

**V(A). Planned Program (Summary)****Program # 5****1. Name of the Planned Program**

4-H Curriculum

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

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%			
	<b>Total</b>	100%			

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	33.0	0.0	0.0	0.0
Actual	13.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
300000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
384951	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
200000	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

The 4-H Curriculum program area is made up of eight program initiatives including:

**Charting Program:** The WV Charting program takes youth through a yearlong self-examination exploring personal beliefs and decision making skills. Most of the Charting educational programs happen at county camp venues but there are state opportunities as well. **Citizenship:** Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes. **Cloverbud Clubs** are the inaugural program for many soon-to-be 4-Hers. A child can be a Cloverbud at age 5 and can begin to explore the many offerings of 4-H. **Healthy Lifestyles:** A core belief of 4-H is health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety. **Community ATV:** This 4-H program introduces new and veteran ATV riders to the correct safety procedures associated with proper ATV operations. The program is popular in the state. **SET:** The 4-H Youth Development Program is directly connected to the research and resources of the 106 land-grant universities and colleges of the Cooperative Extension System. This connection strategically positions 4-H to strengthen US global competitiveness and leadership. WV 4-Hers are introduced to a myriad of SET related content at multiple county and state 4-H venues throughout the year. **Youth Leadership Development:** Another core tenet of 4-H is to foster leadership development for all members. All 4-H programs and

educational material has links to leadership development. **Shooting Sports:** This is the State 4-H Shooting Sports competition for senior and junior youth. Competition is held once a year with seniors and juniors competing in separate events. They developed a self confidence in their abilities. **Afterschool Programming:** Afterschool and out-of-school time programs can be rich environments for educational opportunities. Programs can extend what is learned in the traditional day and make it relevant to the lives of children and youth. Programs that are integrated with the resources of the community and build on the regular school day learning yield positive outcomes for both students and their families. The 2009 Tools of the Trade in Afterschool training initiative was an opportunity for this to occur at the regional and local levels.

## 2. Brief description of the target audience

Youths 9 to 21 &ndash 4-H is the largest youth development program in West Virginia. More than 49,000 youth are 4-H members and more than 6,400 adult volunteers work directly and indirectly with them.

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

#### 1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	15000	175000	36000	82249
<b>Actual</b>	6894	58156	61012	77152

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

##### Patent Applications Submitted

Year: 2009

Plan: 0

Actual: 0

##### Patents listed

#### 3. Publications (Standard General Output Measure)

##### Number of Peer Reviewed Publications

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	2	0	0

### V(F). State Defined Outputs

#### Output Target

##### Output #1

##### Output Measure

- Number of 4-H training activities.

Year	Target	Actual
2009	963	347

##### Output #2

##### Output Measure

- Number of 4-H educational materials distributed.

Year	Target	Actual
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2009	6931	12636
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**Output #3****Output Measure**

- Number of of outside organizations participating in 4-H initiatives this year.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	41	375

**Output #4****Output Measure**

- Number of educational materials created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	1239

**Output #5****Output Measure**

- Number of professional presentations

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	10

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	The number of youths in 4-H who will increase their knowledge.
2	Number of 4-H participants who changed their attitudes or opinions.
3	The number of 4-H participants who improved their skill level.
4	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
5	Number of 4-H participants who adopt a skill.
6	Number of 4-H participants who changed a habit or procedure.
7	Number of groups or organizations that collaborated with the 4-H program.
8	Number of groups or organizations that changed their structure, philosophy, or mission because of an intervention by the 4-H program.

**Outcome #1****1. Outcome Measures**

The number of youths in 4-H who will increase their knowledge.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	4577	8423

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes. It's clear that civic engagement provides the foundation that helps youth understand the big picture of life and learn the skill sets that will allow them to become wise leaders for the 21st century.

**What has been done**

4-H club meetings  
 Charting program  
 Youth Leadership program  
 Visits to the capitol to meet legislators  
 Chamber of Commerce Leadership Series

**Results**

The following results show that 4-H participants gained knowledge about generosity, that is giving service to others.

- oAfter visiting the capitol and speaking with Representative Bob Ashley, 4-H'ers increased their knowledge of the civic duty of their legislators.
- oTeens from Chamber of Commerce Leadership Series learned about community service through a project with the American Cancer Society.
- oYouth in 4-H Leadership training learned about what makes a good officer and what makes a good meeting.
- oYouth increased knowledge in conflict management.
- oYouth learned about their own leadership styles and how to work with others knowing the different styles.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2****1. Outcome Measures**

Number of 4-H participants who changed their attitudes or opinions.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	1162	5258

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

National 4-H Mission Mandate - core belief of 4-H is Health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety.

**What has been done**

ATV Safety training with 5 in-school 4-H clubs. Total of 110 participants  
 4-H Health Planner activities were used in local elementary schools once a month from January- May  
 Hand washing education using germ city and germ bug  
 Training for 4-H health motivators and 4-H leaders

**Results**

oStudents in the 4-H Healthy Lifestyle program showed an increased interest in have healthy foods at home.  
 o2009 4-H campers learned to never use tobacco products and to live a healthy lifestyle. Each year junior counselors have taught 30 minute tobacco prevention education programs on a variety of topics - Save Face, clean in-door air, impact on the body, smokeless, and saying no. The Life skills evaluation showed that 92.8 percent of campers learned during 4-H camp "to never use tobacco products." The mean score on a three point Likert scale was very high 2.84.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #3****1. Outcome Measures**

The number of 4-H participants who improved their skill level.

**2. Associated Institution Types**

- 1862 Extension

### 3a. Outcome Type:

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	12851	7228

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

National 4-H Mission Mandate - core belief of 4-H is Health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety.

#### What has been done

The WVU Extension 4-H program is one of several states that is participating in the National 4-H Health Rocks program, a program that uses interactive techniques to prevent substance abuse in youth. In this program, youth members help teach the curriculum to other youth.

#### Results

oTeens and adults gained skill in successfully implementing the National 4-H Health Rocks program to youth between the ages of 8-12.

oYouth who took part in the 4-H Health Rocks program, gained skills in decision making.

oYouth who took part in the 4-H Health Rocks program, gained skills in avoiding peer pressure to try drugs and alcohol.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #4

#### 1. Outcome Measures

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

#### 2. Associated Institution Types

- 1862 Extension

### 3a. Outcome Type:

Change in Action Outcome Measure

### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	108	6068

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

A core tenet of 4-H is to foster leadership development for all members. All 4-H programs and educational material has links to leadership development.

#### What has been done

4-H club meetings in every county

Youth leadership program

Cloverbud leadership training

#### Results

Teens and adult participants in the October and March Regional training "The Power of Youth" gained confidence in their leadership skills and determined to become more involved in their 4-H club.

-95% reported they had a better understanding of the importance of teaching the club officers to manage all parts of the meeting

-96% - felt they would incorporate what they learned in their local clubs

-92% - thought it would help them develop positive club atmospheres

-92% - increased their knowledge of the parts of a 4-H club meeting

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #5

##### 1. Outcome Measures

Number of 4-H participants who adopt a skill.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	404	0

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

A core tenet of 4-H is to foster leadership development for all members. All 4-H programs and educational material has links to leadership development.

#### What has been done

4-H club meetings in every county

Youth leadership program

Cloverbud leadership training

#### Results

Each year overnights or planning events have been coordinated for teens to develop work-plans. In 2009, youth completed work plans in: reading with children, teaching water quality during 4-H camp, teaching dance classes during younger 4H camp, county bowling night, 4H overnight camp and Save Face program.

Teen leaders completed a teen leadership project book and record guide.

4-H teen leaders led meetings and planned activities, and determined leadership roles.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #6

##### 1. Outcome Measures

Number of 4-H participants who changed a habit or procedure.

Not Reporting on this Outcome Measure

#### Outcome #7

##### 1. Outcome Measures

Number of groups or organizations that collaborated with the 4-H program.

Not Reporting on this Outcome Measure

#### Outcome #8

##### 1. Outcome Measures

Number of groups or organizations that changed their structure, philosophy, or mission because of an intervention by the 4-H program.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Condition Outcome Measure

##### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	54	1

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

###### **Issue (Who cares and Why)**

A core belief of 4-H is Health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety. Smoking among high school seniors reached a 19 year high of 36.5 percent in 1997, it is now down to 33.9 percent due in large part to statewide efforts, which included Mineral County RAZE.

###### **What has been done**

The WVU Extension 4-H program is one of several states that is participating in the National 4-H Health Rocks program, a program that uses interactive techniques to prevent substance abuse in youth. In this program, youth

members help teach the curriculum to other youth.

### Results

Mineral County 4-H Teen Leaders have been a part of a statewide effort that has helped to reduce the rate of smoking. Smoking among high school seniors reached a 19 year high of 36.5 percent in 1997, it is now down to 33.9 percent due in large part to the statewide efforts, which included Mineral County RAZE. (Source: West Virginia Youth Tobacco Prevention Campaign).

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges
- Other (Funding sources and funding oppo)

##### Brief Explanation

Nothing to report

#### 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)

#### Evaluation Results

- WVSAN administered and summarized the participant evaluation forms for the Afterschool Toolkit training and provided a summary to the presenter. For the TOT I and II training events participant evaluations were administered by presenters in each concurrent session and the conference evaluation was completed by participants at the close of the day-long training sessions in Hedgesville, Morgantown, and Charleston. WVU Extension Service graduate assistant Erica Rogers analyzed all data. Summaries of data from their sessions and training events were provided to the presenters for reporting and improvement purposes. Analysis of evaluation data from the Afterschool Toolkit training on August 20, 2009 indicated that participants were well pleased with the presenters. Participants reported increases in their knowledge of subject (16.9%), confidence in using the information or skills at work (19.2%), and ability to teach others the subject (18.5%). Further, among the 22 responses to "most valuable information gained", participants cited lesson planning ideas, managing homework help, online tools and templates, and "all".

#### Key Items of Evaluation