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: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	59.0	0.0	0.0	0.0
Actual Paid Professional	59.0	0.0	0.0	0.0
Actual Volunteer	12440.0	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
710000	0	0	0
1862 Matching	**1890 Matching**	**1862 Matching**	**1890 Matching**
3406270	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 163 educational activities reported with 16,813 youth direct contacts and 22,119 adults direct contacts reported in 2013. Activities include clubs, camps and camp management, 4-H leadership skill development, 4-H workforce development, iRespect, Operation Military Kids, post-secondary education, global and cultural education and exchanges, and young adult programs. This area also includes diversity and inclusion educational activities including bullying awareness and prevention and disability awareness.

Literacy Education - Within the Literacy Education program area there were 73 local programs. The largest program in this category is Energy Express, a summer 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 category also includes the Reading Partner initiative. h.

Science, Technology, Engineering and Math - Within the STEM program area, there were 45 educational activities reported, including topics related to the environment, energy, forestry, agriculture, animals, technology and engineering, the biological sciences, and the physical sciences.

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 adults to work with youth in West Virginia. These programs train club leaders, camp counselors and staff.

2. Brief description of the target audience

Youth 9 to 21. Adult volunteers who work directly with youth.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	34027	13290	152606	5934

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

Year:	2013
Actual:	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2013	Extension	Research	Total
Actual	8	1	9

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of educational activities

Year	Actual
2013	3347

Output #2

Output Measure

- Number of educational materials created or updated

Year	Actual
2013	8

Output #3

Output Measure

- Number of professional presentations

Year	Actual
2013	61

Output #4

Output Measure

- Number of 4-H educational materials distributed

Year	Actual
2013	37032

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of youth participants who improve or increase skills in STEM subjects.
2	Number of youth participants who use a new skill that they learned in a 4-H activity.
3	Number of new groups or organizations that are established, enhanced, or changed their procedures.
4	Number of youth participants who improve or increase leadership or citizenship skills
5	Number of participants who improve or increase healthy living skills.
6	Number of youth who increase or improve their literacy skills.

Outcome #1

1. Outcome Measures

Number of youth participants who improve or increase skills in STEM subjects.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	12000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
To address growing disparities in science and math preparedness, WVU Extension launched the STEM Ambassador Program in 2012 with the goal of providing West Virginia youth with opportunities to engage in hands-on science, technology, and engineering projects during the summer camping season. STEM Ambassadors, WVU undergraduate students pursuing STEM degrees, are trained in pedagogy and curricula encompassing a broad array of scientific fields before spending 4-6 weeks teaching in 4-H summer camps across the state.

What has been done
Following a request to include more rigorous and relevant activities, new curriculum was launched including TechXcite, an engineering program that introduces students to such topics as circuitry, wireless transmission, and photovoltaic cells. Instruction on how to discuss and explore STEM careers and tips for preparing for and succeeding in college were also included. STEM Ambassadors were coached in pedagogy best-practices and STEM curricula encompassing robotics, electronics, forensics, chemistry, and bridge building.

Results
During the combined 2012-2013 camping seasons, STEM Ambassadors provided over 3,000 hours of applied instruction in science and engineering to more than 10,000 K-12 students statewide. Ambassadors worked at a total of 44 events and traveled to 34 different counties throughout the state, up from 20 counties the previous year. It is estimated that over 12,000 youth across the state participated in STEM activities and informal STEM education during the 2013 summer camping season. Ambassadors also took part in the camp setting as counselors in youth cabins. For many campers, especially those in rural counties, the STEM Ambassador is their first encounter with a scientist or engineer. These interactions provided positive role models in STEM, especially among females. The informal camp setting allowed ambassadors to provide career mentoring and general information on college expectations and academic requirements.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Number of youth participants who use a new skill that they learned in a 4-H activity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	8888

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
The Global Education & Engagement (GEE) Team of the West Virginia University Extension Service (WVUES) believes in aiding West Virginians in becoming globally aware. It is imperative to see and understand that the United States (U.S.), West Virginia (WV), and its citizens are part of the global dimension and not separate from it. We all now live in a changing environment that is characterized by global interrelationships and increasing cultural diversity.

What has been done
4-H members have traveled around the state of WV to make presentations on the Four-H Youth Exchange (IFYE) project and other globally focused initiatives. Additionally, the GEE team has written 25 skill-a-thons to aid in educating Extension groups on a variety of global topics.

Results
Through the promotion of "Travel the World with 4-H: Camp Theme in a Box?" almost 9000 4-H campers have participated an international themed camping experience and have increased their knowledge of other cultures around the world.

4-H youths have learned about other cultures through the "Explore the World with a Global Education Curriculum."

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Number of new groups or organizations that are established, enhanced, or changed their procedures.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
In West Virginia, schools are in need of enrichment programs for afterschool 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 After-school 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 After-School Association conference.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Number of youth participants who improve or increase leadership or citizenship skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	280

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Developing a strong sense of personal identity, responsibility, caring, compassion and tolerance are essential first steps for any individual to be fully engaged in any societal level. In order to develop youth who are involved in their local communities, and even in a larger scale, we must focus on providing opportunities for young people to participate in civics in order to increase their internal locus of control and improve their ability to resolve social and interpersonal issues.

What has been done
West Virginia 4-H allows for personal development experiences to help youth better understand themselves, and display more personal confidence when assuming leadership positions through numerous programs. The State 4-H Teen Leader/Charting Weekend (TLW) is a state 4-H event where youth are able to increase their leadership skills, advance their personal development and gain knowledge of 4-H Teen Leaders.

Results
91.8% felt participation in State TLW helped them to build competencies

91.8% felt participation in the weekend gave them an opportunity to value service

96% felt they had an opportunity build knowledge

98% felt they had an opportunity to build new skills

91.9% felt that the event provided them a sense of belonging

89.8% felt a sense of connectedness

89.8% felt they were provided an opportunity to connect with a caring adult role model

100% felt the weekend provided a physically safe environment

95.9% felt the environment was emotionally safe

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Number of participants who improve or increase healthy living skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	12

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
West Virginia has the highest per capita rate of disabilities in the United States; 18.8% of West Virginia's population has a disability. From 2007-2008, the percentage of the total population with a disability grew more in West Virginia that any other state, 4.1%. The percentage of youths in West Virginia with a disability is also higher in West Virginia than the national average with more than 7% of the population ages 5-20 having a recognized disability. West Virginia University Extension Service can play a major role in achieving this goal through 4-H, for 4-H is an empowering pathway for youth with disabilities and their families.

What has been done

The Inclusion Task Force offered faculty training resources for camps and club programs. A specialist created a comprehensive "how-to" guide called "Taking Shape" that covers several disability and inclusion topics and includes an extensive lesson plan. The curriculum was presented to audiences in 2013. Task Force members co-authored and published an article that was published in the Mid-Ohio Valley Parent Magazine titled: "Simple Strategies for Inclusion."

Results
Improved Extension professional skills and performance in working with children with disabilities;

Increased communication between parents, camp staff, and Extension professionals and managers of camping facilities about the needs and reasonable accommodations for children with disabilities;

Increasing commitment by the WVU Extension Service to strive to develop more opportunities for youth and more training opportunities for adults;

Children with Disabilities and other special needs have full access to quality 4-H youth development programs:

Increased positive changes in behavior and attitudes of the leaders, camp counselors, and volunteers concerning volunteering with children with varying abilities;

Partnerships at the state level with The Arc of the Mid-Ohio Valley are strong and provide additional training and information to our programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Number of youth who increase or improve their literacy skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	2527

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
West Virginia Extension has collaborated with schools and communities in West Virginia to implement the Energy Express program. Many recognize the value of having this reading enrichment program in their communities. The program cannot function without the cooperation on community members. Matching funds are raised by the communities. This year Energy Express operated in 71 sites in 37 counties.

Results
2527 children attended with a 50% attendance record or better

There were significant positive changes in letter-word identification, reading fluency, passage comprehension, and broad reading.

121,338 meals were served to children participating in the program

9,378 meals were served to other community youth

19,044 take home books were distributed

470 college and community members engaged in service as AmeriCorps members

3,323 family and community members served as volunteers

76,154 hours of volunteer time were provided.

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
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Funding sources and funding oppo)

Brief Explanation

This year, several 4-H specialists left WVU Extension and several new specialists were hired to take their places. This almost complete turnover of specialists affected programs because new employees are learning about their jobs and the Extension system. We expect improved programming in the coming years.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The Youth Agriculture Team developed a county indicator report which identified the types of educational activities being conducted in each county, the total dollars generated from 4-H/FFA market livestock project sales, the total dollars donated to community groups/organizations from 4-H/FFA market livestock project sales, market project summary, and a summary of the implementation of the sheep tail docking rule. Reports were received from 43 counties.

Students in the CYFAR afterschool program in three counties were given a science quiz that was designed to measure understanding of the scientific method. The steps in the scientific method were taught in every afterschool program (6) and were reinforced throughout the year. Because the CYFAR coordinator position in Cabell County was left vacant for many months in the fall of 2013, only two counties conducted pre- and post-assessments. Cabell county participants only completed the post assessment.

There were 86 students who took the pre-test and 118 students who took the post test, including 42 students in Cabell county who did not take a pre-test. For the t-test conducted in Kanawha and Mercer counties there were 86 pre-tests and 76 post-tests. Overall, and across the independent variables gender and county affiliation, participants showed improvements in:

- Making a plan to answer questions
- Collecting pieces of information called data that will answer questions
- Looking at data and determining if they answered the question
- Using scientific words to share what they found out
- Creating posters to show other what they found out about their question
- Looking up facts about nature, animals or space in books or on the Internet
- These tasks are helpful in preparing for scientific inquiry and sharing about what one

has learned.

Key Items of Evaluation