use in training their own staff and volunteers.

Trainings for OCES educators, Master Gardeners, childcare workers and 4H/FCS adult volunteers were given in Craig county, Washington county, in Stillwater at an in-service for FCS educators, the Myriad Botanical Gardens, the National Children?s and Youth Gardening Symposium. Six gardening lessons were presented to youth and adults at the OSU Family Resource Center. Six ?Oklahoma Gardening? segments featured gardening activities appropriate to complete with youth. The ?Children?s Gardens in Which to Learn and Grow? fact sheet was updated. The Facebook page, ?Oklahoma School Garden Network? advertised lesson plans, grants, and ideas for gardening with youth throughout the year.

Results
It is difficult to divide out 4-H volunteers from other episodic volunteers reported through school enrichment. We have used the total adult volunteers to figure adult to youth ratios ? 18,062 adult volunteers/19,438 4-H members resulting in a 1:1 ratio of adults to youth.

State 4-H Ambassador Advisors structure committee work and Ambassador responsibilities to include goal setting, planning, self-reflection and growth of leadership skills

4-H volunteers utilize 4-H curriculum and learning products designed to provide the highest quality positive youth development experience. 4-H curriculum materials are filled with fun, engaging experiences that cultivate abilities youth need for everyday living as they progressively gain subject matter knowledge.

Multiple workshops presented around the state to update volunteers on the new projects.

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 #2

1. Outcome Measures

Teen volunteers, officers and ambassadors will learn the leadership skills to become contributing partners with adult volunteers and Extension educators in the design and delivery of 4-H programs.

2. Associated Institution Types
● 1862 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Research indicates youth involved with caring and qualified adults will be prepared for successful lives as contributing citizens.

Oklahoma State 4-H Ambassadors have expanded opportunities to serve and promote the Oklahoma State University 4-H Youth Development Program.

Through leadership development, youth have the opportunity to develop life skills which will help them become contributing members of society.

4-H Camps are a rich and exciting venue for young people to learn life skill development. The success and safety of our camps is highly dependent on the quality of camp counselors and the training that they receive. In order to ensure that all Oklahoma 4-H camp counselors receive a consistent and quality training that provides 4-H members the best camp experience possible, it is imperative that counselors receive quality training.

**What has been done**
With the migration to 4HOnline we will be able to track how many volunteers received New Volunteer Orientation, WWM, Title IX, and other continuing education opportunities at the county level.

Over the course of 2016 State 4-H Ambassadors (25 teens) participated in a 4-H Ambassador Retreat, Leadership Team Retreat, Fall and Spring training sessions. Trainings included information on telling the 4-H story, working with donors and the importance of making the 4-H program visible across the state of Oklahoma.

The 4-H State Council Team have received formal instruction in leadership development at Leadership Team Retreat, State Council Orientation, and at their quarterly meetings. Additionally, they have been provided an on-going experiential leadership program in which as a group they plan, develop, and implement, service projects, instructional outreach, and events statewide.

A camp counselor training was conducted prior to a quad county camp. Counselors were taught the importance of incorporating positive youth development elements into the camping experience; safety and risk management; and behavioral management and camp guidelines.
Nine of the counties conducted camp evaluations in the areas of perceived competence, teamwork, and affinity for nature.

**Results**

Volunteers completing annual continuing education are better prepared to meet the needs of the youth and more capable of being prepared to handle the mission and objectives of positive youth development. According to PARS more than 110,000 volunteer hours were reported.

At this time, we are unable to accurately report the number of volunteer receiving training to be certified volunteers with the closing of ACCESS 4-H. Parameters have been built into 4HOnline to track each individuals training.

State 4-H Ambassadors conducted events reaching over 6,000 people. Activities included corresponding with current donors, working exhibits and telling the 4-H story, advocating for 4-H youth and telling the impact that 4-H has on youth to state legislators and potential funders.

State Council set a goal and raised $15,000 for the Children’s Hospital, conducted workshops in over 40 counties, helped plan and implement State 4-H Roundup, provided leadership at 4-H Day at the Capitol, and successfully planned and conducted; four state council meetings, four executive council Meeting, and 20 different committee meetings. As a result, they learned valuable leadership skills in communication, responsibility, citizenship, and knowledge in conducting orderly business meetings.

20 counselors learned and demonstrated knowledge in the intentional incorporation of the essential elements of positive youth development, risk management, and leadership. Of the campers responding, 81% indicated an increase in perceived competence, 80% said they increased in teamwork, and 82% indicated an increase in affinity for nature.

**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>
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</tbody>
</table>

**Outcome #3**

1. **Outcome Measures**

4-H youth will practice "contribution and caring" through citizenship and community service activities.

2. **Associated Institution Types**
● 1862 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
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<th>Actual</th>
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</thead>
<tbody>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Essential elements are critical to effective youth development programs. These elements help youth become competent, contributing citizens. Created from traditional and applied research characteristics that contribute to positive youth development, they help professionals and volunteers who work with youth view the whole young person, rather than focus on a single aspect of life or development. These elements focus on social, physical, and emotional well-being, and are necessary for positive youth development. All eight elements are present in a healthy 4-H club.

Community service teaches compassion and understanding. Caring and compassion are two of the traits identified as vital components to positive youth development.

**What has been done**
Oklahoma 4-H requires that all clubs be chartered and that as a charter there are specific standards which need to be met annually for a charter to be renewed. This is one means for our system to insure clubs are safe and healthy environments where youth want to participate.

Through the State Council leadership not only was $15,000 raised for Children’s Hospital, 2 meals were served to families, crafts were made with patients at Christmas, and families that have been served by the hospital were invited to speak at both state and county 4-H events. Additionally, over 3,000 pounds of pop-tabs were collected to help fund the Ronald McDonald House in Oklahoma City. Counties were encouraged to take their tabs to the facility and many toured the facility and provided meals to the families.

**Results**
According to PARS over 600 demonstrations/conferences were conducted on Club Management.

With the migration to 4HOnline Data Management systems we will have increased accountability in the charter renewal process, increasing our ability as a program to insure and manage safe and healthy clubs. It may be 2017 before we begin to actually report numbers.

Life skill development including empathy, citizenship, and leadership occurred due to a yearlong
effort to promote the positive benefits that the Children?s Hospital and Ronald McDonald House Charities provides to Oklahoma families.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
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Outcome #4

1. Outcome Measures

Youth will utilize agricultural and natural science programs to: improve the profitability of agricultural resources; enhance the sustainability of natural resources and improve their understanding of career and leisure activities related to these programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
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</tr>
</thead>
<tbody>
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<td>2016</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Youth need to learn acceptable animal husbandry practices, demonstrating knowledge about animal health, breeding, production, marketing and meat science while being conscientious about product quality assurance, animal welfare/well-being and protection and effects on the environment while having positive family experiences.

Childhood obesity is prevalent in Oklahoma and has been partially attributed to decreased times spent outdoors. Backcountry programs not only teach fitness and nutrition but also provide children the skills and confidence to incorporate outdoor recreation into their lifestyles.

**What has been done**

Adults worked with youth to help them prepare for their outdoor adventure. As a result, 6 youth and adults participated in a 3-day camping weekend in state and then took an 11 day trip to New Mexico where they packed in to experience a remote backcountry experience.
Twelve (12) Shooting Sports certification workshops were hosted where 156 adult volunteers received certification as a shooting sports instructor.

Camp TURF is a two-week residential summer academy for Oklahoma youth entering grades 9 and 10, specifically focused on exploring careers in horticulture science. Camp TURF provides active learning in water conservation, solid waste management, plant science, ag communications, landscape architecture, greenhouse management, etc. In 2016, 20 youth from around the state participated in Camp TURF.

Over thirty-one thousand (31,221) youth and volunteers participated in educational trainings, events and activities related to Agriculture and Natural Science project areas.

Over twenty thousand (>20,000) participated in agriculture literacy and Ag in the Classroom activities and trainings.

Results
One thousand three hundred and eighty-five (1,385) youth participated in state sponsored shooting sports events.

Sixty-six youth experienced 2-, 5-, or 13-days of intensive horticulture training.

Within the Agriculture/Natural Science project areas, when 9-12 year-olds were asked to compare themselves against peers:

- 86% knew food comes from the farm to the dinner plate.
- 74% indicated a better understanding of how to take good care of their pets and/or livestock by feeding them and meeting their other needs.
- 82% were setting goals but have not thought much about trying to reach a goal.
- 9% indicated they tended to more closely identify with their peers when it came to topics like: The importance of caring for things in nature.
- 79% indicated they are more interested in science and want to learn more about it.
- 7% intended to pursue a college education.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
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<th>Knowledge Area</th>
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<tbody>
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</table>

Outcome #5

1. Outcome Measures

Youth will increase their ability to use STEM technologies and their awareness of career opportunities in science and technology.

2. Associated Institution Types
3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
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<tbody>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
The US is falling dangerously behind other nations in developing its future workforce of scientists, engineers, and technology experts. Only 18% of US high school seniors are proficient in science (NAEP, 2005). Oklahoma 4-H is combating this issue by teaching youth about Science Technology, Engineering, and Math (STEM.)

**What has been done**
The Oklahoma 4-H program has taken this statistic to heart and is addressing the issue through training teens, educators and adults in STEM curriculum.

In 2016:
Five in-depth STEM trainings were held for 4-H CES Educators
Two workshops for 4-H volunteers
Two in-depth STEM trainings for teams of youth and adults. Part of this activity included the purchase and distribution of 100 National Youth Science Day kits which were used to train volunteers and adults in the engineering design process and experimental design. Each kit was designed for minimum if eight youth. Over 2,100 youth were introduced to science skills and careers through this single activity.

**Results**
According to the 2016 Program Activity Reporting System
Oklahoma 4-H Educators spent over 6,000 hours teaching, promoting and evaluating 4-H STEM projects.

They held 416 demonstrations, 385 conferences, and almost 2,000 personal visits with 4-H volunteers, parents and youth.

In addition to this they reported over 7,000 volunteer hours and 90,000 multimedia contacts. Through their STEM based educational programming educators taught 4,823 youth STEM concepts.

More than twenty-one hundred (>2,100) youth participated in a 4-H Science event or activity.
4. Associated Knowledge Areas

<table>
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<th>Knowledge Area</th>
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</thead>
<tbody>
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Outcome #6

1. Outcome Measures

Youth will develop an understanding of the relationship between diet/nutrition/exercise and physical, mental and emotional health and will demonstrate an increase in healthy lifestyle choices.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

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<th>Year</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>58874</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

The 2014 State of the State’s Health Report (Oklahoma) reveals ongoing challenges as well as signs of promise for improved health status. However, areas of continued challenges include:

- Oklahoma has the third highest rate of death due to heart disease in the nation
- Oklahoma has the fourth highest rate of death due to stroke in the nation
- Oklahoma has the fourth highest rate of death due to diabetes in the nation contributing to our high mortality rates are behavioral risk factors that disproportionately overburden Oklahomans and negatively affect our children? s future health, academic achievement and our economy.
- Oklahoma has the next to the lowest rate of fruit consumption in the nation
- Oklahoma has the 44th lowest rate of vegetable consumption in the nation
- Oklahoma is the 44th leas physically active state in the nation
- Oklahoma has the sixth highest rate of obesity in the nation

Without question, there is much work to do to improve the health of our state. However, there are reasons for hope and celebration.

**What has been done**

The goal of Oklahoma 4-H Healthy Living is to improve the health and fitness levels of Oklahoma children and families through food and nutrition education and physical fitness programming. Teens across the state were trained to serve as teachers and to assist with the implementation of various physical fitness and nutrition programs as we worked together to reach well over 5,000
underserved children. The ?teens as teachers? trainings focused on education and activities to engage youth in developing a positive understanding of health, so they make healthier food and nutrition choices and incorporate daily exercise that leads to healthier lives.

Over nine thousand (>9,000) youth participated in a 4-H event or activity related to Healthy Living

Results
A $68,000 Youth Voice/Youth Choice Walmart Healthy Living grant was awarded through National 4-H Council.

To achieve our goals 33 healthy living mini-grants were awarded to county sites around the state and four Extension districts where healthy living projects were implemented in both urban and extremely rural parts of the state.

Additionally, five state wide programming efforts were implemented to help achieve our goals
1) Yoga for Kids (2 State-wide educator trainings)
2) Get Fit 4 Life (OK 4-H curriculum supported and district kits stocked) curriculum supports 10 lessons on food/beverage choices and each lesson contains a physical activity and take home component for families
3) Team of Oklahoma youth attended the National 4-H Healthy Living Summit and have provided activities and education since returning home
4) 4-H HERO (Health Educators Reaching Others). Development of county-based healthy living ambassadors (4-H HERO) and partnership with Oklahoma State University, America?s Healthiest Campus? as part of OSU Wellness Strategy.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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V(H). Planned Program (External Factors)

External factors which affected outcomes
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results
(No Data Entered)
Key Items of Evaluation

{No Data Entered}