

2007 West Virginia State University Extension Plan of Work

Brief Summary about Plan of Work

West Virginia State University (WVSU) began the reactivation of its extension programs in FY 2000. The Department of Land-Grant Programs was officially established on March 17, 2000 to serve as the land-grant administrative and operational entity of the University. This Department was later elevated to a Division of Agricultural, Consumer, Environmental, and Outreach Programs (or Division of ACEOP) in 2003. More recently, on March 15, 2006, the Division became "The Gus R. Douglass Land-Grant Institute" to better accommodate the growth of this unit and to better serve the University's constituents. The mission of this unit remains that of delivering the institution's land-grant mission related to the dissemination of research, teaching, and extension services to the state's citizens.

As it relates to financial support, formula funds for FY 2005 devoted to extension programming were maintained at slightly over \$1 M. Prior to FY 2006, the University had received in two occasions, direct state appropriated dollars to meet the matching of its formula funding as the State Legislature recognized the need for the University's state match as a means to preserve the level of Federal funding coming into the State. This year, the State Legislature not only appropriated state dollars to meet the 90% match (FY 06), but also secured a line item within the institution's budget to meet the match thereafter. As state appropriations and other federal and non-federal funding are attained, the University assesses its position to extend its research and extension services to additional counties in the state. Extension and outreach programs are currently offered on a consistent basis in approximately 15 counties within West Virginia. These programs were specifically designed to meet the needs of our target audiences and communities, categorized as underserved and underrepresented. Community environmental scans and stakeholder sources assist our staff in designing new programs and redesigning existing ones to more effectively serve the needs of our target audiences (clients). In 5 years of service, many of these programs have already had a profound impact on those individuals and communities served.

This five-year plan of work for West Virginia State University Extension will continue to focus on the five major program initiatives of adult and family education, agriculture and natural resources, community resource and economic development, nutrition and health and 4-H Youth Development. Staff in these program areas will continue to identify and proactively educate the citizens of West Virginia utilizing an asset-based didactic model. West Virginia State University Extension administration is comprised of a system of that includes the director, an associate director, and a program leader for each of the five areas. Program delivery staff include extension specialists, extension agents, and paraprofessional staff divided by the five identified program areas.

West Virginia University and West Virginia State University entered into a voluntary agreement in 1997 to create the West Virginia Association of Land-Grant Institutions; a collaboration of the state's two land-grant institutions committed to providing education that would help the citizens of West Virginia improve their lives and communities. More recently (in 2005), triggered by an USDA-CSREES mandate, the two Universities developed a Comprehensive Plan for the State which superseded the former agreement. This plan assures appropriate coordination between the two institutions to avoid duplication of efforts, as it relates to their research and extension programming, and thus an efficient investment of human and financial resources within the State.

Estimated number of professional FTEs/SYs total in the State.

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	34.5	0.0	0.0
2008	0.0	35.6	0.0	0.0
2009	0.0	37.6	0.0	0.0
2010	0.0	39.1	0.0	0.0
2011	0.0	40.4	0.0	0.0

Merit Review Process

The merit review process that will be employed during the 5-Year Plan of Work cycle

- Internal University Panel
- External University Panel
- External Non-University Panel
- Combined External and Internal University Panel
- Combined External and Internal University External Non-University Panel
- Other (Identified Stakeholders)

Brief explanation

West Virginia State University Extension is expanding its presence in the State of West Virginia. The current Institution's strategy of expansion, as it relates to the delivery of its land-grant programs, is based on regular merit review of programming. WVSU Extension utilizes a multi-faceted merit review process that includes faculty, staff, and stakeholders that are both internal and external to the Extension unit.

Merit review is performed semi-annually by the Extension Advisory Council. This group of stakeholder is comprised of WVSU faculty and staff, external stakeholders, and administrators and faculty from other land-grant institutions. They meet in the fall and spring of each year.

In addition to this formal semi-annual meeting of the Advisory Council, informal merit review occurs on an ongoing basis by the associate director for Extension. This process is accomplished through regular meeting with administrative and program staff on a continuing schedule.

Additionally, West Virginia State University has formed a Land-Grant Advisory Committee comprised solely of university faculty, staff, and students. This group meets on a regular (monthly to bi-monthly) basis to review and discuss land-grant research and extension unit functions.

Evaluation of Multis & Joint Activities

1. How will the planned programs address the critical issues of strategic importance, including those identified by the stakeholders?

West Virginia has been historically one of the most economically depressed states in the country. Socio-economic indicators reflecting the aforementioned situation include low scores in literacy, health (e.g. high incidents of obesity), economic development, and public education; to mention just a few. Extension programs at WVSU have been designed so they can contribute to alleviate and solve some of these critical issues the state faces. WVSU Extension utilizes a stakeholder input mechanism to insure that all programs are responsive to the critical issues of strategic importance to the state. The Extension Advisory Council meets on a semi-annual basis to review program direction and successes, as well as, provide input into program development. WVSU Extension's programs are closely coordinated with WVU Extension Service so that no duplication of efforts occurs and also to take advantage of collaborative opportunities. Specific multi-state and joint activities for WVSU Extension include the following:

- Older, Minority, Women, Small and Tobacco Farmers Face Strategic Decisions-Kentucky State University Purdue University, University of Arkansas,
- Developing a Strategy for the Land-Grant System to Address Rural Development Research, Extension and Policy in the South-Alabama A&M, Auburn University, University of Arkansas, University of Arkansas at Pine Bluff, Florida A&M University, University of Florida, Fort Valley State, University of Georgia, Kentucky State University, University of Kentucky, Louisiana State University, Southern University, Alcorn State University, Mississippi State University, North Carolina A&T State University, North Carolina State University, Langston University, Oklahoma State University, Clemson University, South Carolina State University, Tennessee State University, University of Tennessee, Prairie View A&M University, Texas A&M University, Virginia State University, Virginia Polytechnic Institute and State University
- Sustainable Agriculture Research and Education Professional Development Program-Northeast SARE Consortium Family First News-Alabama A&M, Alcorn State University, Delaware State University, Florida A&M University, Fort Valley State University, Kentucky State University, Langston University, Lincoln University, North Carolina A&T State University, Prairie View A&M University, South Carolina State University, Southern University, Tennessee State University, Tuskegee University, University of Arkansas at Pine Bluff, University of Maryland Eastern Shore, Virginia State University

2. How will the planned programs address the needs of under-served and under-represented populations of the State(s)?

Extension programs at WVSU have been designed and implemented aiming at improving literacy, health (high incidents of obesity), community and economic development, public education, family development, etc., within underserved and underrepresented populations; which are the primary target of these programs. To that fact, town hall meetings have proven essential to identify our community stakeholders and their needs. Extension personnel held a series of community forums and

town hall meetings throughout the year in our servicing areas. Feedback from stakeholders has shown the need for programs that address high unemployment, illiteracy among adults, teen pregnancy, inadequate nutrition, lack of activities for children and youth after school and the digital divide. Programmatic efforts were directed toward these issues. Partnerships with community-based organizations have also been useful to retrieve information pertinent to the needs of our stakeholders. Faith based organizations have been useful to affiliate with a community development entity whose interests and accomplishments would support and further the mission of serving as a resource center and broker for the communities the University serves. Additionally, in FY 2005 West Virginia State University began using a twice-yearly meeting of a stakeholder advisory council to provide direct input into program development. The participants on this advisory body are representative of the five Extension program areas and many of the members are programmatic partners or participants.

3. How will the planned programs describe the expected outcomes and impacts?

Each planned program will be the result of extensive research and evaluation of needs/assets of the targeted communities and the individuals that comprise them. The expected impact for each program are:

- Older, Minority, Women, Small and Tobacco Farmers Face Strategic Decisions- education of stakeholders and staff regarding income diversification opportunities
 - Developing a Strategy for the land-Grant System to Address Rural Development Research, Extension and Policy in the South-aggregated reports from each southern state will provide a snapshot of rural development needs and assist land-grant institutions in planning needed programs.
- Sustainable Agriculture Research and Education Professional Development Program-continued education of WV SU staff and stakeholders understanding and utilization of sustainable agriculture practices

4. How will the planned programs result in improved program effectiveness and/or efficiency?

As West Virginia State University Extension enters its seventh year of program operation, the planned programs are becoming more targeted. Initially, due to the newness of these programs, the institution had insufficient data, other than inferential, upon which to base programs. The programs planned for the 2007-2011 Plan of Work cycle are now the result of staff research derived from the needs of the communities served, thus the planned work schedule is also adjusted accordingly. Additionally, each of these planned programs has embedded components that will promote staff interactions across the five program areas of Adult and Family Education, Agriculture and Natural Resources, Community Resource and Economic Development, Nutrition and Health, and 4-H Youth Education. It is expected that this planned interconnectivity among extension programs will result in synergies which in turn increase the efficiency of federal base funding and other non-federal resources dedicated to program efforts.

Stakeholder Input

1. Actions taken to seek stakeholder input that encourages their participation (Check all that apply)

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Survey of traditional stakeholder groups
- Survey of traditional stakeholder individuals
- Survey specifically with non-traditional groups
- Survey specifically with non-traditional individuals

Brief explanation.

West Virginia State University Extension employs population appropriate actions to garner and utilize stakeholder input. The institution has recently established a communications entity, located within the land-grant programs area, with the purpose of increasing our capacity for contacting non-traditional stakeholders, informing them of program activity, as well as seeking their direct input on developing activities.

2(A). A brief statement of the process that will be used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

1. Method to identify individuals and groups

- Use Advisory Committees

- Use Internal Focus Groups
- Use External Focus Groups
- Open Listening Sessions
- Needs Assessments
- Use Surveys

Brief explanation.

West Virginia State University Extension relies heavily on involvement with community members to identify traditional and non-traditional stakeholders. The individuals selected will have a diverse background and various degrees of program experience. University policies encourage us to look beyond traditional support groups in the identification of stakeholders to avoid institutional stagnation in program development, responsiveness, and delivery. Staff (at all levels) are integral parts of their local communities and interact with a wide cross-section of individuals to insure that diverse and divergent viewpoints are sought, acknowledged, reviewed, and incorporated into our programs.

2(B). A brief statement of the process that will be used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

1. Methods for collecting Stakeholder Input

- Meeting with traditional Stakeholder groups
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)
- Meeting specifically with non-traditional groups
- Survey specifically with non-traditional groups
- Meeting specifically with non-traditional individuals
- Survey specifically with non-traditional individuals
- Meeting with invited selected individuals from the general public

Brief explanation

West Virginia State University will implement a broad variety of processes to identify pertinent stakeholder individuals and groups. Included in these processes will be individual meetings, group meetings, interviews, town hall meetings, and referral from partnering agencies.

3. A statement of how the input will be considered

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- Redirect Research Programs
- In the Staff Hiring Process
- In the Action Plans
- To Set Priorities

Brief explanation.

West Virginia State University receives stakeholder input at the programmatic level on a continuing bases. Field staff use formal and informal methods (including local advisory councils) to evaluate information and utilize it in an efficient and effective manner for program development. At the institutional level, WVSU Extension provides two formal and several informal opportunities for stakeholder feedback. The two formal feedback opportunities are the guidance of our Extension Advisory Council which meets in the spring and fall of each year. After these meetings, extension administrators and field staff meet to review input and make decisions about program direction. Informal feedback is continuously sought from stakeholders and peers to improve program efficacy. Recommendations are received and examined by staff in an ongoing manner.

Planned Program Table of Content

S. NO.	PROGRAM NAME
1	Alternative Agriculture
2	Bake ~n~ Shake Summer Camp
3	Beats, Rhymes, and Life
4	Bee a Reader, Bee a Leader After School Literacy Program
5	Business Retention and Expansion
6	Can You Repeat That, Please?
7	Community Revitalization
8	Dining With Diabetes
9	Expanded Food and Nutrition Education Program (EFNEP)
10	Expansion of Residential Horticulture Activities in West Virginia
11	Health Sciences and Technology Academy Forensics Summer Institute (HSTA)
12	Parenting Development
13	Positive Behaviors For Teens
14	Production Agriculture
15	Successful Futures for Adults, Families, and Youth
16	Summer Extension and Research Apprenticeship Program (SERAP)
17	Summer Food Service Program
18	Technology and Literacy
19	The Hip-Hop Boot Camp
20	Violence Prevention and Intervention
21	Workforce Education and Individual Resource Development
22	Youth Agriculture

1. Name of the Planned Program

Alternative Agriculture

2. Program knowledge areas

- 204 50% Plant Product Quality and Utility (Preharvest)
- 206 50% Basic Plant Biology

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

West Virginia's small-scale agricultural operations need additional sources of income to increase their profitability. There are sustainable niche markets for organic food producers that are not fully utilized. WVSU Extension personnel will assist in the development of alternative agricultural endeavors to assist farmers increasing their revenues. Additionally, there is an emerging interest in the development of green spaces in our urban centers and municipalities. Many local governing bodies are seeking information on preservation and expansion of their urban forests. WVSU will work with these entities to maximize utilization of best practices in the field of cultivation, selection, and maintenance.

6. Situation and priorities

There are many opportunities for West Virginia agricultural entrepreneurs to embrace to increase their revenue through adopting alternative agriculture practices. To assist this situation, WVSU will place priority on: -educating farmers of alternative practices to increase their market share of the final sale price -developing local markets for the sale of organic and other products -encourage the purchase of organic products from local sources Additionally WVSU will encourage the adoption of urban forest management programs by our municipalities and local governments.

7. Assumptions made for the Program

There is a market for expanded use of alternative agriculture in West Virginia that will allow for great farm profitability and municipalities will want to use urban forestry management programs.

8. Ultimate goal(s) of this Program

West Virginia farmers will implement alternative agriculture practices that enhance their economic viability and municipalities will adopt urban forestry practices. Additionally, that the number of markets available for the sale of alternative agriculture products will increase to enhance the opportunities available to sell alternative agricultural products.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	2.0	0.0	0.0
2008	0.0	2.0	0.0	0.0
2009	0.0	2.0	0.0	0.0
2010	0.0	2.0	0.0	0.0
2011	0.0	2.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

WVSU Extension personnel will attempt the following activities: Conduct Workshops, meetings. - Develop and obtain products, curriculum, resources related to alternative agricultural practices and urban forestry. - Provide Training related to alternative agricultural practices and urban forestry. - Provide Counseling to farmers and other interested parties related to alternative agricultural practices and urban forestry. - Assessments current and potential capacity for alternative agriculture products and urban forestry. - Work with Media to explain alternative agriculture and urban forestry. - Partnering with USDA, West Virginia Department of Agriculture, and WVU Extension Services related to alternative agricultural practices and urban forestry.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● Demonstrations 	<ul style="list-style-type: none"> ● Public Service Announcement ● TV Media Programs ● Web sites

15. Description of targeted audience

Target audience for this program are small scale farmers currently studying alternative revenue generating opportunities, as well as, emerging entrepreneurs interested in the area of specialty foods production and distribution.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	100	1000	0	1000
2008	125	1100	0	1100
2009	150	1200	0	1200
2010	175	1300	0	1300
2011	200	1400	0	1400

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Workshops targeted to alternative agriculture practices will be held in targeted counties.

2007 : 2 2008 : 2 2009 : 3 2010 : 3 2011 : 4

Output Target

Producers will attend workshops on alternative agriculture practices

2007 : 25 2008 : 30 2009 : 35 2010 : 40 2011 : 45

Output Target

WVSU Extension staff and local farmers/growers will attend national workshops on sustainable agriculture.

2007 : 4 2008 : 4 2009 : 5 2010 : 5 2011 : 6

Output Target

WVSU Extension staff will generate media articles and stories related to alternative agriculture.

2007 : 5 2008 : 5 2009 : 6 2010 : 6 2011 : 7

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Farmers/growers will demonstrate expanded knowledge of alternative agriculture.

Outcome Type: Medium

2007: 5 2008: 5 2009: 10 2010: 10 2011: 15

Outcome Target

Farmers/growers will adopt alternative agriculture practices

Outcome Type: Long

2007: 2 2008: 2 2009: 3 2010: 5 2011: 5

Outcome Target

Municipalities and government organizations will adopt best-practices in urban forestry.

Outcome Type: Medium

2007: 3 2008: 6 2009: 9 2010: 12 2011: 15

Outcome Target

Municipalities will create, preserve and conserve their greenspaces.

Outcome Type: Long

2007: 1

2008: 2

2009: 3

2010: 4

2011: 5

20. External factors which may affect outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Public Policy changes
- Government Regulations

Description

Programs may be affected by a variety of factors including natural disasters, economy, public policy changes and government regulations. These effects could inhibit the ability to fully implement program goals.

21. Evaluation studies planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)

Description

Initiatives under the program area will be evaluated using multiple methods.

22. Data Collection Methods

- Sampling
- Structured
- Unstructured
- Observation

Description

Extension professionals will use a variety of methods specific to each program initiative.

1. Name of the Planned Program

Bake ~n~ Shake Summer Camp

2. Program knowledge areas

- 702 20% Requirements and Function of Nutrients and Other Food Components
- 703 80% Nutrition Education and Behavior

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

The West Virginia State University Extension Bake n' Shake Camp is designed to recruit 40 middle school-aged adolescents into two separate one-week summer day camps. A unique curriculum for the camps will be developed by a team of Cooperative Extension staff from West Virginia State University Extension, a representative from the Kanawha Coalition for Community Health Improvement, area high school family and consumer science teachers, and middle school student mentors. Enrolled students will initially receive the appropriate materials and tools needed to proceed through the Camp, but also to continue the acquired knowledge at home.

6. Situation and priorities

For decades, evidence has pointed to the fact that adolescence is a critical period for the development of obesity. Interactions between genetic, biological, psychological, socio-cultural, and environmental factors are evident in childhood obesity. Changes in the body are the most readily observed, but other less definitive attributes, such as thought, behavior, and social relations, also change radically during this period. During adolescence, an individuals' total nutrient needs reach their highest point in the life cycle. Healthy eating is important at this stage of life not only because of the increased nutritional needs but because habits formed early in life will most likely carry into adulthood. The results of the 2003 Youth Risk Behavior Survey for West Virginia indicated that 34 percent of children did not participate in vigorous physical activity for greater than or equal to 20 minutes on three or more days within a one-week time frame. Evidence has shown that programs offering moderately intense activity 30-60 minutes in duration, three-to-seven days per week, "led to a reduction in total body and visceral adiposity in overweight children and adolescents." Current studies indicate that today's youth are at greater risk for poor health than past generations due to a variety of factors, which include poor nutritional choices, sedentary lifestyles, and environmental influences. Overweight and obesity at any age does not equate with being adequately nourished. Oftentimes, many of these individuals are malnourished. The nutritional problems prevalent in the United States are generally due to the overall composition of the diet—many youths under-consume important nutrients, such as those from fruits and vegetables, while over-consuming calories and high-fat foods. The 2003 West Virginia Youth Risk Behavior Survey (YRBS) reported that 79 percent of children surveyed ate less than five servings of fruits and vegetables daily during a one-week time period. Moreover, 81 percent drank fewer than three glasses of milk per day during the same time frame.

7. Assumptions made for the Program

Adolescents living in West Virginia are at risk for developing chronic disease as a result of the prevalence of childhood overweight and obesity. Poor nutrition and inactivity are two major contributors to this ever-increasing problem. These two factors can be characterized by an intake of excessive calories and saturated fat, inadequate fruit and vegetable consumption, and insufficient calcium intake. Youth are inundated by an overwhelming number of alternatives that challenge their ability to make wise decisions when making food choices. Schools no longer provide adequate nutrition and physical education classes, and families increasingly fail to provide practical experiences that enable adolescents to make healthful food choices.

8. Ultimate goal(s) of this Program

The West Virginia State University (WVSU) "Bake~n~Shake Day Camp" will increase the number of Kanawha County Middle School students following a healthful eating pattern and a more healthful lifestyle, thereby reducing their risk of developing nutrition and lifestyle-related chronic diseases.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.0	0.0	0.0
2008	0.0	1.0	0.0	0.0
2009	0.0	1.0	0.0	0.0
2010	0.0	1.0	0.0	0.0
2011	0.0	1.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

The prospective schedule for the camps will be from 8:00-3:00, Monday through Friday. From 8:00 a.m. until approximately 1:00 p.m., students will participate in the food preparation/nutrition portion of the program. Each day, a guest chef will present a demonstration on a culinary skill that will be a part of the preparation skills the students will need for that day. The mentors will then work with their groups of four students to prepare breakfast, lunch and an afternoon snack. Once prepared, the participants will enjoy the meals together and are responsible for cleaning up their work areas afterward. During the afternoon hours, the children will participate in a variety of healthy activities designed and led by Extension Associates. The students will learn the importance of participating in regular moderate-to-vigorous intensity activity and that leisure exercise activities are all around us. On the last day of each camp, the students will plan and prepare a reception for their graduation. Parents will be invited to attend the ceremony, where participants will receive a certificate of completion and some basic food preparation equipment. Throughout the camp, each student will be asked to keep a food and activity diary. The diaries will be evaluated to determine intake of fruits, vegetables, and low-fat or fat-free dairy products. Each student will be encouraged to maintain the food diary portion once they complete the camp in order to reinforce the goals to consume at least five servings of fruits and vegetables daily, achieve adequate calcium intake (three servings per day), and make time for a breakfast meal each day. An observation made during the 2005 program noted that when only given healthy food to choose from the participants consume the healthier foods.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● Demonstrations ● Other 1 (Hands-on activities) 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● Web sites

15. Description of targeted audience

All middle school students (public, parochial and home-schooled students) living in Kanawha County will be targeted by this project. The project will be conducted in the eastern section at Riverside High School and the western section at St. Albans High School. These are areas where a high number of limited resource and minority children live.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	0	0	40	0
2008	0	0	40	0
2009	0	0	40	0
2010	0	0	40	0
2011	0	0	40	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

During the one-week camp, the students will participate in ten hours of physical activity.

2007: 10 2008: 10 2009: 10 2010: 10 2011: 10

Output Target

Throughout the one-week class, youth will experience ten hours of actual hands-on cooking time.

2007: 10 2008: 10 2009: 10 2010: 10 2011: 10

Output Target

During the one-week camp, students will undergo five hours of nutrition education.

2007: 5 2008: 5 2009: 5 2010: 5 2011: 5

Output Target

The students will view five hours of cooking demonstrations by local area professional chefs.

2007: 5 2008: 5 2009: 5 2010: 5 2011: 5

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Following the camp experience, at least 75% of participants will report eating breakfast daily.

Outcome Type: Medium

2007: 75 2008: 75 2009: 75 2010: 75 2011: 75

Outcome Target

Following the camp experience, 75% of participants will report increasing their consumption of fruits and vegetables.

Outcome Type: Medium

2007: 75 2008: 75 2009: 75 2010: 75 2011: 75

Outcome Target

Following the camp experience, 75% of participants will report increased consumption of dairy products.

Outcome Type: Medium

2007: 75 2008: 75 2009: 75 2010: 75 2011: 75

Outcome Target

85% of participants will be able to accurately interpret a food label.

Outcome Type: Short

2007: 85 2008: 85 2009: 85 2010: 85 2011: 85

Outcome Target

85% of participants will be able to accurately interpret a food label.

Outcome Type: Short

2007: 85 2008: 85 2009: 85 2010: 85 2011: 85

Outcome Target

Following the camp experience, 60% of participants will report an increase in moderate to vigorous physical activity.

Outcome Type: Medium

2007: 60 2008: 60 2009: 60 2010: 60 2011: 60

20. External factors which may affect outcomes

- Economy

Description

As the economy changes, we often have a more difficult time finding funding for such activities that federal funding can not support.

21. Evaluation studies planned

- Before-After (before and after program)

Description

Students will be surveyed regarding their dietary and lifestyle behaviors both before and after the camp experience.

22. Data Collection Methods

- Whole population
- Mail
- On-Site

Description

Students will be surveyed regarding dietary and lifestyle behaviors both before and after the camp experience.

1. Name of the Planned Program

Beats, Rhymes, and Life

2. Program knowledge areas

- 806 100% Youth Development

3. Program existence : New (One year or less)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

Beats, Rhymes, and Life is a 4-H After School program designed to introduce youth to the elements of Hip Hop through instruction in Production, Song Writing, Djing, Dance, and Visual Arts. Each club is presented in three skill levels from beginner to advanced. The clubs take place one night per week for a six-week duration.

6. Situation and priorities

Youth need opportunities to express themselves in positive ways. Music, dance, and the arts are positive ways for youth to have an outlet for their talent, as well as for their problems. Beats, Rhymes, and Life provides an alternative to classical arts enrichment for several reasons. The lessons are contemporary and more attractive to youth. In addition, the enrichment is free, while other arts enrichment programs are unattainable to the youth in our program.

7. Assumptions made for the Program

The two major staff involved in the program are music industry professionals who have vast experience that can be utilized to improve the youth's access to arts enrichment. In addition, the volunteer instructors are experts in their individual subject areas. For example, the dance instructor is a classically trained dancer with a strong interest in modern Hip Hop dance. The participants are high school students who have an interest in the varying elements of Hip Hop. These youth, unlike previous generations, have a very high level of competency in technology and enjoy learning in that modality. Therefore, the majority of topics that can be taught using technology, are. For example, the production class is taught entirely on computers using music composition and editing software. Most youth who join the production class believe that they will be experts from the beginning, but they soon realize that there is a lot of work and learning involved in creating music. They are challenged in each class and given "lab" opportunities to practice.

8. Ultimate goal(s) of this Program

The youth in the program will attain skills in the various Hip Hop elements. In addition, they will be able to give and receive criticism; speak in front of groups; feel a sense of self-efficacy; and be able to make good decisions.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.8	0.0	0.0
2008	0.0	1.8	0.0	0.0
2009	0.0	1.8	0.0	0.0
2010	0.0	1.8	0.0	0.0
2011	0.0	1.8	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Each week, a total of nine class sessions will be taught in the areas of: Production, DJ, Dance, Songwriting, Recording, Visual Arts. Each class will be taught in varying levels throughout the year.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● One-on-One Intervention ● Demonstrations ● Other 1 (Performance) 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

The youth involved in this program are in grades 8-12 in West Virginia high schools.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	25	0	100	0
2008	25	0	150	0
2009	25	0	225	0
2010	25	0	300	0
2011	25	0	350	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

There will be three introductory classes held for each element per year.

2007: 3 2008: 3 2009: 3 2010: 3 2011: 3

Output Target

There will be three intermediate classes held for each element per year.

2007: 3 2008: 3 2009: 3 2010: 3 2011: 3

Output Target

There will be two advanced classes held for each element per year.

2007: 2 2008: 2 2009: 2 2010: 2 2011: 2

Output Target

Each level of each class per element will serve at maximum capacity 10 youth (10 youth X 8 classes per element = 80 youth).

2007: 80 2008: 80 2009: 80 2010: 80 2011: 80

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

100% of youth in the Production class who attend regularly will create an instrumental CD of their own compositions.

Outcome Type: Short

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcome Target

100% of youth in the introductory Song Writing class will create at least one lyric composition.

Outcome Type: Short

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcome Target

Youth in the intermediate and advanced section of Song Writing will record at least one song of their own composition at each level of the class.

Outcome Type: Medium

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcome Target

70% of the youth in the introductory Dance class will be able to demonstrate the steps taught during the class

Outcome Type: Short

2007: 70 2008: 70 2009: 70 2010: 70 2011: 70

Outcome Target

60% of the youth in the intermediate and advanced Dance classes will be able to choreograph a short dance production.

Outcome Type: Medium

2007: 60 2008: 60 2009: 60 2010: 60 2011: 60

Outcome Target

80% of the youth in the introductory DJ class will be able to explain the concepts of scratching, blending, and beat matching.

Outcome Type: Short

2007: 80 2008: 80 2009: 80 2010: 80 2011: 80

Outcome Target

50% of youth in the intermediate and advanced DJ classes will be able to correctly demonstrate skills in scratching, blending, and beat matching.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

100% of youth in the introductory Visual Arts class will create at least one work of visual art, using techniques taught in class.

Outcome Type: Short

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcome Target

100% of youth in the intermediate and advanced Visual Arts classes will begin and maintain a portfolio of visual arts pieces of their own design utilizing techniques learned in previous lessons.

Outcome Type: Medium

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcome Target

At the end of the six-week recording class, 100% of youth will be able to set up their own project studio. To be eligible for this class, youth must complete either introductory Song Writing, or intermediate Production class.

Outcome Type: Medium

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

20. External factors which may affect outcomes

- Economy
- Other (Neighborhood Environment)

Description

The two major external factors that will influence the outcomes are the economy and the environment in the surrounding neighborhood. As the economy changes, we have more difficulty finding funding to support new programs. In addition, youth in the supporting area tend to have turf issues and attempt to prevent youth from other areas from attending our programs, even though the neighborhood youth are not currently involved in the program. The turf issue seems to be with the immediate neighborhood, not the program itself.

21. Evaluation studies planned

- After Only (post program)
- During (during program)

Description

Youth will be gauged on their skill level both during and after the program. Youth in classes where progress is recorded will be able to see and hear the difference in their skill level at various points throughout the classes.

22. Data Collection Methods

- Whole population
- On-Site
- Observation
- Portfolio Reviews
- Other (Performance)

Description

All youth involved in the program will be evaluated on-site through instructor and peer observation, review of portfolios, and performance of their skills.

1. Name of the Planned Program

Bee a Reader, Bee a Leader After School Literacy Program

2. Program knowledge areas

- 806 100% Youth Development

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

Bee a Reader, Bee a Leader is an after school literacy program that focuses on getting children interested in reading. The program is not about reading instruction, but exposure to reading and to good children's literature through an integrated approach of reading, writing, art, and recreation. The program is available to children every school day for four hours after school. The program is also an opportunity for college students to learn more about working with youth on program activities and with conflict resolution issues. College students receive both a scholarship for tuition and, in some cases, field placement and/or internship credit.

6. Situation and priorities

Three of the four WVSU ACEOP After School Programs are located in Charleston Housing. The median family income in Charleston Housing in 2002 was \$3,030. Seventy percent (70%) of residents in Charleston Housing are African-American. Single mothers head more than fifty (50%) percent of households. Sixty-four (64%) percent of the families in Charleston Housing are now making the difficult transition from "Welfare to Work" under the State of West Virginia's Temporary Assistance for Needy Families Plan, (Charleston Housing Authority-Wide Tracking Information, 2002). The fourth After School site is located in Spring Hill Apartments, a low-income housing development with similar demographics and challenges.

7. Assumptions made for the Program

Bee a Reader, Bee a Leader is structured based on a successful summer literacy program in West Virginia - Energy Express. The summer program has been tremendously successful in raising children's awareness of the importance of reading, increasing their interest in reading, and increased children's ability to read and comprehend what they have read. Bee a Reader, Bee a Leader is a more long-term way of accomplishing the same results.

8. Ultimate goal(s) of this Program

"Bee a Reader, Bee a Leader" will provide a safe, nurturing environment in which children can gain in educational leadership, citizenship, and life skills. The program will increase children's interest in reading, as well as their reading fluency. The program will provide a safe-haven for youth during out-of-school hours.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.0	0.0	0.0
2008	0.0	1.0	0.0	0.0
2009	0.0	1.0	0.0	0.0
2010	0.0	1.0	0.0	0.0
2011	0.0	1.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Students will have daily opportunities to read, write, create art, and take part in recreation. All activities will center around the books being read and a monthly theme to which the book applies.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Group Discussion ● One-on-One Intervention ● Other 1 (Mentoring) 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

Children who live in three Charleston Housing low-income housing communities - Washington Manor, Little Page, and South Park Village, as well as children living in the privately owned Spring Hill Apartments are eligible for the program. They must be in grades K-6.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	12	0	40	0
2008	12	0	50	0
2009	12	0	60	0
2010	12	0	70	0
2011	12	0	70	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Students will receive approximately 20 hours per month of reading practice.

2007: 20 2008: 20 2009: 20 2010: 20 2011: 20

Output Target

Students will receive one take-home book per month for use in building a personal library for a total of 10 books per year.

2007: 10 2008: 10 2009: 10 2010: 10 2011: 10

Output Target

Students will receive approximately 20 hours per month of writing practice per month.

2007: 20 2008: 20 2009: 20 2010: 20 2011: 20

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

50% of youth will report an increased interest in reading after six months of the program

Outcome Type: Medium

2007: 20 2008: 25 2009: 30 2010: 35 2011: 35

Outcome Target

70% will report an increased interest in reading after one year of the program

Outcome Type: Short

2007: 28 2008: 35 2009: 42 2010: 49 2011: 49

Outcome Target

Success for youth will also be measured through increased competency in reading, with the average participant increasing four months in reading comprehension, and six months in overall reading competency as measured by the Woodcock-Johnson Reading Assessm

Outcome Type: Medium

2007: 0 2008: 0 2009: 0 2010: 0 2011: 0

20. External factors which may affect outcomes

- Economy
- Populations changes (immigration,new cultural groupings,etc.)

Description

Two main factors affect our ability to deliver the Bee a Reader, Bee a Leader Program. The first is the economy. The health of the economy directly affects our ability to fund our program. The second is changes in population. The children in our program live in transient families. It is difficult to gather medium- or long-term data on children that move from community to community. In addition, as populations change in the public housing communities, we often find that certain communities have too few or no children of eligible age to attend the program.

21. Evaluation studies planned

- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)

Description

We plan to gauge the students' reading ability and interest at the beginning of the program year, the middle, and the end in order to have multiple data sets from which to draw.

22. Data Collection Methods

- Whole population
- On-Site
- Observation
- Journals
- Other (Reading Assessment)

Description

A number of methods will be employed to measure reading skills. In order to determine whether or not the youth in the After School Program have increased in their desire to read, they will be given a Garfield Assessment in August, January, and May. At each of these times, the youth will be asked to react to several statements about reading such as "I enjoy reading on my own" or "I enjoy reading with my parents." The youth will then indicate on the survey their preferences on a continuum of a modified Likert scale. In order to determine whether or not the youth have made gains in reading skills, they will be given the Woodcock-Johnson Reading Assessment in August and in May of the program year to see what, if any, improvements have been made throughout the year.

1. Name of the Planned Program

Business Retention and Expansion

2. Program knowledge areas

- 602 50% Business Management, Finance, and Taxation
- 608 50% Community Resource Planning and Development

3. Program existence : New (One year or less)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

Extension staff will work with communities to promote business growth and retention. Efforts include coordination of recruitment, grant and loan assistance, facilitation of training opportunities, and both real and virtual incubation. Small and micro-business entrepreneurs will be targeted with programming.

6. Situation and priorities

The communities served by West Virginia State University Extension have been ill-effected by a declining economy of the past 30 years. Many of these communities are faced with the loss of jobs in the extractive industries of coal, timber, and natural gas. Additionally, de-industrialization has begun in the chemical and manufacturing sectors of the economy. These effects have often been hardest on the downtown areas of our cities and towns. With slumping economies, small businesses have faced demand reduction and, at the same time, competition from larger national stores. To address these declines, there has been a concentrated effort at supporting local business in an attempt to retain them and, hopefully, spur expansion. WVSU has placed a priority on assisting entrepreneurs in growing their businesses by the study of alternate marketing and management strategies and the creation of new markets. Additionally, WVSU has begun to real and virtual incubation of micro-enterprise entrepreneurs to assist in their development and sustainability.

7. Assumptions made for the Program

Best practices have shown that being able to tangibly affect the bottom line of entrepreneurs will spur their re-investment into their business. With greater capitol investment, businesses will be able to retain their place in the community, expand their market base, and increase their profits.

8. Ultimate goal(s) of this Program

The Business Retention and Expansion program will assist local entrepreneurs to successfully continue their operation of small and micro-business in their community of choice. These successful businesses will add to the quality of life for all community members.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	5.2	0.0	0.0
2008	0.0	5.7	0.0	0.0
2009	0.0	6.2	0.0	0.0
2010	0.0	6.7	0.0	0.0
2011	0.0	7.2	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Extension staff will: - Conduct a variety of workshops and meetings related to business retention and expansion. - Deliver Services such as resource fairs and incubation for emerging entrepreneurs. - Develop Products, Curriculum, Resources related to business retention and expansion. - Provide Training for entrepreneurs on management strategies, marketing, new markets for product, and integration of technology. - Provide Counseling on collaborative development. - Assessments of current business plans, strategies, and expansion possibilities. - Work with Media concerning the importance of supporting local small and micro-business. - Partnering with various agencies including USDA, West Virginia Development Office, WVU Extension Services and the local Economic Development Authorities to promote business retention and expansion. - Facilitating.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● TV Media Programs ● Web sites

15. Description of targeted audience

Target audience for business retention and expansion efforts are the entrepreneurs who own small and micro-businesses in the targeted counties.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	300	2000	0	0
2008	400	2100	0	0
2009	500	2200	0	0
2010	600	2300	0	0
2011	700	2400	0	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Extension professionals will facilitate a schedule of classes annually for entrepreneurs. These classes will focus on management strategies, market identification, and technology utilization.

2007 : 50 2008 : 60 2009 : 70 2010 : 80 2011 : 90

Output Target

A minimum of 5 businesses per year will receive assistance through a business loan facilitated through extension personnel.

2007 : 5 2008 : 7 2009 : 9 2010 : 11 2011 : 13

Output Target

A minimum of 5 businesses per year will expand services due to involvement in extension programming.

2007 : 5 2008 : 6 2009 : 7 2010 : 8 2011 : 9

Output Target

WVSU Extension will offer virtual and location-based incubation for small and micro-businesses.

2007 : 3 2008 : 4 2009 : 5 2010 : 6 2011 : 7

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

The targeted communities will grow the number of locally owned and operated businesses.

Outcome Type: Long

2007: 10 2008: 12 2009: 14 2010: 16 2011: 18

Outcome Target

The communities targeted will see a growth in the number of employees employed by local owned businesses as a result of attending WVSU Extension facilitated learning experiences.

Outcome Type: Long

2007: 5 2008: 10 2009: 15 2010: 20 2011: 25

20. External factors which may affect outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Public Policy changes
- Government Regulations
- Populations changes (immigration,new cultural groupings,etc.)

Description

A variety of external factors could effect the program including targeted areas being hit with natural disasters, a continuing downturn in the national economy, government regulations restricting business growth, and the continued population loss of the targeted communities.

21. Evaluation studies planned

- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study
- Comparisons between program participants (individuals,group,organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- Comparison between locales where the program operates and sites without program intervention

Description

A variety of location-specific evaluations will conducted to track program efficacy. Each community will vary in their methods due to the deliverables being similar, but not completely identical, in each location.

22. Data Collection Methods

- Sampling
- Structured
- Unstructured
- Case Study
- Observation

Description

A variety of location-specific data collections will conducted to track program efficacy. Each community will vary in their methods due to the deliverables being similar, but not completely identical, in each location.

1. Name of the Planned Program

Can You Repeat That, Please?

2. Program knowledge areas

- 724 50% Healthy Lifestyle
- 802 50% Human Development and Family Well-Being

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

"Can You Repeat That, Please?" is a program that teaches participants how to open the lines of communication with their health care provider. Participants are provided with a Health History Journal to take with them to doctor's appointments, that includes sections on family health history, personal health history, medications, insurance, etc.

6. Situation and priorities

The issue is that there is ineffective communication between patients and the medical community, especially among senior citizens. This leads to ineffective care and an unnecessary amount of time being spent on diagnostic tests. The reasons that this issue exists are: doctors trying to see too many patients; a language barrier - patients not understanding medical terminology; and the lack of thorough explanations to patients about their conditions and potential treatments. West Virginia has a very large population of seniors. In fact, West Virginia has the oldest median population in the United States. Stakeholders of this program are the medical community, the West Virginia Bureau of Senior Services; insurance companies; and seniors and their families.

7. Assumptions made for the Program

The program was created from a research project conducted at West Virginia State University. Results of the study indicated that there is a language and time barrier that prohibits good communication between the patient and the physician. As a result, the study yielded the Personal Health History Journal, from which the program grew.

8. Ultimate goal(s) of this Program

The ultimate goal of this program is increase patient satisfaction and understanding when interacting with their medical providers.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.0	0.0	0.0
2008	0.0	1.0	0.0	0.0
2009	0.0	1.0	0.0	0.0
2010	0.0	1.0	0.0	0.0
2011	0.0	1.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Participants attend a thirty-minute presentation that covers the following topics: problems with patient-physican communication; three methods for improving the communication process, one of which is how to utilize a personal health history journal - a tool that aids the patient in tracking his or her own personal health history; preparation for visiting the doctor; and understanding the doctor's recommendations before the patient leaves the office.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Group Discussion ● Demonstrations 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

Any adult aged 18 and older can participate in this program. However, the majority of the learning opportunities will be conducted with senior citizens.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	300	0	0	0
2008	325	0	0	0
2009	350	0	0	0
2010	375	0	0	0
2011	400	0	0	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

There will be ten workshops provided each year.

2007: 10 2008: 10 2009: 10 2010: 10 2011: 10

Output Target

Each participant will receive a personal health history journal.

2007: 300 2008: 325 2009: 350 2010: 375 2011: 400

Output Target

The program will add two new partners for the program per year.

2007: 2 2008: 2 2009: 2 2010: 2 2011: 2

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

At least 50% of participants will continue to use the personal health history journal following their participation in a workshop.

Outcome Type: Long

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

At least 50% of participants will begin writing down their medical questions before attending a scheduled doctor's appointment.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

At least 50% of participants will leave a scheduled doctor's appointment with a clear understanding of their condition and the plan of treatment for that condition.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

20. External factors which may affect outcomes

- Economy

Description

As the economy changes, we have more difficulties finding external funding to support our programs.

21. Evaluation studies planned

- Before-After (before and after program)

Description

Participants will complete a pre-program and a post-program survey about their comfort level and understanding achieved from visiting their doctors. The follow-up survey is conducted one year after the initial workshop.

22. Data Collection Methods

- Whole population
- On-Site

Description

The entire population is sampled before the workshop, and again one year following the workshop. Both are conducted on-site.

1. Name of the Planned Program

Community Revitalization

2. Program knowledge areas

- 608 100% Community Resource Planning and Development

3. Program existence : New (One year or less)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

WVSU Extension personnel will facilitate streetscape projects, building renovation and facade renewal efforts in targeted communities. Additionally, staff will coordinate renewal committees and work with loan/grant funding to assist local communities to improve the commercial and residential building values in their municipalities with a goal of creating a more welcoming community.

6. Situation and priorities

West Virginia communities have a rich architectural history. There are a wide variety of building styles still on display in many of our downtown communities. Unfortunately, with the proliferation of shopping and dining opportunities away from downtown areas, many of these architectural centerpieces have begun to decay. WVSU Extension personnel are working with local communities to revitalize and renovate downtown buildings and streets to make them attractive as places to live, learn, work, and play. The staff will promote the walkable communities ideal to help our cities and towns create mixed-use development and returns vibrant life to our main street areas.

7. Assumptions made for the Program

There are a large number of vacant and abandoned buildings dotting the main streets of towns and cities across the state of West Virginia. It is assumed that localities will desire to revitalize these buildings if given the proper guidance and assistance along the way. Once revitalized, the buildings it is assumed the buildings will be able to attract viable businesses that will help provide entrepreneurs with an opportunity to succeed.

8. Ultimate goal(s) of this Program

The ultimate goal of WVSU Extension's Community Revitalization program are attractive downtown office buildings full of operational businesses in the targeted communities.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.9	0.0	0.0
2008	0.0	2.5	0.0	0.0
2009	0.0	2.5	0.0	0.0
2010	0.0	3.0	0.0	0.0
2011	0.0	3.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Extension personnel will: - Conduct workshops and meetings with local and state officials, as well as entrepreneurs, to instruct them on the value of community revitalization as a tool for economic development. - Deliver services to local entrepreneurs and property owners to instruct them in taking advantage of community revitalization opportunities. - Develop products and resources that will assist property owners, elected officials, and entrepreneurs in understanding the complexities of community revitalization. - Facilitate counseling with architects and historical preservationists to assist property owners in designing historically correct, aesthetically pleasing renovations for their building. - Assess the property that is available and appropriate for redevelopment. - Work with TV and radio stations to assist the general population in gaining an understanding of community revitalization. - Partnering with a variety of for-profit, non-profit, and governmental agencies to advance community revitalization. - Facilitating a variety of communications in and amongst major community stakeholders to allay fears of development and revitalization work.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● One-on-One Intervention ● Demonstrations 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● Billboards ● TV Media Programs ● Web sites

15. Description of targeted audience

The targeted audiences for the community revitalization efforts include business operators, property owners and elected officials.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	100	2000	0	0
2008	125	2100	0	0
2009	150	2200	0	0
2010	175	2300	0	0
2011	200	2400	0	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

WVSU personnel will meet with business operators and property owners concerning community revitalization.

2007: 75 2008: 100 2009: 125 2010: 150 2011: 175

Output Target

Business operators and property owners will attend community revitalization trainings.

2007: 50 2008: 60 2009: 70 2010: 80 2011: 90

Output Target

Stakeholders will receive quarterly newsletter on community revitalization efforts.

2007: 100 2008: 125 2009: 150 2010: 175 2011: 200

Output Target

Stakeholders will participate on a WVSU community revitalization work group.

2007: 50 2008: 60 2009: 70 2010: 80 2011: 90

Output Target

Stakeholders will serve as advisors to WVSU personnel on revitalization work.

2007: 15 2008: 20 2009: 25 2010: 30 2011: 35

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Business operators and property owners will demonstrate knowledge gained of revitalization procedures and effects.

Outcome Type: Medium

2007: 30 2008: 40 2009: 50 2010: 60 2011: 70

Outcome Target

Business operators and property owners will make facade improvements to their buildings.

Outcome Type: Medium

2007: 5 2008: 5 2009: 10 2010: 10 2011: 15

Outcome Target

Business operators and property owners will complete streetscape design plans.

Outcome Type: Medium

2007: 10 2008: 10 2009: 15 2010: 15 2011: 20

Outcome Target

New businesses will relocate to formerly abandoned buildings in the city's and town's main street areas.

Outcome Type: Long

2007: 2 2008: 2 2009: 4 2010: 4 2011: 4

20. External factors which may affect outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities

Description

It is impossible to predict the number of factors that can affect economic growth. The above checked list represents just a few of the factors which may mitigate or accelerate community revitalization.

21. Evaluation studies planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Description

Each community and programmatic effort will document their work in individually significant manners.

22. Data Collection Methods

- Sampling
- On-Site
- Structured
- Unstructured
- Case Study
- Observation

Description

Data collection with business operators and property owners will be an ongoing mechanism for insuring the success of community revitalization efforts.

1. Name of the Planned Program

Dining With Diabetes

2. Program knowledge areas

- 701 25% Nutrient Composition of Food
- 724 25% Healthy Lifestyle
- 703 25% Nutrition Education and Behavior
- 702 25% Requirements and Function of Nutrients and Other Food Components

3. Program existence : Intermediate (One to five years)

4. Program duration : Medium Term (One to five years)

5. Brief summary about Planned Program

The Dining with Diabetes Program is designed to educate individuals with Diabetes and their family members about fundamentals of nutrition; how to prepare food by reducing carbohydrates, sugars, and salts in recipes; and how to be more aware of proper serving sizes.

6. Situation and priorities

The issue is that West Virginia has a very large percentage of citizens with Diabetes. Many of the individuals that we work with do not have the level of health insurance that will allow them to have access to the type of training and information to help them control their Diabetes - opportunities like Diabetes Management programs in hospitals. This program addresses the need for many underrepresented people who need this type of intervention.

7. Assumptions made for the Program

In order to accomplish the goals of this program, we provide qualified staff that includes a Registered Dietician and a Masters level food and nutrition; partners that provide facilities for the classes; a fully functional mobile kitchen; and a curriculum that works very well for our population.

8. Ultimate goal(s) of this Program

The goals of Dining with Diabetes are: increase knowledge of healthy food choices for families with diabetes or other chronic diseases; presenting healthy versions of familiar foods that are easy and quick to prepare, inexpensive, and tasty; demonstrating cooking techniques that use more healthful ingredients; promoting behavior changes by offering demonstrations and tasting of healthy foods; promoting physical activity as a component of diabetes control; encouraging self-management and self-efficacy skills; providing opportunities for participants to share and learn from one another; and providing basic diabetes education in partnership with the Extension Service and local diabetes health care partners.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.0	0.0	0.0
2008	0.0	1.0	0.0	0.0
2009	0.0	1.0	0.0	0.0
2010	0.0	1.0	0.0	0.0
2011	0.0	1.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

WVSU Extension will conduct one Diabetic cooking school per year.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Group Discussion ● One-on-One Intervention ● Demonstrations ● Other 1 (Practice at home) 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

The target audience for this program is anyone with Diabetes and their family members.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	25	0	0	0
2008	25	0	0	0
2009	25	0	0	0
2010	25	0	0	0
2011	25	0	0	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : {NO DATA ENTERED} 2008 : {NO DATA ENTERED} 2009 : {NO DATA ENTERED} 2010 : {NO DATA ENTERED} 2011 : {NO DATA ENTERED}

18. Output measures

Output Target

{NO DATA ENTERED}

: {NO DATA ENTERED}

: {NO DATA ENTERED}

: {NO DATA ENTERED}

: {NO DATA ENTERED}

: {NO DATA ENTERED}

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

50% of participants will reduce the number of days they will eat fried foods.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

50% of participants will increase the numbers of fruits and vegetables that they consume.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

50% of participants will increase their consumption of non-fat or low-fat dairy products.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

50% of participants will show improved blood pressure and HBA1C levels.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

50% of participants will use less sodium, unhealthy fats, and added sugars in their food preparation.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

20. External factors which may affect outcomes

- Economy

Description

As the economy changes, we have more difficulty in finding external funds to support our programs.

21. Evaluation studies planned

- Before-After (before and after program)
- Other (Three-month follow-up)

Description

Participants are given surveys both before and immediately following the cooking schools. They are then surveyed after three months to determine whether or not they continue to improve.

22. Data Collection Methods

- Whole population
- On-Site

Description

Participants are surveyed on-site. All participants take part in the evaluation process.

1. Name of the Planned Program

Expanded Food and Nutrition Education Program (EFNEP)

2. Program knowledge areas

- 712 20% Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occuring Toxi
- 701 20% Nutrient Composition of Food
- 711 20% Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sourc
- 703 20% Nutrition Education and Behavior
- 724 20% Healthy Lifestyle

3. Program existence : New (One year or less)

4. Program duration : Medium Term (One to five years)

5. Brief summary about Planned Program

The Expanded Food and Nutrition Education Program (EFNEP) is designed for low-resource children and families with children to teach food resource management, food safety, physical activity, and food composition.

6. Situation and priorities

The target audience for 2006 is limited resource families with children living at or below 185 percent of the federal poverty line. The median age in Spencer is 41 years of age, and the majority of residents are over the age of 18. This will hopefully create a larger audience base. In 2000, 523 residents had graduated high school, which is 22 percent of the city population. Eleven grandparents were responsible for their grandchildren in 2000, so the majority of participants will be mothers and/or fathers. The percent of unemployed individuals was approximately 18 percent. Income data relative to Spencer City is from 1999. Of the 610 families, 45 percent made less than \$24,999 annually. The median family income was \$28,500. In terms of poverty statistics from 1999, 152 families were living in poverty, of which 78 percent were living with children under the age of 18. Eighty-nine (59 percent) of those families were without a husband present in the home. Therefore, the majority of the target audience will be limited resource mothers.

7. Assumptions made for the Program

Due to limited funding, WV SU Extension (1890 land-grant institution) has partnered with West Virginia University Extension Service (WVUES) (1862 land-grant institution) in order to deliver the Family Nutrition Program (FNP) to limited resource adults in Roane County. The Family Nutrition Program is currently offered to adult audiences in 27 West Virginia counties. The WV Family Nutrition Program is a statewide outreach program that focuses on nutrition, food, and physical activity through multiple projects, community-based initiatives and key partnerships. FNP prioritizes accountability and documents its impact on related behaviors of West Virginia's limited resource families. As a visible and critical part of Extension, there will be the maintenance of a strong research base and experimental, facilitative approach to delivering information to the focus audience.

8. Ultimate goal(s) of this Program

The mission and core elements of FNP are as follows: to facilitate the voluntary adoption of "healthy and nutritious behaviors of limited-resource families and individuals in West Virginia (as defined by the latest Dietary Guidelines and MyPyramid), including Dietary Quality; Food Resource Management; Food Security; Food Safety; and Physical Activity.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	0.3	0.0	0.0
2008	0.0	0.3	0.0	0.0
2009	0.0	0.3	0.0	0.0
2010	0.0	0.3	0.0	0.0
2011	0.0	0.3	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

The Family Nutrition Program utilizes the “Eat Well for Less” curriculum originally developed by Colorado State University. Moreover, food demonstrations are often conducted, which enables recipes and foods to be distributed to participants at nearly every lesson. All recipes include a nutritional analysis (except those from the curriculum) and have been approved by a registered dietitian. In order for an adult participant to be a graduate, s/he must attend and complete a series of 12 lessons over a period of four weeks to 10 months. In addition, they must complete several forms upon entering and exiting the program, such as an enrollment form, 24-hour food recall, and behavior checklist.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Group Discussion ● Demonstrations ● Other 1 (Home practice of skills) 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

The target audience for 2006 is limited resource families with children living at or below 185 percent of the federal poverty line. The median age in Spencer is 41 years of age, and the majority of residents are over the age of 18. This will hopefully create a larger audience base. In 2000, 523 residents had graduated high school, which is 22 percent of the city population. Eleven grandparents were responsible for their grandchildren in 2000, so the majority of participants will be mothers and/or fathers. The percent of unemployed individuals was approximately 18 percent.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	25	0	0	0
2008	25	0	0	0
2009	25	0	0	0
2010	25	0	0	0
2011	25	0	0	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Participants will have the opportunity to take part in 12 lessons over a three-month period.

2007 : 12 2008 : 12 2009 : 12 2010 : 12 2011 : 12

Output Target

Twenty-five families will graduate from the program.

2007 : 25 2008 : 25 2009 : 25 2010 : 25 2011 : 25

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

45% of participants will be able to choose foods according to MyPyramid recommendations.

Outcome Type: Medium

2007: 45 2008: 45 2009: 45 2010: 45 2011: 45

Outcome Target

50% of participants will increase their physical activity.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

75% of participants will be able to explain safe food handling practices.

Outcome Type: Short

2007: 75 2008: 75 2009: 75 2010: 75 2011: 75

Outcome Target

65% of participants will be able to demonstrate their ability to make good decisions with regard to budgeting for food purchases.

Outcome Type: Medium

2007: 65 2008: 65 2009: 65 2010: 65 2011: 65

Outcome Target

65% of participants will be able to demonstrate their ability to prepare nutritious, affordable meals.

Outcome Type: Medium

2007: 65 2008: 65 2009: 65 2010: 65 2011: 65

20. External factors which may affect outcomes

- Economy

Description

Funding directly affects our ability to conduct and continue this program.

21. Evaluation studies planned

- Before-After (before and after program)

Description

Participants will complete a pre- and post-experience survey, a 24-hour recall assessment, and a before and after behavior questionnaire.

22. Data Collection Methods

- Whole population
- On-Site

Description

Participants will complete pre- and post-experience surveys to determine the percentage change in dietary and lifestyle behaviors. The 24-hour recall will allow participants to be aware of what they are consuming in a one-day period. The behavior questionnaire will allow instructor to determine what, if any, behavior changes are taking place as a result of taking part in the class.

1. Name of the Planned Program

Expansion of Residential Horticulture Activities in West Virginia

2. Program knowledge areas

- 216 15% Integrated Pest Management Systems
- 213 20% Weeds Affecting Plants
- 215 15% Biological Control of Pests Affecting Plants
- 214 20% Vertebrates, Mollusks, and Other Pests Affecting Plants
- 211 20% Insects, Mites, and Other Arthropods Affecting Plants
- 212 10% Pathogens and Nematodes Affecting Plants

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

Home horticulture is one of the major pastimes for many homeowners across the nation. Interests in horticulture vary from vegetable gardening and fruit production to landscape architecture and turf management. In West Virginia, the interest in horticulture related activities has increased in the last decade. Home landscape beautification and vegetable gardening are at the center of this heightened resurgence of interest in horticulture. Commercial growers in the areas of greenhouse and nursery management, turf maintenance, and fruit and vegetable production are seeking marketing and production related advice in order to satisfy consumer needs. Some of the projects that are the most often asked about are the identification and/or eradication of plants and pests, the growing cycles of plants, plant maintenance, and alternative gardening techniques.

6. Situation and priorities

There are many types of gardens in West Virginia. Some are traditional soil gardens, then there are greenhouses, hydroponics, and the latest trend in gardening are the water gardens. All of these gardens are very beneficial to the producer and the environment. Plant maintenance is also very important to the majority of homeowners. Some forms of plant maintenance are mulching, pruning, watering, and weeding. Residential agriculture is much more of an aesthetically pleasing form of agriculture and there are a much greater variety of alternatives to use when participating in residential agriculture.

7. Assumptions made for the Program

With increased knowledge of proper maintenance strategies, residential clientele will be inclined to participate in horticultural activities.

8. Ultimate goal(s) of this Program

Clientele will become aware of and apply proper management techniques during the expansion of residential horticulture.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.5	0.0	0.0
2008	0.0	1.5	0.0	0.0
2009	0.0	1.5	0.0	0.0
2010	0.0	2.0	0.0	0.0
2011	0.0	2.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

WVSU personnel will: - Conduct Workshops, meetings. - Deliver Services. - Develop Products, Curriculum, Resources. - Provide Training. - Provide Counseling. - Assessments. - Work with Media. - Partner with various agencies including USDA, West Virginia University and the WV Department of Agriculture.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● Other 1 (Newspaper columns)

15. Description of targeted audience

Residents and land-owners in targeted counties.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	150	1000	50	500
2008	175	1100	60	525
2009	200	1200	70	550
2010	225	1300	80	575
2011	250	1400	90	600

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Extension staff will work with homeowners to properly identify research-based horticulture management techniques and practices.

2007: 300 2008: 400 2009: 500 2010: 600 2011: 700

Output Target

Extension staff will utilize newspapers to write articles related to horticulture management best practices.

2007: 10 2008: 11 2009: 12 2010: 13 2011: 14

Output Target

Extension agents will make home visits to identify management problems.

2007: 20 2008: 30 2009: 40 2010: 50 2011: 60

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Extension clientele will knowledge gained from interactions with Extension personnel.

Outcome Type: Long

2007: 30 2008: 40 2009: 50 2010: 60 2011: 70

Outcome Target

Extension clientele will report increased amount of horticulture management practices.

Outcome Type: Long

2007: 10 2008: 20 2009: 30 2010: 40 2011: 50

20. External factors which may affect outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Competing Programatic Challenges

Description

There are many external factors that could affect the expansion of residential horticulture in the targeted counties. While natural disasters are the most obvious, a down-turn in the economy will make there be unencumbered dollars available for the support and expansion of residential horticulture.

21. Evaluation studies planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)

Description

Participants will receive a variety of opportunities before, during, and after programs to document their impressions and, longer-term, impact.

22. Data Collection Methods

- Sampling
- On-Site

Description

Extension personnel will collect from program participants to assist in determining future program direction.

1. Name of the Planned Program

Health Sciences and Technology Academy Forensics Summer Institute (HSTA)

2. Program knowledge areas

- 806 100% Youth Development

3. Program existence : Intermediate (One to five years)

4. Program duration : Medium Term (One to five years)

5. Brief summary about Planned Program

The Health Sciences and Technology Academy Program provides academic enrichment focused on science and math for each grade from 9th through 12th as well as laboratory experiences where students work with scientists and/or clinical practitioners. The students work on projects emphasizing science in ways to develop their knowledge and skills in collecting, analyzing and interpreting crime data. The students are shown a number of ways to collect crime data, from crime scene observation to suspect and witness interviews, to actual evidence processing.

6. Situation and priorities

In West Virginia, minority and low-income youth are typically underrepresented in educational program focusing on Health, Sciences, and Technology fields. The HSTA Program is designed to shepherd quality low-income and minority students into those fields.

7. Assumptions made for the Program

The U.S. faces a shortage of well-trained scientists and engineers. According to the Southern Education Foundation (SEF), HBCUs are "a vital resource for efforts to increase the Black presence in science, technology, engineering, and mathematics (STEM) fields." In 2000, HBCUs graduated 40% of all African Americans who graduated in chemistry, astronomy, environmental sciences, mathematics, and biology. During the 90s, HBCUs received less than 2% of the \$2.58 billion in federal grants awarded to higher education institutions. Of that, only 1% went to support research and development or facilities. The SEF found, in a recent study, that "preseason programs are an important means to encourage African American high school students to pursue STEM studies/careers and help them prepare them for success in college. Students who participated in such programs tended to do better than those who did not" (Southern Education Foundation, 2005). Also, "Involving students in and supporting STEM research is important both to cultivate students' interest in STEM and help students gain entry into graduate school" (Southern Education Foundation, 2005).

8. Ultimate goal(s) of this Program

The ultimate goal of the HSTA Program is to shepherd low-income and minority youth into health, science, and technology-related fields of undergraduate and graduate study in order to encourage participation in the same fields of work.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : No

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.2	0.0	0.0
2008	0.0	1.2	0.0	0.0
2009	0.0	1.2	0.0	0.0
2010	0.0	1.2	0.0	0.0
2011	0.0	1.2	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

The tenth-grade students who attend the Forensics Summer Institute at WVSU are greeted on Sunday Night with a crime scene from which they are expected to collect data and observe the visual aspects of the scene. Throughout the week, the students interview potential suspects and witnesses in order gather evidence to utilize with other evidence to solve the crime; learn how to process evidence at a crime scene through a myriad of forensic science methods – DNA processing, fingerprint collection and identification, and thin layer chromatography, just to name a few; and meet in groups with their teacher/advisor to determine who committed the crime.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● Demonstrations ● Other 1 (Laboratory Work) 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

Rising high school sophomores that have an interest in pursuing a health, science, or technology-related field and come from families with low income and/or low educational attainment.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	10	0	100	0
2008	10	0	100	0
2009	10	0	100	0
2010	10	0	100	0
2011	10	0	100	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Students who attend the HSTA Forensics Summer Institute will participate in discussion groups on current topics in Forensic Science for a total of 6 hours per week.

2007: 6 2008: 6 2009: 6 2010: 6 2011: 6

Output Target

Students will participate in laboratory activities in the following topics: Blood typing and DNA analysis; handwriting analysis and thin layer chromatography; drug and toxin identification; and fingerprint identification for a total of 20 hours per week.

2007: 20 2008: 20 2009: 20 2010: 20 2011: 20

Output Target

Students will participate in Leadership workshops for a total of four hours per week.

2007: 4 2008: 4 2009: 4 2010: 4 2011: 4

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

60% of participants will respond that they learned "a lot" or "quite a bit" about each of the major Forensic topic areas in a post-experience survey.

Outcome Type: Short

2007: 70 2008: 70 2009: 70 2010: 70 2011: 70

Outcome Target

30% of participants will report that attending the summer institute has had either a "very high" or "high" impact on increasing their interest in pursuing a health, science, or technology-related career.

Outcome Type: Short

2007: 30 2008: 30 2009: 30 2010: 30 2011: 30

Outcome Target

Over 25% of participants in the summer institute will self report that they are non-white.

Outcome Type: Short

2007: 25 2008: 25 2009: 25 2010: 25 2011: 25

20. External factors which may affect outcomes

- Economy
- Appropriations changes

Description

Already, at the state level, program funding has been cut drastically so that only two of last year's four summer institutes remain. The state of the economy and appropriations changes at the state level could have an even more devastating impact during the

next five years.

21. Evaluation studies planned

- Before-After (before and after program)

Description

Students are surveyed on the first day and the last day of the summer institute. In addition, students will be tested to gauge the growth in actual knowledge of the major Forensic topic areas.

22. Data Collection Methods

- Whole population
- On-Site
- Tests

Description

Students will be surveyed on the first day and the last day regarding perceptions and satisfaction. They will be tested on each topic area on the first and last days as well.

1. Name of the Planned Program

Parenting Development

2. Program knowledge areas

- 901 15% Program and Project Design, and Statistics
- 803 15% Sociological and Technological Change Affecting Individuals, Families and Communities
- 802 70% Human Development and Family Well-Being

3. Program existence : Intermediate (One to five years)

4. Program duration : Medium Term (One to five years)

5. Brief summary about Planned Program

Educational programs are offered to single and two-parent homes on various parenting topics including, but not limited to, cooperative parenting when you are divorcing, disciplining your child, communicating with your child, how to recognize your child is gifted, how to work with your child's school, and how to parent your child if they have a specific diagnosis such as ADHD, ODD, conduct disorder, Asperser's syndrome, etc.

6. Situation and priorities

In West Virginia there are 170,000 foster care homes, and there is still a shortage due to the amount of out of home placements for children who have been abused and neglected. Providing parenting education to parents who are in the process of reunification or at risk of losing custody of their children is a priority of the program.

7. Assumptions made for the Program

Programs offered for the identified populations have been structured based on the needs identified by professionals who work with the families in these types of situations. These professionals have also identified a lack of resources to address the parenting education needs in the local communities. Using Extension services to address at-risk families will be a new and valuable resource.

8. Ultimate goal(s) of this Program

Through this program families can remain intact or be placed back together as parents will have a better understanding of how to interact with their children, decreasing incidents of abuse and neglect.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : No

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.8	0.0	0.0
2008	0.0	1.8	0.0	0.0
2009	0.0	1.8	0.0	0.0
2010	0.0	1.8	0.0	0.0
2011	0.0	1.8	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Parenting education classes will be offered on topics such as discipline, cooperative parenting during divorce, how to address your child's diagnosis, interacting with the school, and other topics as they are deemed necessary. Classes will be offered weekly for 4-8 weeks, depending on the audience and topic.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion 	<ul style="list-style-type: none"> ● Public Service Announcement

15. Description of targeted audience

The audience will include parents who are involved with Child Protective Services due to issues of abuse and neglect, as well as parents who participate in activities at the local community centers. Any and all parents will be welcome to participate.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	40	60	0	0
2008	60	80	0	0
2009	80	100	0	0
2010	100	150	0	0
2011	150	225	0	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Number of participants served.

2007: 30 2008: 40 2009: 50 2010: 60 2011: 70

Output Target

Number of programs provided.

2007: 3 2008: 5 2009: 5 2010: 7 2011: 10

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

The number of parents who are re-unified with their children, and those who are at risk of losing their children but don't, will be measured to see if the family remains in tact until the child(ren) are 18 years of age.

Outcome Type: Long

2007: 30 2008: 40 2009: 50 2010: 60 2011: 70

Outcome Target

Percentage of parents indicating an increase in knowledge regarding beneficial parenting techniques and communication.

Outcome Type: Short

2007: 40 2008: 40 2009: 50 2010: 50 2011: 75

20. External factors which may affect outcomes

- Economy
- Populations changes (immigration,new cultural groupings,etc.)

Description

If parents have to drive or have to have bus fare to get to the sessions, they may not be able to make them depending on their financial situation. Some people may also move away during the time the classes are going on and may not finish the programs.

21. Evaluation studies planned

- Before-After (before and after program)
- Time series (multiple points before and after program)

Description

Pre and post tests would be administered at the sessions, and follow up questionnaires would be distributed for two to five years after class completion.

22. Data Collection Methods

- Mail
- Tests

Description

Pre and post tests would be used during the classes and surveys would be mailed out to the participants in the years that follow.

1. Name of the Planned Program

Positive Behaviors For Teens

2. Program knowledge areas

- 802 75% Human Development and Family Well-Being
- 803 10% Sociological and Technological Change Affecting Individuals, Families and Communities
- 901 15% Program and Project Design, and Statistics

3. Program existence : Intermediate (One to five years)

4. Program duration : Medium Term (One to five years)

5. Brief summary about Planned Program

Programs are offered to youth to encourage them to not engage in risky, harmful behaviors that may have a detrimental effect on their futures. These programs include teen pregnancy prevention curricula, presentations on healthy relationships, alcohol and drug prevention, and parent/child relationships.

6. Situation and priorities

While West Virginia's teen pregnancy rates have decreased in several counties, the state still ranks very high. In 2002, teen births were between 1200-4400 in WV. These teen mothers are often single parents, who don't complete high school, and many rely on TANF programs for support. These statistics also play a factor in WV having high rates of child abuse/neglect and child mortality.

7. Assumptions made for the Program

Programs offered for the identified populations have been structured based on the needs identified by professionals who work with at risk youth, teen parents, the Department of Health and Human Resources, local community centers, and teachers from the various school systems.

8. Ultimate goal(s) of this Program

The programs provided are intended to educate teens on the concept of thinking before they act, realizing that some decisions do last a lifetime, while others can have long term effects, both positive and negative.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : No

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.8	0.0	0.0
2008	0.0	1.8	0.0	0.0
2009	0.0	1.8	0.0	0.0
2010	0.0	1.8	0.0	0.0
2011	0.0	1.8	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Teens will participate in an activity to identify the characteristics of healthy relationships. Teens will provide care for an infant simulator for a three day period to learn the difficulties of being a teen parent. Teens will participate in discussions of the effects of alcohol and drugs during pregnancy and other stages of life.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters

15. Description of targeted audience

Teens ages 13-19 will be targeted for this program. Especially teens who may be considered to be at-risk for the above mentioned issues.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	0	0	50	100
2008	0	0	100	150
2009	0	0	150	200
2010	0	0	200	250
2011	0	0	250	300

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Number of programs.

2007 : 5 2008 : 7 2009 : 9 2010 : 11 2011 : 13

Output Target

The number of teens involved in being teenage parents and the teens who are involved in the juvenile justice system increases yearly. These populations will be focused upon and successes measured.

2007 : 20 2008 : 40 2009 : 60 2010 : 80 2011 : 100

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Teens who participate in the program will be provided with yearly surveys from the time they complete the courses taught until they turn 18. These will document their progress in the court system as well as how many are parents.

Outcome Type: Medium

2007: 25	2008: 50	2009: 75	2010: 100	2011: 150
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Outcome Target

Percentage of clients who indicate increased knowledge regarding harmful behaviors.

Outcome Type: Short

2007: 70	2008: 70	2009: 80	2010: 80	2011: 80
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20. External factors which may affect outcomes

- Government Regulations

Description

If schools request the program that utilizes the infant simulators, sometimes county policies change and there is a limited amount of time that you can spend covering curriculums. Many schools do not have the time to implement extra programs.

21. Evaluation studies planned

- Before-After (before and after program)

Description

Pre and post tests are completed with these programs and the state teen pregnancy rates are monitored by individual county each year.

22. Data Collection Methods

- Tests

Description

Pre and post test data is collected, using a written test.

1. Name of the Planned Program

Production Agriculture

2. Program knowledge areas

- 307 20% Animal Management Systems
- 306 20% Environmental Stress in Animals
- 308 20% Improved Animal Products (Before Harvest)
- 315 20% Animal Welfare/Well-Being and Protection
- 303 20% Genetic Improvement of Animals

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

WVSU Extension will continue to target producer education to increase animal welfare and increased profits for small farm operators.

6. Situation and priorities

Production agriculture continues to play an important role in West Virginia's economy. Livestock operations require the management of nutrition plans, efficiency efforts, marketing strategies, and wellness plans. It is growing harder with every day to keep production agriculture profitable. West Virginia producers are going to have to adopt some new forms of production agriculture managerial techniques to remain profitable in the future. Nutrition plans will increase rate of gain in livestock operations and reduce excess expenditures towards feed and hay. Creating more economical paths to production is vital, such as, increasing water availability to productively spread nitrates from waste material evenly throughout a pasture, converting to a ten month grazing cycle instead of a traditional nine month cycle, and creating paddocks within a pasture to increase forage growth and utilization. West Virginia needs the creation of specialized markets, such as calf pools, for an increase in market price for local producers. Wellness plans are the key to profitability in production agriculture because livestock that is in good health is desirable and has a higher market value.

7. Assumptions made for the Program

By providing small farm operations with the best animal welfare and management strategies, the producers will reap improved profitability in their operations.

8. Ultimate goal(s) of this Program

The ultimate goal of this program is to make small farms in the targeted counties operate at maximum efficiency.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	0.5	0.0	0.0
2008	0.0	0.5	0.0	0.0
2009	0.0	1.0	0.0	0.0
2010	0.0	1.0	0.0	0.0
2011	0.0	1.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

WVSU Extension staff will: - Conduct and/or facilitate seminars, workshops, and meetings to assist farmers/growers adopt management techniques in production agriculture. - Deliver evaluative and referral services as appropriate to farmers/growers. - Develop and /or obtain products, curricula, and resources that will assist in the education of farmers/growers. - Provide counseling as appropriate concerning management practices for sustainability and expansion. - Work with local media to provide information to local farmers/growers concerning production agriculture. - Partner with appropriate local, state, and federal entities to increase the quality of services provided to farmers/growers.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● One-on-One Intervention ● Demonstrations 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● Web sites

15. Description of targeted audience

Current and emerging entrepreneurial interests in production agriculture.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	50	1000	10	1000
2008	60	1100	15	1100
2009	70	1200	20	1200
2010	80	1300	25	1300
2011	90	1400	30	1300

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Staff will visit local farmers/growers in order to diagnose problems and/or recommend management strategies.

2007: 10 2008: 10 2009: 15 2010: 15 2011: 20

Output Target

Staff will disseminate news articles concerning production agriculture

2007: 6 2008: 6 2009: 7 2010: 7 2011: 8

Output Target

The staff will coordinate trainings on appropriate subject matter.

2007: 5 2008: 5 2009: 6 2010: 6 2011: 7

Output Target

The agent will interact with farmers/growers concerning technical questions about production livestock.

2007: 20 2008: 20 2009: 25 2010: 25 2011: 30

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

50% of the attendees at the annual Progressive Farmer meetings will adopt practices based on information provided at the series of educational meetings.

Outcome Type: Short

2007: 20 2008: 20 2009: 25 2010: 25 2011: 30

Outcome Target

The number of farms participating in the Roane County Calf Pool will increase by 10% per year.

Outcome Type: Short

2007: 15 2008: 16 2009: 17 2010: 18 2011: 19

20. External factors which may affect outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Government Regulations

Description

Obviously environmental change such as natural disasters will negatively affect the ability of producers to adopt management strategies. Additionally, the national economic situation may preclude some producers from adopting practices or those practices could be changed through evolving governmental regulations.

21. Evaluation studies planned

- Retrospective (post program)
- Before-After (before and after program)
- During (during program)

Description

Evaluations will be targeted to management strategy change and improved profitability of producers.

22. Data Collection Methods

- Sampling
- Whole population
- Unstructured
- Observation

Description

Data will be collected through a variety of mechanisms specific to the program initiative.

1. Name of the Planned Program

Successful Futures for Adults, Families, and Youth

2. Program knowledge areas

- 802 20% Human Development and Family Well-Being
- 801 50% Individual and Family Resource Management
- 901 10% Program and Project Design, and Statistics
- 805 10% Community Institutions, Health, and Social Services
- 803 10% Sociological and Technological Change Affecting Individuals, Families and Communities

3. Program existence : Mature (More than five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

Educational programs are offered to youth and adults to develop skills they will need to ensure future economic success. Skill development may include instruction on completing job applications, resumes, cover letters, interviews, budgeting, banking, and other life skills related to independent living. At-risk youth, young adults, and abused women are provided with a place to live on campus so that they can work towards obtaining a postsecondary degree, as well as independence.

6. Situation and priorities

There are no other programs in the nation that provide at-risk youth and young adults the opportunity to live on a college campus and work towards a degree with the assistance of a case manager and basic living skills instructor. Many youth and young adults who are in the custody of the state, or who are leaving the criminal justice system are not provided with any of the skills they need to survive or any aftercare services. This results in a high rate of youth and young adults becoming repeat criminal offenders and never obtaining any form of higher education.

7. Assumptions made for the Program

Educational programs offered for the identified populations have been structured based on the needs identified by professionals who work with the Department of Health and Human Resources, as well as local community centers and the people they serve.

8. Ultimate goal(s) of this Program

The programs are intended to provide individuals with the skills they need to ensure prosperous futures. These programs will provide clients opportunities for success in many forms through educational, financial, professional, and residential initiatives.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	2.0	0.0	0.0
2008	0.0	2.0	0.0	0.0
2009	0.0	2.0	0.0	0.0
2010	0.0	2.0	0.0	0.0
2011	0.0	2.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

--Nine students per semester will participate in the residential on-campus program, learning independent living skills while obtaining their degrees. These students will also receive approximately 12 hours per month of individual case management from the case manager. --As curricula are implemented and taught for other members of the community, the groups will meet weekly for 1-2 hours, for four to six weeks. Pre and post tests will be utilized in these curricula.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● One-on-One Intervention ● Demonstrations 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● Web sites

15. Description of targeted audience

At risk youth and young adults who may be leaving the foster care, juvenile service, or legal system. Members of the community who may live in the income-based housing areas and receive assistance through TANF program. Women who have suffered from abuse.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	3	50	6	50
2008	3	50	6	50
2009	3	50	6	50
2010	3	50	6	50
2011	3	50	6	50

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Number of clients served.

2007 : 9 2008 : 9 2009 : 9 2010 : 9 2011 : 9

Output Target

Contact hours for case management and skills development.

2007 : 1000 2008 : 1000 2009 : 1250 2010 : 1500 2011 : 1500

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Percentage of students who are able to maintain a 2.0 grade point average will be considered successful.

Outcome Type: Short

2007: 33 2008: 33 2009: 40 2010: 40 2011: 50

Outcome Target

Percentage of students graduating from postsecondary education.

Outcome Type: Long

2007: 0 2008: 0 2009: 50 2010: 50 2011: 75

Outcome Target

Percentage of clients indicating an increased knowledge of independent living skills.

Outcome Type: Medium

2007: 33 2008: 33 2009: 50 2010: 50 2011: 75

20. External factors which may affect outcomes

- Economy
- Competing Programatic Challenges

Description

Students may have to leave the program if they are unable to obtain adequate financial aid to pay for their schooling. At times students are removed from the program due to violations of program rules.

21. Evaluation studies planned

- Before-After (before and after program)
- During (during program)
- Case Study

Description

Student histories are collected prior to admission to the program and would be documented throughout their duration in the program. Depending on a students background, they could be chosen as a case study.

22. Data Collection Methods

- Whole population
- Structured
- Observation

Description

Everyone participating in the on-campus program would be interviewed to obtain their thoughts on the program as well as their suggestions for improvement. The students would be observed by the case manager, basic living skills instructor, and resident assistant on a daily basis.

1. Name of the Planned Program

Summer Extension and Research Apprenticeship Program (SERAP)

2. Program knowledge areas

- 806 100% Youth Development

3. Program existence : New (One year or less)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

The Summer Extension and Research Apprenticeship Program (SERAP) will teach youth about different aspects of scientific and social research such as: research design, survey design, mathematics, research writing, public speaking, and effective strategies for presenting information through electronic media.

6. Situation and priorities

The U.S. faces a shortage of well-trained scientists and engineers. According to the Southern Education Foundation (SEF), HBCUs are "a vital resource for efforts to increase the Black presence in science, technology, engineering, and mathematics (STEM) fields." In 2000, HBCUs graduated 40% of all African Americans who graduated in chemistry, astronomy, environmental sciences, mathematics, and biology. During the 90s, HBCUs received less than 2% of the \$2.58 billion in federal grants awarded to higher education institutions. Of that, only 1% went to support research and development or facilities. The SEF found, in a recent study, that "preseason programs are an important means to encourage African American high school students to pursue STEM studies/careers and help them prepare them for success in college. Students who participated in such programs tended to do better than those who did not" (Southern Education Foundation, 2005). Also, "Involving students in and supporting STEM research is important both to cultivate students' interest in STEM and help students gain entry into graduate school" (Southern Education Foundation, 2005). Additionally, due to the time it takes to graduate and the academic rigor of the coursework, financial aid for students in STEM fields is critical, according to the study. Recently, a staff member for the WV SU Division of Agricultural, Consumer, Environmental and Outreach Programs (ACEOP) conducted an informal study regarding recruitment and retention at West Virginia State University in STEM fields and found that during the past six years, 60 African American students declared STEM majors. Only three of those students graduated in STEM fields. That is an attrition rate of 95%. In talking with campus faculty it seems that although there are a number of underrepresented students who are interested in pursuing STEM education, many are unable to withstand the rigors of the academics, especially with regard to conducting research.

7. Assumptions made for the Program

The program will be structured in a similar manner to successful program that has been taking place at WV SU since 2001, the Health Sciences and Technology Academy (HSTA) Summer Institute. The HSTA Summer Institute has been very successful in teaching youth about Forensic Science and in shepherding youth toward STEM fields.

8. Ultimate goal(s) of this Program

SERAP will aid in the recruitment and retention of underrepresented youth into STEM fields, and better prepare them for the rigors of undergraduate and graduate research so that they will ultimately have better opportunities to pursue advanced degrees.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : No

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.0	0.0	1.0
2008	0.0	1.0	0.0	1.0
2009	0.0	1.0	0.0	1.0
2010	0.0	1.0	0.0	1.0
2011	0.0	1.0	0.0	1.0

Outputs for the Program

13. Activity (What will be done?)

In year one of the Summer Extension and Research Apprenticeship Program, the program team will recruit thirty underrepresented students from high schools throughout West Virginia. The students will be recruited based on need, academic potential, and past leadership through the help of WVSU alumni, high school guidance counselors, and the SERAP program team. The thirty participants will be divided into five groups and assigned to a group advisor. The five groups will serve as cohorts in which the students will participate in all learning sessions, short courses, and projects as a group. The students will stay on campus for a period of two weeks, during which time the program team will assess the students' knowledge in SERAP core subject areas (agricultural, consumer, youth, and science, technology, engineering, and mathematics (STEM) topic areas.). At the end of the two-week period, each student will make a ten-minute presentation using PowerPoint or other technological aid in front of a panel of judges who will utilize the same presentation rubric as was used for the initial presentation. Each presentation will detail the methodology and results of a brief project that the student undertook while in year one of the program. Fifteen of the thirty year-one students will be selected to return for year two of SERAP. In year two of SERAP, the fifteen selected students will again be divided into cohort groups and will be reassessed for competence in related subject areas to determine whether each student has gained, lost, or remained the same since their participation in the program in year one. The students will continue studying in their short courses and will participate in a more intensive project in a small group during the two weeks of the program. In addition, each student will again do a pre-program and post-program presentation in front of a panel of judges in order to measure whether or not a student has experienced growth in his or her ability to present information in a public format. Eight students will be selected to participate in year three of the program. In year three of SERAP, the eight students will be assigned to a research faculty or extension staff mentor, depending on the student's career interests. Each student will shadow his or her faculty or staff member throughout the four-week period, conducting individual research in the pertinent research or extension area. At the end of the third year program, each student will have made significant progress, with the help of his or her mentor, toward a viable quantitative or qualitative research project. At the end of the third year, four students will be selected to receive a tuition and fees waiver to pay for attendance at West Virginia State University. The SERAP program team will continue to promote each student's success throughout their time as WVSU students through assistance with identifying campus resources, helping students gain access to those resources, and providing opportunities to work with WVSU Extension and Research as student employees.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● One-on-One Intervention ● Demonstrations ● Other 1 (Laboratory experiences) 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

Rising 11th and 12th grade students and rising college freshmen who represent groups that are underrepresented in STEM fields.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	25	25	30	150
2008	25	25	15	65
2009	25	250	8	40
2010	25	250	34	250
2011	25	250	57	250

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

SERAP participants will receive approximately 100 hours of small group instruction in research and presentation skills.

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

80% of first-year participants will earn at least a “meets expectations” rating on their project presentations.

Outcome Type: Short

2007: 24 2008: 0 2009: 0 2010: 24 2011: 24

Outcome Target

At least 50% of participants will earn at least an “exceeds expectations” rating on their project presentations.

Outcome Type: Short

2007: 15 2008: 0 2009: 0 2010: 15 2011: 15

Outcome Target

75% of participants will score 80% or better on a post-test covering topics taught during the summer experience.

Outcome Type: Short

2007: 22 2008: 0 2009: 0 2010: 22 2011: 22

Outcome Target

At least 50% of first-year participants will be eligible, based on level of participation, behavior, commitment to the program, and quality of presentation, to return for the second year of SERAP.

Outcome Type: Short

2007: 15 2008: 0 2009: 0 2010: 15 2011: 15

Outcome Target

80% of second-year participants will earn at least a “meets expectations” rating on their research project presentations.

Outcome Type: Short

2007: 0 2008: 12 2009: 0 2010: 0 2011: 12

Outcome Target

At least 50% of second-year participants will earn at least an “exceeds expectations” rating on their research project presentations.

Outcome Type: Short

2007: 0 2008: 7 2009: 0 2010: 0 2011: 7

Outcome Target

At least 50% of second-year participants will be eligible, based on level of participation, behavior, commitment to the program, and quality of presentation, to return for the third year of SERAP.

Outcome Type: Short

2007: 0 2008: 8 2009: 0 2010: 0 2011: 8

Outcome Target

80% of third-year participants will earn at least a “meets expectations” rating on their research project presentations.

Outcome Type: Short

2007: 0 2008: 0 2009: 5 2010: 0 2011: 0

Outcome Target

At least 50% of third-year participants will earn at least an “exceeds expectations” rating on their research project presentations.

Outcome Type: Short

2007: 0 2008: 0 2009: 4 2010: 0 2011: 0

Outcome Target

At least four third-year participants will be selected for a four-year tuition and fees waiver at West Virginia State University based on program performance.

Outcome Type: Short

2007: 0 2008: 0 2009: 4 2010: 0 2011: 0

Outcome Target

75% of the participants who attend West Virginia State University as a component of SERAP will earn at least a master’s degree. 50% of participants who attend West Virginia State University as a component of SERAP will earn a doctoral degree.

Outcome Type: Long

2007: 0 2008: 0 2009: 0 2010: 0 2011: 0

20. External factors which may affect outcomes

- Economy

Description

The main external factor that could affect outcomes of the project is the economy. A large amount of external funding will support this program and if that funding is unavailable, the program will not be able to continue.

21. Evaluation studies planned

- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)

Description

Project and presentation rubrics will be utilized to gauge success on research design, implementation, and presentation. Participant interviews will be utilized to gauge commitment to the program. A pre- and post-test will be utilized to determine change in knowledge on subjects taught at the summer experience. In year one, WVSU faculty will assess participants' mathematical abilities. Faculty will administer a pre-test to determine students' level of competence in other SERAP focus areas. Participants will take "short courses" in research design, research writing, survey design, mathematics, public speaking, and effective methods for presenting information through electronic media, as well as participate in small group research projects. A panel of judges will use a rubric to evaluate the quality of the students' projects and presentations. The panel will also conduct interviews with participants in order to gauge commitment to the overall program. A pre-test will be administered on the first day of the program. A post-test will be administered at the end.

22. Data Collection Methods

- Whole population
- On-Site
- Structured
- Other (Presentations)

Description

Project and presentation rubrics will be utilized to gauge success on research design, implementation, and presentation. Participant interviews will be utilized to gauge commitment to the program. A pre- and post-test will be utilized to determine change in knowledge on subjects taught at the summer experience. In year one, WVSU faculty will assess participants' mathematical abilities. Faculty will administer a pre-test to determine students' level of competence in other SERAP focus areas. Participants will take "short courses" in research design, research writing, survey design, mathematics, public speaking, and effective methods for presenting information through electronic media, as well as participate in small group research projects. A panel of judges will use a rubric to evaluate the quality of the students' projects and presentations. The panel will also conduct interviews with participants in order to gauge commitment to the overall program. A pre-test will be administered on the first day of the program. A post-test will be administered at the end.

1. Name of the Planned Program

Summer Food Service Program

2. Program knowledge areas

- 704 100% Nutrition and Hunger in the Population

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

The Summer Food Service Program provides lunches for underrepresented youth during the summer months, when school lunches are unavailable.

6. Situation and priorities

There are a large number of children in West Virginia who do not have a means for eating lunch during the summer months. When school is not in session, they often do not have opportunities for eating lunch. The Summer Food Service Program provides lunches for those youth.

7. Assumptions made for the Program

The inputs for the Summer Food Service Program are personnel that include a Registered Dietician and paid staff to deliver the meals; a contracted food vendor; transportation to get the food to locations; participating partners at sites throughout the area; and the ability to train staff to carry out the program.

8. Ultimate goal(s) of this Program

The ultimate goal of the program is to ensure that these at-risk youth receive at least one well-balanced meal per day during the summer.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.5	0.0	0.0
2008	0.0	1.5	0.0	0.0
2009	0.0	1.5	0.0	0.0
2010	0.0	1.5	0.0	0.0
2011	0.0	1.5	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

During June, July, and August, a contracted vendor will prepare meals that will be delivered daily by paid driving staff. Once the food is delivered, trained volunteers at each site will distribute the meals according to federal guidelines.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> One-on-One Intervention 	<ul style="list-style-type: none"> {NO DATA ENTERED}

15. Description of targeted audience

The target audience is youth ages birth to eighteen and disabled youth up to age 21.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	40	0	500	0
2008	40	0	500	0
2009	40	0	500	0
2010	40	0	500	0
2011	40	0	500	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : {NO DATA ENTERED} 2008 : {NO DATA ENTERED} 2009 : {NO DATA ENTERED} 2010 : {NO DATA ENTERED} 2011 : {NO DATA ENTERED}

18. Output measures

Output Target

{NO DATA ENTERED}

: {NO DATA ENTERED} : {NO DATA ENTERED} : {NO DATA ENTERED} : {NO DATA ENTERED} : {NO DATA ENTERED}

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

100% of the participating youth will receive one serving of dairy per meal.

Outcome Type: Short

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcome Target

100% of youth will receive 2 ounces of protein per meal.

Outcome Type: Short

2007: 100 2008: 100 2009: 100 2010: 100 2011: 100

Outcome Target

100% of participating youth will receive one serving of grain per meal.

Outcome Type: Short

2007: 1 2008: 1 2009: 1 2010: 1 2011: 1

Outcome Target

100% of youth will receive two servings of fruits and vegetables per meal.

Outcome Type: Short

2007: 2 2008: 2 2009: 2 2010: 2 2011: 2

20. External factors which may affect outcomes

- Economy

Description

As prices of food and gasoline increase, it becomes more difficult to be able to keep the per meal reimbursement at a level that is manageable.

21. Evaluation studies planned

- After Only (post program)

Description

The only type of evaluation that we conduct is a financial evaluation on the feasibility of the program, following the program.

22. Data Collection Methods

- Other (Financial records only)

Description

We research the financial records of the program to determine the feasibility of continuing the program.

1. Name of the Planned Program

Technology and Literacy

2. Program knowledge areas

- 801 75% Individual and Family Resource Management
- 806 25% Youth Development

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

WVSU Extension will coordinate technology literacy programs in cooperation with local housing authorities and faith-based non-profit organizations. Instruction will center on basic applications, as well as, integration of technological advancements into individual and family resource management.

6. Situation and priorities

Residents of public housing authority communities and people living in distressed and blighted neighborhoods often lack adequate access to computer labs. Many times, the access achieved is very short in duration and centered around a program specific application. WVSU has partnered with the local housing authority and faith-based non-profits to help overcome this digital divide and provide on-going access to computers for the residents. Currently, there are 10 Charleston Housing sites centered in Charleston, WV and an additional 4 sites located with disparate faith-based non-profit organizations. Sites provide open lab time for residents, as well as, instruction in particular programming applications.

7. Assumptions made for the Program

Residents will utilize technology if provided access and guidance on proper application.

8. Ultimate goal(s) of this Program

The ultimate goal of the program is to have technologically proficient youth, adults, and seniors no matter their socio-economic status and place of residence.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	2.0	0.0	0.0
2008	0.0	2.0	0.0	0.0
2009	0.0	2.0	0.0	0.0
2010	0.0	2.0	0.0	0.0
2011	0.0	2.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

- Develop and/or identify products, curricula, and resources centered on technology literacy. - Facilitate and provide training to residents of blighted communities and public housing regarding the integration of technology into their lives. - Work in partnership with residents to assess technology training needs and desires. - Work with media to broaden the understanding of the digital divide concept. - Partner with local housing authorities, faith-based non-profits, and other entities to provide programming at the sites.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● One-on-One Intervention ● Demonstrations 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● Web sites

15. Description of targeted audience

The target audience for this program is youth, adults, and seniors living in the identified blighted communities or, alternately, in public housing.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	300	1000	100	1000
2008	325	1100	110	1100
2009	350	1200	120	1200
2010	375	1300	130	1300
2011	400	1400	140	1400

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Classes will be offered to youth, adults, and seniors regarding software applications.

2007: 25 2008: 30 2009: 35 2010: 40 2011: 45

Output Target

Seniors will attend program sessions or participate in open lab time at the sites.

2007: 300 2008: 325 2009: 350 2010: 375 2011: 400

Output Target

Youth will be trained in technology applications at housing sites and community centers in blighted neighborhoods.

2007: 100 2008: 125 2009: 150 2010: 175 2011: 200

Output Target

Computer labs will be maintained in public housing sites and within community centers in blighted neighborhoods.

2007: 14 2008: 14 2009: 15 2010: 15 2011: 16

Output Target

Residents will serve as volunteers in public housing communities.

2007: 15 2008: 20 2009: 20 2010: 25 2011: 25

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Advanced residents will begin to coordinate and facilitate technology access opportunities.

Outcome Type: Medium

2007: 10 2008: 10 2009: 15 2010: 15 2011: 20

Outcome Target

Residents will demonstrate expanded mastery in the utilization of software applications.

Outcome Type: Short

2007: 100 2008: 125 2009: 150 2010: 175 2011: 200

Outcome Target

Residents will integrate technology into their individual and family resource management through the utilization of applications such as e-banking and e-commerce.

Outcome Type: Short

2007: 20 2008: 20 2009: 25 2010: 25 2011: 30

Outcome Target

Residents increased technology literacy will result in greater economic stability by allowing the resident to obtain employment with a liveable wage.

Outcome Type: Long

2007: 5 2008: 5 2009: 5 2010: 7 2011: 10

20. External factors which may affect outcomes

- Populations changes (immigration,new cultural groupings,etc.)

Description

WVSU Extension will continue to be sensitive to the cultural changes in the public housing communities and the blighted neighborhoods served by this program. Of particular note is the latino population increase in the targeted communities that may cause the need for ESL programs to increase priority in the planned program area.

21. Evaluation studies planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Description

Program evaluation will be multi-faceted depending on the exact nature of the participation of residents.

22. Data Collection Methods

- Sampling
- On-Site
- Unstructured
- Observation

Description

Data collection will be targeted to the communities and done in a manner that gathers the most accurate information possible. Longitudinal methods will be difficult because of the transiency occurring in targeted populations.

1. Name of the Planned Program

The Hip-Hop Boot Camp

2. Program knowledge areas

- 806 100% Youth Development

3. Program existence : Intermediate (One to five years)**4. Program duration :** Long-Term (More than five years)**5. Brief summary about Planned Program**

The Hip-Hop Boot Camp is an overnight, non-traditional 4-H camp that uses Hip-Hop music as a medium to deliver an innovative youth camping program. The camp provides small group instruction in the areas of dance, voice, production, filmmaking, graffiti art, jewelry design, and digital photography. The camp also includes planned physical activity like swimming and basketball. The entire week is offered to teens at a very low cost, due to assistance from community partners. The week's activities culminate in a concert that includes the musical contributions of both local artists and yet-to-be-discovered artists from the camp.

6. Situation and priorities

In West Virginia, poverty is a factor that seriously limits the amount of participation in programs offering extra instruction for talented and interested youth. At a local middle school, a school that features a very close relationship with the WVSU 4-H program, approximately 60% of the students receive free meals through the Free and Reduced School Meals Program. According to state guidelines, a family of four must earn less than \$24,000 a year to qualify for free lunches. This means that over half of the school's students come from families that function for an entire year on less money than it will take to cover one-week of the Hip Hop Boot Camp. It is important to note that typically 60% of camp participants qualify for Free and Reduced school meals, a number that will probably only increase in the future. The low camper fees have allowed the camp to be inclusive because it provides true equality for the teens. In addition to the low camp fee, scholarships are provided to deserving youth based on their participation in the 2004 camp. The cost of camp was something that was identified very early in the camp planning process as a barrier that could be eliminated.

7. Assumptions made for the Program

The Hip-Hop Boot Camp addresses several key issues. First, it brings youth into 4-H programs who have never before been involved with 4-H. In the first year of the Hip-Hop Boot Camp, 20% of the participants had never heard of 4-H. In year two, that percentage dropped to just 7%. In year one of the camp, 18% of the teens had been to a 4-H camp or club, a percentage that jumped to 54% in the second year. Of the campers who reported attending a 4-H camp or club, 85% were involved in the WVSU 4-H program during the year, and 63% of first year campers returned for the second year. Another interesting fact is that, while 56% of the female teens from year one returned, 88% of the male teens returned. Urban, male teens are very difficult to recruit into traditional 4-H programs. We also address the need for low-income youth to enjoy a low-cost summer camping and enrichment experience. Our camp fee is only \$20 – a figure derived from a survey of over 2,400 area middle school students in which only 9% expressed an inability to pay \$20. That percentage tripled when students were asked if they could pay \$50 for camp. Among the campers who returned for year two of the camp, 61% qualified for free or reduced school meals. Our camper base is also diverse - 63% are African-American, 32% are Caucasian, 2% Hispanic, and 2% Bi-Racial; an incredible mix in a state where Caucasians represent 95% of the population.

8. Ultimate goal(s) of this Program

The ultimate goal of the Hip-Hop Boot Camp is to instill in youth a love of the arts, a lifelong interest in physical activity, and a solid business skill set that will lead to entrepreneurial opportunities.

9. Scope of Program

- In-State Extension

Inputs for the Program**10. Expending formula funds or state-matching funds :** Yes**11. Expending other than formula funds or state-matching funds :** No

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.5	0.0	0.0
2008	0.0	1.5	0.0	0.0
2009	0.0	1.5	0.0	0.0
2010	0.0	1.5	0.0	0.0
2011	0.0	1.5	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

During camp, each teen will participate in a minimum of twelve hours of instruction in the Arts, twelve hours of physical activity and nutrition instruction, eight hours of small group mentoring, and four hours of entrepreneurial instruction and activities.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Group Discussion ● One-on-One Intervention ● Other 1 (Small group mentoring) 	<ul style="list-style-type: none"> ● {NO DATA ENTERED}

15. Description of targeted audience

The target audience for the Hip-Hop Boot Camp is low-income and minority youth in grades 7-12.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	30	200	100	200
2008	30	200	100	200
2009	30	200	100	200
2010	30	200	100	200
2011	30	200	100	200

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

During camp, each teen will participate in a minimum of Twelve hours of instruction in the Arts, twelve hours of physical activity and nutrition instruction, eight hours of small group mentoring, and four hours of entrepreneurial instruction and activitie

2007 : 36 2008 : 36 2009 : 36 2010 : 36 2011 : 36

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

After participating in the Hip Hop Boot Camp, 75% of articipants will self-report an increased knowledge in their track area.

Outcome Type: Short

2007: 75 2008: 75 2009: 75 2010: 75 2011: 75

Outcome Target

50% of campers will report an increased knowledge of 4-H after camp, which will be measured through a question on the post-camp satisfaction survey.

Outcome Type: Short

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

Outcome Target

50% of campers will attend the next year's Hip Hop Boot Camp.

Outcome Type: Medium

2007: 50 2008: 50 2009: 50 2010: 50 2011: 50

20. External factors which may affect outcomes

- Economy

Description

The economy could potentially impact this program's ability to achieve the intended outcomes because the majority of the program is funded externally through grants and donations. We typically have more difficulty finding external funding when the economy is in a downturn.

21. Evaluation studies planned

- After Only (post program)

Description

Youth are surveyed on the last day of camp in order to gauge what they feel their level of learning has been.

22. Data Collection Methods

- Whole population
- On-Site
- Observation
- Other (Performance)

Description

Youth are surveyed on the last day of camp. In addition, they are observed by their instructors to see whether or not they are accomplishing the intended outcomes of each class. On the last day of camp, the students are provided with an opportunity to perform what they have learned in their track area - dance, DJ, etc. Staff will measure the number of youth that return to camp through camp registration materials.

1. Name of the Planned Program

Violence Prevention and Intervention

2. Program knowledge areas

- 805 10% Community Institutions, Health, and Social Services
- 803 5% Sociological and Technological Change Affecting Individuals, Families and Communities
- 802 70% Human Development and Family Well-Being
- 901 15% Program and Project Design, and Statistics

3. Program existence : Intermediate (One to five years)

4. Program duration : Medium Term (One to five years)

5. Brief summary about Planned Program

Programs are offered to youth, adults, and families on topics including, but not limited to, domestic violence, child abuse and neglect, and how all of these can be occurring at the same time. These programs are presented using visual aids, videos, handouts, and live animals.

6. Situation and priorities

In the last year, West Virginia has been in the spotlight more so than ever due to the high child mortality rate related to abuse/neglect. This has prompted state government to develop child mortality review teams as well as implement other measures to keep children and families safe.

7. Assumptions made for the Program

Programs offered for the identified populations have been structured based on the needs identified by professionals who work with victims of abuse/neglect, domestic violence, animal cruelty, etc. People and professionals are educated on how to recognize and report signs and symptoms of abuse.

8. Ultimate goal(s) of this Program

The programs provided are intended to educate people on how to recognize, report, and document signs and symptoms of the previously mentioned forms of abuse. This is taught to help increase public awareness of the aforementioned forms of abuse, as well as to help lower West Virginia's rates of incidents of abuse/neglect and child mortality.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other then formula funds or state-matching funds : No

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.8	0.0	0.0
2008	0.0	1.8	0.0	0.0
2009	0.0	1.8	0.0	0.0
2010	0.0	1.8	0.0	0.0
2011	0.0	1.8	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

Presentations will be provided to audiences of all ages to address the topics of Humane Education, domestic violence, and child abuse and neglect.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters

15. Description of targeted audience

These programs are provided to all audiences of all educational and income levels.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	20	50	50	75
2008	30	75	75	100
2009	40	100	100	150
2010	50	125	125	200
2011	60	150	150	250

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Number of youth provided with education on violence prevention.

2007: 250 2008: 300 2009: 350 2010: 400 2011: 450

Output Target

Number of programs proffered.

2007: 12 2008: 15 2009: 18 2010: 20 2011: 22

Output Target

Number of adults provided with violence prevention information.

2007: 20 2008: 40 2009: 60 2010: 80 2011: 100

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Percentage of youth indicating an increased knowledge of violence prevention strategies.

Outcome Type: Short

2007: 50 2008: 50 2009: 60 2010: 60 2011: 75

Outcome Target

Percentage of youth employing violence prevention strategies.

Outcome Type: Medium

2007: 25 2008: 25 2009: 35 2010: 35 2011: 40

Outcome Target

Percentage of adults indicating an increased knowledge of violence prevention strategies.

Outcome Type: Short

2007: 20 2008: 40 2009: 60 2010: 60 2011: 75

Outcome Target

Percentage of adults employing violence prevention strategies.

Outcome Type: Medium

2007: 25 2008: 25 2009: 35 2010: 35 2011: 40

20. External factors which may affect outcomes

- Government Regulations

Description

If the state educational system limits the time that students may have guest presentations in the classroom, this topic may not be able to reach as many youth.

21. Evaluation studies planned

- After Only (post program)

Description

Post tests will be administered to see if participants can recall the information they received and if they are implementing it.

22. Data Collection Methods

- Tests

Description

Post tests will be administered to the people who participate.

1. Name of the Planned Program

Workforce Education and Individual Resource Development

2. Program knowledge areas

- 608 100% Community Resource Planning and Development

3. Program existence : New (One year or less)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

Through partnership with various local, state, and national entities, WVSU Extension will provide workforce development program to residents of blighted communities. This effort is targeted at developing employability skills with a goal of increasing the number of residents able to attain a liveable wage in their community.

6. Situation and priorities

Many employers have expressed frustration with the current pool of eligible candidates for positions in their companies. Too often, the lack of "soft skills" is cited as the main weakness encumbered by new employees. These soft skills include items that many of us would take for granted such as appropriate dress and speech at work, showing up on time, professional interpersonal communications, and general preparedness for the rigors of working with full-time employment. This general lack of preparation causes employees to be unhappy with their situation, employers to be unhappy with performance, and the general dissatisfaction of all involved parties. Usually, it also ends with the termination of the employee. WVSU will place a priority on ensuring that program participants have not only basic functional skills including literacy and technology, but also that they have the requisite soft skills necessary for obtaining and retaining employment.

7. Assumptions made for the Program

Program participants, many of whom will be referred due to their receiving public assistance, will be eager to learn the employment skills that will allow for them to obtain and retain a position with a liveable wage.

8. Ultimate goal(s) of this Program

Residents of the targeted communities will have the requisite skill set to improve their quality of life by obtaining and retaining employment that offers a livable wage.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.7	0.0	0.0
2008	0.0	1.7	0.0	0.0
2009	0.0	2.2	0.0	0.0
2010	0.0	2.2	0.0	0.0
2011	0.0	2.5	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

WVSU Extension staff will: - Conduct workshops and meetings that provide an opportunity for employers and employees to meet and discuss needs. - Facilitate services to local employers who will take advantage of WVSU's Economic Development Center to meet and interview potential employees. - Develop and/or obtain products, curriculum, and resources that will assist in the development of a skilled workforce. - Provide training to residents receiving public assistance in an attempt to assist them in obtaining employment with a livable wage. - Facilitate counseling for job seekers through partnerships developed with the local Workforce Investment Boards and the WV Department of Health and Human Resources. - Facilitate assessments on job seekers to assist in determining the skills lacking and where WVSU Extension may be able to assist. - Work with media to enlighten the public about the need for a highly trained workforce. - Partner with a variety of local state, and federal entities to insure holistic workforce education is delivered in targeted communities.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● One-on-One Intervention ● Demonstrations 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● Web sites

15. Description of targeted audience

The target audience for this program are unemployed and under-employed adults living in blighted communities.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	200	1000	0	0
2008	225	1100	0	0
2009	250	1200	0	0
2010	275	1300	0	0
2011	300	1400	0	0

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

WVSU will facilitate workshop and training experiences for unemployed and underemployed residents.

2007: 10 2008: 15 2009: 20 2010: 25 2011: 30

Output Target

Residents will attend training and workshops offered by WVSU.

2007: 100 2008: 125 2009: 150 2010: 175 2011: 200

Output Target

Will identify partners who can assist in the delivery of workforce training opportunities for adults.

2007: 5 2008: 7 2009: 10 2010: 12 2011: 15

Output Target

Will identify businesses willing to utilize WVSU facilities for the purpose of interviewing potential employees.

2007: 10 2008: 15 2009: 20 2010: 25 2011: 30

Output Target

Will offer space in a blighted community for workforce development opportunities not directly facilitate by WVSU staff.

2007: 10 2008: 15 2009: 20 2010: 25 2011: 30

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Residents receiving public assistance will convert to employment with a liveable wage.

Outcome Type: Long

2007: 6 2008: 6 2009: 12 2010: 12 2011: 18

Outcome Target

Employers will hire candidates who have been referred to them through WVSU workforce education programs.

Outcome Type: Medium

2007: 5 2008: 5 2009: 10 2010: 10 2011: 15

Outcome Target

Participants who are currently underemployed will receive employment in a position with a liveable wage.

Outcome Type: Medium

2007: 6 2008: 6 2009: 12 2010: 12 2011: 18

Outcome Target

Adults participating in programs will increase their wealth by starting independent development accounts.

Outcome Type: Medium

2007: 10 2008: 10 2009: 15 2010: 15 2011: 20

Outcome Target

Adults participating in program will utilize low-interest first-time home buyer programs and purchase a new home.

Outcome Type: Long

2007: 2 2008: 2 2009: 3 2010: 3 2011: 4

20. External factors which may affect outcomes

- Economy
- Public Policy changes
- Government Regulations
- Populations changes (immigration,new cultural groupings,etc.)

Description

Targeted populations, adults living in blighted neighborhoods and public housing communities, tend to be more drastically affected by economic downturns. Additionally, because of their dependence on public support changes to government regulations or public policy changes tend to affect them more quickly than individuals who are economically independent. Additionally, the ethnic composition of the targeted audience is fluid and may change over the life of the plan.

21. Evaluation studies planned

- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Comparisons between program participants (individuals,group,organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- Comparison between locales where the program operates and sites without program intervention

Description

WVSU will approach the evaluation of this program from a multitude of angles in order to be comprehensive in our development. These will include both reflective evaluation of the participant and inductive/deductive evaluation of program efforts based on statistics of personal wealth and job attainment.

22. Data Collection Methods

- Sampling
- On-Site
- Unstructured
- Observation

Description

WVSU staff will use a variety of data collection instruments appropriate to targeted communities.

1. Name of the Planned Program

Youth Agriculture

2. Program knowledge areas

- 806 50% Youth Development
- 315 15% Animal Welfare/Well-Being and Protection
- 308 15% Improved Animal Products (Before Harvest)
- 206 20% Basic Plant Biology

3. Program existence : Intermediate (One to five years)

4. Program duration : Long-Term (More than five years)

5. Brief summary about Planned Program

WVSU will offer youth from pre-k to age 21 a variety of opportunities to be exposed to plant and animal education. Program emphasis will include youth livestock, Agriculture in the Classroom, and Junior Master Gardener.

6. Situation and priorities

In modern society, youth are exposed to agricultural systems less and less. The priority for this program is to reconnect youth to plant and animal systems and make them aware of proper management and cultivation strategies.

7. Assumptions made for the Program

The principle assumption of this program is that youth will be more inclined to participate in agriculturally related fields of study and careers if exposed to these areas at a young age. Additionally, there is the assumption that youth will become generally more interested in agriculture by being provided experiential education activities related to the topic.

8. Ultimate goal(s) of this Program

The ultimate goal is that youth in targeted counties will increase their understanding of plant and animal systems.

9. Scope of Program

- In-State Extension

Inputs for the Program

10. Expending formula funds or state-matching funds : Yes

11. Expending other than formula funds or state-matching funds : Yes

12. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2007	0.0	1.0	0.0	0.0
2008	0.0	1.0	0.0	0.0
2009	0.0	1.5	0.0	0.0
2010	0.0	1.5	0.0	0.0
2011	0.0	2.0	0.0	0.0

Outputs for the Program

13. Activity (What will be done?)

WVSU will conduct the following activities: - Conduct Workshops, meetings for youth livestock, Agriculture in the Classroom and Junior Master Gardener. - Deliver Services for youth livestock, Agriculture in the Classroom and Junior Master Gardener. . - Develop Products, Curriculum, Resources. - Provide Training on curricula. - Work with print and televised Media. - Partner with USDA, West Virginia Department of Agriculture and WVU Extension Service.

14. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● Education Class ● Workshop ● Group Discussion ● Demonstrations 	<ul style="list-style-type: none"> ● Public Service Announcement ● Newsletters ● TV Media Programs

15. Description of targeted audience

Target audience for this program is youth in the pre-k to 21-year-old category.

16. Standard output measures

Target for the number of persons(contacts) to be reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	100	1000	300	1000
2008	125	1100	325	1100
2009	150	1200	350	1200
2010	175	1300	375	1300
2011	200	1400	400	1400

17. (Standard Research Target) Number of Patents

Expected Patents

2007 : 0 2008 : 0 2009 : 0 2010 : 0 2011 : 0

18. Output measures

Output Target

Extension personnel will conduct trainings for adult volunteers in youth agriculture and track the number of volunteers in attendance.

2007: 50 2008: 60 2009: 70 2010: 80 2011: 90

Output Target

Properly trained agriculture volunteers will create new groups of Junior Master Gardener and other youth-focused special interest clubs.

2007: 5 2008: 10 2009: 15 2010: 20 2011: 25

Output Target

Livestock volunteers will assist the agent in visiting the homes of each first-year 4-H member in Roane County.

2007: 10 2008: 11 2009: 12 2010: 13 2011: 14

Output Target

Extension staff will host and/or facilitate a variety of promotional activities to pique the awareness of potential volunteers.

2007: 10 2008: 12 2009: 14 2010: 16 2011: 18

Outcomes for the Program

19. Outcome measures

Outcome Text: Awareness created

Outcome Target

Volunteers will exhibit increased knowledge of providing age-appropriate agriculture programs to youth.

Outcome Type: Short

2007: 50 2008: 60 2009: 70 2010: 80 2011: 90

Outcome Target

Youth will exhibit increased knowledge of agriculture and the environment.

Outcome Type: Short

2007: 100 2008: 125 2009: 150 2010: 175 2011: 200

Outcome Target

Youth will choose agriculture-related educational programs and career paths.

Outcome Type: Long

2007: 2 2008: 3 2009: 4 2010: 5 2011: 5

20. External factors which may affect outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Government Regulations

Description

Natural disasters, especially flooding, are very common in West Virginia due to the mountainous terrain. These would curtail programming in an unforeseen manner should they strike targeted counties. Government funding and regulation of activities, as well as a downturn in the economy, obviously would curtail ability to deliver programs.

21. Evaluation studies planned

- Retrospective (post program)
- Before-After (before and after program)
- During (during program)

Description

Evaluation of programs will take place with participants before, during and after programs to study program outcomes and impact upon participants.

22. Data Collection Methods

- Sampling
- Unstructured
- Observation

Description

Extension personnel will use multiple types of data collection with participants before, during and after programs to study program outcomes and impact upon participants.