

Outcome and Impacts

Help farmers and their families maintain or attain independence by using assistive technology and making adaptations to their farms.

Presentation and Dissemination: Presentation of state reports at AgrAbility Annual Conference, bimonthly national conference calls, and monthly newsletters.

Collaborators

Funding sources United States Department of Agriculture. The AgrAbility Project develops community public awareness programs to help farmers and their families maintain or attain independence by using assistive technology and making adaptations to their farms. The USDA competitive grant awards go to Cooperative Extension Services that have joined with nonprofit organizations to educate and assist agricultural workers with disabilities and their families. In addition to the state project grants, one national grant supports the National AgrAbility Project involving the University of Wisconsin at Madison and the National Easter Seal Society.

Funding

The West Virginia AgrAbility Project has received a four-year \$134,845 grant from the U.S. Department of Agriculture. Of that amount, Safety & Health Extension received \$20,494 for project facilitation and coordination. The balance of the award went to a project collaborator (the WVU Center for Excellence in Disabilities) and a project subcontractor (the Northern West Virginia Center for Independent Living). Another organization involved in the project is the West Virginia Assistive Technology System, headquartered at the West Virginia University Affiliated Center for Developmental Disabilities.

The USDA competitive grant awards go to Cooperative Extension Services that have joined with nonprofit organizations to educate and assist agricultural workers with disabilities and their families. In addition to the state project grants, one national grant supports the National AgrAbility Project involving the University of Wisconsin at Madison and the National Easter Seal Society.

Section II. Strengthening Families

Program Overview

The social structure of American society has changed profoundly in the past 40 years. Dramatic economic, social, and demographic changes have extensively altered the family structure. Families are the basis for developing people to assume positions of future leadership in society. Families are the nurturers, caregivers, role models, teachers, and counselors; and they instill values in their members. Every level of society is affected when families fail to support and guide their children.

In general, society lends little support or educational assistance to families. Agencies and institutions rarely advocate for families and children unless they are in severe situations. Parents living in isolated areas with few services or living in poverty or near poverty often face severe difficulties in exercising their parenting responsibilities.

Becoming a parent while still in adolescence also hinders one's ability to understand and exercise parenting responsibilities. West Virginia has a high percentage of teen-aged girls who are parents. According to recent statistics, one out of every 19 West Virginians ages 15-19 has a baby. The number of births to unmarried girls ages 10-19 increased by 82.6% during the past two decades.

A growing number of children in West Virginia live in single-parent households. Single-parent households have a unique set of circumstances and place an even greater demand on the need for childcare outside of the home.

A devastatingly large number of people in America cannot read well to be successful in life. A large

number of school-age children face significant difficulties in learning to read, and an increasing proportion are considered learning disabled because of their reading difficulties. In fact, 40% of America's children are not reading on grade level when they enter the fourth grade. Failure to learn to read adequately is especially likely among poor children, children who are members of racial minority groups, and those whose native language is not English. Children from low-income communities are particularly vulnerable during the summer when they lose academic skills and return to school in the fall behind where they were in the spring.

More parents have entered the workforce during the past decade, which has increased the need for childcare. Poor quality of childcare available to parents often hinders their ability to be productive in the workforce. Parents working extended hours and families of children with special needs face additional pressures in obtaining quality childcare.

West Virginia has one of the lowest college going rates in the United States. Only 41% of high school graduates continue their education beyond high school. Of these 40% who attempt postsecondary education, there is a 59% college dropout rate. According to the 1990 U.S. Census, West Virginia ranked last in the percentage of high school graduates who entered college and almost last in the nation in per capita income.

Research conducted by several Extension agents with the West Virginia University Extension Service revealed that students need to be involved in programs that directly connect higher education and public schools. This involvement enhances their prospects for obtaining skills required in the modern labor market. Also, if youths are living with single parents, in a minority group, have low income, or have parents with limited education, they are less likely to see themselves as being able to pursue education beyond high school. The research indicates that these youths need access to procedures for college preparation and access to college campuses. Also there is a need for a mentor/mentee role in their lives, coupled with being involved in extracurricular service activities (England, Whitt, and McGrady, unpublished, 1998).

Youth development is the process of assisting youths from birth to healthy, productive adulthood. Children don't experience this journey alone. It involves the family and the community around them including schools, organizations, and peers. Although the process does include elements that are sequential and predictable, it does not occur by chance.

Positive youth development focuses on providing a safe, secure environment, connectedness with others, a sense of belonging, mastery of skills and competencies, and opportunities to contribute to society. These are the needs and competencies that help young people to thrive. And for those involved in youth development programming, these are the skills and competencies that must be supported.

Almost half (47.7%) of all school-age children in West Virginia qualify for free and reduced-price school meals. One out of every 19 West Virginians ages 15-19 has a baby. The number of births to unmarried girls ages 10-19 increased by 82.6% between 1980 and 1995. West Virginia children and youth are increasingly more likely to be living with one parent; single-parent families increased by 45% from 1980-1995. In the past seven years, the number of West Virginia young people living in foster homes increased by more than 60%. From 1975 to 1996, the percentage of births to unmarried mothers in the state has risen from 14% to 44%. In 1995, nearly 14,000 referrals of child abuse were reported and investigated in West Virginia.

Program Report #1: Child Care

One quarter of West Virginia's children live in poverty, the fourth highest rate in the U.S. The state also has the lowest household median income in the nation. Disappearing economic and community supports, declining agriculture, increasing poverty, and predominating low-service jobs have significantly influenced the West Virginia family's ability to support and develop children and to help create healthy communities.

Primary issues include an increasing number of single parents (27 percent of all West Virginia children live in single-parent homes), lack of adequate skill in parenting, lack of accessible and affordable child or adult care, and large number of adolescents unprepared for parenthood and stunted in their own growth.

Such parental issues affect children. Children with weak or poor reading skills suffer from low self-esteem

related to schoolwork success and are at higher risk to be school dropouts.

Goals and Objectives

Increase the quality, affordability, accessibility, and availability of childcare services for pre-school and after school child care.

Methods

With issues in both the quality and quantity of child care and parenting in West Virginia, the very thin Family Development faculty have targeted community based organizations as team participants and conducted in-service education to increase collaboration as well as provide educational resources for participants who can re-teach and support families at the local level. Penn State University's Better Kid Care programs are made available across WV and agent faculty make these resources available to childcare providers and parents.

In Mineral County for example, Child-care provider classes reached an underserved group of home and center based providers. As a result of the Mineral County Family Resource Network (MCFRN) needs assessment and strategic planning, the MCFRN formed a committee to coordinate child-care provider education in two areas of the county. The faculty member served as the committee chairperson and principal investigator for the needs assessment research. The child-care provider workshop series was based on Penn State's Better Kid Care Satellite program. The MCFRN purchased the tapes and materials, the WVU faculty member coordinated the instructors the schedule and the evaluation, and other partners helped instruct and/or promote the classes. Each class was taught by an instructor, who incorporated the Penn State video/materials with group interactive activities and demonstrations. Sixteen classes were taught on eight different topics; four between February and May and four between September and December.

In Putnam County, The overall goal of the professional development course for childcare providers at the Winfield Child Development Center is to increase and improve the knowledge base of the individuals employed as providers. The program objectives include: increasing the childcare providers' abilities to perform job-related tasks, providing a more secure and nurturing environment for the children in their care, and increasing the self-confidence of the childcare providers. Ten one hour workshops were conducted twice to reach as many child care providers as possible. Similar approaches have been used in Berkley and Jefferson county to help child care providers deal with financial and legal issues.

Harrison County faculty have uniquely targeted parents, providers and their partners with reading efficiency, recognizing this is one of the determining factors in successful school achievement. Harrison's target audience has included parents, teachers, childcare providers and other adults who work with or for children. Their audience has included school bus drivers, as well as classroom aides, and college level instructors who teach students in the area of early childhood. Adult volunteers who enter children's environments to assist with reading or tutoring have been included as well. Working parent and Caregiver Newsletters workshops, mass media and collaborations with libraries and programs such as the CEOS and Read Aloud have been targeted to reach parents.

Through campus leadership, the recently funded Emergent Literacy Project is teamed with WVU faculty and local Head Start agencies and targets parents of preschool children to improve parent-child literacy. A research component of this project will determine usefulness of the educational support and guide the next phase of this program.

Evaluation

Home and center based child-care providers in Mineral County learned new information to better serve children on the following topics. Each of six workshops received an overall excellent evaluation from participants. The summary of a year-end evaluation revealed participants had used the information they learned during the workshops with children.

In Putnam County there were 11 childcare providers participating in the course including the center director. Six providers met the requirements for one continuing education unit from West Virginia University. Results of the pre/post tests indicated that there was knowledge gained. The classes: "Making Food Safe for Children," "Let Me Tell You a Story" focusing on reading and literacy, and "Feeling Good About Me – Building Self-Esteem," were perceived by over 70 percent of the childcare providers as being extremely useful to them on a personal level as well as in their professional development. They rated all of

the topics highly in their usefulness to them.

Wetzel and Hardy County faculty have been instrumental in developing strategies to engage both providers and parents in family based educational experiences that help to address their needs as well as to impact the children. Additionally, faculty in both counties have had a significant impact in developing staff and quality child care environments and staff.

Outcomes and Impacts

The Mineral County year-end evaluation with child-care providers revealed they used the information on each of the eight topics with the children. A post/pre tests on the topic “Reading in the Child-Care Setting” indicated participants made significant gains in knowledge about children’s literacy, reading with children, and integrating writing and art with reading in the child-care setting. Fifty-one providers participated in one of two classes. Results of the post/pre test reveal significant gains in knowledge about:

- Children’s literacy development
- The importance of reading with children
- Strategies for being an effective reading partner
- Shared reading with children
- Ways to integrate writing with reading, and
- Ways to integrate art with reading

In addition, child-care providers in Mineral County made significant gains in planned action. Fifty-one providers participated in one of two classes. Results of the post/pre test reveal significant gains in plans to read with children and to do reading related activities in the following areas:

- Reading aloud with children
- Using shared reading techniques
- Linking books with writing
- Linking books with art
- Talking with children

In both Wetzel and Hardy counties, all families involved reported they acquired new skills and appreciated the family approach to programming.

At the state level, two faculty serve on numerous state boards and agencies that learn of extension expertise at the local level and support partnerships that now include WVU-ES in their core advisories and in their publications to parents and providers. For example, at the state level, faculty served on the Educare advisory with outcomes of standards and curriculum for that program.

At the local level, Mason County faculty were instrumental in the writing of a successful Educare Grant that resulted in the funding of three new centers.

Collaborators

Families, Child Care Providers, Governor’s Cabinet, DHHR, Kids Count, Penn State University, local school systems, Starting Points, WIC, Family Resource Networks, R&R and many other agencies.

Program Report #2: Parenting

Primary issues in West Virginia include an increasing number of single parents (27 percent of all West Virginia children live in single-parent homes), lack of adequate skill in parenting, lack of accessible and affordable child or adult care, and a large number of adolescents unprepared for parenthood and stunted in their own growth.

One quarter of West Virginia’s children live in poverty, the fourth highest rate in the U.S. The state also has the lowest household median income in the nation. Disappearing economic and community supports, declining agriculture, increasing poverty, and predominately low-paying service jobs have significantly influenced the West Virginia family’s ability to support and develop children and to help create healthy communities.

Goals and Objectives

Empower and strengthen the capacity of families to nurture, support, and guide children

Methods

A state parenting steering committee – West Virginia Parent Education Network (WVPEN) – formed as a result of Extension's *Parents as Partners* conference in September 2000. Approximately 70 faculty and partners attended the *Parents as Partners* conference, which highlighted several nationally recognized parenting curricula.

With the leadership of West Virginia University Extension Service (WVU-ES) family development faculty, WVPEN conducted two in-service education programs for parent educators in West Virginia in 2001. These were "Apple Seeds" and "The Parenting Puzzle." This collaboration has continued to reach additional community-based parent educators and support the development of curriculum and guidelines for parent education.

As some of the county and multi-county teams returned home, they made a commitment to reach parents with educational support. For example, Hardy County has the second highest employment rate in the state, and 62.5 percent of the women in the county are employed. While many family issues are on the Hardy County team's agenda, they formed an early childhood initiative and developed, recruited, and implemented an Apple Seeds parent education program for parents and professionals working in the area of parent education.

Evaluation

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With the leaderships of WVU-ES Family Development faculty, WVPEN (West Virginia Parent Education Network) conducted two in-service education programs for parent educators in WV in 2001. These were "Apple Seeds" and "The Parenting Puzzle". This collaboration has continued to reach additional community based parent educators, supported curriculum development, the development of guidelines for parent education and increased evaluation in parent education in West Virginia.

As some of the county and multi-county teams returned home they made a commitment to reach parents with the educational support needed. For example, Hardy County, with the second highest employment rate in the state and 62.5% of the women in the county employed had their work cut out for them. While many family issues are on their agenda, they formed an early childhood initiative and developed, recruited and implemented an Apple Seeds parent education to parents and professionals working in the area of parent education.

Additional counties making special efforts in providing parents the kinds of supports needed to strengthen their families have included Marion; as the agent works with and through many agencies and organization, Jefferson and Berkley; with a commitment to mandated parents and relatives as caregivers, Harrison; as the agent targets many audiences who interact in family environments, Lincoln; where the agent is working without support to undergird a healthy moms program in one of the counties with the highest risk parents in the state and Wetzel; as the agent supports and works through many agencies and organizations in the Wetzel store-front to provide high quality parenting, child care and family experiences.

Outcomes and Impacts

Each of the 40 participants (87 percent) responding to a survey in the March 28-29, 2001, in-service education program "Appleseeds," "agreed" or "strongly agreed" that the curriculum was strong in supporting parents in building character and relationships, structuring family life and helping children learn.

Thirty-eight people from more than 12 organizations participated in the Parent Education Puzzle Conference in October 2001. Participants gained knowledge and skills, according to the evaluation report.

In fact, almost all of the respondents (95 percent) felt the program was a success in meeting the stated objectives aimed at supporting participants in planning and evaluating parent education in their communities.

Thirty-six percent of participants in the Hardy County program completed an overall conference questionnaire. A majority of respondents (77 percent) felt that the conference was successful in meeting the stated objectives. Seventy-eight percent of those responding indicated they received useful information; 72 percent said the workshop helped them improve their parenting education work; and 67 percent said they gained a great deal of knowledge. Some respondents expressed regret that they did not have this information about parenting when they were raising their children.

With the leadership of WVU-ES family development faculty, the WVPEN has reached organizations, agencies, and parents in West Virginia that Extension has never worked with before. Additional community-based parent educators are receiving much-needed support, and curriculum for quality parent education has been developed and is being used to help parents in West Virginia. Guidelines for parent education have been defined and piloted, and there is an increase in evaluation.

Targeted participation of WVU-ES faculty with agency and organization boards has increased the quality of educational support in parenting. The conferences also have provided a networking opportunity for Extension faculty to link with other community organizations to provide services. The Extension faculty are helping form community collaborations through this programming.

A good example is the Hardy County effort. That team notes, "Hardy County has a foundation curriculum (*Apple Seed*) for early childhood parent education." An Early Childhood Initiative has been established and is coordinating the parent education efforts in Hardy County.

The few agents with program responsibilities in family development have worked with 107 agencies and organizations in parent education this year to reach 1,141 parents.

Collaborators

The agent faculty with program responsibilities in family development has worked with 107 agencies and organizations in parent education this year to reach 1,141 parents. These include W.Va. Department of Health and Human Resources

Governor's Cabinet
Other: W.Va. Family Connections
Family Resource Networks
School Systems
State and Local Public Education
School Parent Educators
Parents
Child Care Providers
Parent Education Resource Centers
Starting Points
Head Start Parents
Head Start and Early Head Start - Mental Health
21st Century Community Learning Centers
Foster Grandparent Programs

Program Report #3: Parenting Newsletter Changing Parents

Parents experience economic and time pressures today not faced by previous generations. Social trends impacting family relationships include a growing number of single-parent households and dual-earner households. Additionally, today's culture increasingly emphasizes violence, materialism, and self-gratification. One in four adolescents engages in social behavior that can lead to serious long-term difficulty, including substance abuse, teenage pregnancy, juvenile offenses, and academic failures.

There is an unprecedented need to support parents by strengthening their parenting skills and their abilities to promote their child's educational achievement, physical health, well-being, and social skills. Sparse attendance at organized programs and the resulting difficulty Extension educators faced when they tried to deliver information to parents in rural communities were the catalyst for a new program. Extension faculty

from Mineral, Hardy, Hampshire, Grant, and Pendleton counties researched methods for distributing parent education materials.

Goals and Objectives

To increase the capacities of families to nurture, support, and guide children to grow and become caring, competent, and healthy individuals by: conducting parent education programs, family resource education, family strengthening programs, and child care provider training.

To raise the level of parent knowledge of child development through subscribing to and receiving the "Family Times" Newsletter. Evidence of increased knowledge was substantiated through research conducted in FY 2000. Dissimilation of research and replication was conducted in FY 2001.

Methods

Ten *Family Times* newsletters were developed by the originator team of Extension Agents and submitted for external review. The first newsletter was an introduction to the series and the other nine focused on one parenting issue each. The individual newsletters were designed to be brief, concise, interesting and informative to entice the busy parent to read the newsletter. Each newsletter contained a "To Make A Difference" box with clear and specific recommendations to support the parents in guiding a child's development.

Relevant newsletter topics were selected to address leading concerns among parents today. Topics for the newsletters were chosen to coincide with subjects that were current, met the needs of parents of children 5-8 years old.

Newsletters were distributed each month between September 1999 and May 2000 to parents of kindergarten students in the five West Virginia counties. Kindergarten teachers in the schools participating in the project distributed the newsletter to the students who took them home to their parents. Based on teachers' and parents' experiences, children in the primary grades are more likely to give take-home papers to their parents.

To provide parents with additional support on the topic, and to encourage reading with children, each newsletter had "The Book Nook" section. "The Book Nook" included a recommended book to read with the child that related to the parenting topic. All kindergarten programs in the participating schools received a copy of the books suggested in each newsletter. Teachers used the books with students and made them available in the communities.

Evaluation

Evaluation of the series was conducted to determine impact of the delivery method to a largely rural audience and effectiveness of newsletters in knowledge gain and behavior change as a result of reading the newsletters. The evaluation, a pre/post assessment self-assessment tool, was conducted in a two phases cluster sampling method.

Outcomes and Impacts

Respondents reported statistically significant positive changes in their parenting behavior for eight of the nine concept features of the newsletters. Depending on the newsletter topic, between 60 and 85 percent of respondents did learn something new from each of the newsletters.

Some examples of changed parenting behavior include: involving their child in setting rules, making opportunities for the child to practice being responsible, encouraging their child to make friends, calming themselves when angry, complimenting their child's positive behavior, watching TV with their child, limiting TV viewing time, using active listening skills, and recognizing a child's fears as real.

A majority of parents read the newsletters, thus the availability of user-friendly parenting information increased. For example, when interviewed (Oct. 30, 2001, Hardy County), one parent indicated, "I read every word of these newsletters and look for them in Ben's backpack." She was very willing to pose for a picture to promote the newsletter to other parents.

Nineteen counties throughout the state are now replicating the newsletter series, furthering the research and continuing the parent education. At least 3,000 children in West Virginia have experienced parents with changed behavior as a result of Extension's Family Times educators reaching them in 2001.

Collaborators

Boards of Education, principals, teachers and parents.

Section III. Youth Development**A. Youth Literacy**

Educational achievement ranks as one of the priority issues of the people of West Virginia. This was reflected in the Program Development meetings conducted by Extension with local citizens clearly targeting educational achievement as one of the priority program concerns for their county extension program. An indicator of West Virginia's educational attainment level is the fact that only 68.5% of West Virginians 25 years and older have a high school diploma compared to 80.2% for the nation. Additionally, West Virginia's college-going rate is considerably below the national average.

Children from families and communities with limited resources tend to be particularly at-risk. West Virginia is a poor state and the needs of its children are great. Almost 30% of West Virginia children live in poverty, a widely used indicator of child well-being since it is linked to other undesirable outcomes. Since academic achievement is highly correlated with children's socio-economic status, there is an on-going need to help these children realize their full academic potential.

Program Report: Energy Express

In 1999, West Virginia University Extension Service (WVU-ES) conducted meetings with citizens across the state to ascertain priority program concerns. Educational achievement was consistently identified as an area of high need.

Following the 1998 NAEP (National Assessment of Educational Progress) Reading Report Card, focus has increased on reading, considered to be the foundation of all learning. According to the NAEP report, four out of every 10 West Virginia fourth graders experience difficulty in reading, and among the remaining six only 40 percent are above a functional reading level. Children's school success is greatly diminished if they cannot read well by the end of the third grade. Those who were poor readers at the end of fourth grade comprise an overwhelming percentage of school dropouts, juvenile delinquents, and prison inmates.

Low-income children are particularly vulnerable during the summer months and typically lose three to four months of academic skills by the time they return to school in the fall. Without school breakfast and lunch, they also lose ground nutritionally and return to school less healthy and less able to learn. Almost 30 percent of West Virginia children live in poverty. Academic achievement is highly correlated with children's socio-economic status.

The major goal and objectives of the Energy Express program are:

To promote the school success of children living in low-income communities by providing summer learning experiences.

Objective 1: To maintain or increase the reading achievement of children living in low-income communities during the summer.

Objective 2: To provide 58 percent of the daily nutritional requirements to

children living in low-income communities for six weeks during the summer.

Objective 3: To increase the personal efficacy and commitment to service of college student AmeriCorps members serving as mentors to children living in low-income communities.

Objective 4: To involve families and community members in children's learning during the summer.

Objective 5: To collaborate with community agencies and organizations to plan, implement, fund, and evaluate a summer learning and nutrition program for children living in low-income communities.

The target audiences for Energy Express are children entering first through sixth grades, with a priority to reach children who are eligible for free- and reduced-price school meals and Title I services.

Extension agents serving as Energy Express county contacts participate in and assume leadership for a wide variety of activities including: participating in technical assistance meetings, organizing local collaboratives, preparing a site application including the budget, providing leadership for engaging site coordinators, mentors and volunteer coordinators in service, attending site leadership training, and coordinating implementation of the six-week program.

State Energy Express staff and faculty generate and manage statewide funding, prepare materials, provide training and technical assistance, maintain statewide partnerships, and implement a statewide program evaluation.

Energy Express conducts a statewide summative and formative evaluation. A stratified random sample of children was administered a standardized measurement, the Woodcock Johnson Test of Reading Achievement (pre- and post-program). Mentors were administered a pre-post survey (Energy Express Mentor Survey), which was constructed by the evaluation team in 1996 and revised in 1999.

Each year qualitative approaches include case studies and interviews conducted by the evaluation team as well as final site reports submitted by site teams and monitoring reports submitted by program staff and funding agencies.

Outcomes and Impacts

Energy Express has major outcomes and major impacts.

A. Outcomes:

- Eighty-seven communities in 43 of West Virginia's 55 counties offered Energy Express in 2000. The program served a total of 3,820 children entering first through sixth grades. Seventy-three percent of the children were eligible for free- and reduced-price school meals, and 18 percent required special services through Individual Educational Plans.
- The average daily attendance was 82 percent; 181,679 meals were served; 22,920 books were given to children for their personal libraries.
- During the summer program, 509 college students served as mentors to children;

432 of these were AmeriCorps members. Eight-three college students and community members served as volunteer coordinators. Fifty-nine were VISTA Summer Associates, 10 were AmeriCorps members, and 14 were shared by partnering agencies and organizations. Eighty-seven classroom teachers, Title I teachers, and principals served as site coordinators.

- A total of 4,769 families and community members volunteered, contributing 75,000 hours. Volunteers assisted with children's reading and writing, helped with the food service, managed the site office, and prepared materials for use with children.

B. Impacts:

- Children's reading in word identification, passage comprehension, and broad reading increased significantly ($p < .0001$) as assessed by the Woodcock Johnson Test of Reading Ability. The average child advanced 4.5 months in reading ability during the six-week program. The average child advanced two months in word identification and six months in passage comprehension.
- Mentors and volunteer coordinators increased significantly in personal efficacy and commitment to community service.

Collaborators

State: Claude W. Benedum Foundation
Corporation for National Service – W.Va. Office
Let's Read W.Va.: Partners Promoting Reading
W.Va. Commission for National and Community Service
W.Va. Department of Education
W.Va. Department of Education and the Arts
W.Va. Education Alliance – Read Aloud W.Va.
W.Va. Library Commission

Local: Boards of Education
Community Action Organizations
Community Education Outreach Services
County Commissions
Libraries
Civic groups and businesses.
(Local collaborations funded at least 30 percent of site costs)

B. Post-Secondary Education: Putting "College" in Kids' Dreams

In these days and times, it is said that "the person who finishes learning today, and quits learning tomorrow, becomes obsolete the next day."

Unfortunately, West Virginia has one of the lowest college-going rates in the United States. Only 41 percent of high school graduates continue their education beyond high school. Of those 40 percent who attempt post-secondary education, 59 percent drop out of college.

Recent West Virginia research (England, Whitt, and McGrady, unpublished, 1998) highlights how much students need to be involved in programs that directly connect higher education and public schools. The research indicates that these youths need access to procedures for college preparation and access to college campuses.

Wyoming County, for example, has one of the lowest per capita incomes in West Virginia. There is a 27.9 percent overall poverty rate in the county, with 30 percent of the population realizing incomes of less than \$10,000 per year; 25 percent of the families receive Aid for Dependent Children (AFDC); and 16.9 percent of the youths live in poverty.

The U.S. Department of Education, the state of West Virginia, and WVU Extension Service have provided resources to McDowell County schools to impact college-going rates. Currently, McDowell County ranks last in the status of child well-being in the state, according to Kids Count data. State leaders are espousing education for youths as a means to revitalize the county and the region, which has suffered economically because of less demand for human resources in the coal industry.

As revealed in several studies, income is directly related to degree attainment. Providing information on educational opportunities and aid available to low-income, potential first-generation college students, and minorities results in an increase in the college-going rate for this population (Blum-Anderson, 1986).

Performance Goal

To provide educational/career programming to families/youths in West Virginia as an avenue to increase the percentage of the population attending postsecondary schools.

Goals and Objectives

The Post-Secondary Education Team's goals and objectives include:

1. Increase career knowledge possessed by youths by:
 - Providing a program on careerism to students that will enhance the learning opportunities provided by the county career program.
 - Providing students the opportunity to develop technology skills as a method for career development.
2. Increase career knowledge possessed by the youths.
3. Increase number of students that will be able to identify requirements for post-secondary programs in their career choice field.
4. Increase the college-going rate in Wyoming County and McDowell County by providing information to county residents concerning how to attain their career and post-secondary goals.
5. Encourage youths from a young age to consider college after high school.
6. Provide financial aid and scholarship information by:
 - Allowing those who are intimidated by "the college, the high school counselor or financial aid" to meet a person who is available and able to help them.
 - Presenting a Web-based program called CASHE (College Aid Sources for Higher Education).

Programs Conducted

One mother told an Extension educator: "My son did not apply for that Bonner scholarship because he would have to do that community service work and would barely have time to work to make money." However, the Bonner scholarship provides everything, including summer stipends for community service work. What is received from the scholarship far would exceed what a youth could make working at a grocery store! Many parents and students have no awareness of or knowledge about financial aid programs and procedures. To address this problem, opportunities for youths and their parents to talk with the experts were developed.

Many scholarships are available that offer students tuition, fees, and living expenses. The W.Va. Treasurer's Office has offered for several years a "Pre-Paid College Fund." As of September 2001, Governor Bob Wise's PROMISE scholarship for West Virginia high school students should help improve the college-going rate as well.

Actions:

Developmental Education programs such as Upward Bound and Gear-Up were identified for intervention. Also, McDowell County schools collaborated with WVU Extension Service to conduct a career fair for eighth-grade students to help them identify classes that can support their career interests as freshmen in high school.

Impact and Outcomes:

A majority of the students enrolled in the “Opportunities Beyond High School” workshops were potential first-generation college students or from families with limited incomes.

As revealed by the pretest, a large percentage of the students did not know terms associated with the college-going process. According to pretest results, a majority of the respondents had received no help from others in exploring their educational goals; 84.21 percent of the students also knew very little about financial aid or how to apply for it.

The program evaluation indicated that the majority of the students believed the program was beneficial to them as they were preparing for their post-secondary careers. Many of the students and parents of the students stated that they did not receive adequate information from school sources and were very pleased that someone was available to assist in their efforts.

Other outcomes and impacts include:

1. Several students received substantial scholarship assistance.
1. Students involved in the program had a significant gain in their knowledge of terminology associated with post-secondary education.
2. Students learned more about the financial aid process and how to apply.
3. More students were planning on applying to a post-secondary institution.
4. In all Career Awareness programs conducted by WVU Extension, 429 McDowell County students participated. Programs were 4-H Basketball Day; 2001 Career Fair; Upward Bound workshop, and WVU Career Awareness Day.
 - At the Career Fair, 93 percent of the county's eighth graders reported that presenters provided useful information to them.
 - At the Career Fair, 57 percent of the county's eighth graders reported that they are thinking about changes in careers as a result of information presented.
 - In the Upward Bound program, 72 percent of students reported they understood the idea of risk and protective factors that exist in their environment.
 - In the Upward Bound program, 87 percent of the students were able to identify protective factors that exist in their environment.

Collaborators

State: Marshall University
State Department of Education Gear Up Program

Other: McDowell County Board of Education
Concord College Upward Bound
Mullens Dogwood Festival, Inc.
Americans Helping Americans
Wyoming County Board of Education
Southern WV Community and Technical College
McDowell County businesses and professionals

C. 4-H and Youth Development

Performance Goal

Assist West Virginia youths to reach their fullest potential through the 4-H youth development program.

Program Report #1: 4-H Management

The 4-H management team, which is made up of 4-H youth professionals from throughout the state, decided that one of the areas that needed to be strengthened in the 4-H program was the local club program. The group recognized that the programming/educational portion of the local club meeting was being taken up by business (not that this is not educational but it is really boring for children as well as adults). We also realized that our average 4-H club leader was a very busy person without much time to prepare for club meetings. Although our audience ultimately was the 4-H members, the audience we are directing our efforts to is the 4-H volunteer club leader with thoughts that teen leaders would also be able to deliver this information.

Goals and Objectives

- To provide the busy club leader with monthly program planning guides so that they would be able to prepare a fun, educational, “hands-on” program in less than 10 minutes. (The group recognized that this was not the ideal scenario but realized unfortunately that this was reality for many club leaders.) It would be done via Internet to cut publication cost and give many leaders the information at their fingertips. In cases where the leader did not have Internet access, WVU Extension Offices could make a copy available to the leader.
- To give the busy club leader programming ideas
- The team members had served on many committees and groups in their careers that did a lot of talking and dreaming and had no final result/ product/ outcome. We had a team goal/ objective to come out with a final useable product in a year.

Methods

- The Monthly Program Guides (MPGs) are on the Web.
- We are at the publicity stage. At the end of December our team’s leader for the year will retire. However, this agent is sure that with the evaluation plans and all the other 4-H Centennial activities, our team will be meeting in the near future to discuss publicity as well as the future of this endeavor. The MPGs are mentioned in the plan of work for the Center. This year’s usage of them will probably decide their effectiveness.

Evaluation

Nine 4-H leaders, 33 4-H members and approximately 40 Extension professionals have been exposed to the idea of the monthly program planning guide and the idea of improving club programming through making it easier for busy leaders to prepare programs. These individuals were asked to evaluate both the materials that are finally on the Web as well as evaluated the instructor(s) presentation of the topic. Actual results of this evaluation are in the 1999 file. To summarize the results overall they ranked the materials very high. They were excited about getting their hands on this type of material and agreed that the need for these was enormous. In fact, the need for the materials probably overshadowed the evaluation of quality. The leaders said we need this; we need this now and we do not care what the length or format. Just give us some ideas. Older leaders need new materials and new leaders wanted materials period.

Outcomes and Impacts

2000: We have 10 to 11 topics developed that hopefully will soon be available to leaders. The volunteer leadership team has asked for copies to put in a leader’s notebook they are testing. One of the things we learned in developing these that it is hard to put together a really good hands-on program in 10 minutes or less without some material preparation ahead of time. This will be included in the information portion of the site for leaders and club program planning will be encouraged.

2001: Since 6 of these have only been on the web since Oct. 11, 2001, we have no impact information. At least we have been able to get them edited and out. The plan is to finish the other 5 or 6 for a second wave on the web.

Although we do not know at this point what impact the MPGs will have on the goal of improving 4-H club programming, the evaluations done in 1999 indicate there is a real need for these materials and that the

leaders and teens would find them useful. With the low scores that current club programming received from leaders and teens, there is definitely an indication for a need to improve programming.

Collaborators

The teens, leaders and professionals who gave input into development of the guides. Web Site- www.wvu.edu/~exten/depts/famyou/4h/monthlyguides/index.htm

Program Report #2: Building Leadership Skills Through 4-H Camping

The challenges youths face today are some times overwhelming. Each year adolescents in West Virginia face increasing risks in the areas of poverty, violent crime, exposure to substance abuse, and early sexual activity. At the same time, adolescents face developmental tasks of forming their identities and planning their futures. To successfully negotiate these risks and tasks, adolescents must possess a number of skills and attitudes as well as supportive relationships with caring adults.

Goals and Objectives

- Provide a friendly, secure, accepting environment within which campers may increase life skills knowledge and leadership development,
- Improving social skills and building community through teamwork and participation,
- Maintain a positive, inclusive attitude regarding all aspects of camp in a setting for experiencing diversity, tolerance, acceptance and respect from modeling and instruction.
- Provide a positive, fun experience for lasting memories,
- Educate and experience various activities traditionally associated with an outdoors or “in the sun” while living in a 4-H camp setting.
- To provide educational experiences for youth through the 4-H camping program.
- To develop an evaluation tool for camp classes and assemblies.
- To provide an educational activity where life skills in leadership, decision making, and goal setting are enhanced for the participants.
- To increase participants knowledge of the 4H program.
- To foster the understanding of other cultures.
- Support the efforts of the planning committee and in the conducting of residential camp.
- Help to maintain the physical facilities of the County 4-H Camp.
- Secure funds and assist fundraising efforts in support of the camping program and facility.
- To provide a resident group camp experience for participants where they will learn social interaction skills.
- To provide an opportunity for the participants to learn life long leisure education skills through choices they make.
- To learn and grow in they’re own personal growth and development.
- To plan, conduct, and evaluate an educational program to teach youth the importance of environmental stewardship, the skills of leadership development, ways to conserve our natural resources, the value of being responsible citizens, and appropriate social skills.

Methods

- ♣ Camp planning workshops for 4-H leaders, teens, and other interested adults were

held in February, March, and May.

- ♣ Recruited counselors and class instructors in February and March.
- ♣ Assembly plans were made in February and March and contacted the presenters.
- ♣ A heritage skills afternoon was planned in February, and the committee contacted instructors of various heritage skills to participate in the “Heritage Fair.” (This event was made possible through a local grant.)
- ♣ Collaborated with community businesses and civic organizations to obtain camp scholarships and to coordinate efforts to provide camp t-shirts for every camper at no cost to the campers.
- ♣ Camp letters were sent to all 4-H’ers about 4-H Camp, with recruitment efforts for both county and state summer camps starting May 1.
- ♣ Conducted camp counselor training for counselors.
- ♣ Held summer food training for the camp cooks and helped them plan camp menus.
- ♣ Directed a pre-camp for teen leaders and County 4-H Camp.
- ♣ Evaluations were summarized and used for planning future camps.
- ♣ Form a planning committee that assists with organization of camp program
- ♣ Involve teen leaders in the planning activity.
- ♣ Participate in State camping in-service to enhance skills related to managing a safe, educational camp.
- ♣ Provide leadership to camp planning committee as they prepare the camp budget, and plan the camp program.
- ♣ Facilitate camp staff training.
- ♣ Serve as a resource person, camp director and instructor.
- ♣ Design and implement evaluation of camp event.
- ♣ Support the ongoing efforts of the agent in charge of 4-H in the camping program.
- ♣ Provide on site support as cottage counselor, facilities engineer, chef, etc.
- ♣ Assist committees working to improve camp physical facilities.

Evaluation

Positive experience for campers as determined by observation.

The area of camper leadership was rated for the first time as tribe members rated their chief, 1st sagamore and 2nd sagamore. Levels of rating corresponded with individual age and experience of having served in one or more of the sagamore positions. Age was a greater factor than camp leadership experiences. This was expected as age equated maturity and experience whether received in camp or outside of camp.

The post-camp evaluation asked for specific camp activities to be rated using the same scale as used for classes. All data was tracked by tribe and compared to results for the total camp. Celebrate West Virginia was a heritage presentation featuring West Virginia music. Overall it received only a 3.44 rating with one tribe rating it 2.82. This was held on Monday night of camp (we start on Sunday evening) and that may have contributed to the low rating because many of the campers were still getting to know each other. On Tuesday evening we held a camper talent show with acts ranging from a former 4-H’er doing magic, comedy acts, singing, two state winning junior visual presentations to a ten-piece blue grass band (including a few non-camper friends). Overall this event was rated 4.09 and acts listed as “being the best” included the blue grass band (32%) and magic show (26%), but the visual presentations were rated tops by 11% as was a two male comedy act (11%). The talent show did not cost the planning committee where the Celebrate WV cost \$400.00.

Overall camp received a rating of 4.54 with the tribal ratings ranging from 4.35 to 4.85. With strong satisfaction shown in most all areas of camp, it will be the responsibility of the 2002 camp planning committee to maintain the quality of special events and continue to provide a variety of activities that cover a range of interest. The sports area received the lowest overall rating of 3.36. A camper initiated change

during camp (the last two days) resulted in discontinuing tribal competition in sports to recreational activities scheduled for age groups. This type of change had not been popular when suggested by the planning committee but will be planned into the schedule for 2002.

In the pre-camp questions “What do you plan to do or learn?” and “What do you plan to contribute?”, twenty-one (20%) individuals answered as being respectful of others, understanding others, being nice to others or getting along with others. Other significant responses include making friends, classes/crafts, being cooperative/good and helping.

On the subject of bullying as covered in the methods section, open-ended questions from the pre- and post-survey were used to evaluate camper attitudes and well as counselor observations. One significant area found in the response to the two questions in the post-survey were noted. When asked “What did you learn from others this year in camp?” and “What was your greatest contribution to camp this year?” twenty-two (24%) of the campers responded with a statement of increased awareness in tolerance/diversity sensitivity with others in camp on one or the other of the two questions.

Along with the fact that no incidents of camper bullying was observed by counselors, the pre- post- surveys show that 20% of the camper planned to improve there actions in the areas of tolerance/diversity sensitivity and that 24% of them believe that they actually did. Making this a more significant factor is that all responses were open-ended, fill-in-the-blank in which individuals had the make up the items that they chose. For 20-24% of all youth attending camp to consider improving and/or to state that they had improved their attitude toward others in camp in the area of tolerance/diversity is significant.

Outcomes and Impacts

Selected county camp evaluations indicate that the West Virginia 4-H camping program experience has led to:

- ♣ Increased skills of volunteers working with youths.
- ♣ Improved leadership skills for youths. Examples: Four educational assembly programs were presented that oriented the participants to career opportunities. Through involvement in campfire programs, meditations, assemblies, recreational events, and special events, the youth participants were given the opportunity to improve their public speaking skills, social interaction skills, personal development skills, and leadership skills.
- ♣ Significant gains in confidence about teamwork. The post/pre test evaluation results reveal that there were significant gains in confidence among youths about being a part of a team and about working with others. These gains were the result of youths’ participation in older and younger camps.
- ♣ Significant gains in confidence about leadership. The post/pre evaluation results reveal that there were significant gains in confidence among youths at both camps about leading a group or team, leading an activity, preparing an activity, sharing an activity, and assuming leadership responsibilities.
- ♣ Younger campers learning life skills. More than 80 percent of the campers, who completed the evaluations, felt that they learned important life skills during 4-H camp in 5 of the 7 life skill areas measured.
- ♣ Older campers learning life skills. More than 50 percent of the campers felt that they learned important life skills during 4-H camp in 9 of the 10 life skill areas measured. Significant gains have been made since 1998. Since that time teens have been more involved in planning camp, and evaluations have helped with continuous improvement.

Collaborators

4-H Camp Association, Volunteers, local businesses, 4-H Leader’s Association, 4-H Teen Leaders, 4-H parents, County 4-H Foundation, Sheriff’s Department, West Virginia Department of Natural Resources, Extension Homemakers (CEOS) and community members and organizations.

Individual community 4-H clubs hold fund raising activities to support member attendance at residence camp. In addition, community organizations, businesses and individuals donate scholarship monies. There is ample funding to support attendance of financially disadvantaged youth at residence camp.

The "Celebrate West Virginia" program was provided in a number of counties this summer with partial funding from a grant from the West Virginia Division of Culture and History.

Program Report #3: Teaching Teens About Money

Teens in the U.S. spent an estimated \$141 billion in 1998. Teen spending of their money and of family dollars is increasing. American teenagers spend with little or no understanding of money management basics. An estimated 70 percent of students at four-year colleges have at least one credit card. The revolving debt balance on these cards averages more than \$2,000. Credit card debt has forced many students to cut back on their courses or spend more time working to pay off their debts. These statistics clearly signify the need for financial education at the high school level. Given the spending power available to today's teens, it is imperative they learn sound fiscal habits that will let them take control of their money before it controls them (National Endowment for Financial Education).

West Virginia is a poor state, and the needs of its youths are great. Youths from families and communities with limited resources tend to be particularly at-risk. Almost 30 percent of West Virginia children live in poverty, a widely used indicator of child well-being because it is linked to other undesirable outcomes.

Goals and Objectives

1. To develop a public relations program to promote HSFP to school systems, business leaders, government leaders, and parents
 1. To effectively impact students with program goals
 2. To identify and secure resources (human and financial)
 3. To strengthen the partnership defined in the Memorandum
 4. To model the partnership and expand it to the local level
 5. To recruit and train teachers
 6. To integrate impact data into future planning and ensure program accountability

Methods

Implementation strategies aim to make the HSFP available to all high schools in the state, to coordinate recruitment and training of teachers and to secure resources—financial, public support of program and identify local donors who might support an investment program for youth. In addition, at the state and local area, there is emphasis on identifying stakeholders, developing resource lists, beginning with a speaker's bureau and the identification of major employers of TANF clients.

Agent faculty working in this area coordinate with professional organizations—such as insurance professionals and compile “do's” and “don'ts” for speakers. At the state level emphasis is on empowering regions to provide continuity for the program and to evolve steering committees at county or regional levels. Many suggestions have evolved and become useful to start up areas in integrating program into instructional goals and objectives for science, math, social studies, and health as well as economics and family and consumer sciences and integrating with school exploratory classes, advisor consultations, WIA youth councils, additional youth based curricula such as REAL, and tech prep curricula. In addition, local teaching teams are encouraged to implement the program through youth correctional facilities.

Major areas of emphasis this year have included the implementation of the revised curriculum from NEFE, the promotion of the program at Extension Annual Conference with a display in the Share Fair and a workshop conducted by Extension, the Treasurer's Office, and the Credit Union League. Each county received a promotional packet and an instructor's manual. At the local level, the promotion of the program

at the county level with Treasurer's staff working with local Extension Agents and teacher training to introduce the new materials has moved forward across West Virginia Expanding the partnership with the Treasurer's Office to include The Department of Education and the Credit Union League through joint programming and the Advisory Committee has been a primary emphasis at the state level.

Building on the success of one agent faculty with an elementary school financial education program, the Advisory Committee worked with WVU-ES to expand the youth financial education partnership to include support for WVU-ES participation in teaming and teaching in the Bank at School Program. Three hundred and thirty five elementary students were reached with this curriculum in one county.

Evaluation

The successful partnership with state government and the positive outcomes with the program paved the way for State Board of Education decisions to make the HSFP an elective in every public middle and high school in W.Va. NEFE records show a total of 10571 students enrolled in the HSFP for the fiscal year 00-01. This compares to previous enrollments of 1067 in FY 99-00 and 1740 in FY 98-99. Agent faculty reported working with 72 participants in financial education programs in three counties other than the HSFP.

Outcomes and Impacts

- The successful partnership with state government and the positive outcomes with the program paved the way for State Board of Education to make HSFP an elective in every public middle and high school in West Virginia. NEFE records show a total of 10,571 students enrolled in HSFP for the fiscal year 00-01. This compares to previous enrollments of 1,067 in FY 99-00 and 1,740 in FY 98-99.
- More than 600 teachers have been trained.
- Evaluations indicate that 577 youths have made a change in financial management practices as a result of the High School Financial Planning Program.
- Building on the success of one agent faculty with an elementary school financial education program, the advisory committee worked with WVU-ES to expand the youth financial education partnership to include support for WVU-ES participation in teaming and teaching in the Bank at School Program. As a result, 335 elementary students were reached with this curriculum in one county.

Collaborators

W.Va. State Treasurer, The Credit Union League of W.Va., high schools across the state, three elementary schools, banks, H&R Block, CPAs and insurance specialists in several communities.

Program Report #4: Teens Gain Leadership Skills

In today's society, teens need an increasing number of educational opportunities in which to participate to gain experience in communicating, getting along with others, understanding self, decision making, respecting differences, working with others, and increased confidence in leading others.

Goals and Objectives

The goal of Teen Leader and Charting weekend was to 1. provide an opportunity for teens to gain leadership skills 2. motivate planned teen leadership action as a result of the weekend 3. increase confidence about leading and/or helping with 4-H activities.

The goal for the Doddridge County 4-H teen leader overnighter was to provide an educational opportunity to assist youth in developing their leadership skills.

Evaluation

For the Doddridge County teen leader overnighter a pre/post test was conducted to determine if the teaching activities were effective in addressing the objectives. For the state 4-H Teen Leader and Charting Weekend a voting on your feet evaluation summary was conducted for the weekend, and evaluations were

completed on the three class sessions.

Outcomes and Impacts

Seventeen teen leaders attended the Doddridge County overnighter. Results from the pre/post evaluation shows an increase in participant-perceived ability to make decisions. Participants also noted that they learned more about themselves and others.

The state 4-H Teen Leader and Charting weekend had a total of 332 participants. The evaluation revealed that 98 percent of the teens felt the overall weekend was good. When evaluating the classes, more than 97 percent of the teens indicated that the information gained from the classes will be useful to them, and 89 percent said they would use at least one idea from each session.

Collaborators

There were a variety of collaborators who participated in teen leadership programming. A few of these include: Davis Memorial Hospital, Dr. David Fines, WVU Social Justice Office, Dr. Shari Vance, Dr. Kim Stooke, and Nancy Weeks.

D. Youth Resiliency

U.S. Census data reports that 24.7% of West Virginia children and youth live in poverty. This rate, up from 18.5% in 1980, is nearly 25% above the national average.

West Virginia has 403,500 children and youth under age 18. A large number are adversely affected by one or more risk factors that make resiliency development difficult. Almost half (47.7%) of all school-age children in West Virginia qualify for free and reduced-price school meals. One out of every 19 West Virginians ages 15-19 has a baby. The number of births to unmarried girls ages 10-19 increased by 82.6% between 1980 and 1995.

West Virginia children and youth are increasingly more likely to be living with one parent; single-parent families increased by 45% from 1980-1995. According to the West Virginia Kids Count data book for 1999, 17.4 percent of the children live in single parent families. In the past seven years, the number of West Virginia young people living in foster homes increased by more than 60%. From 1975 to 1996, the percentage of births to unmarried mothers in the state has risen from 14% to 44%. In 1998, nearly 8,000 children were victims of abuse or neglect.

West Virginia has a 16 percent high school dropout rate and, in 1998, 7,116 cases of juvenile delinquency. 23 teens (22.9 per 100,000) met a violent death (ages 15 - 19), and the child abuse and neglect rates have increased 24.2 percent from 1990 through 1997. Some additional statistics that profile West Virginia's youth include the following:

- ⊗ 29.6 percent of high school students reported clinical depression in 1998.
- ⊗ 19 percent of high school students reported having considered suicide.
- ⊗ Among high school students, 81.5 percent reported having use of alcohol; 74.7 percent reported using cigarettes; 48.3 percent reported using marijuana; 20.4 percent report having used inhalants, 14.3 percent report having used methamphetamines, and 10.5 percent report having used cocaine.
- ⊗ 54.8 percent of high school students report having had sexual intercourse.
- ⊗ In 1999, 96,000 children received food stamps – approximately 5,000 eligible children did not.
- ⊗ In 2000, 7,150 children were served by Head Start.

There is a tremendous need for developing resiliency in West Virginia. "Resiliency is the ability to bounce back from stress and crises. It is displayed in individuals as optimism, resourcefulness, and determination. Individuals, families and communities demonstrate resiliency when they build caring support systems and solve problems creatively. While individuals, families and communities each have unique coping capabilities, together they form a dynamic support system" (National Network for Family Resiliency. Cooperative Extension Service, 1993).

Goals and Objectives

The overall goal of the CYFAR Initiative is to improve the state Extension system's capacity to support community-based programs for children, youth and families at-risk. The objectives are:

- To strengthen four locally-based collaborations of community, county and state agencies and organizations.
- To increase the knowledge and capacity of Extension faculty to establish or expand collaborations in rural areas.
- To increase the knowledge and capacity of Extension faculty and staff to understand the needs of under served people and communities.
- To increase the knowledge and capacity of CYFAR staff to utilize technologies to strengthen community collaboration.

Evaluation

Extension's Evaluation Specialist is providing leadership for site coordinators and staff to participate in an ongoing evaluation process:

1. Documenting the following information:
 2. Base information on site services and collaboration before the CYFAR project began.
 3. CYFAR goals and objectives for each site.
 4. Activities related to collaboration, literacy service provision, and new technologies since the CYFAR project began.
5. Meeting regularly as a focus group to:
 6. Determine expected outcomes based on goals and objectives.
 7. Select activities that will produce expected outcomes.
 8. Make plans to implement the activities, including a timetable for events.
 9. Evaluate progress in reaching the expected outcomes.
 10. Select new activities to reach outcomes.
 11. Write a report on the progress of the community site in reaching its goals and objectives.
12. Writing a case study for their respective sites.

Evaluation activities in the coming year center on documenting impact in our two primary goal areas: children and community.

Impact on Children

13. We will continue to participate in the evaluation activities of Energy Express and will report the outcomes for the statewide Energy Express program as our outcomes for children.
14. There are a number of other possible ways that individual sites can measure impact on the children in their programs. The following are some possibilities:
 15. Use the life-skill assessment form from Iowa State Extension. This can be used in a pre-post- way or just at the end of the program.
 16. Use the parent behavior checklist periodically throughout your program or as a pre- post-assessment. This would be especially useful if you have parent intervention programs in place at your site.

Each site is developing individual site evaluations based upon their unique programs.

Impact on Community

In the area of community impact we will be looking at two areas:

17. What we have learned about helping low-income/disenfranchised individuals to participate in decision-making activities with regard to their children's education.
18. What we have learned about developing collaborations of individuals and agencies involved in literacy activities in our community.

Outcomes and Impacts

Children and communities are the primary outcome areas for the CYFAR Project. Youth and parents/families are the secondary outcome areas. This explains the format of the following outcome and impact information.

⌘ Lincoln County

CHILDREN: Children have demonstrated an attitudinal change towards reading activities through a series of informal interviews. Nearly all of the children surveyed stated that having books available, being able to connect with other youth who enjoy reading, and home activities encouraged their own love of reading and increased willingness to read aloud in a group.

Over 70% of the parents surveyed stated that their child was more likely to complete "Read & Respond" daily reading activity, a homework assignment that is worth 20% of their final reading scores in school. This is largely due to the fact that these children now have books in the homes to read in the evenings.

A Special Interest 4-H Group was formed by collaboration with LEAPP (Lincoln Early Aggression Prevention Program), which provides transportation home for any child, free of cost, through the county's school bus system. There are 127 children and youth enrolled, grades K-12. The focus of this group is to increase enjoyment of reading and writing activities, increased self-worth & self-expression and also to provide cultural diversity. As indicated on a survey in June 2001--96% of children agreed that they enjoyed school more because they had the after school activities.

Energy Express, the literacy and nutrition summer program, maintained maximum enrollments due, in part, to home visits from the CYFAR Associate. CYFAR collaborated with Troll Book Fairs to provide over \$4000 in books to low-income children during Energy Express. Each child was able to take \$60 worth of new books home. Targeted low income indicated during observation/interviews that they enjoyed reading aloud more because they had access to their own "libraries".

Family Fun Day was provided by CYFAR funds. Parents stated, after a field trip to Borders Bookstore where each child and parent was able to pick out \$15 worth of new books that 85% had never been to a bookstore. Children indicated, through interviews as well, that over 90% had never been to a bookstore and/or had never bought books.

Children surveyed stated that their SAT-9 tests were easier to complete after doing activities that promoted new knowledge of key words used in formal language such as tests, versus informal language used in casual settings.

COMMUNITY: A Community Health & Beauty Fair was held at Griffithsville Elementary. This fair included blood pressure screenings and lice prevention & care.

Secondary Outcome Evaluation: FAMILIES/YOUTH

FAMILIES

CYFAR targeted families indicate through surveys that they have an increased capacity to deal positively with home, school, and community issues. Several families have completed surveys throughout the year. the percentage of parents who, After home visits & positive interaction with school personnel, the percentage of parents who indicated more positive attitudes toward being involved in their child's educational process increased by 68%.

Twenty-nine parents reached by the CYFAR Associate volunteered for the first time during school activities. Every parent interviewed afterward stated that they would volunteer again. The CYFAR Associate involved 14 low-income parents in a Quilters' Discussion Group. This discussion group was an informal setting that brought traditionally uninvolved parents to the table. Within these discussion group meetings, interviews were administered to determine whether participants within the group were ready to join other groups with a focus on improving literacy. Over 70% of parents surveyed indicated that they would be willing to come to a combined group meeting.

YOUTH

The 32 youth that are in enrolled in the Duval Teen Mentors have been trained in child development expectations/milestones and conflict resolution. Pre & post surveys concluded that 93% of the youth believed that they had increased their knowledge in basic life skills, their abilities to react positively to their environment, and improved their own direction toward higher education. The 4-H Special Interest Group includes 31 Teen Leaders. They are currently involved in the project, Self-Determined Community Leadership. Over 80% state that by helping younger children in their 4-H group, they have increased their own abilities to complete school tasks, express themselves positively, and believe that they have an increased feeling of self-worth. Eighteen Teen Leaders/Mentors have received computer training in the following areas: databases, Internet basics/safety, web page design, WordPad, and electronic exchange e-mail and Instant Messaging. Through interviews afterward, 100% of the youth stated that they believe they are better equipped to deal with the "real world". Several youth collaborated with Lincoln County 4-H Association to provide artwork for Thank You cards to be given to consumers that buy fundraising efforts.

∞ Kanawha County – Harambee Learning Center

Primary Outcome Evaluation: Activity 1: The Extension Associate trained the Harambee Learning Center staff to administer a literacy assessment.

Output: The staff learned how to administer a literacy assessment.

Outcomes: The children were assessed in the area of literacy and spelling. The information collected from this assessment will be used to categorize the participants into separate areas including: phonics, spelling, and vocabulary.

Activity 2: The Harambee Learning Center children are participating in a 13-week computer training class.

Outputs: The classes are taught to all participants in grades K-4. Outcomes: The participants' skills, knowledge base, and comfort level using computer programs are increasing.

Secondary Outcome Evaluation: Activity 1: The Extension Associate has administered a community needs assessment to the parents of the Harambee Learning Center's students. Outputs: The community needs assessment provides information about the parents needs and will assist us in developing and offering the necessary classes.

Outcomes: A large percentage of the parents indicated that their primary interests are in the areas of money management.

∞ Kanawha County – J.E. Robins School

Primary Outcome Evaluation: CHILDREN/COMMUNITY

* CYFAR was the catalyst for a program introduced by Dr. Jeanette Lee, the Chair of the Department of Education at West Virginia State College (WVSC), and member of the CYFAR Steering Committee and local collaborative. By Spring 2001, four WVSC education majors were placed into the elementary school's classrooms once a week for 2-3 hours per visit. They completed up to 12 weeks each, resuming the full range of duties of the classroom teacher. An all-weather banner was purchased for the school that details the special partnership with WVSC. Also as part of this partnership, one hundred eight books from Scholastic Book Club, Inc. were presented to the "Responsible Students of the Month" in each grade.

* The J. E. Robins Summer 2001 Energy Express nutrition and literacy program served 46 of the community's children. During Energy Express, the Robin's CAFE established a Kid's CAFE Computer Club for students enrolled in the summer program. Twenty-one students attended weekly meetings. The emphasis was on fun, so the children were able to experiment with Microsoft Word, PowerPoint, a paint program, and had the use of a digital camera provided by the CYFAR program. Based on an informal poll, 33% of the parents would like to see this offered during the regular school year.

* To increase the number of children covered by some form of insurance, the CYFAR Associate coordinated with the regional CHIPS director to distribute informational flyers. Of the 264 flyers sent out, over 50 parents either specified that they were interested in the program or stated that they were already covered by an insurance plan.

* Coordinating with the Title 1 Program, the Robin's CAFE now offers one-on-one tutoring for those students who are below the 25% quartile based on Title 1 assessments. Thus far, a total of over 80 hours (averaging 15 hours per week) of one-on-one literacy tutoring has been provided to 25 students.

* After school activities had been non-existent at J. E. Robins for several years. To address this issue, various educational clubs have been formed, including a Spanish Club. To date, 13 students have participated in 4 weeks of instruction in the Spanish language. A Spanish teacher from a local high school is working with the Club, assisted by several of her students (five on average).

Secondary Outcome Evaluation: PARENTS/FAMILIES and YOUTH

* One-on-one computer training was made available to parents, grandparents, and community members. As of Summer 2001, 21 individuals acquired 83 hours of training.

* To break down one of the barriers to parental involvement, a child's learning center featuring child size tables and chairs, educational games and puzzles, as well as a wide variety of books is now located in the CAFE. This allows parents who are attending a meeting a chance to bring their children.

* A new service that was initiated this summer is Adult Nutrition classes through West Virginia University Extension Service. Since this past summer, 10 parents have participated in this program, receiving at least six weeks in nutrition instruction.

* Parental involvement continues to be a challenge at J. E. Robins. Two programs that strive to address this issue are the Family Fun Nights and Make-and-Takes. In Spring 2001, the second Family Fun Night was attended by 31 families. The focus was on computers with participants receiving information and instruction on PowerPoint, Internet Safety and the use of a digital camera. Parents and teacher expressed overall satisfaction with this event.

* To provide more opportunities for parent and child interactions, the CYFAR Associate coordinated a Reading Make-and-Take Workshop. These included many literacy activities that the parent and child perform together. At the conclusion of the evening, a dinner was served, provided free of charge to parents. A total of 117 students and parents participated in this event.

* A Read-a-Loud Program, initiated this Fall, has 13 parents and community members reading in classrooms on average 3 or more times a week.

* Youth are being recruited for service roles with the children at the J.E. Robins Elementary School. Students in the 4-H club at the local middle school are being recruited to act as tutors and mentors for children in grades 1 to 5.

* A positive outcome of the CYFAR program has been the development of several after-school clubs such as a Spanish Club, a 4-H Club, a Computer Club, and a Garden Club.

⌘ Monroe County

Primary Outcome Evaluation: Mountain View School students showed an improvement of their literacy skills and improved attitudes about reading through Energy Express. A healthy breakfast and lunch was served in the summer to children who otherwise would not have eaten well.

The 21st Century Grant summer program was expanded and more low-income children were served. Local literacy-focused collaborations were expanded to include parents and community members thereby increasing buy-in of school and community.

There continues to be an increasing awareness of the importance of literacy through the entire Mountain View School population's curriculum.

Secondary Outcome Evaluation: An opportunity was given to youth to mentor younger children and gain life skills such as leadership and communication. College student mentors were engaged in community service projects in Monroe County and Southern West Virginia.

Parents learned new techniques for helping their children learn to read.

∞ Marion County

612 MAC Community Center

The Center is an after-school program for African-American youth in the Fairmont/Maple Ave. area. The goals were to develop and maintain ownership by the community for the center and provide/research funds for enhancing the after school program. The program is coordinated by a volunteer, retired school principal who conducts the program two days a week. A steering committee was established to plan and implement a SWAT survey by community members to address youth development needs in the neighborhood. The steering committee began planning community meetings to analyze strengths and weaknesses in the neighborhood. The youth development agent wrote a grant and received funding to conduct three community planning meetings and organize a “First Impressions” visit to the community. Two community members were sent to leadership training through the Fairmont Development Partnership funds and a grant for a VISTA worker was written. A grant writing workshop was held for interested community members. Several physical repairs were made to the neighborhood park. A flag football team was organized for the older youth in the community this past summer, and two community picnics were held in the community park.

Collaborators

CYFAR statewide steering committee (represents each Extension program center, other academic units, other educational institutions, agencies, and communities)

Energy Express

WVU Extension - Office of Technology

WVU Extension - Office of Communications

WVU Extension - Office of Finance and Business

WVU Division of Public Administration

WVU Division of Social Work

West Virginia State College

Lincoln County Schools

Kanawha County Schools

Harambee Learning Center – Kanawha County

United Methodist Church Conference Center

Rural Community Resource Center – Monroe County

Literacy Coalition of Kanawha County

Lincoln County Aggression Prevention Program

612 MAC – Marion County

Fairmont Development Partnership – Marion County

The County Connection – Marion County

Family Connections

West Virginia Understanding Poverty Coalition

West Virginia’s Promise

West Virginia Commission for National and Community Service

Family Resource Networks

West Virginia 4-H

E. Volunteer Leadership Development

Performance Goal

To increase the skills of volunteers through participation in Extension programs.

Program Report #1: 6,000 Volunteers Learn Leadership by Doing

This is an age of rapid change. Scientific discovery and technology are introducing change at an unprecedented rate. People’s lives, families, and communities are changing faster than ever before. The development of leadership skills is even more important than in earlier years, when change occurred at a continuous yet comfortable rate. The development of leadership skills provides tools to enable individuals to live and work to make communities better places to live.

Goals and Objectives

- To increase leadership skills, including understanding of program, partnering capacity, human relations, and communications to build a cohesive working relationship between the two units of WVUES and WVCEOS.
- To increase the knowledge of the CEOS membership in the areas of family, continuing education, and marketing and membership.
- To increase the skills of WVCEOS members to enable and empower the organization volunteers to serve in roles necessary to plan, develop, execute, and evaluate educational efforts and conferences.
- To enable the CEOS organization to provide members leadership and volunteer opportunities to build skills, self-esteem and facilitate general well being of individuals.
- To provide direction for educational endeavors for families and individuals to improve the quality of their lives and their communities across West Virginia.
- To gain awareness of the CEOS program, and solicit support the CEOS program at the West Virginia University level.
- Work to build a stronger more effective volunteer CEOS program state wide to assist participants with leadership skills and understanding of volunteer leader roles.
- To increase knowledge and positively change behaviors through monthly lessons concerning various topics such as health and family issues.
- To increase the leadership skills of CEOS members including shared leadership, shared decision- making, and facilitation of meetings.

Methods

- Extension has worked with the State WVCEOS Board and supported the education of the membership. Advised, directed and helped, as needed, the 6,000+ membership.
- Advise the state Vice President who works with the educational committees. Extension's role was to help her focus and implement educational ideas and programs.
- A memorandum of understanding has been signed between Jackson's Mill and the WVCEOS organization.
- The WVCEOS have agreed to finance a walkway for safety, which will lead from the Lodge down to the historical area of Jackson's Mill.
- Providing members varied leadership roles and leadership skill building trainings is always a strong component of this relationship. The Fall WVCEOS Leadership conference and educational committee work provide avenues to strengthen volunteers. The CEOS organization gives many opportunities for individual to practice organization and leadership skills at the state, area, and county and club level.
- Provide opportunities for persons to participate in The Basics of Volunteer Management promoted by the Volunteer Leadership Team.
- In Mercer, McDowell, and Wyoming counties, volunteers are a critical link between West Virginia University Extension Services and the delivery of education

programs. They organize and lead (CEOS) Community Education Outreach Service clubs, which promote leadership development and community service activities. The vision of the of the CEOS is to be leaders in strengthening individuals, families and communities to become productive contributors to meet the needs of a changing, diverse society.

- In Hardy and Hampshire Counties the methods have included working with and through the CEOS membership to: develop more individual leaders at the community, organization, and state levels. To foster leadership in group and organization management, to recruit and train leadership for the CEOS county councils, to foster conflict resolution and problem solving techniques among members and in society, to develop educational lessons and conduct lesson topic training's to develop public speaking skills and to develop appropriate recognition for adult leadership accomplishments.

Outcomes and Impacts

- For several decades, CEOS members has financed and awarded a two-year scholarship to an international student who wants to study at WVU. During the summer, the student travels West Virginia, visiting with CEOS members and sharing their country's culture. The 2000-2001 scholarship recipient was Shyam Babu Joshi of Nepal.
- CEOS members planned, designed, carried out, taught, and evaluated a national conference in Parkersburg. The National Volunteer Outreach Network Conference drew 230 persons from eight states.
- The CEOS three-day statewide Fall Leadership Conference was a successful leadership and volunteer development event. Attendance was 250 persons. Volunteers and Extension professionals worked together to make the event a skill-building success. Topics included Learning Computer Basics; What You Need to Know about Cancer; Appalachian Heritage Music; Cutting the Fat; and Bereavement: Helping Friends and Family Deal with Loss.
- Six Area (regional) mini-conferences were planned and conducted by six CEOS conference committees for members in their respective districts. More than 500 persons participated in 2001.
- Community service projects (such as raising money for domestic violence centers, reading to elementary school students, making cancer caps and lap robes for hospital patients, and conducting cancer awareness programs) were completed in communities throughout West Virginia.
- Individual clubs in the counties of West Virginia studied educational lesson topics. WVU-ES provides the written materials, and the WVU-ES faculty provide some direction for counties. Monthly lessons included Grandparents Raising Children; Exploring Community Partners; Tobacco and Cancer; and Ditch Diets and Discover Health.
- Approximately 6,000 CEOS members participate in local CEOS activities in 53 of the state's 55 counties.

Program Report #2: Providing Core Competencies for Managing Volunteer Programs

Volunteers are vital to many community programs. Often volunteers provide highly skilled assistance in a variety of areas, including accounting, computer operation, and counseling. As government resources shrink, public and nonprofit agencies are searching for additional ways to expand their resources through the increased use of volunteers. Though volunteers have always been an indispensable source of support and expertise for many service organizations, some nonprofit organizations are not as ready to recruit, train, and manage volunteers as they would like to be. Leaders of volunteer, community service, and nonprofit organizations need to develop programs that are effective, recognize the gifts of time and resources of individual donors or volunteers, and utilize these resources in an effective way to benefit clients and strengthen communities.

Goals and Objectives

Provide nonprofit agencies with core competency requirements to deliver effective volunteer program management (VPM).

1. Design a curriculum to provide core competencies for volunteer program managers.
2. Recruit and educate certified trainers for the curriculum across the state so that nonprofit agencies will have local access for their volunteer program managers.
3. Certify all WVUES faculty working with volunteers in a VPM core competency curriculum.

Methods

The WVU Extension Service Volunteerism Team, the West Virginia Association for Volunteer Administration, in cooperation with the West Virginia Commission for National and Community Service has developed "The Basics for Effective Volunteer Program Management" to strengthen volunteer and community-based organizations throughout our state. A curriculum development team was formed by the Commission from members of WVAVA with Shirley Eagan, Tina Fowler, Jean Ambrose, Trudy Seita and Carl Townsend, serving. "The Basics of Volunteer Program Management" is a three-hour workshop for those who manage volunteer programs and organizations. The BASICS teaching outline was developed by Trudy Seita Associates and a train-the-trainer course is instructed by Seita and assisted by Extension Specialist Nestor and Townsend. In 2001, Extension educators, Townsend and Nestor served on the curriculum review team. Townsend developed a Power Point presentation and wrote trainer presentation notes for the curriculum and he developed a marketing brochure to be used across the state.

West Virginia University Extension Service adopted the "BASICS" curriculum in 2001 as the core requirements for faculty working with volunteers. Twelve Extension educators have completed the "BASICS" train-the-trainer course as of the end of this year. All Extension educators managing volunteers will be offered the three-hour curriculum during a series of workshops scheduled in the spring of 2002.

"The Basics for Effective Volunteer Program Management" covers the following topics: Why people volunteer, motivational theories, management overview, job descriptions, plan of work, volunteer empowerment, and balance for success. Each team member is responsible for a section(s) of material. Each person prepares the visual aids needed for their portion of the workshop. There are group activities, brainstorming, and discussion included.

Dr. Shirley Eagan, WVU Extension Volunteer Leadership Specialist, retired and WVU Professor Emeritus did a review of the curriculum as re-organization in December 2001. Dr. Eagan was asked to review the Power Point presentation materials and the presenter's script. She states, "I compliment you on the design and layout of these materials. The Power Point presentation and handouts are a welcome addition for those able to instruct via this medium and the script is easily adaptable for overheads."

Outcomes and Impacts

Minimum core competencies for faculty working with volunteers have been identified and adopted. The number of certified instructors qualified to present the core curriculum increased during the last year, both within WVU-ES (from 3 to 12) and outside of WVU-ES (from 22 to 63). Certified trainers are located in 25 different counties.

A fact indicating positive evaluation is that two additional train-the-trainer sessions are scheduled for 2002, and WVU-ES faculty working with volunteers are required to complete a workshop on "Basics for Effective Volunteer Program Management."

Positive responses from participants indicate a definite need for this type of training in agencies across West Virginia and throughout WVU-ES. Participants asked for additional training on a variety of volunteer management topics. Neither years of volunteer management experience nor the level of management expertise affected the expressed need and enthusiasm for this program.

Collaborators

West Virginia Association for Volunteer Administration
The West Virginia Commission for National and Community Service

Program Report #3 Volunteer Leadership Development

Volunteer leaders are the critical delivery link between extension educational programs and the recipients. Educational programs can be jeopardized if the extension professionals do not have the time, skills or ability to effectively deliver these educational programs. Volunteer leaders can assist with the delivery of these programs.

Volunteer leaders are accepting more responsibility for planning and delivering extension programs on the local, state and regional level. Volunteers are discovering that they have been empowered when they get involved with their ideas and skills. Without volunteers to conduct extension-programming chances for program success is limited.

Through the variety of Extension's leadership development programs, volunteers can develop needed skills to enable them to make their communities a better place to live. An example of the leadership development model is a combination of skilled-based learning experience and self-directed activities where the participant takes control of their own learning in a non-threatening, supportive environment.

Goals and Objectives

- To increase the volunteer management skills of Extension agents.
- To increase the leadership and management skills of volunteers through participation in Extension programs.
- To increase the leadership capacity of individuals in agencies through cooperative linkages with WVU Extension Service faculty.

Methods

The increase in the knowledge level of volunteer leaders was supported by the development of a statewide 4-H Leader Guide, the Moving Ahead: Preparing the Youth Development Professional and Basics in Effective Volunteer Management curricula. These materials served as the basis for a series of volunteer leader training programs to be used in the counties. Extension faculty in 48 counties have conducted leadership training sessions on a county and multi-county level covering topics of management skills, new leader organizational skills, child development/ ages and stages, serving a diverse clientele, development of task descriptions, and officer roles and responsibilities.

Outcomes and Impacts

Volunteers were assessed relative to these skills and abilities using a variety of methods. Some counties used per-posttest surveys to determine the participant's knowledge and understanding of the subjects to be presented. Other counties the completions of specific documents by volunteer leaders as an indication of success; for example the number of volunteers correctly completing the affirmative action statement, job description and organizational materials required for each club's reorganization. Thirty-eight Extension educators indicated that they expended 1075.5 days planning, conducting and evaluating volunteer leadership development programs last year.

Indicators for Team Performance Goal 1 (Based on 47 of 55 counties reporting):

- Number of Extension faculty and staff working with volunteers using Volunteer Basics core competencies – 112 (>211%)

- Number of opportunities, conferences, and professional development sessions attended by faculty and staff related to volunteer management skills – 139 (>24%)
- Number of faculty and staff increasing their volunteer management skills through professional development – 128 (>103%)
- Number of faculty and staff implementing the West Virginia volunteer management system – 103 (New 2001)

Indicators for Team Performance Goal 2 (Based on 47 of 55 counties reporting):

- Number of volunteers receiving orientation training in leadership and/or organizational and management skills through WVU Extension programs – 3571 (>111%)
- Number of new volunteers receiving orientation training in leadership and or organizational and management skills through WVU Extension programs – 818 (>83%)
- Number of volunteer leaders attending education workshops on leadership develop on the local, state, regional, or national level (beyond the orientation provided by WVU Extension) – 1070 (>60%)
- Increased number of volunteer development workshops available on the local, regional, state, or national level – 145 (>353%)
- Number of volunteers in management positions (i.e. leading or directing other volunteers) – 713 (>11%)
- Number of volunteers in management positions with task/job descriptions – 557 (<13%)
- Number of volunteers in non-management positions with task/job descriptions – 1373 (<63%)
- Number of volunteers who increased their leadership and/or management skill level through WVU Extension programs – 2358 (>25%)

Indicators for Team Performance Goal 3 (Based on 47 of 55 counties reporting):

- Number of non-Extension individuals receiving training in leadership and/or volunteer management skills – 658 (>102%)
- Number of agency representatives attending workshops provided by WVUES faculty on leadership development – 187 (>108%)
- Increased number of agency representatives receiving training in leadership and/or volunteer management skills from last year – 107 (>118%)
- Increased number of non-Extension individuals receiving training in leadership Development compared to previous year – 252 (>18%)

Collaborators

4-H Leader Guide
 Moving Ahead
 BLAST
 Basics in Effective Volunteer Management
 Search Institute
 RESA 7
 National 4-H Council
 County 4-H Leaders Associations
 Farmers Markets
 County Health Department
 West Virginia Commission for National and Community Service
 West Virginia Association of Volunteer Administration
 Community Educational Outreach Service clubs

Connect West Virginia
Black Diamond Girl Scouts
West Virginia/Ohio YMCA