

2010 West Virginia State University Extension Plan of Work

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I. Plan Overview

1. Brief Summary about Plan Of Work

West Virginia State University (WVSU) began the reactivation of its extension programs in FY 2000. The Department of Land-Grant Programs was officially established on March 17, 2000 to serve as the land-grant administrative and operational entity of the University. This Department was later elevated to a Division of Agricultural, Consumer, Environmental, and Outreach Programs (or Division of ACEOP) in 2003. More recently, on March 15, 2006, the Division became "The Gus R. Douglass Land-Grant Institute" to better accommodate the growth of this unit and to better serve the University's constituents. The mission of this unit remains that of delivering the institution's land-grant mission related to the dissemination of research, teaching, and extension services to the state's citizens. In spring of 2008, the university changed the name of the cooperative extension program to "West Virginia State University Extension Service" (WVSUES) to indicate our commitment to serving the people of West Virginia.

As state appropriations and other federal and non-federal funding are attained, the University assesses its position to extend its research and extension services to additional counties in the state. Extension and outreach programs are currently offered on a consistent basis in approximately 20 counties within West Virginia. These programs were specifically designed to meet the needs of our target audiences and communities, categorized as underserved and underrepresented. Community environmental scans and stakeholder sources assist our staff in designing new programs and redesigning existing ones to more effectively serve the needs of our target audiences (clients). In 8 years of service, many of these programs have already had a profound impact on those individuals and communities served.

The 2010-2014 five-year plan of work for WVSUES will continue to focus on four major program initiatives of Agriculture & Natural Resources, Community & Economic development, Family & Consumer Sciences and 4-H Youth Development. Staff in these program areas will continue to identify and proactively educate the citizens of West Virginia utilizing an asset-based didactic model. WVSUES administration is comprised of a system of that includes the director, an associate director, and a program leader for each of the four areas. Program delivery staff include extension specialists, extension agents, and paraprofessional staff divided by the four identified program areas.

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

Estimated Number of Professional FTEs/SYs total in the State.

Year	Extension		Research	
	1862	1890	1862	1890
2010	0.0	37.0	0.0	0.0
2011	0.0	37.0	0.0	0.0
2012	0.0	38.0	0.0	0.0
2013	0.0	39.0	0.0	0.0
2014	0.0	40.0	0.0	0.0

II. Merit Review Process

1. The Merit Review Process that will be Employed during the 5-Year POW Cycle

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

2. Brief Explanation

WVSU Extension utilizes a multi-faceted merit review process that includes faculty, staff, and stakeholders that are both internal and external to the Extension unit. Merit review is performed semi-annually by the Extension Advisory Council. This group of stakeholder is comprised of WVSU faculty and staff, external stakeholders, and administrators and faculty from other land-grant institutions. They meet in the fall and spring of each year. The Extension Advisory Council conducts the external program evaluations. The Council consists of local stakeholders with a wide variety of backgrounds, business leaders and other community members considered as suitable stakeholders for Extension efforts. The evaluations from all these groups are utilized to help administrators prioritize and allocate funds to specific land-grant programs.

In addition to this formal semi-annual meeting of the Advisory Council, internal merit review of all extension programs and personnel occurs on an ongoing basis by the Associate Director for Extension. This process is accomplished through group and individual meetings with administrative and program staff on a continuing and regular schedule.

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

III. Evaluation of Multis & Joint Activities

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

West Virginia has been historically one of the most economically depressed states in the country. Socio-economic indicators supporting the aforementioned reality include low scores in literacy, health (e.g. high incidents of obesity), economic development, and public education; to mention just a few. Extension programs at WVSU have been designed so they can contribute to alleviate and solve these critical issues the state faces. WVSU utilizes a stakeholder input mechanism to insure that all programs are responsive to the critical issues of strategic importance to the state. Two times a year, the Extension Advisory Council reviews the annual program portfolio including program direction and successes, as well as, provides input into program development for the following program cycle. WVSU Extension Service's programs are closely coordinated with WVU Extension Service. The two Institutions assess state's needs and design high impact programs that address critical needs. These programs are implemented in manner that no duplication of efforts occurs and to take advantage of collaborative opportunities.

In addition to the aforementioned mechanism,

Specific multi-state and joint activities for WVSU Extension Service include the following:

Older, Minority, Women, Small and Tobacco Farmers Face Strategic Decisions-Kentucky State University Purdue University, University of Arkansas,

Developing a Strategy for the Land-Grant System to Address Rural Development Research, Extension and Policy in the South-Alabama A&M, Auburn University, University of Arkansas, University of Arkansas at Pine Bluff, Florida A&M University, University of Florida, Fort Valley State, University of Georgia, Kentucky State University, University of Kentucky, Louisiana State University, Southern University, Alcorn State University, Mississippi State University, North Carolina A&T State University, North Carolina State University, Langston University, Oklahoma State University, Clemson University, South Carolina State University, Tennessee State University, University of Tennessee, Prairie View A&M University, Texas A&M University, Virginia State University, Virginia Polytechnic Institute and State University

Sustainable Agriculture Research and Education Professional Development Program-Northeast SARE Consortium

Family First News-Alabama A&M, Alcorn State University, Delaware State University, Florida A&M University, Fort Valley State University, Kentucky State University, Langston University, Lincoln University, North Carolina A&T State University, Prairie View A&M University, South Carolina State University, Southern University, Tennessee State University, Tuskegee University, University of Arkansas at Pine Bluff, University of Maryland Eastern Shore, Virginia State University

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

Extension programs at WVSU have been designed and implemented aiming at improving literacy, health (high incidents of obesity), community and economic development, public education, family development, etc., within underserved and underrepresented populations; which are the primary target of these programs (as it is tradition within the 1890 Land-Grant Institutions).

To that fact, town hall meetings have proven essential to identify our community stakeholders and their needs. Extension personnel held a series of community forums and town hall meetings throughout the year in our servicing areas. Feedback from stakeholders has shown the need for programs that address high unemployment, illiteracy among adults, teen pregnancy, inadequate nutrition, lack of activities for children and youth after school and the digital divide. Programmatic efforts were directed toward these issues. Partnerships with community-based organizations have also been useful to retrieve information pertinent to the needs of our stakeholders. Faith based organizations have been useful to affiliate with a community development entity whose interests and accomplishments would support and further the mission of serving as a resource center and broker for the communities the University serves.

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

Outcomes and impacts will be uniquely described based on the specific educational objectives of the Extension program.

The focus of all of our Extension efforts is to result in significant solutions to issues which have positive economic, social, and/or environmental outcomes and impacts.

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

As West Virginia State University Extension Service continues to grow and refine its programmatic operation, the planned programs are becoming more targeted. Initially, due to the newness of these programs, the institution had insufficient data, other than inferential, upon which to base programs. The programs planned for the 20010-2014 Plan of Work cycle are now the result of staff research derived from the needs of the communities served, thus the planned work schedule is also adjusted accordingly. Additionally, each of these planned programs has embedded components that will promote staff interactions across the four program areas of Adult and Family Education, Agriculture and Natural Resources, Community and Economic Development, Nutrition and Health, and 4-H Youth Development. It is expected that this planned interconnectivity among extension programs will result in synergies which in turn increase the efficiency of federal base funding and other non-federal resources dedicated to program efforts.

IV. Stakeholder Input

1. Actions taken to seek stakeholder input that encourages their participation

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

Brief explanation.

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

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

1. Method to identify individuals and groups

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

Brief explanation.

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

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

1. Methods for collecting Stakeholder Input

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

Brief explanation

WVSU Extension Service staff utilize a wide variety of instruments and activities to collect information from both traditional and non-traditional stakeholder groups. Town meetings, public information sessions, workshops, and other activities are promoted to the communities through various mass media tools. Information is then gathered at these activities, including demographics, through various instruments which allow the staff to have a broad base of input in deciding on program direction.

3. A statement of how the input will be considered

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

Brief explanation.

West Virginia State University receives stakeholder input at the programmatic level on a continuing bases. Field staff use formal and informal methods (including local advisory councils) to evaluate information and utilize it in an efficient and effective manner for program development. At the institutional level, WVSU Extension Service provides two formal and several informal opportunities for stakeholder feedback. The two formal feedback opportunities are the guidance of our Extension Advisory Council which meets in the spring and fall of each year. After these meetings, extension administrators and field staff meet to

review input and make decisions about program direction. Informal feedback is continuously sought from stakeholders and peers to improve program efficacy. Recommendations are received and examined by staff in an ongoing manner.

V. Planned Program Table of Content

S. NO.	PROGRAM NAME
1	Adult, Family and Nutrition Programming
2	Agriculture and Natural Resources
3	Community and Economic Development
4	Positive Youth Development

V(A). Planned Program (Summary)

Program #1

1. Name of the Planned Program

Adult, Family and Nutrition Programming

2. Brief summary about Planned Program

Communities and families in WV are similar to many other places experiencing difficulty during this time of economic strain in our country. WV is one of the leading states in the nation experiencing issues related to low literacy rates, poor nutrition and health, and financial difficulties resulting from families requiring more programs that enrich personal finance management practices. The high school drop out rate among the youth in the state of West Virginia has increased dramatically over the past six years. In 2006, Kanawha County which is the major service area for WVSU Extension Service was ranked 53 out of 55 counties within the state that had the highest occurrence of teens dropping out of high school. Many of these children have a very low level of literacy skills and sense of accomplishment. For some of these children, family support is stagnated and often times extinct. Some of these youth are basically heading their homes because they are tasked with major responsibilities including caring for a younger sibling. Basic life skills are fundamental assets necessary for many of the family members to maintain a sense of self reliance. Programs are also being provided to promote good health and well being among the citizens of WV. Currently our state ranks first in having the most people in the nation that have been diagnosed with full blown diabetes. Other significant facts are that WV is number two in the nation for obesity among children and adults.

Programming will include after-school, in-school, and summer based enrichment opportunities. A copulation of programs will be held to address the growing needs that youth have in developing life skills and becoming more productive members of society. The WVSU Extension Service staff will focus on program initiatives that will be concentrated in workforce development, promoting healthy lifestyles, literacy enrichment, and civic engagement.

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

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

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

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

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
703	Nutrition Education and Behavior		25%		
724	Healthy Lifestyle		25%		
801	Individual and Family Resource Management		25%		
802	Human Development and Family Well-Being		25%		
	Total		100%		

V(C). Planned Program (Situation and Scope)**1. Situation and priorities**

The literacy rate in the state of WV is remarkably lower than many other U.S. In 2008, the state ranked as one 17 in the entire country for having a literacy rate falling below the national average. These factors are prevalent because typically individuals that experience difficulty in school typically tend to drop out or begin failing at early stages in their academia. WVSU extension service will provide a host of program targeted to the enhancing the skills of the adult learners. These programs can be offered through hands-on methodology, one-on-one sessions, group based activities, classroom teaching opportunities, and workshops designed to target the specific needs of the learner.

The obesity rate in the state of WV is remarkably higher than most states in the U.S. In 2008, the state ranked number one in the area of childhood obesity. These factors are prevalent because typically families seem to eat but traditional standpoints. Due to the major influx of technology, children and adults are not spending as much time outside playing, gardening, or simply walking to stay active. Families tend to prepare and select meals based upon generations that have passed down certain eating habits. Food preparation techniques in these areas are very poor and unhealthy as a whole. WVSU Extension services intend to provide programs and services for individuals that will cross each span of the lifecycle. Active lifestyle programs will be offered to youth and expand through adulthood. Intergenerational program will also be offered to enhance wellness, and encourage more productive opportunities for physical activity.

2. Scope of the Program

- Integrated Research and Extension
- In-State Extension

V(D). Planned Program (Assumptions and Goals)**1. Assumptions made for the Program**

1. Participating in educational outreach programs will help enhance the cycle of human development;
2. Serving as community resource will effectively provide opportunities to develop healthier practices in the home;
3. There are many people that suffer from inefficient opportunities or knowledge in gaining more productive skill sets;
4. The state of WV falls well below the national average for active lifestyle practices or family resource management tools being prevalent throughout the counties or local communities;
5. There is a major movement across the state to increase individual knowledge levels and behavior based restructuring for individuals and families;
6. Funding priorities are becoming more prevalent in the areas of family resource management, healthy lifestyles, and promotion of a better food management system;
7. The partnerships for strengthening individual and family practices are becoming a main priority at the national, state, and local, levels;
8. Research and assessment will become a greater component of the programs

2. Ultimate goal(s) of this Program

WVSU Extension Service seeks to provide programming that is inclusive of stakeholder input and collaborations of different community groups. Through this network, staff in the FCS Program Area will provide opportunities for learning that will enhance positive behavioral changes of the participants. Adult basic education classes, literacy initiatives for adults, active lifestyle programs, improving personal relationships and intergenerational initiatives; will be provided to the greater community having those needs to be fulfilled. Funding will be sought to incorporate additional staff members in performing regular or expanded program initiatives. Acquiring additional manpower will allow existing staff to develop more program opportunities and reach a broader audience for meeting community objectives. The ultimate goal for the participants is to develop better skills necessary to enhance or improve the everyday lifestyle practices.

V(E). Planned Program (Inputs)**1. Estimated Number of professional FTE/SYs to be budgeted for this Program**

Year	Extension		Research	
	1862	1890	1862	1890
2010	0.0	7.0	0.0	0.0
2011	0.0	8.0	0.0	0.0
2012	0.0	9.0	0.0	0.0
2013	0.0	10.0	0.0	0.0
2014	0.0	11.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The services being offered by the WVSU Extension Service are comprehensive and impacting initiatives to promote a better sense of overall health and well-being. When introducing positive skills into a person’s daily regiment, eventually they should begin to develop skills to enable their self sufficiency. Through the Families and Consumer Sciences Program Area, programs being offered through the following mechanisms.

Helping Our Undergraduates Succeed in Education (H.O.U.S.E.) /Phase II: The West Virginia State University H.O.U.S.E. program is the only program of its kind in the nation. The H.O.U.S.E. program is composed of two initiatives. The first component assists six at-risk 17-24 year olds with transition into college life; by providing for them with a residence in a small family home setting for their first four semesters. The second component assists three female victims of domestic violence or homelessness, who wish to succeed by graduating from college. Residents of the H.O.U.S.E. program are referred from local and state agencies as well as departments within the university. The H.O.U.S.E. program accepts residents from throughout the state as well as the nation. The goal of the HOUSE program is to see at least 80 percent of all residents obtain college degrees. This will allow them to be productive, employed, and contributing members of society.

Tax Preparation: The federal Earned Income Tax Credit (EITC) is the nation’s largest cash program directed at low-income families. It reduces the amount of income tax low- to moderate-income working families (with annual incomes of up to roughly \$35,000) are required to pay, and provides a wage supplement to some families. Free tax preparation is available to help workers fill out their tax returns.

Within My Reach: PREP Couple Workshops are typically 6 to 12 hour classes. The class may be conducted all on one day (such as a Saturday Workshop) or it may be offered over a period of weeks, such as 6 weeks for 2 hours per week. There will be one or more leader and a number of couples in the group. There is time for practical exercises. There is no sharing of personal problems with the group. PREP Workshops are designed to be fun and educational, they are not therapy sessions.

Relationship Enrichment: Teens will participate in activities to identify the characteristics of healthy relationships. They will be required to provide care for an infant simulator for a three day period to learn the difficulties of being a teen parent. Teens cared for the infants overnight. Healthy relationship classes will also be offered through this initiative. A new relationship curriculum, "No jerks" has been added to our program model.

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

Adult Literacy: The goal of "More Than Words" Adult Literacy Program is to provide opportunities for adult learners to transition to a better place in their family, work and community life by getting a high school credential or diploma, preparing for college, or sharpening skills for current or advanced employment. Hours will be flexible and students will meet approximately twice a week at a location of their choosing. These sessions are designed to provide intensive skill instructions in order to help raise their reading levels. The workshops will include print and non-print resources that complement instruction, extend learning and provide the means to educate adult readers. Financial literacy and other family resource management will be provided through this initiative.

Adult Basic Education/GED Preparation: The General Educational Development (GED) Test is composed of five (5) tests designed to help adults to get a diploma that have not graduated from high school. The sessions are designated to provide participants with intensive instruction in order to help raise their skill levels. The workshops will include print and non-print

resources that complement instruction to extend learning. Currently there are two GED programs located in low income areas in Charleston.

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

Dining with Diabetes: The "Dining with Diabetes" program is designed to educate individuals with diabetes, those who have been diagnosed with pre-diabetes and family members about the fundamentals of nutrition; how to prepare foods by reducing carbohydrates, sugar, and salts; and how to be more aware of proper serving sizes.

Resistance Training Program: The Strong Women Program is a strength training program for middle age women and women 55 and over. It is designed to increase the number of women participating in safe and effective strength training. With and without weights this program will increase strength, muscle mass, and bone density.

Summer Food Service Program for Children (SFSP): The Summer Food Service Program (SFSP) is a federally funded program designed to provide children in low-income communities with nutritious and well-balanced lunches during the summer months when they are out of school. West Virginia State University Extension is one sponsor of SFSP. WVSUE currently partners with AVI Food Systems, Inc. to distribute reimbursable lunches to at least 12 different Summer Food sites.

EFNEP: West Virginia State University Extension Service's EFNEP program offers two curricular: "Cent\$ible Nutrition," for adults and "Show Me Nutrition" for youth. "Cent\$ible Nutrition" was developed by the University of Wyoming and "Show Me Nutrition" was developed by the University of Missouri. Both curricula consist of a variety of lessons focused on nutrition, health, food safety, food resource management, and/or physical activity. Food demonstrations are conducted during each lesson so that participants can try new and more healthful foods.

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

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

3. Description of targeted audience

The population that will be in receipt of these programs will be residents from low to moderate income level communities. Individuals experiencing difficulty with family resource management practices, health or nutrition issues, or any other at risk factors related to the family unit will be permitted to participate in the extension programs. The target age for this population will be adults of any particular range and youth in middle to high school.

V(G). Planned Program (Outputs)

1. Standard output measures

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

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2010	800	350	1000	200
2011	850	400	1250	250
2012	900	450	1250	300
2013	950	500	1500	350
2014	1000	600	1500	400

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

Expected Patent Applications

2010 :0 2011 :0 2012 :0 2013 :0 2014 :0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2010	0	1	0
2011	0	1	0
2012	0	2	0
2013	0	2	0
2014	0	3	0

V(H). State Defined Outputs

1. Output Target

- Number of students that will be served by H.O.U.S.E and Phase II programming.

2010 :9 2011 :12 2012 :12 2013 :12 2014 :12

- Number of contact hours for case management and skill development received by students in the H.O.U.S.E./Phase II programs.

2010 :500 2011 :550 2012 :600 2013 :650 2014 :700

- Number of households being served by the Bounce Back Tax Program.

2010 :50 2011 :55 2012 :60 2013 :65 2014 :70

- Participants will be served through Strengthening Families programs.

2010 :100 2011 :125 2012 :150 2013 :175 2014 :200

- Number of youth provided with education on violence prevention.

2010 :125 2011 :150 2012 :175 2013 :200 2014 :225

- Number of programs offered through the human development initiative.

	2010 :10	2011 :15	2012 :20	2013 :25	2014 :30
● The number of teens involved in being teenage parents and teens involved in the juvenile justice system increases yearly. These populations will be focused upon and successfully measured.					
	2010 :20	2011 :30	2012 :40	2013 :50	2014 :60
● Number of individuals being served by the parenting education program.					
	2010 :100	2011 :125	2012 :150	2013 :175	2014 :200
● Number of students served through the teen pregnancy prevention program.					
	2010 :150	2011 :200	2012 :250	2013 :300	2014 :350
● Number of programs provided through the parenting education initiative.					
	2010 :5	2011 :6	2012 :7	2013 :8	2014 :10
● Participants served with individual literacy based programming over a one year period.					
	2010 :30	2011 :40	2012 :50	2013 :60	2014 :70
● Number of families participating in workshops to better enhance financial management in the home.					
	2010 :25	2011 :35	2012 :45	2013 :55	2014 :65
● Youth served through high school financial literacy programs.					
	2010 :50	2011 :60	2012 :70	2013 :80	2014 :90
● Participants will graduate with a GED over a one year period.					
	2010 :10	2011 :20	2012 :30	2013 :40	2014 :50
● Staff will establish new collaborations for sponsorship or program support for the adult basic education initiatives.					
	2010 :2	2011 :3	2012 :4	2013 :5	2014 :6
● Number of students participating in reading enhancement programs over the course of twelve weeks at local middle or high schools to help improve student test scores.					
	2010 :35	2011 :40	2012 :45	2013 :50	2014 :60
● Number of train the trainer workshops provided through the health literacy program.					
	2010 :10	2011 :15	2012 :20	2013 :25	2014 :30
● Number of clients receiving health history journals.					
	2010 :200	2011 :250	2012 :300	2013 :350	2014 :400
● Number of partnerships developed for health literacy over a one year period.					
	2010 :5	2011 :10	2012 :15	2013 :20	2014 :25
● Number of multi-state collaborations developed for the health literacy over a one year period.					

2010 2	2011 3	2012 :3	2013 4	2014 5
● Number of participants that report an increased their knowledge level on managing blood sugars through diabetes education.				
2010 20	2011 25	2012 :30	2013 35	2014 40
● Number of participants report they had an opportunity to learn effective meal techniques through the diabetes education program.				
2010 20	2011 25	2012 :30	2013 35	2014 40
● Number of participants that report an increase in physical activity following the diabetes education program.				
2010 20	2011 25	2012 :30	2013 35	2014 40
● Number of individuals will be provided with tools for making better decisions about their dietary choices through the diabetes education program.				
2010 20	2011 25	2012 :30	2013 35	2014 40
● Senoir Citizens will participate six to eight week active lifestyles programs.				
2010 50	2011 60	2012 :70	2013 80	2014 90
● Number of attendees (youth and adult) at summer wellness camps and workshops.				
2010 :150	2011 200	2012 :250	2013 300	2014 350
● Participants 18 years and under or 21 years of age with a disability will receive one nutrition lunch per day through the Summer Food Service Program. Federal food guidelines will be followed in meal preparation. Appropriate temperature and preparation of meals will be ensured prior to delivery. Meals will be served in an adequate time frame following delivery. Site staff will ensure that appropriate meals counts are received and ordered daily. Program administrators will ensure that sites are consistently monitored. Program administrators will conduct site and process training for site supervisors.				
2010 225	2011 225	2012 :250	2013 250	2014 250
● Participants enrolled in the EFNEP learning opportunities.				
2010 :100	2011 :125	2012 :150	2013 :175	2014 200
● Families will graduate from the EFNEP program.				
2010 20	2011 25	2012 :30	2013 35	2014 40
● Youth will graduate from the EFNEP program.				
2010 50	2011 60	2012 :70	2013 80	2014 90

V(I). State Defined Outcome

O. No	Outcome Name
1	Students who are able to maintain a 2.0 will be considered successful through participation in H.O.U.S.E.and Phase II program.
2	Students attending the HOUSE/Phase programs indicate an increased knowledge of independent living skills on the Daniel Memorial Assessment.
3	Teens/adults participating in the financial literacy programs will report adopting a minimum of two newly developed financial management skills.
4	Participants will indicate they were successful in obtaining and understanding a credit report.
5	Participants receiving family resource management instruction will report adopting new financial budget management strategies.
6	Participants will report using two new skills regularly that they learned during the strengthening families programs.
7	Adults will indicate an increased knowledge of violence prevention strategies using a post survey.
8	Youth will indicate an increased knowledge of violence prevention strategies using a post survey.
9	Youth receiving relationship enrichment instruction will report employing violence prevention strategies.
10	Adults receiving relationship enrichment instruction will report employing violence prevention strategies.
11	Participants receiving relationship enrichment instruction indicate an increased knowledge regarding harmful behaviors.
12	Adults completing parenting education programs will indicate an increase in knowledge about beneficial parenting techniques.
13	Adults completing parenting education programs will indicate an increase in knowledge regarding effective communication with their child(ren).
14	Participants completing adult literacy programs will report being able to recognize an increase in reading comprehension skills.
15	Participants completing adult literacy programs, will use a writing assessment to report having learned more grammatical applications or grammatical structures.
16	Participants will use a questionnaire to report using skills that were developed following the completion of the adult literacy program.
17	Participants will use a questionnaire to report recognizing that their reading comprehension skills strengthened.
18	After completing adult basic education programming, adults will use a survey to report an increase in comfortable level about taking their GED exam.
19	After completing the adult basic education programs, students will graduate with their GED during the next fiscal year.
20	After completing the health literacy workshop, participants will continue to use the personal health history journals.
21	After completing the health literacy workshop, participants will begin writing down their medical questions before attending a scheduled doctor's appointment.
22	After completing the health literacy workshop, participants will leave a scheduled doctor's appointment with better understanding of their condition and the plan for treatment of that condition.
23	After completing the diabetes education workshop, participants will report changing certain eating habits to include more healthy snacks.
24	After completing the diabetes education workshop, participants will reduce the number of days they will eat fried foods.
25	After completing the diabetes education workshop, participants will increase the numbers of fruits and vegetables that they consume.
26	After completing the diabetes education workshop, participants will increase their consumption of non-fat or low-fat dairy products.
27	After completing the diabetes education workshop, participants will show improved blood pressure and HBA1C levels.
28	After completing the diabetes education workshop, participants will use less sodium, unhealthy fats, and added sugars in their food preparation.
29	After completing the active lifestyle programs, participants will use questionnaires to report incorporating at least 1 new physical activity component in their daily life.

30	After completing the active lifestyle programs, participants will report the addition of better weight management practices.
31	After completing active lifestyle programs, participants will report using an exercise method a minimum of two times per week.
32	Youth participating in the SFSP will receive one serving of dairy per meal.
33	A minimum of 90 youth will receive 2 ounces of protein per meal.
34	Youth participating in the SFSP will receive one serving of grain per meal.
35	Youth participating in the SFSP will receive two servings of fruits and vegetables per meal.
36	By attending EFNEP, participants will report changing certain eating habits to include more healthy snacks.
37	By attending the EFNEP, participants will be able to choose foods according to the MyPyramid recommendations.
38	By attending EFNEP, participants will report an increase of physical activity in their daily lives.
39	By completing EFNEP, participants will be able to explain safe food handling practices.
40	By attending EFNEP, participants will be able to demonstrate their ability to make good decisions with regard to budgeting for food purchases.
41	By completing EFNEP, participants will be able to demonstrate their ability to prepare nutritious, affordable meals.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 40 **2011** : 50 **2012** : 60 **2013** 70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #5

1. Outcome Target

Participants receiving family resource management instruction will report adopting new financial budget management strategies.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 40 **2011** : 50 **2012** : 60 **2013** 70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #6

1. Outcome Target

Participants will report using two new skills regularly that they learned during the strengthening families programs.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 40 **2011** : 50 **2012** : 60 **2013** 70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #7

1. Outcome Target

Adults will indicate an increased knowledge of violence prevention strategies using a post survey.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 30 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #8

1. Outcome Target

Youth will indicate an increased knowledge of violence prevention strategies using a post survey.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** :70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #9

1. Outcome Target

Youth receiving relationship enrichment instruction will report employing violence prevention strategies.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :30 **2011** : 35 **2012** : 40 **2013** :45 **2014** :50

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #10

1. Outcome Target

Adults receiving relationship enrichment instruction will report employing violence prevention strategies.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** :70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #11

1. Outcome Target

Participants receiving relationship enrichment instruction indicate an increased knowledge regarding harmful behaviors.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 60 **2012** : 70 **2013** :80 **2014** :100

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #12

1. Outcome Target

Adults completing parenting education programs will indicate an increase in knowledge about beneficial parenting techniques.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 20 **2011** : 30 **2012** : 40 **2013** 40 **2014** :50

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #13

1. Outcome Target

Adults completing parenting education programs will indicate an increase in knowledge regarding effective communication with their child(ren).

2. Outcome Type : Change in Knowledge Outcome Measure

2010 30 **2011** : 40 **2012** : 40 **2013** 50 **2014** :50

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #14

1. Outcome Target

Participants completing adult literacy programs will report being able to recognize an increase in reading comprehension skills.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 20 **2011** : 25 **2012** : 30 **2013** 25 **2014** :35

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #15**1. Outcome Target**

Participants completing adult literacy programs, will use a writing assessment to report having learned more grammatical applications or grammatical structures.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 25 2011 : 30 2012 : 35 2013 35 2014 :40

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #16**1. Outcome Target**

Participants will use a questionnaire to report using skills that were developed following the completion of the adult literacy program.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 20 2011 : 25 2012 : 30 2013 35 2014 :40

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #17**1. Outcome Target**

Participants will use a questionnaire to report recognizing that their reading comprehension skills strengthened.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :10 2011 : 15 2012 : 20 2013 25 2014 :30

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #18**1. Outcome Target**

After completing adult basic education programming, adults will use a survey to report an increase in comfortable level about taking their GED exam.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :10 **2011** : 15 **2012** : 20 **2013** 25 **2014** :30

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #19

1. Outcome Target

After completing the adult basic education programs, students will graduate with their GED during the next fiscal year.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 5 **2011** : 10 **2012** : 15 **2013** 20 **2014** :25

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #20

1. Outcome Target

After completing the health literacy workshop, participants will continue to use the personal health history journals.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 110 **2012** : 120 **2013** :130 **2014** :150

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #21

1. Outcome Target

After completing the health literacy workshop, participants will begin writing down their medical questions before attending a scheduled doctor's appointment.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 110 **2012** : 120 **2013** :130 **2014** :150

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 724 - Healthy Lifestyle

- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #22

1. Outcome Target

After completing the health literacy workshop, participants will leave a scheduled doctor's appointment with better understanding of their condition and the plan for treatment of that condition.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011 :** 110 **2012 :** 120 **2013 :**130 **2014 :**150

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #23

1. Outcome Target

After completing the diabetes education workshop, participants will report changing certain eating habits to include more healthy snacks.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011 :** 50 **2012 :** 60 **2013 :** 70 **2014 :**80

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #24

1. Outcome Target

After completing the diabetes education workshop, participants will reduce the number of days they will eat fried foods.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011 :** 50 **2012 :** 60 **2013 :** 70 **2014 :**80

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management

- 802 - Human Development and Family Well-Being

Outcome #25

1. Outcome Target

After completing the diabetes education workshop, participants will increase the numbers of fruits and vegetables that they consume.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** :70 **2014** :80

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #26

1. Outcome Target

After completing the diabetes education workshop, participants will increase their consumption of non-fat or low-fat dairy products.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** :70 **2014** :80

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #27

1. Outcome Target

After completing the diabetes education workshop, participants will show improved blood pressure and HBA1C levels.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :25 **2011** : 35 **2012** : 45 **2013** : 55 **2014** :65

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management

- 802 - Human Development and Family Well-Being

Outcome #28

1. Outcome Target

After completing the diabetes education workshop, participants will use less sodium, unhealthy fats, and added sugars in their food preparation.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :20 **2011** :25 **2012** :30 **2013** :35 **2014** :40

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #29

1. Outcome Target

After completing the active lifestyle programs, participants will use questionnaires to report incorporating at least 1 new physical activity component in their daily life.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** :125 **2012** :150 **2013** :175 **2014** :200

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 724 - Healthy Lifestyle
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #30

1. Outcome Target

After completing the active lifestyle programs, participants will report the addition of better weight management practices.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** :125 **2012** :150 **2013** :175 **2014** :200

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

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

Outcome #31

1. Outcome Target

After completing active lifestyle programs, participants will report using an exercise method a minimum of two times per week.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :80 **2011** : 90 **2012** : 100 **2013** :110 **2014** :120

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

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

Outcome #32

1. Outcome Target

Youth participating in the SFSP will receive one serving of dairy per meal.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 125 **2012** : 150 **2013** :175 **2014** :200

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

Outcome #33

1. Outcome Target

A minimum of 90 youth will receive 2 ounces of protein per meal.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :150 **2011** : 175 **2012** : 200 **2013** :225 **2014** :250

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

Outcome #34

1. Outcome Target

Youth participating in the SFSP will receive one serving of grain per meal.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :150 **2011** : 175 **2012** : 200 **2013** 225 **2014** :250

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

Outcome #35

1. Outcome Target

Youth participating in the SFSP will receive two servings of fruits and vegetables per meal.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 125 **2012** : 150 **2013** :175 **2014** :200

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

Outcome #36

1. Outcome Target

By attending EFNEP, participants will report changing certain eating habits to include more healthy snacks.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 150 **2012** : 200 **2013** 250 **2014** :300

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 801 - Individual and Family Resource Management
- 802 - Human Development and Family Well-Being

Outcome #37

1. Outcome Target

By attending the EFNEP, participants will be able to choose foods according to the MyPyramid recommendations.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 150 **2012** : 200 **2013** 250 **2014** :300

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

Outcome #38

1. Outcome Target

By attending EFNEP, participants will report an increase of physical activity in their daily lives.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :120 **2011** : 130 **2012** : 140 **2013** :150 **2014** :160

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

Outcome #39

1. Outcome Target

By completing EFNEP, participants will be able to explain safe food handling practices.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :150 **2011** : 175 **2012** : 200 **2013** :225 **2014** :250

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

Outcome #40

1. Outcome Target

By attending EFNEP, participants will be able to demonstrate their ability to make good decisions with regard to budgeting for food purchases.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 175 **2012** : 200 **2013** :250 **2014** :300

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle

- 802 - Human Development and Family Well-Being

Outcome #41

1. Outcome Target

By completing EFNEP, participants will be able to demonstrate their ability to prepare nutritious, affordable meals.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 125 **2012** : 150 **2013** :175 **2014** :200

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 703 - Nutrition Education and Behavior
- 724 - Healthy Lifestyle
- 802 - Human Development and Family Well-Being

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

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

V(K). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Description

Surveys, questionnaires, interviews, and testimonials will also be used to collect pertinent information.

2. Data Collection Methods

- Journals
- Sampling
- Unstructured
- Whole population
- Structured
- Observation
- On-Site

Description

A variety of data collection devices will be used depending on situational analysis of correct utilization.

V(A). Planned Program (Summary)**Program #2****1. Name of the Planned Program**

Agriculture and Natural Resources

2. Brief summary about Planned Program

In West Virginia, the interest in horticulture related activities has increased overwhelmingly in the last decade. Interests in horticulture vary from vegetable gardening and fruit production to landscape architecture and turf management. Home landscape beautification and vegetable gardening are at the center of this heightened resurgence of interest in horticulture. Commercial growers in the areas of greenhouse and nursery management, cut flower production, and fruit and vegetable production are also seeking marketing and production related advice in order to satisfy growing consumer demands. Some of the projects that are the most often asked about are the identification and/or eradication of plants and pests, the growing cycles of plants, plant maintenance, and alternative gardening techniques. WVSU will offer youth from pre-k to age 18, a variety of opportunities to be exposed to plant and animal education. Program emphasis will focus on the Junior Master Gardener program. WVSU Extension will continue to target small-scale producers with education to increase knowledge levels in alternative enterprises that may expand profits for small farm operators.

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

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

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

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

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

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships		10%		
111	Conservation and Efficient Use of Water		10%		
124	Urban Forestry		10%		
131	Alternative Uses of Land		10%		
403	Waste Disposal, Recycling, and Reuse		10%		
405	Drainage and Irrigation Systems and Facilities		10%		
721	Insects and Other Pests Affecting Humans		10%		
806	Youth Development		10%		
902	Administration of Projects and Programs		10%		
903	Communication, Education, and Information Delivery		10%		
	Total		100%		

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Landowners in rural and urban settings are being served by West Virginia State University Extension Service in dealing with the fragmentation of farmlands and losses of revenue generating enterprises. The continuation of out-sourcing (outside of WV) of agriculture production causes our self sustainable life to deteriorate even more. Fewer landowners are producing local products therefore supporting the global economy and to heck with the neighbor down the road. Agriculture and Natural Resources staff will be delivering educational workshops and hands-on classes to train the landowners how to diversify their small-farm/limited acreage operations with alternative agricultural endeavors. The new focus is on agri-tourism, sustainable small farm agri-business, horticulture, and youth education as educational endeavors to be delivered to the citizens of West Virginia.

Additionally, WVSU has begun the incubation of alternative enterprises for tomorrow's entrepreneurs, the provision of assistance to collaboratives supporting targeted industries and assistance in developing state-wide plans for the development of these initiatives. Staff provide training and facilitation to the communities in the service regions open to developing sustainable enterprises.

2. Scope of the Program

- Integrated Research and Extension
- In-State Extension

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

1. Participating in training programs will positively affect the probability of success;
2. Demonstrating and Mentoring are important components in Agriculture and Natural Resource programming;
3. There are various marketing opportunities that landowners and farmers can learn about capturing;
4. Funding can be identified and secured for the support of these programs;
5. The programs are in-line with the direction being set by local, county, and state stakeholders;
6. There are numerous partners that can assist in the achievement of these programs;
7. Research and assessment will become a greater component of the programs.

2. Ultimate goal(s) of this Program

WVSU Extension Service seeks to provide programs, facilitate collaborations and utilize staff such that landowners can develop enterprises to be sustainable, that includes Junior Master Gardener programs, Urban Forestry, and Horticultural production. The program will also assist in the development of alternative agriculture expansion and sustainability, particularly among minority participants.

V(E). Planned Program (Inputs)

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

Year	Extension		Research	
	1862	1890	1862	1890
2010	0.0	4.0	0.0	0.0
2011	0.0	4.0	0.0	0.0
2012	0.0	5.0	0.0	0.0
2013	0.0	5.0	0.0	0.0
2014	0.0	5.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

WVSU Extension personnel will assist in the development of alternative agricultural endeavors to assist farmers increasing their revenues. Additionally, there is an emerging interest in the development of green spaces in our urban centers and municipalities. Many local governing bodies are seeking information on preservation and expansion of their urban forests. WVSU will work with these entities to maximize utilization of best practices in the field of cultivation, selection, and maintenance. WVSU Extension will continue to target small-scale producers with education to increase knowledge levels in alternative enterprises that may expand profits for small farm operators. Home landscape beautification and vegetable gardening are at the center of this heightened resurgence of interest in horticulture. Commercial growers in the areas of greenhouse and nursery management, cut flower production, and fruit and vegetable production are also seeking marketing and production related advice in order to satisfy growing consumer demands. Some of the projects that are the most often asked about are the identification and/or eradication of plants and pests, the growing cycles of plants, plant maintenance, and alternative gardening techniques. WVSU will offer youth from pre-k to age 18, a variety of opportunities to be exposed to plant and animal education. Program emphasis will focus on the Junior Master Gardener program.

2010 :400 **2011** :425 **2012** :450 **2013** :475 **2014** :500

- Adult volunteers and youth will receive training in horticulture and agriculture through JMG and other training opportunities.

2010 :40 **2011** :50 **2012** :60 **2013** :70 **2014** :80

- workshops targeted to alternative agriculture practices will be held in targeted counties.

2010 :6 **2011** :12 **2012** :15 **2013** :18 **2014** :21

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

2010 :6 **2011** :0 **2012** :0 **2013** :0 **2014** :0

- Local sustainable agriculture members of a bio-diesel cooperative will participate in energy-focused programming.

2010 :10 **2011** :12 **2012** :14 **2013** :16 **2014** :18

V(I). State Defined Outcome

O. No	Outcome Name
1	municipalities and government organizations will adopt best practices in urban forestry
2	volunteers will exhibit increased knowledge of providing age-appropriate agriculture programs to youth.
3	Extension clientele will exhibit knowledge gained from interactions with Extension staff.
4	farmers/growers will demonstrate expanded knowledge of alternative agriculture.
5	Residents will adopt the utilization of bio-diesel and participate in production process thereby re-using expended yellow grease in creation of usable fuel product.

Outcome #1

1. Outcome Target

municipalities and government organizations will adopt best practices in urban forestry

2. Outcome Type : Change in Action Outcome Measure

2010 2 **2011** : 4 **2012** : 6 **2013** 8 **2014** :10

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 124 - Urban Forestry
- 131 - Alternative Uses of Land
- 902 - Administration of Projects and Programs
- 903 - Communication, Education, and Information Delivery

Outcome #2

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

2010 40 **2011** : 45 **2012** : 50 **2013** 55 **2014** :60

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 124 - Urban Forestry
- 131 - Alternative Uses of Land
- 403 - Waste Disposal, Recycling, and Reuse
- 405 - Drainage and Irrigation Systems and Facilities
- 721 - Insects and Other Pests Affecting Humans
- 806 - Youth Development

Outcome #3

1. Outcome Target

Extension clientele will exhibit knowledge gained from interactions with Extension staff.

2. Outcome Type : Change in Action Outcome Measure

2010 60 **2011** : 80 **2012** : 100 **2013** :120 **2014** :140

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 102 - Soil, Plant, Water, Nutrient Relationships

- 111 - Conservation and Efficient Use of Water
- 124 - Urban Forestry
- 131 - Alternative Uses of Land
- 403 - Waste Disposal, Recycling, and Reuse
- 405 - Drainage and Irrigation Systems and Facilities
- 721 - Insects and Other Pests Affecting Humans
- 806 - Youth Development
- 902 - Administration of Projects and Programs
- 903 - Communication, Education, and Information Delivery

Outcome #4

1. Outcome Target

farmers/growers will demonstrate expanded knowledge of alternative agriculture.

2. Outcome Type : Change in Action Outcome Measure

2010 :10 **2011** : 15 **2012** : 20 **2013** 25 **2014** :30

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 131 - Alternative Uses of Land
- 405 - Drainage and Irrigation Systems and Facilities
- 721 - Insects and Other Pests Affecting Humans
- 903 - Communication, Education, and Information Delivery

Outcome #5

1. Outcome Target

Residents will adopt the utilization of bio-diesel and participate in production process thereby re-using expended yellow grease in creation of usable fuel product.

2. Outcome Type : Change in Action Outcome Measure

2010 5 **2011** : 5 **2012** : 5 **2013** 5 **2014** :5

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 403 - Waste Disposal, Recycling, and Reuse

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

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

V(K). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

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

Description

Surveys, questionnaires, interviews, and testimonials will also be used to collect pertinent information.

2. Data Collection Methods

- Observation
- On-Site

Description

On-site surveys will be used during our interactive display "Backyard Habitat" during the various shows and events such as, WSAZ Home and Garden Show, Huntington area Early Childhood development conference, etc. Observation will be made of participation in classes and interaction of participants.

V(A). Planned Program (Summary)

Program #3

1. Name of the Planned Program

Community and Economic Development

2. Brief summary about Planned Program

WVSU Extension Service will address the program area of Community and Economic development through several integrated approaches, to include a focus on economic viability, targeting the macro level (the community) and the micro (the individual) .

Specifically, a focus on sustainable communities with efforts such as a the Blueprint Communities initiative underway in several service counties and the Mainstreet revitalization project will be continued and additional communities will be targeted for service; the micro-enterprise development initiatives such as the Opening Soon, Inc program being offered in three service regions will become fully operational, and the state-wide Recipe Challenge food entrepreneurial development project will be expanded. The construction of a regional commercial kitchen will become operational and serve southern West Virginia new and existing food entrepreneurs as well as provide an opportunity to begin work on food safety and recipe modification assistance for the development of new products; and lastly an expansion of the workforce development efforts through state-wide collaborative programs under development with Workforce WV, (the state cabinet department) will commence if funding is secured for the expansion.

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

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

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

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

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
501	New and Improved Food Processing Technologies		5%		
502	New and Improved Food Products		5%		
503	Quality Maintenance in Storing and Marketing Food Products		5%		
504	Home and Commercial Food Service		5%		
602	Business Management, Finance, and Taxation		20%		
608	Community Resource Planning and Development		60%		
	Total		100%		

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Numerous communities (both rural and urban) being served by West Virginia State University Extension Service have been ill-effected by a declining economy over the past 30 years. Many of these communities are faced with the loss of jobs in the extractive industries of coal, timber, and natural gas. Additionally, de-industrialization has begun in the chemical and manufacturing sectors of the economy. To offset these job losses, numerous efforts at bringing in new industry have been met with limited success. Thus a focus on new clusters such as tourism, agriculture and artistic related endeavors has been espoused by WVSU Extension Service as a viable alternative. These industries lend themselves to attributes readily available in the state. They also lend themselves to the efforts undertaken to revitalize the downtowns, where small store-fronts and other amenities are ideal for small business development. With this high priority on these new industries comes the development of new training programs designed to assist entrepreneurs in growing their businesses and communities to take advantage of the revitalization opportunities these new businesses represent. From the pre-venture phase through the expansion phase, WVSU staff is involved in the facilitation of alternate marketing and management strategies, the creation of new markets, and the provision of access to capital to enable the development of the business. Additionally, WVSU has begun the real and virtual incubation of micro-enterprise entrepreneurs, the provision of assistance to collaboratives supporting targeted industries and assistance in developing state-wide plans for the development of these clusters. Extension is also involved in helping the communities develop plans for revitalization and leading efforts in implementing these plans. Staff provide training and facilitation to the communities in the service region desirous of re-development. From the individual business owner, city councils, county commissions and statewide agencies, staff are involved in the active development and implementation of efforts to stabilize and create opportunity in their communities.

2. Scope of the Program

- In-State Extension

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

1. Participating in effective training programs will positively affect the probability of success;
2. Coaching and Mentoring are important components in community and economic development;

- 3. There are untapped markets and opportunities that the communities and businesses can be assisted to reach;
- 4. West Virginians are entrepreneurial in nature;
- 5. There is a great desire among community leaders to re-develop;
- 6. Funding can be identified and secured for the support of these programs;
- 7. The programs are in-line with the direction being set by local, county, and state for economic re-development;
- 8. There exists numerous partners that can assist in the achievement of these programs;
- 9. Research and assessment will become a greater component of the programs;
- 10. Physical revitalization will play an important role

2. Ultimate goal(s) of this Program

WVSU Extension Service seeks to provide programs, facilitate collaborations and utilize staff such that communities can be re-developed in a sustainable manner, that includes historic preservation, green re-development, and mixed-use techniques that will create attractive downtowns and communities that are vibrant and growing. The program will also assist in the launching, expansion and sustainability of local small businesses, particularly among minorities, as well as provide a focus on food entrepreneurship that will result in the launching of new businesses annually. The program will also address the workforce development needs of target audiences, improving their employability options and assisting in their placement.

V(E). Planned Program (Inputs)

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

Year	Extension		Research	
	1862	1890	1862	1890
2010	0.0	12.0	0.0	0.0
2011	0.0	12.0	0.0	0.0
2012	0.0	12.0	0.0	0.0
2013	0.0	13.0	0.0	0.0
2014	0.0	14.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

Community Revitalization: Facilitate community needs assessments; Facilitate community development strategic planning and implementation efforts; Conduct workshops and meetings with local and state officials, as well as entrepreneurs, to instruct them on the value of community revitalization as a tool for economic development; Deliver services to local entrepreneurs and property owners to instruct them in taking advantage of community revitalization opportunities; Develop products and resources that will assist property owners, elected officials, and entrepreneurs in understanding the complexities of community revitalization; Facility counseling with architects and historical preservationists to assist property owners in designing historically correct, aesthetically pleasing renovations for their building; Assess the property that is available and appropriate for re-development

Micro-Enterprise Development: Conduct a variety of workshops and meetings related to business retention and expansion; Deliver services such as resource fairs and incubation for emerging entrepreneurs; Develop products, curriculum, and resources related to business retention and expansion; Provide training for entrepreneurs on management strategies, marketing, new markets for product, and integration of technology; Provide counseling on collaborative development; Assessments of current business plans, strategies, and expansion possibilities; Partnering with various agencies including USDA, West Virginia Development Office, WVU Extension Services and the local Economic Development Authorities to promote business retention and expansion; Develop and launch a specialized center for food entrepreneurship, research, and safety

Workforce Education and Individual Resource Development: Conduct workshops and meetings that provide an opportunity for employers to meet and discuss needs; Facilitate services to local employers who will take advantage of WVSU's Economic

Development Center to meet and interview potential employees; Develop and/or obtain products, curriculum, and resources that will assist in the development of a skilled workforce; Provide training to residents receiving public assistance in an attempt to assist them in obtaining employment with a livable wage; Facilitate counseling for job seekers through partnerships developed with the local Workforce Investment Boards and the WV DHHR; Facility assessments on job seekers to assist in determining the skills lacking and where WV SU Extension may be able to assist; Partner with a variety of local, state, and federal entities to insure holistic workforce education is delivered in targeted communities

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

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

3. Description of targeted audience

Targeted populations include: business operators, property owners, community development organizations, volunteer organizations, elected officials, unemployed, under-employed and retirees, youth and recent college graduates, existing small businesses, specialty food producers, minorities, artisans, farmers, individuals needing additional income or training, Department of Health and Human Resource clients, and Workforce West Virginia clients

V(G). Planned Program (Outputs)

1. Standard output measures

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

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2010	750	3500	0	0
2011	775	3500	0	0
2012	800	3750	0	0
2013	825	3750	0	0
2014	850	4000	0	0

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

Expected Patent Applications

2010 :0 2011 :0 2012 :0 2013 :0 2014 :0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	0	0	0

V(H). State Defined Outputs

1. Output Target

- Business operators and property owners will receive revitalization assistance.

2010 :75	2011 80	2012 :85	2013 90	2014 95
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- Stakeholders will participate on a community or economic development work group.

2010 60	2011 70	2012 :80	2013 90	2014 :100
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- Stakeholders will receive regular updates on community or economic development efforts.

2010 500	2011 550	2012 :650	2013 :700	2014 :750
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- Residents will receive classes on relevant community or economic development issues.

2010 25	2011 30	2012 :35	2013 40	2014 45
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- Businesses will receive assistance through an extension BREAD initiative.

2010 :125	2011 140	2012 :155	2013 :170	2014 :185
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- New partnerships that add financial resources for the expansion of programming efforts will be added.

2010 :10	2011 10	2012 :10	2013 :10	2014 :10
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- Grants or other financial awards will be received to support community and economic development initiatives.

2010 3	2011 3	2012 4	2013 4	2014 4
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V(I). State Defined Outcome

O. No	Outcome Name
1	Business operators and property owners will make improvements to their buildings
2	Business operators and property owners will demonstrate knowledge gained of revitalization procedures and effects.
3	New business will relocate to formerly abandoned buildings in the city's and town's main street areas.
4	Small businesses will report start-up success, stabilization or limited growth.
5	Employers will hire candidates who have been referred to them through the WVSU workforce education programs
6	Regular updates will result in increased participation in community and economic development related initiatives.
7	Participants will report an improvement in their economic viability as a result of their participation in at least one program.

Outcome #1

1. Outcome Target

Business operators and property owners will make improvements to their buildings

2. Outcome Type : Change in Condition Outcome Measure

2010 :15 **2011** : 17 **2012** : 20 **2013** 22 **2014** :25

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 608 - Community Resource Planning and Development

Outcome #2

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

2010 #40 **2011** : 42 **2012** : 45 **2013** #7 **2014** :50

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 608 - Community Resource Planning and Development

Outcome #3

1. Outcome Target

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

2. Outcome Type : Change in Condition Outcome Measure

2010 :10 **2011** : 10 **2012** : 10 **2013** :11 **2014** :11

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 608 - Community Resource Planning and Development

Outcome #4

1. Outcome Target

Small businesses will report start-up success, stabilization or limited growth.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 100 **2012** : 110 **2013** :120 **2014** :130

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 502 - New and Improved Food Products
- 504 - Home and Commercial Food Service

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

Outcome #5

1. Outcome Target

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

2. Outcome Type : Change in Action Outcome Measure

2010 :50 **2011** : 55 **2012** : 60 **2013** : 65 **2014** :70

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 608 - Community Resource Planning and Development

Outcome #6

1. Outcome Target

Regular updates will result in increased participation in community and economic development related initiatives.

2. Outcome Type : Change in Action Outcome Measure

2010 :400 **2011** : 425 **2012** : 450 **2013** :475 **2014** :500

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 501 - New and Improved Food Processing Technologies
- 502 - New and Improved Food Products
- 503 - Quality Maintenance in Storing and Marketing Food Products
- 504 - Home and Commercial Food Service
- 602 - Business Management, Finance, and Taxation
- 608 - Community Resource Planning and Development

Outcome #7

1. Outcome Target

Participants will report an improvement in their economic viability as a result of their participation in at least one program.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :250 **2011** : 275 **2012** : 300 **2013** :325 **2014** :350

3. Associated Institute Type(s)

- 1890 Extension

4. Associated Knowledge Area(s)

- 602 - Business Management, Finance, and Taxation

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

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

V(K). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

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

Description

2. Data Collection Methods

- Sampling

Description

V(A). Planned Program (Summary)

Program #4

1. Name of the Planned Program

Positive Youth Development

2. Brief summary about Planned Program

West Virginia State University Extension Service will address the needs of youth by providing an array of services and programs utilizing 4-H curricula and other models of youth development programming. Implementation will involve addressing the needs of youth through integrated approaches that will include staff working with their counter parts in other areas of the extension service . Programming will include after-school, in-school, and summer based enrichment opportunities.A copulation of programs will be held to address the growing needs that youth have in developing life skills and becoming more productive members of society.The WVSU Extension Service staff will focus on program initiatives that will be concentrated in workforce development, promoting healthy lifestyles, literacy enrichment, and civic engagement.

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

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

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

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

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development		100%		
	Total		100%		

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

The high school drop out rate among the youth in the state of West Virginia has increased dramatically over the past six years.In 2006, Kanawha County which is the major service area for WVSU Extension Service was ranked 53 out of 55 counties within the state that had the highest occurrence of teens dropping out of high school. Many of these children have a very low level of literacy skills and sense of accomplishment.For these children, family support is stagnated and often times extinct.Some of these youth are basically heading their homes because they are tasked with major responsibilities including caring for a younger sibling. Youth in this situation need opportunities to develop life skills that will enable them to succeed in finishing education, exploring career interests, developing leadership skills, and enhancing their overall development.

2. Scope of the Program

- In-State Extension

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

1. Participating in positive youth development programs will promote young people to become productive adults;
- 2.Increasing youth awareness about using good personal health practices will be effective throughout their lives;

- 3. There is a substantial number of children that are unaware of how to make good choices relating to healthy lifestyles;
- 4. Youth are not informed about participating in good economic growth practices;
- 5. There is a major movement across the state to increase individual knowledge levels and behavior based restructuring for youth;
- 6. Funding priorities are constantly shifting with issues regarding youth programs and initiatives;
- 7. Most youth residing in the service county is unaware of youth opportunities provided by the 4-H communities;
- 8. Research and assessment will become a greater component of the programs;
- 9. Youth can become good citizens with a variety of civic engagement opportunities.
- 10. Youth seeking careers in STEM fields are dramatically decreasing.

2. Ultimate goal(s) of this Program

WVSU Extension Service seeks to provide programs are inclusive of stakeholder input and collaborations of different community groups. Through this network, staff in the 4-H Youth Development Program Area will provide opportunities for learning that will enhance positive behavioral changes of youth residing in Kanawha County and the surrounding vicinities. Literacy based initiatives include consumer economic, financial management, health, and workforce development. Providing programs that offer youth true sense of skill development is the ultimate goal of the program area staff. Additionally, the goal of CASTEM programs is to increase the number of youth, especially underrepresented minorities, enrolling in STEM majors and pursuing careers with the STEM fields. Funding will be sought to incorporate additional staff members in performing regular or expanded program initiatives. Acquiring additional manpower will allow existing staff to develop more program opportunities and reach a broader audience for meeting community objectives. Developing additional measurement tools to evaluate the concrete impacts of youth based programming is an ongoing priority.

V(E). Planned Program (Inputs)

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

Year	Extension		Research	
	1862	1890	1862	1890
2010	0.0	10.0	0.0	0.0
2011	0.0	10.0	0.0	0.0
2012	0.0	11.0	0.0	0.0
2013	0.0	11.0	0.0	0.0
2014	0.0	12.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

Programming will include after-school, in-school, and summer based enrichment opportunities. A copulation of programs will be held to address the growing needs that youth have in developing life skills and becoming more productive members of society. The WVSU Extension Service staff will focus on program initiatives that will be concentrated in workforce development, promoting healthy lifestyles, literacy enrichment, and civic engagement.

Creative Arts: Provided activities will be delivered as components of the Hip Hop genre including music production, DJ, dance, song writing, recording, and visual arts. In addition, through partnerships with community organizations, youth will have exposure to instrumentation.

Youth /Family Literacy: Activities included after-school and in-school enrichment opportunities such as entrepreneurship, media literacy, health literacy, traditional literacy, and financial literacy. Programs will also emphasize of opportunities to promote more parents spending time reading and working with their children. Professionals in the Youth Development Program Area will provide programs that target the importance of children exercising appropriate personal hygiene techniques. Through this initiative, the youth professionals will use a mobile simulation unit for demonstrations and educational lessons to enhance the level of learning for the participants. This program as been conducted traditionally in the local service are of the community but will be offered in two additional counties during the upcoming fiscal year.

Germ City:

FasTrack to Health: Through this health literacy program kids learn how to make healthy and economic food choices,

based upon their nutritional value. They also learn how to budget a monthly income in order to save money but also purchasing healthy selections at the grocery store. Meals preparations are another important concept of the program. With this component, youth learn how to use appropriate portion control when preparing meals and snacks.

Bake and Shake Camp: The programs are nutrition and wellness initiatives to better promote youth in making healthier choices for improving their lifestyles. During the summer students will participate in the food preparation/nutrition portion of the program. Through this program kids learn how to make healthy and economic food choices, based upon their nutritional value. They also learn how to budget a monthly income in order to save money but also purchasing healthy selections at the grocery store. Meals preparations are another important concept of the program. With this component, youth learn how to use appropriate portion control when preparing meals and snacks.

Science, Technology, Engineering, and Mathematics (STEM): It is the overall mission of the nation 4-H administration for youth to become more involve with programs that have science, engineering, and technology focus. Currently, the number of college students seeking majors in these fields has tremendously declined. It is the mission of the WVSU Extension Service to provide model programs that will sever to enhance student motivation about careers in the SET specific areas. In 2008, WVSU Extension staff developed the *Crime Solvers Program*. The Crime Solvers Program was designed to motivate youth about careers related to crime scene investigation work, using laboratory experimental designs, mathematic concepts, and life skills to enhance a sense of belonging and engagement among their peers. This initiative is geared towards exposing youth to workforce development opportunities in the science, engineering, and technology fields. Students involved in the after school Crime Solvers group will take part in various activities that focus on topics in Forensic Science including Chromatography, DNA Analysis, Fingerprint Analysis, Questioned Documents, and Crime Scene Analysis. Programming for the CASTEM will include 8th – 11th graders will attend both the summer Pre-College Math and Science and the Summer Transportation Institute for a combined three weeks of programming. The summer camps expose the students to the STEM disciples, life management skills, and career opportunities. CASTEM also provides K-12 educators with various professional development activities with the goal of enhancing their math and science curriculum, and increasing their students' interest in the STEM disciplines.

Youth in Governance: This program is designed to provide youth with access to participate in civic engagement opportunities. Through this model, youth that are interested in exploring careers in the Criminal Justice field are welcome to participate in this program. Youth also having an interest in becoming more engaged with the community and helping their peers can equally benefit from this experience. Promoting effective leadership through this initiative is another means for young people to understand these significant social factors. Activities will also include Teen Court training sessions, Teen Court practical sessions, community service activities, and leadership development training sessions.

4-H Youth Development Orientation Programs: Will be designed to educate new volunteers and participant about the mission and programs associated with 4-H. The sessions will cover recruitment and retention of new volunteers through the implementation of an effective volunteer management system. Participants will become educated about the mission and principals of the national 4-H office, opportunities that are available through 4-H, and how model programs can help them become better citizens for their community. The program components will be delivered through trainings, workshops, forums, the use of telecommunications, or service learning opportunities.

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> ● One-on-One Intervention ● Education Class ● Demonstrations ● Group Discussion ● Workshop 	<ul style="list-style-type: none"> ● Web sites ● Other 1 (Flyers) ● Other 2 (Collaborative Marketing) ● Public Service Announcement ● Newsletters ● TV Media Programs

3. Description of targeted audience

The target recipients of these programs will be mostly youth 4th through 12th Grade. Some programs will be offered to youth in the pre-school through Kindergarden range. Frequent events will also be provided to promote parent and child enrichment opprtunities. Volunteer and adult workers will be the focus group of professional development and program sustainability.

V(G). Planned Program (Outputs)

1. Standard output measures

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

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2010	40	50	500	100
2011	50	75	550	125
2012	60	100	600	150
2013	70	125	650	175
2014	80	150	700	200

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

Expected Patent Applications

2010 :0 2011 :0 2012 :0 2013 :0 2014 :0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2010	0	1	0
2011	0	1	0
2012	0	1	0
2013	0	2	0
2014	0	2	0

V(H). State Defined Outputs

1. Output Target

- Through creative arts programming, youth will receive 40 hours per month of art enrichment.

2010 :20 2011 :25 2012 :30 2013 :35 2014 :40

- Youth will receive 48 hours per month of literacy enrichment.

2010 :90 2011 :100 2012 :110 2013 :120 2014 :125

- Youth will receive four hours per month of media literacy.

2010 :20 2011 :25 2012 :30 2013 :35 2014 :40

- Youth will receive four hours per month of entrepreneurship literacy enrichment.

2010 :10 2011 :10 2012 :15 2013 :15 2014 :20

- Youth will receive four hours per month of financial literacy enrichment.

2010 :20 2011 :20 2012 :25 2013 :30 2014 :30

- Youth will receive four hours per month of health literacy enrichment.

2010 :30 2011 :30 2012 :35 2013 :40 2014 :40

- Youth will receive three hours per month of programs promoting personal health choices.

2010 :50	2011 :50	2012 :60	2013 :50	2014 :70
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- Youth participants will receive four hours per month of programs about being better consumers and making healthier lifestyle choices.

2010 :45	2011 :50	2012 :55	2013 :60	2014 :65
-----------------	-----------------	-----------------	-----------------	-----------------
- During the one-week camp, the students will participate in ten hours of physical activity.

2010 :30	2011 :30	2012 :30	2013 :40	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------
- Throughout the one-week camp, youth will experience ten hours of actual hands-on cooking time.

2010 :30	2011 :30	2012 :40	2013 :40	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------
- During the one-week camp, the students will participate in five hours of nutrition education.

2010 :30	2011 :30	2012 :30	2013 :40	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------
- The students will view five hours of cooking demonstrations by local area professional chefs.

2010 :30	2011 :30	2012 :30	2013 :40	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------
- Students who attend the HSTA Forensic Summer Institute will participate in discussion groups or current topics in Forensic Science for a total of 6 hours per week.

2010 :90	2011 :90	2012 :95	2013 :100	2014 :100
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- Students will participate in laboratory activities in the following topics: Blood typing and DNA analysis; handwriting analysis and thin layer chromatography; drug toxin identification; and fingerprint identification for a total of twenty hours per week.

2010 :90	2011 :90	2012 :95	2013 :100	2014 :100
-----------------	-----------------	-----------------	------------------	------------------
- Students will participate in leadership workshops for a total of four hours per week.

2010 :90	2011 :90	2012 :95	2013 :100	2014 :100
-----------------	-----------------	-----------------	------------------	------------------
- Students in the after-school Crime Solvers component will participate in 2 hours of Forensic Science activity per week for eight weeks.

2010 :25	2011 :30	2012 :35	2013 :40	2014 :45
-----------------	-----------------	-----------------	-----------------	-----------------
- Youth attending CASTEM camps will receive four hours per week of life skill techniques over a three week period.

2010 :30	2011 :30	2012 :35	2013 :35	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------
- Youth attending CASTEM camps will receive four hours per week of math enrichment.

2010 :30	2011 :30	2012 :35	2013 :35	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------
- Youth attending CASTEM camps will receive four hours per week of science based enrichment.

2010 :30	2011 :30	2012 :35	2013 :35	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------
- Youth attending CASTEM camps will receive four hours per week of enrichment about STEM careers and related professional fields.

2010 :30	2011 :30	2012 :35	2013 :35	2014 :40
-----------------	-----------------	-----------------	-----------------	-----------------

- Youth will be trained in the processes surrounding establishing a Teen Court system.

2010 :15	2011 20	2012 :20	2013 25	2014 25
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- Youth will participate in community service related to Teen Court roles.

2010 80	2011 85	2012 :90	2013 95	2014 :100
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- Youth will participate in activities related to community coalition activities.

2010 :15	2011 20	2012 :25	2013 30	2014 35
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- Youth participants will receive training regarding the principals surrounding 4-H.

2010 90	2011 90	2012 :95	2013 :100	2014 :100
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- New adult volunteers will be recruited and retained beyond one episodic program.

2010 :15	2011 15	2012 :20	2013 25	2014 25
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- Adult volunteers will receive training regarding the principals surrounding 4-H Youth Development.

2010 30	2011 30	2012 :35	2013 35	2014 40
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- Extension professionals in other states will serve to provide program development opportunities with the 4-H youth development staff at WVSVU.

2010 3	2011 3	2012 :4	2013 5	2014 5
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- Youth will attend the Hip Hop Boot Camp to be instructed in various aspects of expressive arts.

2010 50	2011 60	2012 :70	2013 80	2014 90
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V(I). State Defined Outcome

O. No	Outcome Name
1	Following participation in creative arts programs, youth will self-report an increased knowledge in their area of choice.
2	Youth will report an increased knowledge of 4-H after camp, which will be measured through a question on the post-camp satisfaction survey.
3	Campers attending the previous year's summer camp will return next year. This will be measured through a question on the post-camp satisfaction survey.
4	Youth in the production area will create an instrumental CD of their own compositions.
5	Youth in the song writing class will create at least one lyric composition.
6	Youth participating in the camp's dance class will be able to choreograph a short dance production.
7	Youth in the DJ class will be able to explain the concepts of scratching, blending, and beat matching.
8	Youth in the visual arts class will create at least one work of visual art using techniques taught in class.
9	Traditional literacy - Youth will report an increase in the frequency and duration in time spent reading independently. This will be measured through observation and reading assessments.
10	Traditional literacy - Parents will report an increase in the frequency and duration in time spent reading with their children.
11	Media literacy - Using a questionnaire, youth will be able to identify media bias.
12	Media literacy - Using a questionnaire, youth will be able to identify the critical components of messages conveyed through the media.
13	Entrepreneurship - Youth will understand the process necessary to start and sustain a small business.
14	Entrepreneurship - Youth will complete the steps to start a small business.
15	Financial literacy - Youth will create an accurate monthly budget.
16	Financial literacy - Youth will be able understand the steps necessary to establish good credit. This will be measured by using a post survey.
17	Financial literacy - Youth will be able to balance a simple checking account.
18	Financial literacy - Youth will understand the importance of meeting financial obligations.
19	Health Literacy-Youth will report increasing their knowledge about making positive health choices. This will be measured through a health improvement survey.
20	Health Literacy-Youth will report making better choices about eating healthy food.
21	Health Literacy-50% youth will report an increase in daily physical activity.
22	Health Literacy-Youth will report making better choices about spending at the grocery store. This will be measured through pre and post surveys.
23	Following the camp experience, participants will use questionnaires to report eating breakfast daily.
24	Following the camp experience, will use questionnaires to report an increase in their consumption of fruits and vegetables.
25	Following the camp experience, will use questionnaires to report an increase in their use of dairy products.
26	Following the camp, youth will be able to accurately interpret a food label.
27	Following the camp experience, youth will report an increase in moderate to vigorous physical activity.
28	After completing the program, youth indicated that they learned 'a lot' or 'quit a bit' about each of the major Forensic topic areas in a post test survey.
29	Youth will report that attending the summer institute has had either a 'very high' or 'high' impact on increasing their interest in pursuing a health, science, or technology-related career.
30	Following the Crime Solvers program, youth will use questionnaires to report an increase in knowledge about explaining the scientific method.
31	Youth in the Crime Solvers group will be able to accurately identify the various patterns of fingerprints and at least two methods for fingerprint collection.
32	Youth in the Crime Solvers group will be able to identify at least three characteristics of handwriting patterns.
33	Youth attending CASTEM camps will use questionnaires to report they learned 'a lot' or 'quit a bit' about life skill techniques.
34	Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about math enrichment.

35	Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about science based enrichment.
36	Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about enrichment about STEM careers and related professional fields.
37	Youth will demonstrate a better understanding of the judicial system.
38	Youth will demonstrate a better understanding of organizational structures and processes of the judicial system.
39	The number of hours per month dedicated to addressing status offenders by police will decrease by 20% in the areas surrounding schools hosting Teen Courts.
40	Youth will use surveys to report gaining an increase in knowledge about 4-H.
41	Adults will use questionnaires to report having an increase in knowledge about the volunteer process.
42	Volunteers will participate in more than one 4-H activity or program in a one year period.
43	WVSU youth development extension staff will report an increase number of multi-state or integrated programs during a one-year period.

Outcome #1**1. Outcome Target**

Following participation in creative arts programs, youth will self-report an increased knowledge in their area of choice.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :60 **2011 :**70 **2012 :**80 **2013 :**90 **2014 :**100

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #2**1. Outcome Target**

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

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :70 **2011 :**80 **2012 :**90 **2013 :**100 **2014 :**150

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #3**1. Outcome Target**

Campers attending the previous year's summer camp will return next year. This will be measured through a question on the post-camp satisfaction survey.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011 :**100 **2012 :**120 **2013 :**120 **2014 :**140

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #4**1. Outcome Target**

Youth in the production area will create an instrumental CD of their own compositions.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :15 **2011 :**15 **2012 :**20 **2013 :**20 **2014 :**25

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #5**1. Outcome Target**

Youth in the song writing class will create at least one lyric composition.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :15 **2011** : 15 **2012** : 20 **2013** 20 **2014** :25

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #6**1. Outcome Target**

Youth participating in the camp's dance class will be able to choreograph a short dance production.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :10 **2011** : 10 **2012** : 15 **2013** :15 **2014** :20

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #7**1. Outcome Target**

Youth in the DJ class will be able to explain the concepts of scratching, blending, and beat matching.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 5 **2011** : 5 **2012** : 10 **2013** :10 **2014** :15

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #8**1. Outcome Target**

Youth in the visual arts class will create at least one work of visual art using techniques taught in class.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :15 **2011** : 15 **2012** : 20 **2013** 20 **2014** :25

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #9**1. Outcome Target**

Traditional literacy - Youth will report an increase in the frequency and duration in time spent reading independently. This will be measured through observation and reading assessments.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 2011 : 50 2012 : 60 2013 : 60 2014 :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #10**1. Outcome Target**

Traditional literacy - Parents will report an increase in the frequency and duration in time spent reading with their children.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :20 2011 : 30 2012 : 40 2013 :40 2014 :50

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #11**1. Outcome Target**

Media literacy - Using a questionnaire, youth will be able to identify media bias.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 2011 : 60 2012 : 70 2013 :70 2014 :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #12**1. Outcome Target**

Media literacy - Using a questionnaire, youth will be able to identify the critical components of messages conveyed through the media.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 2011 : 60 2012 : 70 2013 :70 2014 :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #13

1. Outcome Target

Entrepreneurship - Youth will understand the process necessary to start and sustain a small business.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #14

1. Outcome Target

Entrepreneurship - Youth will complete the steps to start a small business.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :10 **2011** : 10 **2012** : 20 **2013** 20 **2014** :30

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #15

1. Outcome Target

Financial literacy - Youth will create an accurate monthly budget.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :70 **2011** : 80 **2012** : 90 **2013** :100 **2014** :120

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #16

1. Outcome Target

Financial literacy - Youth will be able understand the steps necessary to establish good credit. This will be measured by using a post survey.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 50 **2012** : 60 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #17

1. Outcome Target

Financial literacy - Youth will be able to balance a simple checking account.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :30 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #18

1. Outcome Target

Financial literacy - Youth will understand the importance of meeting financial obligations.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :70 **2011** : 70 **2012** : 80 **2013** 90 **2014** :100

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #19

1. Outcome Target

Health Literacy-Youth will report increasing their knowledge about making positive health choices. This will be measured through a health improvement survey.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** 70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #20

1. Outcome Target

Health Literacy-Youth will report making better choices about eating healthy food.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** 70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #21

1. Outcome Target

Health Literacy-50% youth will report an increase in daily physical activity.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** :70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #22

1. Outcome Target

Health Literacy-Youth will report making better choices about spending at the grocery store. This will be measured through pre and post surveys.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 60 **2013** :70 **2014** :80

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #23

1. Outcome Target

Following the camp experience, participants will use questionnaires to report eating breakfast daily.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 40 **2013** :40 **2014** :40

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #24

1. Outcome Target

Following the camp experience, will use questionnaires to report an increase in their consumption of fruits and vegetables.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 40 **2013** :40 **2014** :40

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #25**1. Outcome Target**

Following the camp experience, will use questionnaires to report an increase in their use of dairy products.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 2011 : 40 2012 : 40 2013 :40 2014 :40

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #26**1. Outcome Target**

Following the camp, youth will be able to accurately interpret a food label.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 2011 : 40 2012 : 40 2013 :40 2014 :40

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #27**1. Outcome Target**

Following the camp experience, youth will report an increase in moderate to vigorous physical activity.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 2011 : 40 2012 : 40 2013 :40 2014 :40

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #28**1. Outcome Target**

After completing the program, youth indicated that they learned 'a lot' or 'quit a bit' about each of the major Forensic topic areas in a post test survey.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 2011 : 100 2012 : 100 2013 :100 2014 :100

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #29**1. Outcome Target**

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

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 100 **2012** : 100 **2013** :100 **2014** :100

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #30**1. Outcome Target**

Following the Crime Solvers program, youth will use questionnaires to report an increase in knowledge about explaining the scientific method.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 50 **2012** : 60 **2013** : 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #31**1. Outcome Target**

Youth in the Crime Solvers group will be able to accurately identify the various patterns of fingerprints and at least two methods for fingerprint collection.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 50 **2012** : 60 **2013** : 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #32**1. Outcome Target**

Youth in the Crime Solvers group will be able to identify at least three characteristics of handwriting patterns.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 50 **2012** : 60 **2013** : 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #33

1. Outcome Target

Youth attending CASTEM camps will use questionnaires to report they learned 'a lot' or 'quit a bit' about life skill techniques.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #34

1. Outcome Target

Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about math enrichment.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #35

1. Outcome Target

Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about science based enrichment.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #36

1. Outcome Target

Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about enrichment about STEM careers and related professional fields.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #37

1. Outcome Target

Youth will demonstrate a better understanding of the judicial system.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 50 **2012** : 60 **2013** : 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #38

1. Outcome Target

Youth will demonstrate a better understanding of organizational structures and processes of the judicial system.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 50 **2012** : 60 **2013** : 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #39

1. Outcome Target

The number of hours per month dedicated to addressing status offenders by police will decrease by 20% in the areas surrounding schools hosting Teen Courts.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :50 **2011** : 50 **2012** : 50 **2013** : 50 **2014** :50

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #40

1. Outcome Target

Youth will use surveys to report gaining an increase in knowledge about 4-H.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :100 **2011** : 100 **2012** : 120 **2013** :120 **2014** :150

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #41

1. Outcome Target

Adults will use questionnaires to report having an increase in knowledge about the volunteer process.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 50 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #42

1. Outcome Target

Volunteers will participate in more than one 4-H activity or program in a one year period.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 :40 **2011** : 40 **2012** : 50 **2013** 60 **2014** :70

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

Outcome #43

1. Outcome Target

WVSU youth development extension staff will report an increase number of multi-state or integrated programs during a one-year period.

2. Outcome Type : Change in Knowledge Outcome Measure

2010 2 **2011** : 2 **2012** : 4 **2013** 4 **2014** :6

3. Associated Institute Type(s)

•1890 Extension

4. Associated Knowledge Area(s)

- 806 - Youth Development

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

The economy could potentially impact this program's ability to achieve the intended outcomes because the majority of the program is funded externally through grants and donations. We typically have more difficulty finding external funding when the economy is in a downturn.Youth focused initiatives having been changing regularly depending on the current societal priorities.Typically, participants receiving services through this programs represent the low income population.One of the

largest challenges with collecting long term data is, individuals living in these communities are frequently transitional.

V(K). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- Comparisons between program participants (individuals,group,organizations) and non-participants
- During (during program)
- Before-After (before and after program)

Description

Surveys, questionnaires, interviews, and testimonials will also be used to collect pertinent information.

2. Data Collection Methods

- Unstructured
- Whole population
- Sampling
- Structured
- Observation
- Tests
- On-Site
- Journals

Description

Staff will develop and utilize appropriate assessment and evaluation tools that can measure programmatic success in achieving the planned outcomes, the impact of our efforts on our clientele and program efficiencies and effectiveness.

Typically the evaluations for CASTEM consists of satisfaction surveys at the completion of programs. Although, sometimes in the summer students take the math component of the WVSU placement test to compare their skills before camp versus after camp. This test could potentially be used to compare the participants to other members of the population not participating in the programs.