

**V(A). Planned Program (Summary)**

**Program # 3**

**1. Name of the Planned Program**

Childhood Obesity: Extended Education

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
806	Youth Development		100%		100%
	<b>Total</b>		100%		100%

**V(C). Planned Program (Inputs)**

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	1.1	0.0	0.0
Actual Paid Professional	0.0	0.8	0.0	0.0
Actual Volunteer	0.0	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
0	30381	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	24896	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	94786	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 and science for youth in Oklahoma.

**2. Brief description of the target audience**

Youth in Oklahoma.

**3. How was eXtension used?**

eXtension was not used in this program.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	166	180	1727	1800

**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
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number of Research Projects completed on Extended Education.

Year	Actual
2012	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**

<b>Year</b>	<b>Actual</b>
2012	176

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

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

The need for a summer literacy 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 after school and 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 over the summer. 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 (SET). We addressed that challenge in 2012 through our summer literacy program and a 4-H SET Saturday Academy.

#### **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 (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 childhood obesity epidemic presently facing our country, physical fitness and proper nutrition 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. One hundred percent showed improvement in understanding mathematical concepts. Students who participated in the 4-H SET Summer Program received age-specific training in biotechnology, food science, computer technology, aquaculture, robotics and other areas to create within them a thirst for science, engineering and technology. Three (3) of our former 4-H SET Program students have graduated from high school and are now enrolled at universities in Oklahoma and majoring in science-related fields.

### 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	Actual
2012	0

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

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

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#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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	Actual
2012	176

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

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#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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)**

##### **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 100% showed improvement in understanding mathematical concepts.

##### **Key Items of Evaluation**

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