

V(A). Planned Program (Summary)

Program # 14

1. Name of the Planned Program

Life Skills for Youth (includes Character Education and Leadership)

2. Brief summary about Planned Program

AgriLife Extension

The Life Skills for Youth program will focus on enhancing the skills needed for youth to become productive adults. Specifically, this program will serve to highlight the work in Texas associated with project experiences including club projects, curriculum enrichment, and special interests. These areas are represented by various subject areas including but not limited to agricultural, human health, workforce development and other less historic projects such as photography, computers, etc.

The Life Skills for Youth program supports the AgriLife Extension Roadmap goal to prepare Texas youth to be productive, positive, and equipped with life skills for the future.

Cooperative Extension Program

The program provides outreach and non-formal education to limited resource youth in thirty-six rural and urban Texas counties based on county identified issues, Cooperative Extension Program and 4-H mission mandates, as well as federal goals. According to a 4-H National Headquarters Fact Sheet (2011), 4-H exists to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This youth development framework focuses on providing learning environments that foster a sense of belonging while facilitating mastery, independence, and generosity. These concepts are found in the Eight Essential Elements identified as critical to 4-H program success (National 4-H Council, 2009). This is accomplished within three primary content areas-healthy living, science, and leadership or citizenship.

Healthy living has been addressed by 4-H since 1902. The 4-H Healthy Living engages youth and families through access and opportunities to achieve optimal physical, social, and emotional well-being. The core areas of healthy living are nutrition, fitness, social-emotional health, injury and substance abuse prevention (National 4-H Headquarters Fact Sheet, 2011).

4-H programs prepare youth for the challenges of the 21st century by engaging them in a process of science discovery and exploration. The core areas of science are animal science, agriculture, applied mathematics, consumer science, engineering, environmental science, natural resources, life science, and technology (National 4-H Headquarters Fact Sheet, 2011).

Life skills have been identified as a key resource for the positive, productive development of youth because it addresses what they must have to function well in society as they find it. Life skills address what young people must have to function well in society as they find it. In The Jacobs Foundation Guideline on Monitoring and Evaluating Life Skills for Youth Development (2011), life skills is presented as a set of core adaptive and positive attitudes, knowledge, and behaviors that enable young people to navigate the societal challenges encountered in everyday living and deal adequately with developmental tasks. According to UNICEF (2002), they can be applied to actions directed at the self, other people, or the local environment. So they are important for helping youth shape the world and not just cope with it. They empower youth to take steps that promote health, positive social relationships, and contribute to society. The core areas of life skills are social and interpersonal skills, cognitive skills, emotional coping skills, life leadership skills, technical skills, livelihood skills, civic engagement, and service.

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

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	0%	40%	0%	0%
806	Youth Development	100%	60%	0%	0%
	Total	100%	100%	0%	0%

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

1. Situation and priorities

AgriLife Extension

Youth issues were identified by Texas residents as a high priority for Extension programming. In Texas there are approximately 4 million school-aged youth. Texas 4-H currently enrolls 25% of these youth through various programs.

Nationally, youth related issues include Weight Management, Harmful Substance Abuse, Teen Sexuality, Accepting and Respecting Others, Youth Violence, Unsupervised Time, Youth Literacy, and Death by Accident. During 2004, Texas Counties identified a number of youth related issues which strongly parallel national concerns.

Texas 4-H offers nine areas of program delivery to meet the needs of a diverse state with complex issues. A comprehensive urban plan includes faculty from the 20 most populated Texas counties who work cooperatively toward a consistent program directed to serve the needs of urban youth. Furthermore, focused efforts are directed toward traditionally under-served clientele and accommodations were made to meet the needs of the disadvantaged.

Cooperative Extension Program

These national issues disproportionately affect limited-resource and/or minority youth and their families: global food security, childhood obesity, climate change and sustainable energy. Many limited-resource communities are vulnerable to food security issues and have been identified as "food deserts." Food deserts offer limited access to fresh food and vegetables and are usually accompanied by equally limited access to safe outdoor space and transportation. These circumstances combined lead to racial and income level disparities in childhood obesity which affects 17% (or 2.5 million) of children and youth in the United States according to the Centers for Disease Control and Prevention (15-20% in Texas). These food systems, and therefore these communities, become more vulnerable due to climate change. Climate change has unique impacts on local plants, animals, and people in addition to weather patterns and conditions. Texas has a number of densely populated coastal communities and economies that depend on or support them. The effects of climate change on the environment and soaring energy costs has led to a national quest for sustainable and alternative energy sources. Consequently, employment trends in the 21st century are in science, technology, engineering, and math (STEM) careers and green jobs as indicated by the Workforce Investment Act. Unfortunately, findings from the first report of the STEM Workforce Data Project confirm that there have persistently not been enough people to fill these positions in the United States, called the "skill gap" or broken "worker pipeline." Their third report indicates there have been limited improvements in the last decade in the inclusion of minorities in STEM occupations. Youth, particularly those who are minority and/or in limited-resourced communities, have not been adequately exposed and equipped to fill that gap and that is reflected in the extremely low employment rates.

The vision of 4H includes youth who can not only navigate change, but also are a catalyst for it. Youth development is about helping youth navigate challenges of daily life and developmental tasks to become productive adults and contributing members of society through science exploration and discovery, healthy lifestyle promotion, and life skills development. The healthy living program addressed local and national concerns regarding childhood obesity, climate change, global food security & hunger, and bullying. The science exploration program addresses local and national concerns regarding sustainable energy, climate change, the underrepresentation of minorities in science, and preparation of youth for the world of work. Life skills address local and national concerns regarding climate change, childhood obesity, bullying, workforce preparation, and global food security and hunger.

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

AgriLife Extension

One major assumption in Texas regarding the 4-H program is that each of the 254 counties in the state will offer 4-H to the youth in that county. Faculty (agents and specialists) are held accountable for providing 4-H programs state-wide and this is documented through program plans and accountability systems. Each county must also have a youth board to identify and address issues of importance in that county.

This program also assumes that youth are willing to participate in 4-H and that each youth who enters the program will be involved in at least one project experience. This program also assumes that each project experience has a minimum of five learning experiences that are a minimum of 30 minutes in duration each.

Cooperative Extension Program

If Extension staff and volunteers are adequately trained to execute the logic model and incorporate the essential elements, then they can provide optimal youth development contexts for non-formal and experiential learning in healthy living, science, and life skills. If youth participate in optimal youth development context for non-formal and experiential learning in healthy living, science, and life skills, then they will demonstrate knowledge and behavior changes in those areas. If youth demonstrate short and medium term knowledge and behavior changes, then the program will eventually make a long-term impact on societal conditions.

2. Ultimate goal(s) of this Program

AgriLife Extension

The goal for the Life Skills for Youth program is a confident, well educated child who is productive in society.

Cooperative Extension Program

Limited resource Texas youth will experience cognitive and behavioral skills development through the science, engineering and technology program. Youth will possess skills needed to compete in a diverse and demanding workforce. Youth will apply knowledge and skills to foster positive lifestyle choices through healthy lifestyle outreach programs.

V(E). Planned Program (Inputs)

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

Year	Extension		Research	
	1862	1890	1862	1890
2015	100.0	10.0	0.0	0.0

Year	Extension		Research	
	1862	1890	1862	1890
2016	100.0	10.0	0.0	0.0
2017	100.0	10.0	0.0	0.0
2018	100.0	10.0	0.0	0.0
2019	100.0	10.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

AgriLife Extension

This program is based on five learning experiences, of a minimum of 30 minutes each, tied to the work of the project for which they participate. Each project is experientially focused. Examples of activities include workshops, demonstrations, and hands-on experiences.

Numerous materials and support is provided by the Texas 4-H faculty to agents and specialists. These items are used for implementation of projects and for professional development of staff. Use of volunteers is significant in enhancing and extending efforts to reach and provide youth with positive experiences.

Cooperative Extension Program

4-H Youth development takes place in 36 Texas counties facilitated by Extension Agents with the Cooperative Extension Program in partnership with community volunteers and agencies. There are outreach activities such as speeches, presentations, experiments on wind energy and water conservation as well as literature dissemination at local health fairs and other community events. There are demonstrations and educational enrichment provided to youth in schools and afterschool programs in life skills, healthy living, workforce development, and science exploration and discovery. There are community clubs that develop and promote life leadership skills and service to others in a context with caring adults. There are special interest project clubs in areas such as gardening and robotics. Youth maintain record books and practice in order to participate in contests such as food shows, soil judging, public speaking, and livestock shows on the county, district, state, and national levels. Special events like camps, conferences, and project-oriented days are also sponsored. Local Extension websites, blogs, and Facebook will be used to promote and highlight program successes.

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

Extension	
Direct Methods	Indirect Methods

<input checked="" type="checkbox"/> Education Class <input checked="" type="checkbox"/> Workshop <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> One-on-One Intervention <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other 1 <input type="checkbox"/> Other 2	<input checked="" type="checkbox"/> Public Service Announcement <input type="checkbox"/> Billboards <input checked="" type="checkbox"/> Newsletters <input checked="" type="checkbox"/> TV Media Programs <input type="checkbox"/> eXtension web sites <input checked="" type="checkbox"/> Web sites other than eXtension <input type="checkbox"/> Other 1 <input type="checkbox"/> Other 2
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3. Description of targeted audience

AgriLife Extension

All youth of 4-H age are targeted for programs depending on location, issues identified by the local communities, and programs of interest.

Cooperative Extension Program

Limited-resource youth, ages 5-19, and caring adults in urban and rural communities of 36 Texas counties throughout the State will be targeted for this program. Special recruitment efforts will be marketed to parents, adults and other agencies for support and collaboration to meet expected goals.

V(G). Planned Program (Outputs)

NIFA no longer requires you to report target numbers for standard output measures in the Plan of Work. However, all institutions will report actual numbers for standard output measures in the Annual Report of Accomplishments and Results. The standard outputs for which you must continue to collect data are:

- Number of contacts
 - Direct Adult Contacts
 - Indirect Adult Contacts
 - Direct Youth Contacts
 - Indirect Youth Contact
- Number of patents submitted
- Number of peer reviewed publications

Clicking this box affirms you will continue to collect data on these items and report the data in the Annual Report of Accomplishments and Results.

V(H). State Defined Outputs

1. Output Measure

- # of group educational sessions conducted.
- # of youth that participate in educational activities and programs.

- Clicking this box affirms you will continue to collect data on these items and report the data in the Annual Report of Accomplishments and Results.

V(I). State Defined Outcome

O. No	Outcome Name
1	% of youth who increase knowledge of life skills concepts and practices.
2	% of youth who report they have adopted life skills concepts and practices.
3	% of youth who plan to pursue higher education interest or career interest as a result of their project work.
4	% of youth who report abilities (skills) changed as a result of participation in character education programs.
5	% of 4-H club participants increasing knowledge of leadership skills.
6	% of 4-H club participants applying leadership skills.
7	% increase knowledge of employability skills among limited resource youth.
8	% of limited resource youth aware of or interested in pursuing entrepreneurship, green jobs, and/or STEM careers
9	% of limited resource youth improving science skills.
10	% of limited resource youth adopting behaviors that lead to a healthy lifestyle.
11	% of limited resource youth providing service or volunteering.
12	% of 4-H club participants increasing knowledge in healthy living
13	% of 4-H club participants changing behaviors for healthier living
14	% of limited resource youth exercising leadership

Outcome # 1

1. Outcome Target

% of youth who increase knowledge of life skills concepts and practices.

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
- 1890 Extension
- 1890 Research

Outcome # 2

1. Outcome Target

% of youth who report they have adopted life skills concepts and practices.

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
- 1890 Extension

- 1890 Research

Outcome # 3

1. Outcome Target

% of youth who plan to pursue higher education interest or career interest as a result of their project work.

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
- 1890 Extension
- 1890 Research

Outcome # 4

1. Outcome Target

% of youth who report abilities (skills) changed as a result of participation in character education programs.

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
- 1890 Extension
- 1890 Research

Outcome # 5

1. Outcome Target

% of 4-H club participants increasing knowledge of leadership skills.

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
- 1890 Extension
- 1890 Research

Outcome # 6

1. Outcome Target

% of 4-H club participants applying leadership skills.

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
- 1890 Extension
- 1890 Research

Outcome # 7

1. Outcome Target

% increase knowledge of employability skills among limited resource youth.

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
- 1890 Extension
- 1890 Research

Outcome # 8

1. Outcome Target

% of limited resource youth aware of or interested in pursuing entrepreneurship, green jobs, and/or STEM 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
- 1890 Extension
- 1890 Research

Outcome # 9

1. Outcome Target

% of limited resource youth improving science skills.

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
- 1890 Extension
- 1890 Research

Outcome # 10

1. Outcome Target

% of limited resource youth adopting behaviors that lead to a healthy lifestyle.

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
- 1890 Extension
- 1890 Research

Outcome # 11

1. Outcome Target

% of limited resource youth providing service or volunteering.

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
- 1890 Extension
- 1890 Research

Outcome # 12

1. Outcome Target

% of 4-H club participants increasing knowledge in healthy living

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
- 1890 Extension
- 1890 Research

Outcome # 13

1. Outcome Target

% of 4-H club participants changing behaviors for healthier living

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
- 1890 Extension
- 1890 Research

Outcome # 14

1. Outcome Target

% of limited resource youth exercising 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
- 806 - Youth Development

4. Associated Institute Type(s)

- 1862 Extension
- 1862 Research
- 1890 Extension
- 1890 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

Description

As with other programs, external factors could either inhibit or enhance the outcomes of the efforts of the Life Skills for Youth program. Changes in funding could increase or limit our efforts depending on an increase or decrease in available monies.

Emerging issues and changes in priorities for current programs could also have an impact on the success of this program. It is believed that the broad scope of the Texas 4-H program and the historic priority placed on youth programs by society will limit these factors.

Finally, the demographics of Texas are rapidly changing and these changes will likely affect how Texas 4-H recruits and retains youth in our program.

V(K). Planned Program - Planned Evaluation Studies

Description of Planned Evaluation Studies

The common strategies employed for evaluation studies involve the use of both pre/post and retrospective studies. Use of these strategies will be contingent upon the type of data to be collected and the target audience.

Evaluation instruments are based on logic models and designed in a collaborative effort by Agents and Specialists along with Program Directors and Evaluation Specialists. They are administered by Staff and/or trained volunteers to the participants immediately following the event or educational series. Demographic, satisfaction, and knowledge and/or behavior change data is collected. The forms are electronically scanned and data reports compiled.