

V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

Youth Development

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%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	58.0	0.0	0.0	0.0
Actual Paid Professional	60.0	0.0	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
845000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
3320469	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The youth development program addresses four programmatic areas: 1) citizenship and global

education; 2) literacy education, 3) science, technology, engineering and math (STEM), and 4) healthy lifestyles. The goals of the program are: 1) develop youths into responsible leaders of their state, country, and world, 2) improve reading skills in youth and engage adults in teaching children to read, 3) create in youth an appreciation for STEM and equip them for a technologically advanced society, 4) increase the capacity of youth to maintain a healthy lifestyle.

Citizenship and Global Education - Within the Citizenship and Global Education program there were **93** educational activities with **61,927** youth direct contacts and **211,259** indirect contacts with adults reported in 2012. Activities include clubs, camps, after-school programs, newsletters, social media interactions, and special educational programs such as charting, career counseling, leadership skill development, global and cultural presentations, and trips to other countries. WVU Extension Service faculty members have produced **17** Extension publications on topics related to citizenship and global education.

Literacy Education - Within the Literacy Education program area there were **97** national, state, and **78** local programs. The largest program in this category is the Energy Express Program that promotes school success of children living in low-income communities by providing summer learning experiences and an ethic of service among college students and community members. This year the Energy Express program had **1,730** direct contacts with adults and **4,835** direct contacts with youth and **197,261** indirect contacts with adults.

The West Virginia Storytelling Festival took place over a three-day period (October 16-18) at Jackson's Mill State 4-H Camp and served 725 elementary school students from second to sixth grade from six schools. Three regional train-the-trainer Reading Partner trainings were conducted for adults during 2012. The 29 new trainers have trained **108** volunteers to be reading partners. Sixteen state and national train-the-trainer literacy presentations for adults were made in 2012. "What do you see?" a statewide writing exhibition was implemented and replicated nationally on a national webpage reaching multiple states. Two peer-reviewed publications on sharing the joys of reading were produced. In addition, a training video - "Celebrating 20 Years, Energy Express" was produced.

Science, Technology, Engineering and Math - Within the STEM program area, there were **94** educational activities reported, including topics related to the environment, energy, forestry, agriculture, animals, technology and engineering, the biological sciences, and the physical sciences. There were **58,344** direct contacts with youth and 18,485 indirect contacts with adults. This year, WVU Extension Service faculty members have produced **7** Extension publications on STEM topics.

Healthy Lifestyles - youth activities related to healthy living are reported in the Childhood Obesity section.

Adult leadership Development for Youth Activities - WVU Extension faculty members train

2012 241

Output #2

Output Measure

- Number of outside organizations collaborating within this program area
Not reporting on this Output for this Annual Report

Output #3

Output Measure

- Number of educational materials created or updated

Year	Actual
2012	21

Output #4

Output Measure

- Number of professional presentations

Year	Actual
2012	17

Output #5

Output Measure

- Number of 4-H educational materials distributed

Year	Actual
2012	40155

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of participants who increase their knowledge
2	Number of participants who improve or increase skills
3	Number of participants who change a behavior or use a new skill
4	Number of participants who train others
5	Number of groups or organizations that change their procedures and/or policies
6	Number of new groups or organizations that are established or enhanced
7	Number of organizations who ask Extension professionals to implement programs in schools/communities.

Outcome #1

1. Outcome Measures

Number of participants who increase their knowledge

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2672

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

During the summer months, children are most at risk for falling behind on reading levels, a preventable loss known as the "summer slide." Summer reading programs are most effective when they are fun and when they occur in a safe, enriching environment focused on reading, writing, art and drama. Many children do not get nutritious meals in the summer because their families cannot afford them, and if children are hungry they cannot learn, so it is important to provide family-style meals with children.

What has been done

Energy Express is a summer program that serves 78 low-income communities, with kindergarteners to sixth graders. It includes 17.5 hours of instruction per week. The participants are provided a family-style breakfast and lunch each day. They take part in a literature-based language arts curriculum as well as various learning activities.

Results

606 children were selected by a randomized process to take the Woodcock Johnson Test of Individual Achievement before and after participating in the Energy Express program. The results showed that 73% of participants either maintained or improved their scores on each of the three sub-tests from the beginning of the program to the end. Moreover, a large portion of these cases correspond to gains in reading scores (between 58% and 60%), as opposed to simple maintenance. These results point to the efficacy of the reading achievement program put into place by Energy Express.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Number of participants who improve or increase skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	8912

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Extension agents have identified a critical problem in their counties -- the lack of advanced science specialists willing or able to work with youths. They also said that they needed more positive role models for youths to demonstrate the importance of science education throughout life.

What has been done

In 2012, WVU ES launched the STEM Ambassador Program, with the goal of providing West Virginia youths with opportunities to engage in hands-on science, technology, engineering and math (STEM) projects during the summer. The STEM Ambassador program is a collaboration with four WVU colleges each of which sends students to train to be STEM Ambassadors for the summer.

Results

12 STEM Ambassadors gained life and teaching skills such as: 1) Speaking to large groups of people, 2) Improvising quickly when a lesson plan didn't work, 3) working with children, and 3) teaching information with which they were not familiar.

8,900 youths gained engineering skills by designing and building balloon-powered cars made from a nugget box, cup lids, masking tape and a balloon.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Number of participants who change a behavior or use a new skill

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	7678

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia youths have been raised with strong social and economic values related to our natural resources and environment. Through experiential learning experiences save and faithfully defend from waste these resources and some of them take on leadership roles in conservation.

What has been done

7,678 youths participated in environmental education this year including 4-H Earth Day, Teens Take the Lead: Be Water Wise! Approximately 125 high school aged campers attended a six-day residential camp that covers topics related to natural resource management and other conservation topics. Each day, campers have hands on classes for approximately four hours in four broad areas: forestry, water, wildlife, and recreation & nature. Afternoon activities include shooting sports, boating, and fishing.

Results

Many campers choose to continue studying conservation topics in college. Two former campers are now Ag Votech Instructors, others are nature photographers, and others are now in natural resource management careers in our state and federal agencies.

Campers take home natural resource conservation ideas and apply them in their own interactions with the natural world.

60% of campers are involved with "envirothon", FFA career development events, or 4-H judging teams that extend camp topic areas even further.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #4

1. Outcome Measures

Number of participants who train others

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	241

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The ages of the Energy Express mentors ranged between 18 and 35, with 78.4% between 18 and 21. Therefore, most Energy Express mentors do not have a great deal of experience working with children, especially in teaching them reading skills. Energy Express administrators and staff must provide extensive training for each AmeriCorps volunteers before they can be entrusted with teaching children reading skills in the summer program.

What has been done

Mentors are trained prior to the start of the program in June at a four-day training session held each year at West Virginia Wesleyan University in skills related to working with children and pedagogy as it applies to the summer reading program. Additional training is held earlier in the year for site coordinators. Some training is offered online.

Results

At least 80% of the respondents rated themselves as having maintained or increased in confidence in 18 items related to children's learning such as selecting age-appropriate children's literature, implementing one-on-one reading strategies, facilitating structured reflection activities, and the like. Depending on item, the increases in self-reported efficacy varied from 14.9% to 39.8%, with an average increase of 26.7%. The greatest increases were associated with the development of place-based activities in which children learn to identify and the plan activities so that all children can participate. Both items saw self-reported improvement from more than 35% of the mentors after they had participated in the Energy Express program.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #5

1. Outcome Measures

Number of groups or organizations that change their procedures and/or policies

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The American Camping Association selected WVU ES and Jackson's Mill as the site for its 2012 National Camping Institute. WVU ES is known for its outstanding camping program and it 4-H camps in 55 counties. Extension agents have a great deal of experience working with youths in camping venues.

What has been done

The National Camping Institute (NCI) was held March 11-15, 2012 at WVU Jackson's Mill. It featured a variety of peer-reviewed workshops and posters tailored for camping professionals and the latest research on youth development and behavior, staff training and development, and camp operations. The keynote speaker was Bob Ditter - author of "In the Trenches," a regular feature of ACA Camping Magazine. The conference's capnote speaker was Jim Clark, an award-winning nature photographer and author.

Results

Changes to camping procedures and offerings will be instituted throughout the country because West Virginia University Extension and the American Camping Association, represented by 200 camping professionals from across the country improved organizational knowledge and skills and shared a venue for sharing their expertise.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #6

1. Outcome Measures

Number of new groups or organizations that are established or enhanced

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In West Virginia, schools are in need of enrichment programs for after school programs. Research shows that quality afterschool programs can lead to increased attendance at school, improved behaviors, and improved coursework.

What has been done

WVU-ES coordinates the West Virginia Statewide Afterschool Network (WVSAN) which provides resources to all after-school programs in West Virginia. In addition, through the CYFAR program, Extension, has been able to fill the gap by offering STEM programs and encouraging 4-H membership and participation in other activities. CYFAR after school programs are held in three counties and six schools or organizations such as the Boys and Girls club.

Results

- WVSAN developed a sustainable statewide structure of state, regional and local partnerships with systems in place to influence policy development and generate resources necessary to sustain new and existing after school programs.
- WVSAN facilitated strategic planning and then drafted a governance document to assist with growth and sustainability of the network.
- WVSAN provided professional development at the National AfterSchool Association conference.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

Number of organizations who ask Extension professionals to implement programs in schools/communities.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	6

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WVU Extension Service 4-H Development West Virginia Operation: Military Kids (WV OMK) builds community partnerships to increase capacity for youths, families, and communities to support youths of military families. WVU Extension 4-H Youth Development partners with The American Legion, U.S. Army Child and Youth Service, Boys & Girls Clubs of America, Military Child Education Coalition, National Association of Child Care Resource, and Referral Agencies.

What has been done

"Drop-A-Kid-Days" which allows military youth to travel one day out of the summer to a place they may not regularly visit. "Ready, Set, Go!" trainings educate community members and professionals about the deployment cycle and the special needs of military youth and families. Hero Packs are backpacks given to a child with a deploying parent. The Mobile Technology Lab is used as a resource for military youth with deployed parents. "Speak Out for Military Kids" is a program that is made up of both military and non-military youth who share their experiences. WV OMK's conducted its first babysitting training course.

Results

- 735 WV military youth attended eight summer camps across the state
- 16 Ready, Set, Go! trainings were conducted for 1,054 community and military members
- 25 community organizations received informational briefings on OMK
- 333 military youths participated in eight Yellow Ribbon events assisted by OMK staff

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

There have been a number of resignations in the 4-H and Youth Development that have affected functioning. This year, specialists will be hired in camping, volunteerism, curriculum, and global education. Remaining specialists have been stretched thin to fill in the gap.

We had two severe storms in West Virginia in 2012. One last year knocked out power for many counties and limited the number of Energy Express days and camping days in some counties.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

For the National Camping Institute, an online evaluation survey was conducted using Zoomerang, with 140 participants responding, for a 70% response rate. Evaluation results were very positive, with 84% responding that compared to other camping professional development events NCI was "Above Average" or "One of the Best". All evaluated elements of the NCI program received a median response of "Above Average" or "Excellent", with the exception of Flag Raising/Flag Lowering which received a median response of "Average". All evaluated aspects of the WVU Jackson's Mill facility and services also received a median response of "Above Average" or "Excellent", with the exception of Wireless Internet Service which received a median response of "Average". In addition, 92% of respondents agreed or strongly agreed with the statement "Overall, I felt the NCI workshops offered met my professional development needs".

Results from Conservation Camp include:

- Increased knowledge about the topic areas
- Skill development in each of the topic areas
- Many campers choose to continue studying conservation topics in college - two former campers are now Ag Votech Instructors, others that are nature photographers, and still others that are now in natural resource management careers in our state and federal agencies.
- Campers take home natural resource conservation ideas and apply them in their own

interactions with the natural world.

- 60% of campers are involved with envirothon, FFA career development events, or 4-H judging teams that extend camp topic areas even further.

Impact of the STEM Ambassador Program

- Impact on the STEM Ambassadors

100 percent of the Ambassadors agreed or strongly agreed that the program allowed them the opportunity to promote their college to youth across WV, thus encouraging youths to earn a college degree in a STEM field.

100 percent of the Ambassadors agreed or strongly agreed that they were an important part of each camp or activity in which they worked during the summer, thus supporting their feelings of self-worth and contribution to the community.

100 percent of the Ambassadors strongly agreed that they would recommend the job of STEM Ambassador to their peers.

STEM Ambassadors gained understanding of the needs of WV youths as well as adults in rural communities.

STEM Ambassadors gained an appreciation for the value of the WVU 4-H program in the lives of 4-H youths.

STEM Ambassadors gained life and teaching skills such as:

- Speaking to large groups of people
- Improvising quickly when a lesson plan didn't work
- Working with children
- Teaching information with which they were not familiar

- Impact on WVU Extension outreach efforts

100 percent of the Extension agents who had the program in their county strongly agreed that STEM programming is needed in their county.

94 percent of the Extension agents polled agreed or strongly agreed that the STEM Ambassador offered quality K-12 educational outreach programs in science, technology, engineering and math.

100 percent of the Extension agents polled agreed that they would recommend the STEM Ambassador program to their peers for use in the 2012 camping season.

The STEM Ambassador program allowed Extension agents to address a critical problem in their counties -- the lack of advanced science specialists willing or able to work with youths. Extension agents stated that STEM Ambassadors were positive role models for youths and provided more than just science education, they became part of the camping leadership team.

- Impact on youths

Youths gained skills in the following

- inquiry-based learning
- designing solutions to scientific questions
- drafting and construction
- mathematics and measurement
- chemistry and physics
- data collection and analysis
- product evaluation

Youths gained knowledge of career opportunities in science-related fields.

Key Items of Evaluation