

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Childhood Obesity: Extended Education

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%		100%
	Total		100%		100%

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	1.1	0.0	0.0
Actual	0.0	1.0	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
0	52223	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	12844	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	62508	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Extension personnel will conduct classes and mini camps in reading, writing, math, science, engineering and technology for youth in Oklahoma.

2. Brief description of the target audience

Youth in Oklahoma.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	0	0	80	200
Actual	0	0	102	397

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

Patent Applications Submitted

Year: 2010
 Plan: 0
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2010	Extension	Research	Total
Plan	1	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of Research Projects competed on Extended Education.

Year	Target	Actual
2010	0	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of youth taught extended education techniques.
2	Number of youth grasping and using extended education techniques.
3	Number of youth who improved their academic performance and catch up in the classroom.

Outcome #1

1. Outcome Measures

Number of youth taught extended education techniques.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	80	92

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The need for 4-H Literacy in Action summer program in Logan County was identified as an issue by concerned parents and community leaders. Logan County offers limited youth education programs for young people during the summer months. Consequently, there is an unacceptably high number of latchkey students. Students who do not participate in skills building and recreation programs during their summer vacation are more likely to experience a diminishment in their reading and math capabilities and health and physical fitness. Students who do not have something constructive to do are more susceptible to becoming engaged in destructive situations. There is a national effort through 4-H to increase the number of youth involved in programs in science, engineering and technology. We also addressed that challenge in 2010.

What has been done

Langston University Cooperative Extension staff planned and conducted an annual Literacy in Action Summer Reading Program designed to help Oklahoma Logan County youth, in grades pre-kindergarten through fifth, learn developmental concepts that helped to maintain their academic capabilities and strengthen their overall well being. A setting was created that motivated life skill development during the months of June through July. Sixty-eight students received group and individualized instructions and hands-on practice in math, reading and writing. They participated in nutrition education workshops and performed physical fitness exercises daily. With the child obesity epidemic presently facing our country, physical fitness and proper nutrient were essential daily components of the program. We also developed curriculum that was age-specific in science, engineering and technology (SET). This was part of a program launched during the summer and fall of 2008. College support students, volunteers and university faculty and staff helped deliver the program.

Results

The sixty-eight students who participated in our 4-H Literacy Program received reinforcement over the summer to help maintain or strengthen their skills in reading and mathematics. Post testing showed the success of the reading and mathematics components of this program. At the conclusion of the program 100% of youth participants demonstrated improvement in reading comprehension. 96% showed improvement in understanding mathematical concepts. Students who participated in the 4-H SET Summer Program received age-specific training in biotechnology, GIS/GPS, map making computer technology, robotics and other areas to create within them a thirst for science, engineering and technology.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Number of youth grasping and using extended education techniques.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	80	397

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

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4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Number of youth who improved their academic performance and catch up in the classroom.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	70	397

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

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4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Competing Public priorities

Brief Explanation

External factors did not affect outcomes.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)

Evaluation Results

The sixty-eight students who participated in our 4-H Literacy program received reinforcement over the summer to help maintain or strengthen their skills in reading and mathematics. Post testing showed the success of the reading and mathematics component of this program. At the conclusion of the program 100% of youth participants demonstrated improvement in reading comprehension. And 96% showed improvement in understanding mathematical concepts.

Key Items of Evaluation

- Built self-confidence
- Improved math skills
- Improved reading skills