

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Urban Families, Youth, and Communities

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	10%		0%	
608	Community Resource Planning and Development	10%		0%	
801	Individual and Family Resource Management	10%		0%	
802	Human Development and Family Well-Being	10%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	10%		0%	
806	Youth Development	50%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	11.9	0.0	0.0	0.0
Actual Paid Professional	16.6	0.0	0.0	0.0
Actual Volunteer	287.0	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
307054	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
307054	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
252171	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- 1) Leadership Development Meetings
- 2) Woodworking Projects
- 3) Language Program - Spanish
- 4) Gardening Projects
- 5) Computer Labs
- 6) Nutrition Program
- 7) Water Quality and GIS Technology
- 8) Tutoring: Tutors assigned to after-school program
- 9) Curriculum Development
- 10) Fact Sheets
- 11) Newsletters
- 12) Financial Literacy Sessions/Workshops
- 13) High School Financial Planning Program
- 14) Videotape series with Co-op Information
- 15) Co-op Groups
- 16) Demonstrations for Home Repair
- 17) Community Business entry-level training

2. Brief description of the target audience

- 1) Youth
- 2) Adults
- 3) Seniors
- 4) Military Personnel
- 5) DC residents
- 6) College students
- 7) Ex-offenders
- 8) Low to moderate income residents
- 9) First-time buyers
- 10) Low income homeowners
- 11) Small, new start, home based businesses

3. How was eXtension used?

eXtension was used for professional development and training for youth. We borrowed information about evaluations and impact and programming ideas about youth development.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	48090	54063	19202	3600

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

Patent Applications Submitted

Year: 2012

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Curriculum developed for various parenting workshops, seminars, support groups, fact sheets, and newsletters.

Year	Actual
2012	12

Output #2

Output Measure

- Number of participants in parenting workshops.

Year	Actual
2012	350

Output #3

Output Measure

- Number of parenting support groups formed.

Year	Actual
2012	4

Output #4

Output Measure

- Conduct a minimum of 50 sessions in the area of financial literacy.

Year	Actual
2012	8

Output #5

Output Measure

- Conduct 15 sessions per year for junior and senior high schools in the District of Columbia on financial planning.

Year	Actual
2012	19

Output #6

Output Measure

- Develop newsletter and/or fact sheets for District residents so they can perform basic/advanced repairs in and around their home.

Year	Actual
2012	0

Output #7

Output Measure

- Conduct hands-on workshops for District residents in basic and advanced home repair.

Year	Actual
2012	0

Output #8

Output Measure

- Percent increase in the number of 4-H clubs throughout the city.

Year	Actual
2012	10

Output #9

Output Measure

- Youth will receive training in the areas of sewing, computer technology, and geospatial technology.

Year	Actual
2012	160

Output #10

Output Measure

- Youth will receive leadership development training through conferences and special programs.

Year	Actual
2012	375

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of children who have increased their knowledge of the essential elements of team work through participation in 4-H club activities.
2	Number of children who demonstrate responsibility as a result of participation in 4-H Program activities. participation.
3	Number of parenting workshop participants who have used their knowledge of support services available to apply for assistance in an effort to meet some of their parenting needs.
4	Number of DC residents who participated in a Financial Literacy workshop who have improved their financial situation via establishing a household budget, personal savings and/or a checking account; purchase of savings bonds; establishment of a money market account or Certificate of Deposit.
5	Number of participants able to make repairs as well as communicate with contractors in a professional manner.
6	Number of Youth demonstrating an immediate and long-term commitment to civic engagement.

Outcome #1

1. Outcome Measures

Number of children who have increased their knowledge of the essential elements of team work through participation in 4-H club activities.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	16720

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Teens in the District of Columbia are unaware of the shift of careers toward environmental issues and avoid topics related to science. Additionally, there is a trend among urban youth towards purchasing expensive tennis shoes and clothing to impress their peers and boost their self image without regard for the dangerous patterns of unreasonable spending that could follow them into adulthood. In the District of Columbia the incidents of HIV, AIDs, diabetes, high blood pressure and childhood obesity are among the highest in the country. Our youth are not prioritizing protecting their health. Finally our teens need to stay on the cutting edge of technology to be competitive in the workforce as they move toward adulthood.

What has been done

We hosted 66 youth in the LifeSmarts Consumer Education Competition information Orientation. Teens learned about Environmental Science, Health and Safety, Technology, Legal Rights and Responsibilities, and Personal Finance to prepare for a game show competition. 11 teams participated and they will compete at the state competition here at UDC in March 2013.

LifeSmarts Teams still active include:

- LifeSmarts Columbia Heights High School ward 1
- LifeSmarts Coolidge Senior High School ward 4
- LifeSmarts Theodore Roosevelt High School ward 4
- LifeSmarts Arch Bishop Carroll High School ward 5
- LifeSmarts McKinley Technology High School ward 5
- LifeSmarts Eastern High School ward 6
- DC Preparatory High School

These clubs meet with their coaches in their schools at designated times.

Results

Participants develop teamwork skills, enhanced self-esteem, verbal communication skills, and leadership abilities and have fun in the process. LifeSmarts changes behavior toward better decision-making and better use of money and resources. It provides teens with a good understanding of their consumer rights and responsibilities.

100% of teens participating in the LifeSmarts programs report being shocked about the health disparities in their communities, 60 % report making healthier food choices, 70% plan to do more to protect themselves from becoming victims of health related concerns, 40% report making better purchasing choices, and 80% report learning something about technology they did not know.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Number of children who demonstrate responsibility as a result of participation in 4-H Program activities. participation.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	12604

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In the high risk community around the 4-H LIFE PR Harris 4-H Thinking Club, the youth need to take responsibility themselves and for their community. Their parents are incarcerated and they need to understand they are not helpless. This is also an area where childhood obesity is a major concern; there are many fast food establishments and few grocery stores or markets. Old patterns are not easy to change. The very best thing about this project was that parents attended with the children regularly.

Pregnant Hispanic teens want to learn about nutrition, and parenting. This program began two years ago and continues with new participants each year. 25-30 youth a session)

What has been done

Cooking classes were provided with demonstrations that allowed them to prepare health meals for themselves. For 16 weeks they learned why it is important to eat right and remain physically active. Ida Harrington, a volunteer nutritionist from their community worked with them weekly. Their care givers were also present. They participated in physical activities to include exercising on Nintendo Wii, bowling in their community with their caregivers and flying kites and running outside. As a community service activity they volunteered in separate groups at the Hadley Seniors Center serving seniors.

Pregnant teens received nutrition and parenting classes weekly. (360 over the year)

They participated in a one day financial planning class. (offered monthly)

Results

The youth learned to cook and caregivers report a change in healthy eating at about a 40% rate. The caregivers report that the children cook the health snacks that they really liked. Caregivers (persons caring for the children while their parents are in prison) report preparing healthier meals but still using fast food sometimes. 70% report using fast food once a week compared to three times weekly.

The youth are continuing their service to the senior citizens. All of the youth involved report enjoying working with the seniors in their neighborhoods and feeling good about giving back in their community. Eight adult volunteers accompanied the youth to Hadley for every visit. Caregivers report seeing greater confidence in the youth about their abilities to help others and a willingness to help out at home at a rate of 80 %.

This is an area where childhood obesity is a major problem and the area is a food desert. Fast food habits will take time to change, but the cooking classes helped alot. during this reporting period 50 youth participated inthis program.

95% of the teens report benefiting from the 4-H program, 60% report eating better, 80% report using resource information. Of parents complitng the saurveys 70 % report seeing their teen do something they did not do before the training more responsibly,.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Number of parenting workshop participants who have used their knowledge of support services available to apply for assistance in an effort to meet some of their parenting needs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	350

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Rising numbers of children are affected by the incarceration of a parent. As of 2006, an estimated 7,476,500 children had a parent who was incarcerated or under correctional supervision, and the number of children with an incarcerated father increased 77% from 1991 to 2004 (Glaze & Maruschak, 2008). Families affected by parental incarceration face many challenges: separation, stigmatization, disruption in the home environment, and the loss of family income. These challenges have been associated with negative outcomes for children, including poor parental bonding, internalizing and externalizing disorders, and low school achievement (Parke & Clarke-Stewart, 2001).

Despite the increasing number of families affected by incarceration, few correctional facilities provide family strengthening programs (Day, Acock, Bahr, & Arditti, 2005). In fact, only about 10% of fathers in state prison report participating in a parenting class (Glaze & Maruschak, 2008). This gap represents a lost opportunity to intervene with at-risk families to improve family functioning, particularly during the critical period before reentry.

In the Washington, DC community ex-offenders were transferred to a local prison and many children do not see their parents on a regular basis. These children also are often placed with other family members or are in the foster care system. When a parent is incarcerated the children are often confused about their parents moral beliefs, feel abandoned by their parents and experience low self esteem as a result of teasing and ridicule by peers. The 4-H Living Interactive Family Education (LIFE) program is a 4-H and family-strengthening program for children of offenders and their families. The target audience for the program is incarcerated parents and their children, grandchildren, and other family members. Incarcerated parents who participate in the 4-H LIFE program attend regularly scheduled parenting skills classes to develop and improve the skills needed to interact in a positive, age-appropriate way with their children.

What has been done

In the District of Columbia last year over 350 parents completed the parenting education, financial budgeting, communications, domestic violence prevention programs and 4-H club classes. The children participate in 4-H club activities outside of the correctional facility, visited their parents with a group of other youth experiencing the same concerns and journal their feeling regularly. Visits were held once monthly in both the male and female portions of the prison. The youth participated in a variety of different 4-H club activities, ranging from beginning music classes to cooking and healthy eating. Parents also participated in 4-H club activities inside the correctional facility and they conducted club activities during visits with the children. Six workshops were presented for Caregivers (adults caring for the children while their parent is incarcerated)

Results

In general, children with involved fathers are less likely to drop out of school, use drugs and alcohol, commit crimes, and become teenage parents (Mbwana, Terzian, & Moore, 2009). 78% if

incarcerated parents report an interest in changing from the traditional form of discipline that they learned which can cause some children to feel demeaning and unsupported feelings to a more conventional method of talking and taking away privileges, 80 % report an interest in preparing more healthy meals when they leave prison. Prison officials report 60%of parents in the program show signs of being more cooperative and happy after visits. Agents observe parents using parenting skills at visits regularly. 100 % Males parents report feeling closers to their families and children because of visits and letters.

One female inmate had her sentence reduced by six months when sharing with the judge the things she learned in the 4-H parenting class.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #4

1. Outcome Measures

Number of DC residents who participated in a Financial Literacy workshop who have improved their financial situation via establishing a household budget, personal savings and/or a checking account; purchase of savings bonds; establishment of a money market account or Certificate of Deposit.

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Number of participants able to make repairs as well as communicate with contractors in a professional manner.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of Youth demonstrating an immediate and long-term commitment to civic engagement.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	12406

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Operation Military Kids serves children of deployed parents by hosting special events and training sessions to mobilize a support network consisting of youth, parents, and educators. "Ready, Set, Go" training is offered to educate communities about the needs of military families in the deployment cycle. The program also distributes "Hero Packs," Operation Military Kids-branded backpacks filled with a variety of items from partner agencies and local businesses, provided to military youth as a way of communicating thanks for the sacrifices that they make while their parents are deployed. This year we hosted 8 major events for children, four Ready Set Go Programs for the community and two deployment and reintegration programs. Speak Out For Military Kids (SOMK)

SOMK is a youth-led, adult supported project that generates community awareness of issues faced by youth of military families.

What has been done

The 4-H OMK Summer camp provided youth with an opportunity to develop, or fine tune important life skills such as, Public Speaking, Problem Solving, Critical Thinking, Team Building, and Emotional welfare. Youth shared experiences with each other and learned how people just like themselves deal with being a military child.

There was also a summer camp program for military youth, eight yellow ribbon programs and Military Family Fun Day?s were presented in a group-format, free of charge to military families. This year, Washington D.C. Operation Military Kids participated in 5 Military Family Fun Day events.

Results

90% of surveyed parents report appreciation of the 4-H program reveal positive feedback about the camping programs experiences by the youth.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Community Support)

Brief Explanation

The 4-H program needs funds to keep grant funded positions open throughout the program year.

Some of our staff on grant funds were unable to work the full twelve months. We lost and excellent agent as a result of limited funds.

We need a facility just for the 4-H program for youth in the District of Columbia.

We need more resources to purchase food cards for cooking classes.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Title: District of Columbia LifeSmarts Program/ 4-H

Issues/Concern:

According to the National Consumers League American teenagers have an average spending power of about \$5,000 per year, impacting the economy to the tune of \$125,000 billion annually. Not only do teens spend their own money, they direct billions of dollars in household spending by parents and caregivers.

Yet most teenagers lack the skills and knowledge to evaluate risks and opportunities and make informed decisions in today's marketplace. Stronger literacy skills and better knowledge about technology, consumer rights and responsibilities, personal finance, health and safety, and the environment can help to ensure that teenagers make good choices. Schools, teachers and adult mentors who want to provide students with practical, real-world skills don't always know where to start. LifeSmarts and 4-H can help.

What has been done?

In partnership with the National Consumers League, the Farm Bureau and Google we hosted 2 training camps with a total of 190 participants to help teachers and students in the District of Columbia explore real-world applications and gain knowledge in personal finance and consumer issues. Students learned, competed, and had fun. Educators gained new teaching resources and competition strategies. In 2012-2013 program year there were 23 teams registered as LifeSmarts teams. This program has tripled over the last three years.

Impact:

From participating in the training camp participants reported in the evaluation tool that the new skills that they learned or information that would be useful to them included.

Money management

Learning about Google

The definitions of new terminology

Health and safety tips

I learned info in the fields of law, health, the environment and etc.

I will be more aware of business interactions around me

How to keep myself safe on the internet

Info I learned on all the topics

Title: District of Columbia 4-H Robotics and the First Lego League

Issues/Concerns:

There is a declining trend in our declining trend in our nation's science, engineering, mathematics, and technology workforce. By the year 2013, 4-H programs across the nation had a bold goal to engage one million new scientists. In the District of Columbia, there by the year 2016 the top paying jobs will be in the fields of STEM education. 4-H has developed a comprehensive robotics program to inspire young people and develop an early interest in robotics engineering and technology.

What has been done?

The District of Columbia 4-H Robotics is delivered through 4-H clubs, camps, school enrichment, and after-school programs nationwide. Two teams of 10 students each met twice a week for 2 hours each meeting from September through November. Over the course of 12 weeks, these students worked more in depth on the programming of robots they created in order to perform tasks on the First LEGO League (FLL) playing field. Through the program youth learned how exciting science, technology, and engineering can be. Research and problem solving are *integral* parts of these fields and keys to the success of any real-world engineering team.

Impact:

Each team had the opportunity to research a real world problem in the area in food safety. They then developed an innovative solution to the problem identified. Then developed an innovative solution to the problem identified. The two teams competed in DC/VA FLL in November. Students from the teams spent the day running their robot built by their team through as many tasks as possible within time limits. They also presented their research project to a panel of judges. The third portion of the event was a team building project in which judges evaluated the ability of the students on the team to work together cooperatively and demonstrate "gracious professionalism" to everyone

EnvironMentors

Increased Environmental Issues Awareness

Participants initially reported, through informal surveys and show of hands, considering the environment to be important, though in general many of the youth did not have any depth or breadth of knowledge about key environmental issues. In addition, many of the youth reported to not understand their relationship to the environment, i.e.; how they impact or are impacted by, their environment.

EnvironMentors participants gained exposure to a variety of environmental issues through various mediums including field trips, panel discussions, and course topics.

The participating youth are now able to discuss several environmental issues with clarity. They are able to explain how their actions can impact the environment and they also express an awareness of some of the ways in which they are impacted by the health of the environment.

As an example: the EnvironMentors group went on a field trip to Kenilworth Aquatic Gardens. On this trip the youth learned about invasive plant species. At the conclusion of the trip the youth reflected that they were surprised at how many invasive plant species there are, and some youth were even able to recognize for the first time that they had invasive species growing in their own yards.

Understanding and Engaging in Environmental Stewardship Practices

A student survey revealed that the most commonly recognized environmental stewardship practice was recycling. Many of the youth reported that there was some form of recycling program at their schools. Many of them stated that they themselves did not always use the recycling facilities at their schools. Further, many of the youth reported not recycling at home though there was a small number of youth who reported that recycling is part of their family's practices.

Environmental stewardship concepts are reinforced throughout the program. As an example the healthy snack that is offered at the beginning of each session is designed to yield only recyclable and compostable waste. The youth not only engage in recycling but, at the end of each meeting the EnvironMentors group surveys the refuse left from the snack and activities. Refuse is categorized as recyclable, compostable, and garbage. Through this process students are able to articulate how planning and preparation can reduce end use waste. They are also now able to describe what a sustainable practice is such as reusing the materials used during the meeting sessions.

Improved Scientific Ability and Confidence

All the youth reported to have taken science classes in school, though, only a small percentage reported having engaged Environmental Science curriculum specifically. Also, only a small number of youth reported to have confidence in their ability in doing science or

Competencies are demonstrated through reinforcing task activities that accompany each lesson. On the whole, the youth have demonstrated comprehension of the material covered by adeptly completing the task activities. The youth are generally also able to reflect on the previous session's content in a complete and confident manner at the beginning of each meeting session.

Key Items of Evaluation

- Concerns: At Brightwood Educational Center the volunteer leader reported that the youth at that institution were shy away from leadership role and public speaking. Also I was informed by the Principal that they have TV equipment that hasn't been used for a long time.

What has been done: The Principal and the volunteer leader identified students who had these particular issues and also they might be interested in Media stuff. As a TV and Film producer I taught them how to use the cameras, microphones, tripods, and the phases of TV production. After that, we produced two food tasting programs where students asked their peers and their teachers to do the taste. Also they were participating at the CAUSES, AG Fair where they took pictures and interviewed the students who participated at the event and the UDC staff as well. The programs were successful so we jump to the next stage,

which was an International Film Club. They were working with students from Liberia and Argentina. In order to make the first documentary we traveled around the city and conducted several interviews. Also the students had several videoconferences with their peers around the world. They learned about different cultures and ways of thinking.

Later on, they had a trip to UDC Channel 19 where they met the director of the station and were allow using the professional equipment and shooting a small portion of a program.

Impact: At the beginning of this program, I found that it was extremely difficult to get the students interested, and one of the main reasons was because most of them were shy. So after they felt confident with the use of the equipment, they began to show their skills and became more involved. As I was struggling to find students who were supposed to be in front of the camera, later on, I was struggling to find those who were behind it! Everybody wanted to talk, do interviews and virtually meet their peers from other parts of the world via Skype.

I could identify leadership in most of them. After the first semester, most of the members of the crew have their places assigned. The cameraman and his assistant, the host, and the producers were positions that I didn't have to ask for volunteers to carry out. That reflects that students were taking roles where they felt most comfortable.

Concerns: At Barbara Chambers Children's Center the volunteer leader reported that the youth at that institution needs to enroll in activities that keep them away from bad influences and also to encourage leadership role and involved them in some extracurricular activity.

What have been done: The volunteer leader identified teenagers who had these particular issues and also they might be interested in join a photography club. I taught them how to use the cameras, tripods, different ways of taking pictures, and also how the brain play with our senses (such us colors are made by the brain). After the first 4 classes we went out to take pictures. We visited several places, such us the National Zoo, Arboretum, National Natural History Museum, and several monuments around the city.

They also competed at the National Archives photography contest and they had an exhibition at the CAUSES AG Fair. They are ready to find more events where they can show their work.

Impact: The teenagers at Barbara Chambers showed great attention at the topics that were taught, especially the ones related to how our brain plays with the senses. Several times the traveled by themselves to parts of the city that they never been before. They also began to search for photography contests that they could participated. Furthermore, later on the program, they introduced more of their friends to join our program.

Concerns: At Brightwood Educational Center the volunteer leader reported that the youth at that institution needs to be connected with their parents to reinforce their confidence and their relationship between them.

What have been done: The volunteer leader identified the students and their parents

who had these particular issues. We created a nutrition classes with the help of the Center for Nutrition, Diet, and Health (CNDH) who provides us the certified nutritionist Aida Harrington who was in charge of the classes. Since most of the parents were Spanish speakers I did the translation for them. The club consisted in 9 classes in which the students and parents learned how to cook healthy food, how to buy smart at the supermarket, how to check the labels of the food, how to created healthy and funny snacks, and how to distinguish the benefits between eating right and not.

Concerns: At Brightwood Educational Center the volunteer leader reported that the youth at that institution were shy away from leadership role and public speaking. Also I was informed by the Principal that they have TV equipment that hasn't been used for a long time.

Impact: At the beginning of this program, the agent noted that that it was some kind of tension between the some parents and their kids but as the classes were going on, the relationship became fluently and we can feel how the kids trust their parents. Also, the joy of both, parents and students, after their finished the elaboration of some meals. At the end of the program they were interesting in get more information from Aida especially about get more recipes to cook healthy food. 80 % of the parents reprots that their relationships remain strong after the program activities have concluded.

TITLE: The University of the District of Columbia (UDC) 4-H and the Center for Youth Development have a mission to expose urban students to science, technology, engineering, and mathematics (STEM) disciplines.

RELEVANCE: The population in the District of Columbia identifies mostly as the underserved population, in which, this population is underrepresented in STEM professions. Employment projections of the Bureau of labor Statistics states that a student out of high school pursuing a career in STEM is more likely to make 59.6% more than non-STEM positions. The Labor Department projects that future occupations are requiring workers to have more knowledge and experience in STEM. 4-H Youth, Engagement, Attitudes and Knowledge (YEAK) Survey found that "by providing engaging out-of-school programming, 4-H Science programs have the potential to strengthen participants' interest in pursuing education and careers in the STEM fields."

RESPONSE: With the initiatives from 4-H, the STEM Leaders Program launched STEM programming by under the National 4-H guidance completing various projects to enrich the classrooms, and engaged in after school programs to urban middle school aged students. Implementation of the program is conducted by informing educators of the District of Columbia public schools and youth leaders on the importance of STEM; then by using resources from the UDC STEM Center, partnering with the Microsoft Store, collaborating with Operation Military Kids, and having UDC college students as mentors, the program is able to successfully work directly with schools in Wards 8, 7, 6, and 4. Those Wards identified are listed in order of having the highest poverty rates, and indeed are the most underserved population with the least amount of resources.

RESULTS: Students have a safe place to learn and be leaders, while having the opportunity to conduct hands on experiments and make observations. In pre and post evaluations students have stated that they would share their experiences with others and can relate the science projects to real life situations. The Teacher volunteers found it

comforting that the students are engaged and interested in STEM projects. In observations students while making Lava Lamps, Snap Circuits, quicksand, Dynamo Torches expressed that the project was "cool." The STEM leaders Program is rapidly expanding to schools in the District.

RECAP: Of the underserved population, 212 students and counting have completed various STEM projects in the District of Columbia by initiatives of the 4-H and the Center for Youth Development and the STEM Leaders Program.