



## Introduction

- PK-12 Engagement is a program designed to engage youth, teachers, parents, and grandparents by building relationships and networking opportunities.
- Outreach and engagement awards were created to recognize and reward faculty and full time staff that have excelled in these areas.
- Awards are tools that can be used as incentives and motivational influences to promote scholarship, add value, and validate program support from administration and institutions (Brawer et. al., 2006; Fitzpatrick & Moore, 2015).
- If awards address motivation, incentives, and program validation, then it is helpful to understand how award recipients perceive the benefits of the award.
- The purpose of this study was to describe previous award recipients' perceptions of the perceived value of the PK-12 Awards Program and how the program supported engagement efforts and impact.

## Theoretical Framework

- The Faculty Engagement Model (FEM) connects the personal dimension, professional dimension, and institutional dimension of faculty to explain how faculty determine their engagement.
- Faculty decide where to invest their time based on their institution's culture and values, their professional relationships, mentors, and the department norms, and their time based on intrinsic motivators, personal and teaching identity, and personal values (Wade & Demb, 2009). These variables framed the research questions.

## Methods

- The PK-12 Awards Program began in 2016 to recognize and celebrate faculty and staff for their impact and outreach efforts.
- In the Spring of 2021, 18 faculty and staff who were previously awarded a PK-12 Award were asked to participate in a voluntary PK-12 Awards Program survey.
- Participants completed a Qualtrics questionnaire consisting of 7 sections (32 items/questions).
- Faculty ( $N = 7$ ) and staff ( $N = 5$ ) participated. Individuals ( $N = 10$ ) and teams ( $N = 2$ ) participants responded.
- The quantitative data were analyzed using descriptive statistics. The qualitative data were coded using descriptive and *in vivo* coding techniques.
- The data were independently coded and then reviewed by two researchers.

## Research Questions

Four research questions guided this study:

- To what extent did PK-12 awards benefit staff and faculty?
- How did the PK-12 award and funding benefit recipients?
- How was the award funding utilized?
- How many students, parents, and educators were reached through PK-12 engagement?

## Results

Extent of the Impacts of PK-12 Award Program

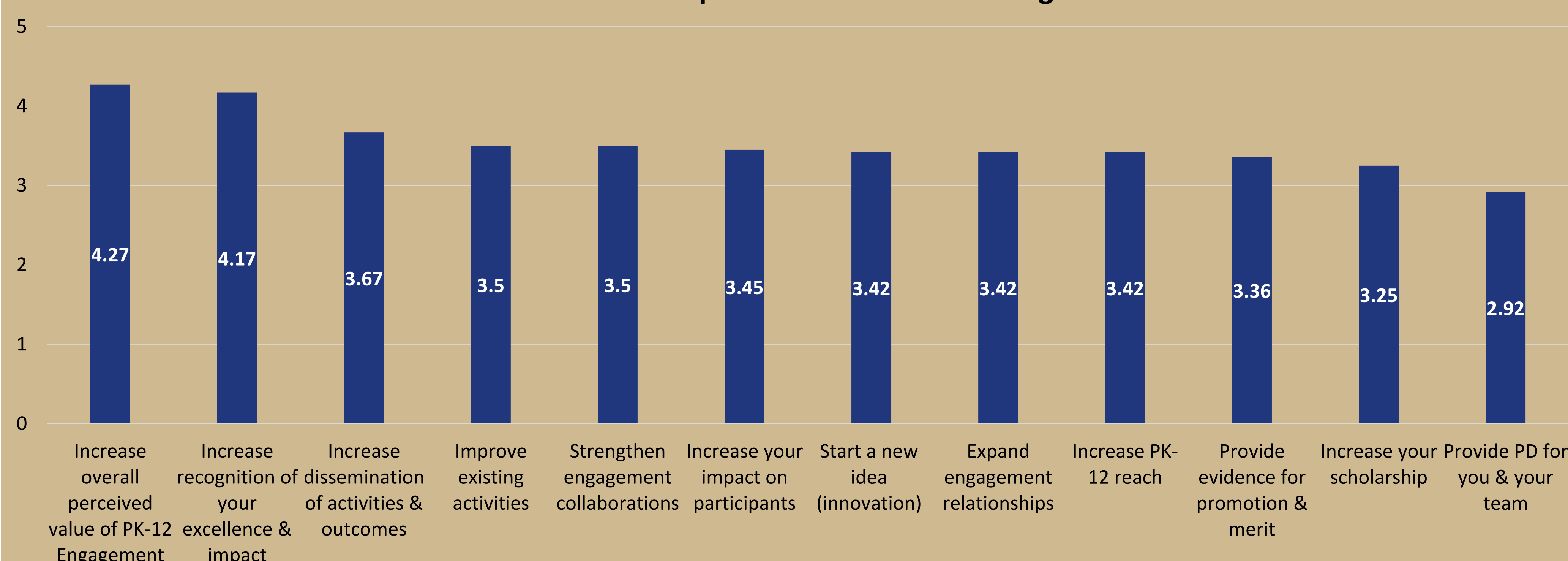


Figure 1. Extent of the Impacts of PK-12 Award Program. The figure shows the means of the responses. Scale: "1" = "Not at All," "2" = "Very Little," "3" = "Somewhat," "4" = "Quite A Bit," "5" = "A Great Deal"

**RQ1:** Participants predominantly responded "quite a bit" to **perceived benefits**. Increase in overall perceived value of PK-12 Engagement in the College of Agriculture, increase recognition of their PK-12 excellence and impact, increase dissemination of PK-12 activities and outcomes, improve existing PK-12 activities, and strengthened collaborations for PK-12 engagement were the top benefits. Other benefits were reported as somewhat beneficial.

**RQ2:** Most **common benefits** of the PK-12 Engagement Awards:

- Funding supported program development
- The award provided evidence for promotion and merit increases
- The award created opportunities for collaboration and further reach of participants

**RQ3:** Most common ways in which faculty and staff **utilized funding**:

- Engagement activities such as workshops, presentations, professional development, and student activities
- Project and program development such as materials and curriculum including online modules

**RQ4:** Recipients reported their **audiences reached** in the past year:

- 20,815 students were reached annually with 1,892 students reached per recipient per year
- 1,895 parents were reached annually, with 237 parents reached per recipient per year
- 2,008 educators were reached annually with 183 educators reached per recipient per year

Participants Reached

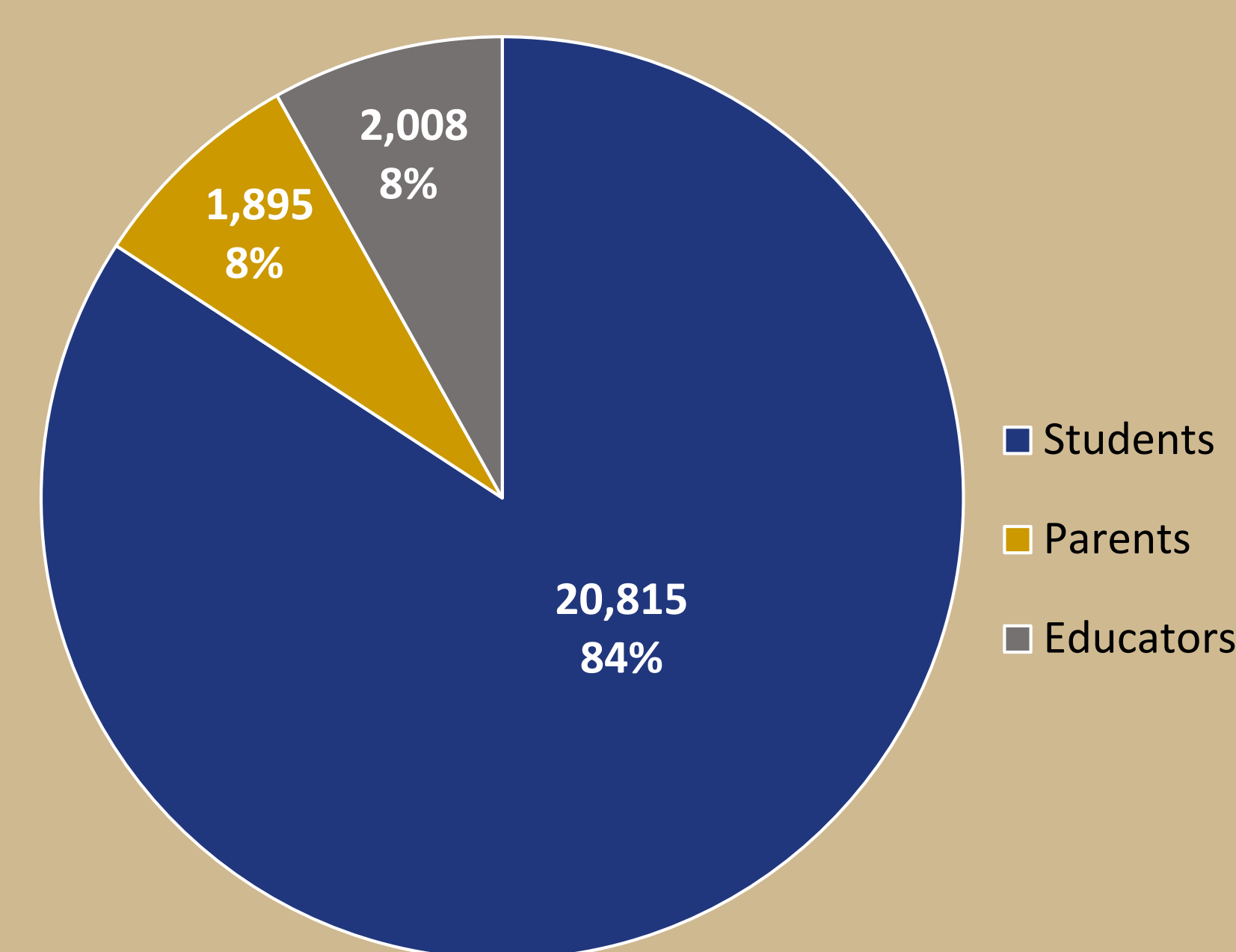


Figure 2. Participants Reached by the PK-12 Award recipients. The figure shows the quantities and percentages.



## Conclusions & Implications

- Recipients agreed the engagement awards helped improve their PK-12 activities and curricula, and it increased their credibility among their peers, administrators, and external stakeholders. Award recipients should be celebrated and recognized through various media.
- The awards offered financial support for the program activities, curriculum, networking opportunities for the recipients, and career evidence. Awards with financial support can benefit programs that are looking to expand and increase program support and development.
- Funding was utilized to increase program engagement and development with a few reported barriers to utilizing the funding. Funding with a clear delivery system that accompanies an award is an effective support for the program.
- Collectively 24,718 participants per year were reached. Awards can serve as extrinsic motivators to broaden the audience of a program.

## Future Research

- Future research should explore challenges, barriers and negative consequences of awards programs. Mixed methods, including semi-structured and focus group interviews should be used to identify specifics and stories regarding the awards program. Future research should further explore how the award funding is utilized.
- For more information, visit the Purdue PK-12 Engagement website: [ag.purdue.edu/PK12/](http://ag.purdue.edu/PK12/)

## Acknowledgements

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