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 :
   ○ New (One year or less)
   ○ Intermediate (One to five years)
   ◆ Mature (More than five years)

4. Program duration :
   ○ Short-Term (One year or less)
   ○ Medium-Term (One to five years)
   ◆ Long-Term (More than five years)

5. Expending formula funds or state-matching funds :
   ◆ Yes
   ○ No

6. Expending other than formula funds or state-matching funds :
   ◆ Yes
   ○ No

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>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>5%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>95%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Overall in 2009 - 2010, 95,697 Colorado youth were reached by 4-H. Youth Development programs. Specifically, 14,213 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 6,919 Colorado youth. After-school programs served 8,341 Colorado youth. School enrichment through 4-H resources served 63,743 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  ☐ In-State Research  ☐ Multistate Research  ☑ Multistate Extension  ☐ Integrated Research and Extension  ☐ Multistate Integrated Research and 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1862</td>
</tr>
<tr>
<td>2012</td>
<td>47.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
V(F). Planned Program (Activity)

1. Activity for the Program

- Support traditional club programs 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

<table>
<thead>
<tr>
<th>Direct Methods</th>
<th>Indirect Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Education Class</td>
<td>☑ Public Service Announcement</td>
</tr>
<tr>
<td>☑ Workshop</td>
<td>☐ Billboards</td>
</tr>
<tr>
<td>☑ Group Discussion</td>
<td>☑ Newsletters</td>
</tr>
<tr>
<td>☑ One-on-One Intervention</td>
<td>☐ TV Media Programs</td>
</tr>
<tr>
<td>☑ Demonstrations</td>
<td>☑ Web sites</td>
</tr>
<tr>
<td>☐ Other 1</td>
<td>☐ Other 1</td>
</tr>
<tr>
<td>☐ Other 2</td>
<td>☐ Other 2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Direct Contact Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>10000</td>
<td>45000</td>
<td>85000</td>
<td>250000</td>
</tr>
<tr>
<td>2013</td>
<td>10000</td>
<td>45000</td>
<td>85000</td>
<td>250000</td>
</tr>
<tr>
<td>2014</td>
<td>10000</td>
<td>45000</td>
<td>85000</td>
<td>250000</td>
</tr>
<tr>
<td>2015</td>
<td>10000</td>
<td>45000</td>
<td>85000</td>
<td>250000</td>
</tr>
<tr>
<td>2016</td>
<td>10000</td>
<td>45000</td>
<td>85000</td>
<td>250000</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2012:0</th>
<th>2013:0</th>
<th>2014:0</th>
<th>2015:0</th>
<th>2016:0</th>
</tr>
</thead>
</table>

3. Expected Peer Review Publications

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Target</th>
<th>Extension Target</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
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.)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>275000</td>
<td>300000</td>
<td>325000</td>
<td>350000</td>
<td>375000</td>
</tr>
</tbody>
</table>

- Number of web hits regarding 4-H topics, excluding pages of Agent Resources and Blog areas of the site.
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>500000</td>
<td>525000</td>
<td>550000</td>
<td>575000</td>
<td>600000</td>
</tr>
</tbody>
</table>

- Number of youth reached by all 4-H delivery methods including organized clubs, after school, school enrichment.
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92500</td>
<td>95000</td>
<td>97500</td>
<td>100000</td>
<td>100000</td>
</tr>
</tbody>
</table>

- New and/or revised curriculum to meet changes in needs for youth audiences.
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

- Number of volunteer management trainings held and tools developed.
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>125</td>
<td>125</td>
<td>150</td>
</tr>
</tbody>
</table>

- Number of volunteer leaders.
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8000</td>
<td>8000</td>
<td>8250</td>
<td>8250</td>
<td>8500</td>
</tr>
</tbody>
</table>

- Number of on-line e-Learning orientation modules completed by volunteers.
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>550</td>
<td>600</td>
<td>650</td>
<td>700</td>
<td>750</td>
</tr>
</tbody>
</table>

- Grant dollars generated to support 4-H Youth Development programs.
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120000</td>
<td>140000</td>
<td>160000</td>
<td>180000</td>
<td>200000</td>
</tr>
</tbody>
</table>

- Value of volunteers' time that Colorado 4-H adult volunteers provide to 4-H programming, based an average donation of 128 hours/year/volunteer at $20.47/hour (national average for value of time, adjusted for Colorado)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17500000</td>
<td>20000000</td>
<td>22500000</td>
<td>25000000</td>
<td>25000000</td>
</tr>
</tbody>
</table>
Increased volunteer leaders’ effectiveness as measured by retention rate of first year leaders.

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>80</td>
<td>80</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

### V(I). State Defined Outcome

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

3. Associated Knowledge Area(s)

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

4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research

Outcome # 2
1. Outcome Target

Percent of volunteers reporting increased skills in area of responsibility

2. Outcome Type:

- Change in Knowledge Outcome Measure
- Change in Action Outcome Measure
- Change in Condition Outcome Measure

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
</tbody>
</table>

3. Associated Knowledge Area(s)

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

4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research
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
- Change in Action Outcome Measure
- Change in Condition Outcome Measure

<table>
<thead>
<tr>
<th>Date</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

3. Associated Knowledge Area(s)
- 802 - Human Development and Family Well-Being
- 806 - Youth Development

4. Associated Institute Type(s)
- 1862 Extension
- 1862 Research

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
- Change in Action Outcome Measure
- Change in Condition Outcome Measure

<table>
<thead>
<tr>
<th>Date</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

3. Associated Knowledge Area(s)
- 802 - Human Development and Family Well-Being
- 806 - Youth Development

4. Associated Institute Type(s)
- 1862 Extension
- 1862 Research
**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
   - Change in Action Outcome Measure
   - Change in Condition Outcome Measure


3. **Associated Knowledge Area(s)**

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

4. **Associated Institute Type(s)**

   - 1862 Extension
   - 1862 Research

**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 Knowledge Outcome Measure
   - Change in Action Outcome Measure
   - Change in Condition Outcome Measure


3. **Associated Knowledge Area(s)**

   - 802 - Human Development and Family Well-Being
   - 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 Knowledge Outcome Measure
- Change in Action Outcome Measure
- Change in Condition Outcome Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Associated Knowledge Area(s)

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

4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research

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 Knowledge Outcome Measure
- Change in Action Outcome Measure
- Change in Condition Outcome Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Associated Knowledge Area(s)

- 802 - Human Development and Family Well-Being
- 806 - Youth Development
4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research

**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
- Change in Action Outcome Measure
- Change in Condition Outcome Measure


3. Associated Knowledge Area(s)

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

4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research

**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
- Change in Action Outcome Measure
- Change in Condition Outcome Measure


3. Associated Knowledge Area(s)

- 802 - Human Development and Family Well-Being
- 806 - Youth Development
4. Associated Institute Type(s)

- [ ] 1862 Extension
- [ ] 1862 Research

**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
- [ ] Change in Action Outcome Measure
- [ ] Change in Condition Outcome Measure

|---------|---------|---------|---------|---------|

3. Associated Knowledge Area(s)

- [ ] 802 - Human Development and Family Well-Being
- [x] 806 - Youth Development

4. Associated Institute Type(s)

- [ ] 1862 Extension
- [ ] 1862 Research

**Outcome # 12**

1. Outcome Target

Percent of participating volunteers who increased knowledge regarding community leadership

2. Outcome Type :

- [ ] Change in Knowledge Outcome Measure
- [ ] Change in Action Outcome Measure
- [ ] Change in Condition Outcome Measure

|---------|---------|---------|---------|---------|

3. Associated Knowledge Area(s)

- [ ] 802 - Human Development and Family Well-Being
- [x] 806 - Youth Development
4. Associated Institute Type(s)

☐ 1862 Extension  
☐ 1862 Research

**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 Knowledge Outcome Measure
- [x] Change in Action Outcome Measure
- [ ] Change in Condition Outcome Measure

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

3. Associated Knowledge Area(s)

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

4. Associated Institute Type(s)

☐ 1862 Extension  
☐ 1862 Research

**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 Knowledge Outcome Measure
- [ ] Change in Action Outcome Measure
- [x] Change in Condition Outcome Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research

Outcome # 15

1. Outcome Target

Percent of participating volunteers who have learned valuable skills

2. Outcome Type:

- Change in Knowledge Outcome Measure
- Change in Action Outcome Measure
- Change in Condition Outcome Measure

<table>
<thead>
<tr>
<th>Year</th>
<th>2012:75</th>
<th>2013:75</th>
<th>2014:75</th>
<th>2015:75</th>
<th>2016:75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Associated Knowledge Area(s)

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

4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research

V(J). Planned Program (External Factors)

1. External Factors which may affect 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 (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)
- 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, group, organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- Comparison between locales where the program operates and sites without program intervention
- Other

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

Survey (Mail, Telephone, On-Site).

- Mail
- Telephone
- On-Site

Interview

- Structured
- Unstructured

- Case Study
- Observation
2012 Colorado State University Combined Research and Extension Plan of Work

☐ Portfolio Reviews
☑ Tests
☐ Journals
☑ Other (Record Books)

Description

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