V(A). Planned Program (Summary)

Program # 10

1. Name of the Planned Program
Youth Development

☑ Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>20%</td>
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<td>0%</td>
<td>0%</td>
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<tr>
<td>806</td>
<td>Youth Development</td>
<td>80%</td>
<td>70%</td>
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<td>0%</td>
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<td></td>
<td>Total</td>
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<td>100%</td>
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</table>

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

<table>
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<tr>
<th>Year: 2016</th>
<th>Extension</th>
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<th>1890</th>
<th>Research</th>
<th>1862</th>
<th>1890</th>
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<tbody>
<tr>
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<td>6.5</td>
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<td>3.5</td>
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<td>0.0</td>
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<td>Actual Volunteer</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

|                   | Extension | Research |          |          |          |          |          |
|                   | Smith-Lever 3b & 3c | 1890 Extension | Hatch | Evans-Allen |          |          |          |
|                   | 793111     | 176207    | 0      | 0         |          |          |          |
| 1862 Matching     | 1890 Matching | 1862 Matching | 1890 Matching |          |          |          |
| 2961650           | 119270     | 0         | 0      | 0         |          |          |          |
| 1862 All Other    | 1890 All Other | 1862 All Other | 1890 All Other |          |          |          |
| 3754761           | 340039     | 0         | 0      | 0         |          |          |          |

V(D). Planned Program (Activity)
1. Brief description of the Activity

In West Virginia, 4-H Youth Development professionals and programs at both West Virginia University Extension and West Virginia State University Extension provide educational, fun, and safe opportunities for young people to make friends, learn, and grow. Positive youth development is achieved by weaving essential elements into 4-H programs that promote independence, generosity, and mastery of new skills. The three primary educational areas of emphasis are healthy lifestyles; science, technology, engineering, and math (STEM); and citizenship. Our literacy programs strengthen children's reading skills and promote the benefits of adults and children reading together. Programs focused on STEM, citizenship and expressive arts are created and implemented to cultivate youth and increase their interest in STEM fields, improve self-efficacy, and equip them with knowledge to become responsible youth and adults. There were 2356 activities reported in youth development this year.

WVUES

The youth development program at WVUES addresses five programmatic areas: 1) citizenship and global education; 2) literacy education, 3) science, technology, engineering and math (STEM), 4) healthy lifestyles, and 5) adult leadership for youth. The goals of the program are: 1) develop youths into responsible leaders of their state, country, and world, 2) improve reading skills in youth and engage adults in teaching children to read, 3) create in youth an appreciation for STEM and equip them for a technologically advanced society, 4) increase the capacity of youth to maintain a healthy lifestyle. Activities include clubs, county camps, statewide camps, conferences, and national and international experiences.

Citizenship and Global Education - Within the Citizenship and Global Education program, youth gain skills in leadership, 4-H workforce development, cultural and international communication, and civics. Some educational activities include: iRespect, Global Awareness, Build-A-Budget, Dress for Success, Charting, 4-H Officer Training, Youth Voice Teen Leadership, Teen Counselor Training, and Career Connections.

Literacy Education - Within the Literacy Education program area the largest program is Energy Express, a summer program that promotes school success of children living in low-income communities by providing summer learning experiences and an ethic of service among college students and community members. This category also includes the Reading Partner initiative.

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

Healthy Lifestyles - Many youth activities related to healthy living are reported in the Nutrition and Childhood Obesity section. The ones reported in this section are mainly those related to safety including ATV safety, shooting sports, risk prevention programs such as Health Rocks and PROSPER, and sport safety.

Adult Leadership Development for Youth Activities - WVU Extension faculty members train adults to work with youth in West Virginia. These programs train club leaders, camp counselors and staff. Some educational activities include camp counsellor training, Energy Express mentor and site coordinator training, and volunteer leader training.
WVSU-GRDI

Youth program content is focused on science, agriculture, expressive arts, mentoring and citizenship. Summer camps are designed to increase youth’s interest in pursuing degrees and careers in STEM fields. Junior Master Gardener programs improve knowledge on and increase interest in on agriculture.

Highlights for 2016 include:

- The Health Sciences & Technology Academy (HSTA) Summer Forensics Institute improved youth’s interest in pursuing STEM and healthcare careers as well as a desire to pursue a college degree.
- The 4H PLANTERS program is providing hand-on AG-STEM programing to preschool youth.
- The 4H Mentoring program hosted an expressive arts summer camp collaboration with a local community center supporting underserved youth

2. Brief description of the target audience

Children ranging from preschool to 8 years of age. Youths 9 to 21 years of age, primarily in 4-H programs. More than 85,000 youth are 4-H members and more than 6,000 adult volunteers work directly and indirectly with them. Volunteer and adult workers will be the focus of professional development and program sustainability.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
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<tbody>
<tr>
<td>2016</td>
<td></td>
<td></td>
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<tr>
<td>Actual</td>
<td>156552</td>
<td>1153856</td>
<td>243193</td>
<td>59784</td>
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</table>

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

Patent Applications Submitted

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
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</tbody>
</table>

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications
V(F). State Defined Outputs

Output Target

**Output #1**

Output Measure
- Number of general press articles

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
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**Output #2**

Output Measure
- Number of educational materials create or updated

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<tbody>
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</tbody>
</table>

**Output #3**

Output Measure
- Number of workshops and other educational presentations for clients

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</tr>
</thead>
<tbody>
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<td>2016</td>
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</tbody>
</table>

**Output #4**

Output Measure
- Number of professional/academic presentations

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>129</td>
</tr>
</tbody>
</table>
## V(G). State Defined Outcomes

### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of youth participants who improve or increase skills in STEM subjects including agriculture and gardening skills.</td>
</tr>
<tr>
<td>2</td>
<td>Number of youth who report positive interests in science and/or an interest in pursuing a health, science, or technology-related career.</td>
</tr>
<tr>
<td>3</td>
<td>Number of youth participants who improve or increase leadership, communication, or citizenship skills.</td>
</tr>
<tr>
<td>4</td>
<td>Number of youth who increase their appreciation for cultural diversity and respect for other cultures.</td>
</tr>
<tr>
<td>5</td>
<td>Number of youth who improve or increase healthy living skills including consuming healthy foods and engaging in physical activity.</td>
</tr>
<tr>
<td>6</td>
<td>Number of youth who increase or improve their literacy skills.</td>
</tr>
<tr>
<td>7</td>
<td>Number of youth who increase knowledge and skills about risky behavior avoidance.</td>
</tr>
<tr>
<td>8</td>
<td>Number of youth who participate in service learning activities, community activities or issues.</td>
</tr>
<tr>
<td>9</td>
<td>Number of youth who express an interested in engaging in service learning activities, community activities and issues later in life.</td>
</tr>
<tr>
<td>10</td>
<td>Number of youth who engage in safety practices.</td>
</tr>
<tr>
<td>11</td>
<td>Number of youth participants who use a new skill that they learned in a 4-H activity.</td>
</tr>
<tr>
<td>12</td>
<td>Number of youth attending expressive arts programs who demonstrate mastery of their creative art.</td>
</tr>
<tr>
<td>13</td>
<td>Number of youth who improve their grade point average or other assessment score related to academic achievement.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Number of youth participants who improve or increase skills in STEM subjects including agriculture and gardening skills.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>502</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

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

**What has been done**

WVUES STEM Camp: Twenty-three middle school aged youth from across the state came to campus to work with faculty and students in a variety of labs and research projects. The camp offered 5 full days of STEM programming with more than 30 total hours of hands-on STEM activities.

**Results**

To gauge the effectiveness of the 2016 WVU Extension STEM Camp curriculum, students were given a ten question assessment at the beginning (pre) and end (post) of the one-week camp. Questions were drawn from the major learning objectives prepared for each day of the camp. Overall, the group showed a percent gain in knowledge of 66.22% at the end of the camp. Further, males improved by an average of 57.42% and females improved by an average of 83.93%. To determine the lasting impact of the camp on youth attitudes, parents were sent an online survey two and half months following the conclusion of camp. The parent's responses to
the evaluation were overwhelmingly positive.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #2

1. Outcome Measures

Number of youth who report positive interests in science and/or an interest in pursuing a health, science, or technology-related career.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>148</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Oil and gas industry seeks to hire individuals that have had training in basic safety skills to work on an oil or gas well site. A required safety course costs approximately $250 per individual with no guarantee that the individual will be hired. Few recent high school graduates were seeking this training because of the cost and travel distance required.

**What has been done**

CEWD Specialists obtained grant funding to reach out to high school seniors and provide in oil and gas safety skill training at no cost to them. Preston County WVUES educators contacted the Preston County Schools and arranged an informational meeting with vocational instructors. Shortly after that, school officials arranged a schedule for students to receive the training. The training was valued at $250 ($12,000 total).

**Results**

50 Preston High School seniors gained oil and gas safety skills will give them a significant edge in the local and growing oil and gas industry job market. With a declining local coal industry, this
training provides a new opportunity for motivated students.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #3

1. Outcome Measures

Number of youth participants who improve or increase leadership, communication, or citizenship skills.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>4000</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to the National Research Council and the Institute of Medicine, youth need opportunities and support from their communities to develop these important personal and social assets in order for youth to become competent, contributing adult members of society. Leaders of today will soon need others to serve in their capacity and take on roles in areas such as government and community.

What has been done

Each year new members are introduced to 4-H project work through the project book for new members. A WVUES 4-H team created two levels of curriculum, one for younger first year members, and the other for older members. At WVUSU, the 4-H Mentoring Program community members and students from WVSU to serve as positive role-models and mentors to youth in the Charleston area, where violence is at an increased rate. These mentors engage in lessons related to leadership, citizenship, STEM, the arts, and nutrition. Career and life goals are discussed.
Results
4000 4-H youth gained knowledge of key 4-H information and became inspired to participate in 4-H activities.
4000 4-H youth gained leadership and communication experience by completing their first 4-H project.
In the WVSU 4-H Mentoring Program, participants were given pre, mid, and post surveys to assess their level of self-esteem, independence, and sense of belonging. All participants reported an improvement in all areas.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #4

1. Outcome Measures
Number of youth who increase their appreciation for cultural diversity and respect for other cultures.

2. Associated Institution Types
- 1862 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>800</td>
</tr>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Global education has increased significantly, in importance and prominence, for youth and adults over the last decade. Not only are we learning about the world through new technology, we are also interacting with it. Being fully immersed in the 21st century has placed new importance on understanding diversity and cultures other than our own.

What has been done
WVUES hosted international delegations from China, Mexico, Vietnam, and Japan. These youth and adults took part in Alpha I and II state camps. At Alpha II Vietnamese campers facilitated daily cultural assemblies that showcased their talent and increased cross cultural understanding.
with American youth. There were about 800 youth and adults at the Alpha I and II camps.

**Results**

At Alpha and Alpha II 4-H camp, the Chinese, Mexican, Japanese and Vietnamese delegations increased their understanding of 4-H, American culture, and camp expectations. 4-H youth gained cultural knowledge.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**Outcome #5**

1. **Outcome Measures**

Number of youth who improve or increase healthy living skills including consuming healthy foods and engaging in physical activity.

2. **Associated Institution Types**

- 1862 Extension
- 1890 Extension

3a. **Outcome Type:**

Change in Knowledge Outcome Measure

3b. **Quantitative Outcome**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>85</td>
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</table>

3c. **Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

West Virginia was ranked the second-most obese state in the U.S. The CDC (2010) cites the need for better youth health education to address problems related to childhood obesity in West Virginia. West Virginia youth often have limited opportunities for choosing among a variety of healthy living learning experiences that are often available to youth in urban and suburban areas. In addition, low-resource families do not have expendable income to give to their youth for extracurricular activities.

**What has been done**

As part of the healthy living track at the State 4-H Teen Leader Weekend, WVUES Extension agents provided youth with three healthy living options including: self-defense, media literacy, and
yoga. WVSU implemented the national 4-H curriculum 'What's On Your Plate' which explores food science as a comprehensive curriculum set with hands-on experiments, some of which learners can eat as they discover the science behind food preparation. Youth learn the building blocks of food science using chemistry, biology, and physics in a kitchen laboratory setting.

Results
After taking the self-defense session, 95% of respondents agreed that they feel better prepared to protect themselves. After the media literacy presentation, 90% of respondents agreed that they learned how to analyze media messages and 76% agreed that they can find hidden or unspoken messages in media. After the yoga presentation, 100% agreed or strongly agreed that they learned new yoga poses and 81% said they planned to practice the yoga techniques they learned. The 'What's On Your Plate' curriculum increased participants' knowledge, attitudes, skills, and aspirations to promote optimal physical, social, and emotional health habits.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #6

1. Outcome Measures

Number of youth who increase or improve their literacy skills.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>871</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Studies have shown that children, particularly those who in low-resource families, lose a significant amount of their reading and math skills over the summer. Teachers must spend time during early fall catching the children up before they can begin making progress in the new term.
What has been done
The Read Aloud program has been coordinated through the WVSU Agent in Summers County. This program encourages early childhood reading through placement of 45 volunteers in the public school system who read to children. The volunteers are supported by 40 teachers. The WVSU Agent serves as the Summers County Read Aloud Coordinator, providing communication and materials for monthly chapter meetings as well as the direct communication with school coordinators and Read Aloud WV. WVUES implements the Energy Express Program each summer for 2500 children in 81 sites where they engage for six weeks in a hands-on literacy program.

Results
Children in the program are encouraged to read during the summer months which helps bridge the learning gap between the end of school in June and the beginning of the new school year in August. The Read Aloud program also encourages parental bonding with children through reading. In the Energy Express program, youth maintain or increase broad reading skills.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
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<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #7

1. Outcome Measures
   Number of youth who increase knowledge and skills about risky behavior avoidance.

2. Associated Institution Types
   ● 1862 Extension
   ● 1890 Extension

3a. Outcome Type:
   Change in Knowledge Outcome Measure

3b. Quantitative Outcome
   
<table>
<thead>
<tr>
<th>Year</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
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</table>

3c. Qualitative Outcome or Impact Statement
   Issue (Who cares and Why)
There is evidence that if parents and youth develop healthy relationships there will be a reduction in risky behaviors by youth. Parents and youth benefit from learning about how to support each the others goals and dreams and build strong family communication. Youth need to learn how to deal with stress, follow rules, and make good friends.

**What has been done**

The West Virginia University/Iowa State University CYFAR SCP has developed PROSPER community collaborative teams to provide evidenced-based, family skills-focused, SFP 10-14 programming for 6th grade students and families in four communities. This evidence-based program has been shown to reduce substance abuse in youth. Four rounds of family programming and two booster sessions were held in 2016. Teens serving on local PROSPER collaborative teams play significant roles in recruiting families to the program. Strong support has been garnered from local partners. Schools have dedicated time for teams to work with youth and share information with families.

**Results**

Youths increased their knowledge of issues related to showing appreciation for things parents do, knowing how to sit down and work through a problem with parents, taking on responsibilities such as household chores, and telling parents when they feel stressed. The combined mean pre-score of 2.54 increased to 2.70 on the post-test. Quotes from youth after training include: 'I look at things from other people's point of view to help better understand them.' 'I will spend a lot more time with family.'

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**Outcome #8**

1. **Outcome Measures**

Number of youth who participate in service learning activities, community activities or issues.

2. **Associated Institution Types**

   - 1862 Extension
   - 1890 Extension

3a. **Outcome Type:**

   Change in Action Outcome Measure

3b. **Quantitative Outcome**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
To address the concerns around health and nutrition in the rural, economically disadvantaged state of West Virginia, WVUES, in collaboration with the WV Statewide Afterschool Network (WVSAN) expanded the WV 4-H Healthy Lifestyles Program to include youth serving in afterschool environments to implement health and nutrition programs. The service experience will also make a difference in the lives of the teens and their families who are serving as the ambassadors.

**What has been done**
WVUES 4-H and Youth educators enlisted 4-H Teens as teachers to deliver healthy lifestyles programming to other youth. Over 120 teens completed the training and acted as teen teachers in a cross-age design. Over one half of those teens completed the Teen Ambassador Survey modified from the Common Measures instrument as designed by National 4-H Council. In addition, over 25 4-H Teen Health Ambassadors completed a success story. A grant was obtained to fund this program from Walmart.

**Results**
1200 youth learned how to live healthier lifestyles because they were trained by Health Ambassadors
120 teens gained six to ten hours of instructional experience as a Health Ambassador.
120 teens gained 21st-century skills that can be used to better prepare them for college and careers.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
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<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
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</tbody>
</table>

**Outcome #9**

1. **Outcome Measures**

Number of youth who express an interested in engaging in service learning activities, community activities and issues later in life.

Not Reporting on this Outcome Measure
Outcome #10

1. Outcome Measures

   Number of youth who engage in safety practices.

2. Associated Institution Types

   ● 1862 Extension

3a. Outcome Type:

   Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>44</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)
   An unacceptable number of drownings were occurring on Bluestone Lake and the Bluestone, Greenbrier, and New Rivers flowing through Summers County West Virginia. The majority of fatalities could be attributed to the failure of victims to wear a life jacket while on or around water.

   What has been done
   A steering committee comprised of rangers with the US Army Corps of Engineers, National Park Service, and West Virginia State Parks; representatives of the American Red Cross; and local volunteers was organized in 2004 to address the problem. The program focused on the importance of wearing a properly fitting life jacket anytime someone is around a body of water. The 44 youths that participated in the Safety on the Blue Festival educational program received a properly fitting life jacket free of charge.

   Results
   44 youths increased awareness of water safety and the importance of wearing a life jacket whenever they are around water.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>
Outcome #11

1. Outcome Measures

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

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1260</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Complex information and multi-skill levels are necessary to demonstrate mastery of livestock management and quality assurance. We need knowledgeable livestock project instructors and well-researched, modern curricula to meet the modern day requirement of 4-H livestock projects.

**What has been done**
WVU created an online 4-H Youth Quality Assurance training that brought together livestock subject matter, exhibitor learning, and instructor training. In 2016, as part of this program, there were over 800 livestock exhibits and 400+ exhibitors.

**Results**
1100 youth gained knowledge and skills related to livestock and quality assurance through an online program that included onsite experience doing livestock exhibits.

4. Associated Knowledge Areas

<table>
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<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>
Outcome #12

1. Outcome Measures

   Number of youth attending expressive arts programs who demonstrate mastery of their creative art.

2. Associated Institution Types

   ● 1890 Extension

3a. Outcome Type:

   Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>25</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)
   With cuts to school art and music programming, youth have less outlets and access to this type of programming. The expressive arts “visual arts, movement, drama, music and writing” offer countless ways to promote the academic, career and personal/social development of students, which are goals of a comprehensive youth development program.

   What has been done
   4-H Creative and Expressive Arts Camp at WVSU was created to provide distinct programming to address the growing needs that youth have in developing life skills and becoming more productive members of their society. It provides activities in the theatre, film/visual arts, culinary arts, and agriculture.

   Results
   Through partnerships with volunteers, local businesses and community organizations, youth are able to foster their desires to learn certain expressive arts and agriculture skills with caring adults who have already mastered the skills. Providing this healthy and nurturing way as an outlet for youth to express themselves will ensure less criminal acts in the community, higher student achievement by these participating youth and an increased sense of self-worth by participants while being given productive ways to spend their time.

4. Associated Knowledge Areas

   KA Code    Knowledge Area
   802        Human Development and Family Well-Being
806       Youth Development

Outcome #13

1. Outcome Measures

Number of youth who improve their grade point average or other assessment score related to academic achievement.

2. Associated Institution Types

● 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1560</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
During the summer months, children are most at risk for falling behind on reading levels -- a preventable loss known as the "summer slide." Summer reading programs are most effective when they are fun and when they occur in a safe, enriching environment focused on reading, writing, art and drama.

What has been done
Energy Express, a summer reading program, supports communities that identify the effects of the "summer slide" and nutritional loss as a priority. Local key stakeholders unite and build collaboratives to support the establishment and implementation of Energy Express sites. Through the efforts of WVUES faculty and staff, communities successfully implemented the Energy Express Program in 2016. Children participated at 81 community sites across the state with 2,405 attending at least 50% of the program days.

Results
Children showed significant increases in letter-word identification, reading fluency, passage comprehension and broad reading. 65 percent of children either maintained (60.5%) or increased (4.8%), and the average child gained 1.9 months in broad reading achievement.

4. Associated Knowledge Areas

<table>
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<th>Knowledge Area</th>
</tr>
</thead>
</table>

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External factors which affected outcomes
- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

WVSUES

4-H Mentoring

100% of youth participating in the 4-H Creative and Performing Arts Camp displayed increased knowledge and skill in their chosen course track of dance, culinary arts, photography, and percussion. 100% of youth attending the year-long Youth and Families with Promise program reported an increased level of independence, self-esteem and sense of belonging.

STEM programs

After attending the HSTA Summer Institute, 92% of HSTA participants reported that the summer program had an impact on increasing their interest in pursuing health care careers. 72% reported an increased interested in science after attending the program. 100% of participants were able to display increased knowledge in the laboratory on topics of DNA Analysis, fingerprinting, and chromatography. Overall: 2,370 HSTA students have completed the program since 1998; 99% of our graduates have attended college; 91% of those students have earned a degree from a West Virginia college or university; 85% of our college graduates continue to live and work in West Virginia; $30,000 per year is what they earn on average above their parents' highest salaries.

EFNEP

Youth participating in the Expanded Food and Nutrition Education Program improved their choice of fruits and vegetables by 43%. Youth adopted and practiced 1 or more behavior(s) necessary to handle food safely by 43%.
WVUES

In 2016, we held 4-H camps in 58 county sites. An evaluation was done at each site that included questions related to the essential elements of youth development. 4,123 campers completed the survey. The following is a short summary of the results.

Essential Elements of Youth Development - four point scale from strongly disagree to strongly agree.

- Opportunity to build a relationship with a caring adult - 3.503
- Opportunity for independent learning and mastery - 3.400
- Emotionally safe and inclusive environment - 3.136
- Physically safe environment - 3.5953

The emotionally safe and inclusive environment is always a little lower than the other elements. This is especially true for boys. We are working on enhancing that element at our camps.

Campers said at camp they:

- Had lots of fun - 3.729
- Made new friends - 3.657
- Learned new songs - 3.587
- Had an opportunity to help others - 3.518
- Reconnected with old friend - 3.511
- Learned a new skill - 3.485
- Ate great food - 3.4328

Campers were asked to give their camp a grade from F to A and 67.6 percent graded it as an A and 25.7 percent graded it as a B

Key Items of Evaluation

Beginning in 2018, WVUES will be adopting the new 4-H Common Measures at camp.