

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: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	59.0	0.0	0.0	0.0
Actual Paid	59.0	0.0	0.0	0.0
Actual Volunteer	12481.0	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
810000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
3266563	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. This year, within the youth development area there were 39,037 direct contacts with adults and 218,463 direct contacts with youth.

Citizenship and Global Education - Within the Citizenship and Global Education program, 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 the largest program 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.

Science, Technology, Engineering and Math - Within the STEM program area, educational activities included topics related to the environment, energy, forestry, agriculture, animals, technology and engineering, the biological sciences, and the physical sciences. A feature program in this area is the STEM Ambassador program which trains college students with STEM majors in pedagogy skills related to their field, and then places them in a 4-H state camp during the summer where they teach STEM related subjects and mentor campers who are interested in STEM careers.

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

Youths 9 to 21. More than 85,000 youth are 4-H members and more than 6,000 adult volunteers work directly and indirectly with them.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	39037	67239	218463	14315

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

Patent Applications Submitted

Year: 2014
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2014	Extension	Research	Total
Actual	19	7	26

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of educational activities

Year	Actual
2014	2685

Output #2

Output Measure

- Number of educational materials created or updated

Year	Actual
2014	0

Output #3

Output Measure

- Number of professional presentations

Year	Actual
2014	31

Output #4

Output Measure

- Number of 4-H educational materials distributed

Year	Actual
2014	81554

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.
7	Number of WVUES participants who gained knowledge and skill related to global education
8	Number of youth participants who increased their skill in career exploration.
9	Number of adults who learned skills that they will use to train others
10	Number of participants who increase in curiosity/aspirations toward science, engineering and technology

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
2014	9000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Waning interest in science, technology, engineering, and mathematics (STEM) disciplines is especially problematic in a state like West Virginia where only 17% of the predominantly rural population have a Bachelor's degrees or higher, the lowest rate of any state. Given the lack of parents and local employers with STEM degrees, West Virginia students have fewer role models in these fields, leading to limited knowledge of STEM career opportunities and the steps needed to pursue them. In addition, West Virginia students are ranked at the bottom of nearly every national metric for science and math preparedness (The Science and Engineering Readiness Index (SERI), National Assessment of Educational Progress (NAEP)).

What has been done

WVUES launched the STEM Ambassador Program in 2012 to provide state youth with opportunities to engage in hands-on science, technology, and engineering projects during the summer camping season. WVU undergraduate students pursuing STEM degrees, are trained in pedagogy and curricula before spending 4-6 weeks teaching in 4-H summer camps. In addition to leading hands-on STEM activities, ambassadors also mentor students in STEM careers and college expectations. During 2014, ambassadors offered 373 days and 1,865 hours of direct STEM programming with 9,000 youth K-21. Ambassadors worked at a total of 60 events within 42 counties.

Results

During the 2014 camping season, 9,000 youth from across the state of WV gained knowledge and skills related to science, technology, and engineering subjects.

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
2014	800

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia has a rich history of oral storytelling. The West Virginia Storytelling Festival at Jackson's Mill provides an opportunity for schools to expose students to West Virginia heritage and learn about the rich and diverse cultures represented. Traditional story themes often include lessons on citizenship, truth-telling, playing fair, and treating others as they would wish to be treated. The incorporation of storytelling into literacy programs has been shown to improve reading comprehension, understanding the elements of a story, and understanding pacing and plot. Storytelling promotes gains in vocabulary and improves written communication skills.

What has been done

The 2014 West Virginia Storytelling Festival was held at Jackson's Mill. The festival was comprised of two parts. First, the traditional daytime school program and the new public event. The event was planned, hosted and facilitated by members of the storytelling festival committee with four accomplished West Virginia storytellers providing the storytelling. This year seven schools participated in the daytime school program in order to reinforce their school literacy and heritage/citizenship education efforts. During the two-day program period, the festival served approximately 800 school children in grades K-6.

Results

A brief, two question student evaluation was administered to a sampling of children participating in the daytime festival. Due to the young age of the majority of participants as well as time and logistics constraints, a sampling of approximately 5% of child participants was surveyed. The children were asked to identify what they had learned through their participation in the festival.

Overwhelmingly, children reported learning how to tell engaging stories, learning about the different types of stories, and learning that stories may be told through a variety of means including music.

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
2014	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In 2014, 20% of West Virginia's children are alone and unsupervised between the hours of 3 and 6 p.m. In West Virginia, in 2014, 19% of children participated in an after-school programs, compared to 13% in 2009 and 6% in 2004. After-school programs are an opportunity to promote school attendance, engagement in learning, and keep kids on track for success.

What has been done

The West Virginia Statewide After-school Network (WVSAN) was established by state agencies and after-school personnel throughout West Virginia with the purpose to create and sustain a statewide partnership that raises the awareness of the importance and accessibility of high quality "out-of-school time" programs for all school age children. WVUES coordinates WVSAN, providing an Extension Specialist as director.

Results

WVUES secured the following funding for WVSAN to match Mott Foundation grant:
\$13,000 West Virginia Department of Education
\$30,000 West Virginia Department of Health and Human Resources

\$45,000 National 4-H Council Walmart Youth Voice: Youth Choice grant
West Virginia was selected by Afterschool Alliance as first state in the country to pilot First Lego League at all 21st CCLC afterschool sites.
WVUES implemented WV 4-H Health Ambassador program at afterschool sites

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
2014	1238

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Civic engagement (citizenship) is the broadest mission mandate. It incorporates youth voice, leadership, respect, history, community youth development, SET, and healthy lifestyles. According to National 4-H Headquarters, 4-H citizenship is the knowledge, skills, attitudes and motivation that give youth the capacity to move beyond one's individual self-interest and to be committed to the well-being of some larger group

What has been done

Civic engagement activities and presentations were conducted at a variety of venues. Training sessions for adults occurred at WVUES professional development events, the Civic Engagement Forum, 4-H Regional Meetings in the northern & southern regions, Extension Service Committees. Youth activities included Teen Leader Weekend, Older Members Conference Week Long Residential Camp, Wyoming County Older Weekend Camp & County Camp Week, Alpha I State 4-H Camp, State 4-H Days, and Civic Engagement Forum. The goals are to empower youth to be leaders in their communities and globally and to build skills of volunteers and faculty

in effective civic engagement programming.

Results

Youth participants at the Civic Engagement Forum (n=63) were asked if they agreed or disagreed that the program resulted in a list of behavioral changes. In most cases, 80 -- 100 percent agreed. The top three statements were: I respect people from different cultures (100%); I can make a difference in my community through community service (100%); and I can apply knowledge in ways that solve real-life problems through community service (98.4%). When asked which item they were most likely to complete in the future, almost 75 percent said they would definitely plan to work on projects to better their community. Almost 70 percent said that they were encouraged to volunteer more, and nearly 60 percent said that they were interested in a career that helps others. When asked what they would do differently when they go home, 82.5 percent said that they would be involved in a community service project.

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
2014	465

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The National Institute of Food & Agriculture (NIFA, 2013), states that too many people experience financial crisis because of inadequate savings, too much debt, and poor planning. In the last decade the incidents of personal bankruptcy rose by 69%. Furthermore, more than half of

Americans report living paycheck-to-paycheck. Financial programs for youth give young people the knowledge, skills, and motivation to build financial security.

What has been done

The Reality Store program materials came from the University of Kentucky Cooperative Extension and were updated to reflect West Virginia taxes, costs, and prices. The program uses simulation exercises to help students look ahead and determine how they will manage finances. Students are given a career and monthly salary, marital status, and number of children. Jobs range from those that require a high school education to those requiring a college degree. Students visit 19 stations (ex. transportation, housing, utilities, etc.) where they make financial decisions. The program was delivered at five schools, reaching 465 students. There were 43 community volunteers participated.

Results

Participants indicated on their evaluations that they increased their understanding of the following: the need to budget your money (77%); what it costs to maintain a household (80%); importance of wise financial choices (80%); what it costs to raise a child (77%); the education required to get a job (82%); how the type of job affects how much money you make (81%); making career choices (81%); the importance of staying in school (80%); the importance of education after high school (80%). Because of this program, schools in the county have asked for more follow-up

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
2014	3072

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

Through the efforts of WVUES faculty and staff, 74 communities successfully implemented the Energy Express Program in 2014. 3,072 children participated at 74 community sites across the state with 2,435 attending at least 50% of the program days.

Approximately 139,520 nutritious meals were served to children and 20,292 to youth volunteers.

3024 family and community members served as volunteers. 56,538 hours of volunteer time were provided with 25,959 hours (46% of the time) devoted to reading and writing activities. There were an average of 42 volunteers contributing an average of 764 volunteer hours at each site.

Results

2,435 children increased in word identification, reading comprehension, reading fluency and in broad reading, with an average age equivalent gain of 1.9 months.

Children's personal libraries expanded by approximately 20,028 take home books.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

Number of WVUES participants who gained knowledge and skill related to global education

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	679

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The W.K. Kellogg Commission's concept of the "engaged institution" requires land-grant educators to see community in the context of the global village. WVU Extension's responsibility is to help West Virginians become globally aware and to incorporate the requirements of a changing environment, one that is characterized by global interrelationships and cultural diversity into our programs. Global education is one of the top five priorities in WVU's new strategic plan and WVU Extension's strategic plan.

What has been done

The Global Education Team conducted 13 educational sessions both in the USA and in other countries including China, Vietnam, South Korea, Japan, and Ireland. The specialist worked with Vietnam & the WVU Office of International Programs to develop a camper exchange. He attended the National Social Services Summer Institute in Vietnam where he presented on 4-H methods, while two Vietnamese campers attended WVUES state camp. The first Global 4-H (Clover) Network was formed this year. Our global outreach specialist was selected as one of six members of the eXtension national global design team.

Results

The efforts of the Global Education Team resulted in an increased understanding among participants from other countries of 4-H philosophy and techniques including the Ages & Stages Model, child protection, risk factors, & educational engagement. Several people in Vietnam sent emails documenting their use of 4-H techniques and materials that had been translated into Vietnamese. Using what we learned in Korea, the National 4-H Council has been designing the Global Clover Network. In the USA, participants learned specific activities to implement training programs for inbound and outbound international youth groups. In West Virginia, 20 members of the Chinese delegations learned about 4-H, American culture, and camp expectations. Nine visiting Japanese and 40 host family members learned customs, cultural adaptations, and rules and procedures. 390 West Virginia 4-H youth gained cultural knowledge directly from these programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Number of youth participants who increased their skill in career exploration.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Nearly 6.5 million U.S. teens and young adults, including 56,000 in West Virginia, are not in school and jobless, veering toward a path of chronic underemployment as adults and failing to gain the skills employers need in the 21st century, according to a 2012 KIDS COUNT® report from the Annie E. Casey Foundation. In terms of achieving economic success in adulthood, youth who drop out of school are clearly at a disadvantage, but those youth who have graduated and are not working, may also be more susceptible to lower levels of economic success.

What has been done

The Post-Secondary Success Team implemented activities aimed at preparing youth and their parents for career readiness including: a Workforce and Career Exploration Track at State Teen Leader Weekend, a workshop called "Get in the Act!", a workshop called, "Making the Connection", a session for adults on preparing financially to send a child to college, a session to enhance youth public speaking skills, and "College 101". The team is currently conducting a review of the national, "Build Your Future" curriculum. They are also working on a research project on how the level of participation in 4-H affects a member's workforce skill development.

Results

110 West Virginia 4-Hers gained knowledge and skill in exploring their future education and career options and performed hands-on project work in the area of career exploration.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

Number of adults who learned skills that they will use to train others

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	1025

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Cyber bullying can be defined as the use of information and communication technology particularly mobile phones and the internet, deliberately to upset someone else. Bullying and Cyberbullying continues to be a problem in West Virginia, and specifically McDowell County. This is also the #1 program requested by the McDowell County Board of Education.

What has been done

WVUES faculty developed a curriculum to help youth and adults understand cyber-bullying and the consequences of being a cyber-bully; recognize types of cyber-bullying; describe the negative effects of cyber-bullying; and describe the strategies that can help prevent cyber-bullying. The curriculum contains the following modules: Train the Trainer: Younger Youth Module: Older Youth Module: Parent Module: and Social Media Youth and Educators Module. This last module is designed to give principals and school administration an overview of the cyberbullying terms, scope, and consequences to their students on a personal and academic level. Workshops were held in 11 locations in 2014.

Results

630 adults who attended the iRespect workshops indicated that that they intended to do the following things:

I will set an example with my words to other kids on social media sites (87.5%)

I will know all my child's computer and internet passwords. (100%)

I will set boundaries for my child about what is appropriate internet behavior (100%)

I will review my child's friend's lists on Facebook and other social media sites (87.5%).

395 youths who attended the iRespect workshops indicated that they intended to do the following things:

I will set an example with my words to other kids on social media sites (62.5%).
I will discuss the info from iRESPECT with my parents and friends (75%).

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #10

1. Outcome Measures

Number of participants who increase in curiosity/aspirations toward science, engineering and technology

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	96

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia needs a workforce ready to tackle a sophisticated, highly technical, science-driven, global economy. According to the West Virginia Higher Education Policy Commission, 75% of all tech-based companies stay in the state where they originated. High-tech jobs are created as a result of research, strengthening a state's economy with an influx of revenue and job growth. During the next decade, the demand nationally for scientists and engineers is expected to increase at four times the rate for all other occupations. However, youths' interest in science fields is dwindling and STEM degrees continue to decline.

What has been done

Youths attending Alpha I and Alpha II camps are introduced to science-rich educational classes that range from robotics and web page development to rocketry and nanotechnology. Participants take part in activities focusing on STEM and discover possible career opportunities. The youth participants rotate through four 75 minute STEM classes (one per day, spread out over four days), yielding 5 hours of STEM programming per week. The 2014 curriculum included activities in Seaperch Underwater Robotics, watershed and stream monitoring through probeware and GPS, use of unmanned aerial vehicles to explore aerospace engineering, and activities in

engineering design.

Results

All 96 participants who took part in the Alpha I and II STEM Tracks completed an evaluation of their knowledge perceptions of the course topics before and after taking the STEM workshops. The majority of youth rated themselves as having little knowledge prior to the courses and as having between some and strong knowledge after taking the courses. Further, the percent change for each topic was 48-73%.

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

Brief Explanation

Budget cuts have affected some programs. Changes in school schedules have made it a priority for Energy Express to try out new formats with shorter schedules. Government regulations regarding background checks and safety consideration always affect the risk management procedures of 4-H.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

For STEM education classes at two camps this summer All 96 participants who took part in the Alpha I and II STEM Tracks completed an evaluation of their knowledge perceptions of the course topics before and after taking the STEM workshops. The majority of youth rated themselves as having little knowledge prior to the courses and as having between some and strong knowledge after taking the courses. Further, the percent change for each topic was 48-73%.

4-H Camp

At 4-H camp each year, we use evaluation forms that were created a number of years ago by the 4-H Camping Research Consortium. This year, the evaluation showed that the longer campers are members of 4-H the higher they rate indicators related to selected essential elements of youth development. These elements include:

Opportunity to Build a Relationship with a Caring Adult

This is an index variable comprised of the following questions:

- Leaders were people I could trust
- Leaders thought that helping others is important
- I could go to a leader if I had problem
- Leaders understood campers' problems
- Leaders tried to make homesick campers feel better
- Leaders liked being around campers
- Leaders helped campers be successful

Opportunity for Independent Learning and Mastery

This is an index variable comprised of the following questions:

- My skills in some activities improved
- My classes were interesting
- I could make choices about how I spent my free time
- I pushed myself to try harder because of challenging activities
- I learned things that will be useful in future
- I felt like I had a choice in my camp classes
- I felt good about something that I accomplished
- I could make choices for recreation activities
- Campers taught each other
- Campers could be a part of making group decisions
- Campers accomplished something they could not do the first day
- Campers had the opportunity to learn about different careers

Emotionally Safe and Inclusive Environment

This is an index variable comprised of the following questions:

- Other kids did not like me
- Other kids made fun of me
- I was teased
- Campers messed with others belongings
- Campers picked on one another
- Mean jokes were played on campers
- I felt free to express my opinion
- I felt accepted by other campers

Physically Safe Environment

This is an index variable comprised of the following questions:

- I felt safe in my cottage/cabin
- I felt safe at night
- I felt safe in classes and activities

For each of the essential elements, the differences in campers by years in 4-H were significant, all indicating that the longer youths are members of 4-H, the higher their ratings are on measures of the essential elements of youth development.

Key Items of Evaluation

Youth at 4-H camps who took STEM classes this year, reported that they improved their knowledge of STEM related topics.

For each of the essential elements that we strive to make present at our camps, the differences in campers by years in 4-H were significant. This finding occurs each year, showing that youth are affected positively by their experience at all 4-H activities, as well as camp.