

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Family and Consumer Science

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		35%		
724	Healthy Lifestyle		25%		
801	Individual and Family Resource Management		20%		
802	Human Development and Family Well-Being		20%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	7.0	0.0	0.0
Actual	0.0	11.4	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	249039	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	286565	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	122285	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

West Virginia State University Extension Service offered a broad spectrum of Family and Consumer Science (FCS) programming in the past fiscal year. These programs highlighted critical needs of individuals and families across West Virginia and dealt with specific topics such as:

- Health Literacy and Patient-Physician Interaction
- Active Lifestyles for Youth and Adults
- Nutrition Education
- Family and Individual Resource Management
- Parenting and Family Communication Skills Development
- Workforce Skill Development, and
- Adult Literacy

These programs were delivered to diverse audiences throughout the state of West Virginia through a variety of educational program settings including classroom lecture, interactive demonstration, small group discussion, and take home assignments.

2. Brief description of the target audience

The target audience for these programs are primarily limited resource individuals (youth, adult, and seniors) and families throughout West Virginia.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	800	350	1000	200
Actual	1479	6068	8920	3907

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

Patent Applications Submitted

Year: 2010
 Plan: 0
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2010	Extension	Research	Total
Plan	1	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

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

Year	Target	Actual
2010	9	13

Output #2

Output Measure

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

Year	Target	Actual
2010	500	720

Output #3

Output Measure

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

Year	Target	Actual
2010	50	51

Output #4

Output Measure

- Participants will be served through Strengthening Families programs.

Year	Target	Actual
2010	100	846

Output #5

Output Measure

- Number of youth provided with education on violence prevention.

Year	Target	Actual
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2010 125 63

Output #6

Output Measure

- Number of programs offered through the human development initiative.

Year	Target	Actual
2010	10	3

Output #7

Output Measure

- 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.

Year	Target	Actual
2010	20	25

Output #8

Output Measure

- Number of individuals being served by the parenting education program.

Year	Target	Actual
2010	100	79

Output #9

Output Measure

- Number of students served through the teen pregnancy prevention program.

Year	Target	Actual
2010	150	54

Output #10

Output Measure

- Number of programs provided through the parenting education initiative.

Year	Target	Actual
2010	5	13

Output #11

Output Measure

- Participants served with individual literacy based programming over a one year period.

Year	Target	Actual
2010	30	36

Output #12

Output Measure

- Number of families participating in workshops to better enhance financial management in the home.

Year	Target	Actual
2010	25	60

Output #13

Output Measure

- Youth served through high school financial literacy programs.

Year	Target	Actual
2010	50	38

Output #14

Output Measure

- Participants will graduate with a GED over a one year period.

Year	Target	Actual
2010	10	1

Output #15

Output Measure

- Staff will establish new collaborations for sponsorship or program support for the adult basic education initiatives.

Year	Target	Actual
2010	2	3

Output #16

Output Measure

- 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.
Not reporting on this Output for this Annual Report

Output #17

Output Measure

- Number of train the trainer workshops provided through the health literacy program.

Year	Target	Actual
2010	10	2

Output #18

Output Measure

- Number of clients receiving health history journals.

Year	Target	Actual
2010	200	260

Output #19

Output Measure

- Number of partnerships developed for health literacy over a one year period.

Year	Target	Actual
2010	5	4

Output #20

Output Measure

- Number of multi-state collaborations developed for the health literacy over a one year period.

Year	Target	Actual
2010	2	6

Output #21

Output Measure

- Number of participants that report an increased their knowledge level on managing blood sugars through diabetes education.
Not reporting on this Output for this Annual Report

Output #22

Output Measure

- Number of participants report they had an opportunity to learn effective meal techniques through the diabetes education program.
Not reporting on this Output for this Annual Report

Output #23

Output Measure

- Number of participants that report an increase in physical activity following the diabetes education program.
Not reporting on this Output for this Annual Report

Output #24

Output Measure

- Number of individuals will be provided with tools for making better decisions about their dietary choices through the diabetes education program.
Not reporting on this Output for this Annual Report

Output #25

Output Measure

- Senoir Citizens will participate six to eight week active lifestyles programs.

Year	Target	Actual
2010	50	70

Output #26

Output Measure

- Number of attendees (youth and adult) at summer wellness camps and workshops.

Year	Target	Actual
2010	150	181

Output #27

Output Measure

- 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.

Year	Target	Actual
2010	225	8006

Output #28

Output Measure

- Participants enrolled in the EFNEP learning opportunities.

Year	Target	Actual
2010	100	162

Output #29

Output Measure

- Families will graduate from the EFNEP program.

Not reporting on this Output for this Annual Report

Output #30

Output Measure

- Youth will graduate from the EFNEP program.

Year	Target	Actual
2010	50	150

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

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.

Outcome #1

1. Outcome Measures

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. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	9	13

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The "at risk" population that attend college generally fail to maintain a 2.0 GPA, often resulting in the student failing their courses and leaving the institution.

What has been done

Students in the HOUSE/Phase II program were provided with tutoring, individual assistance, including a liason to speak with their teachers on their behalf. Students are also linked with additional support services on campus.

Results

This past year, four students graduated with a bachelors or associate degree. Eight students maintained a 2.0 or better GPA and one student returned to incarceration.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #2

1. Outcome Measures

Students attending the HOUSE/Phase programs indicate an increased knowledge of independent living skills on the Daniel Memorial Assessment.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	9	9

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Students who have previously phased out of the foster care system or incarceration; often do not have the required basic living skills to be successful at independent living.

What has been done

The Daniel Memorial Independent Living Assessment was completed with 9 students upon their entry into the HOUSE/Phase II program. The results were then reviewed to determine deficit areas to be addressed.

Results

Upon re-testing and after deficit areas were addressed; there was a 17% increase in knowledge of the skills that the students were lacking.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #3

1. Outcome Measures

Teens/adults participating in the financial literacy programs will report adopting a minimum of two newly developed financial management skills.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	50	36

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Managing in tough times, has become a common issue that most American households face in this economic climate. In December 2010, the unemployment rate in WV was slightly higher than the national average. Many people have jobs that pay minimum wage or around those figures. This has allowed many individuals and families to take a close look at their budgets for managing finances and still being able to pay the regular expenses, in addition to continued support of the family unit.

What has been done

West Virginia State University Extension Service has staff that provides financial literacy and enrichment programs. Within the implementation; the extension agent uses a program called Money Habitudes to assist participants with an interactive method of working through their financial inconsistencies.

Results

As a result of attending this program; participants report becoming most familiar with opening a bank account and understanding more about tax credits and filing their annual tax returns.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #4

1. Outcome Measures

Participants will indicate they were successful in obtaining and understanding a credit report.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	40	36

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Being abreast of what is occurring on one's credit report is a fundamental issue. Today, identity theft is a very common crime increasing on a regular basis. If this were to occur, a person could have years of work ahead; before credit scores will once again reflect what is actually happening. It is also typical for credit reports to errors. Adjustments regularly occur on credit reports so people must stay abreast of what transpires with financial situation. Finally, an individual could become victimized, by a dishonest lender who misrepresents the scores, in order to charge a higher interest rate.

What has been done

West Virginia State University Extension Service has staff that provides financial literacy and enrichment programs. Within the implementation; the extension agent uses a program called Money Habitudes to assist participants with an interactive method of working through their financial inconsistencies.

Results

Out of the number of participants completing the program, more that 50% of them reported having a better understanding of reading their credit report. At the request of the client, the extension agent; works in a close capacity with them to receive their credit report statements.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

802 Human Development and Family Well-Being

Outcome #5

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	40	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Managing in tough times, has become a common issue that most American households face in this economic climate. In December 2010, the unemployment rate in WV was slightly higher than the national average. Many people have jobs that pay minimum wage or around those figures. This has allowed many individuals and families to take a close look at their budgets for managing finances and still being able to pay the regular expenses, in addition to continued support of the family unit.

What has been done

Three new partnerships were developed for providing financial management programming. These organizations include residents in subsidized housing communities, members of faith-based organizations, and participants at a local family resource center. Additionally, the broader Financial Literacy Program is geared toward budgeting. It is offered in a six-week time period, once a week. Confidence levels of the participants will increase in order for them to manage their money efficiently while gaining the understanding of financial risks and benefits of saving.

Results

Following the completion of the program 30% of the clients have reported the incorporation of a new financial management strategy in their lives; as a result of participating in this program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #6

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	40	846

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many families in WV do not have access to modern technology such as computers and internet service. When these families have children, their children learn about this technology in school, but do not have access to it at home. Also, WV has one of the highest rates of domestic violence and teen pregnancies. Many programs in these areas have also been cut due to the current economic state as well.

What has been done

WVSUES has been able to establish computer labs in at least seven low income housing developments for adults and children to use. Also, parenting education classes as well as healthy relationship classes have been offered in 5 counties on a weekly basis. There have also been special healthy relationship classes offered for teens.

Results

As a result of the computer labs being located in the low income housing developments, the residents there have learned how to communicate via e-mail, do online banking and bill pay, and have learned how to use the internet safely. They have also been able to assist their children with school projects requiring use of a computer. Parents who have participated in the parenting courses have reported afterwards that they enjoyed the classes and felt that they had benefited from them. The adults and teens participating in the healthy relationship classes also reported enjoying how the class was structured and at the end felt they had learned much better ways to communicate as a result of the class.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

802 Human Development and Family Well-Being

Outcome #7

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	30	239

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia has one of the highest rates of domestic violence in the country, with many domestic violence incidents resulting in death.

What has been done

Healthy Relationship classes were provided by WVSUES staff in five different counties using the Within My Reach curriculum. These classes were offered on a weekly basis to adults participating in workforce programs offered by the Department of Health and Human Resources. These classes addressed the different types of safety a relationship needs to be considered healthy, as well as the topic of domestic violence and the effects of domestic violence on children. Participants were also provided with national hotline numbers as well as local domestic violence shelter and resource information. Instruction was also provided on how to plan to safely leave an abusive situation.

Results

All participants completed three different safety quizzes regarding either their most current or their last relationship. If participants scores indicated a need for concern, issues were discussed with them and resources were provided if they wanted to pursue filing protective orders or leaving their situation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #8

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	40	63

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Yearly statistics continue to show an increase in youth exhibiting violent behaviors. This has come to the forefront of our attention as we tend to see weekly where youth have committed a violent act while their friends have videoed it, and then shared it on the internet. This is leading to an increase in incarcerated youth.

What has been done

Local students attending summer programs on the campus of WVSUES, as well as youth attending the day report center, and youth at afterschool programs were provided with classes on healthy relationships for teens.

Results

Youth participating in the programs offered learned ways to recognize problem behaviors in relationships, they were taught about domestic violence and resources available. The youth also were able to role model the use of positive communication techniques that could be applied when discussing difficult topics. Student reported on their post surveys that they did feel they had learned new skills to use in relationships and that they felt the class was beneficial to them.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #9

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	30	63

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Violence amongst youth continues to increase, with many of these incidences occurring in dating relationships. Also, bullying amongst youth continues to rise, and methods of bullying have expanded to include the internet via social networking sites.

What has been done

Local youth were provided with opportunities to attend healthy relationship classes wherein teen dating and relationship topics were discussed.

Results

Youth attending the healthy relationship classes were able to implement skills learned in role play activities, worksheet scenarios, and through video vignettes.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #10

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	40	239

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia has a very high rate of domestic violence, with many incidents resulting in death. Many programs are offered to address domestic violence, however many residents don't take advantage of them for various reasons.

What has been done

WVSUES staff offered healthy relationships classes utilizing the Within My Reach curriculum in four different counties. Most adults participating in these classes completed safety questionnaires regarding their current or most recent relationship. Participants were also provided with information for local resources that address domestic violence. Lastly, the effects of domestic violence on children were also taught as well as how to recognize dangerous behaviors.

Results

Participants in the class were able to implement in role play scenarios and via video vignettes the use of safety and communication techniques that can decrease violence.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #11

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	50	239

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many people in relationships today feel that even violence in the mildest form is acceptable. This has led to a high rate of domestic violence in West Virginia, with many incidents resulting in death.

What has been done

Healthy Relationship classes were provided to people in four different counties utilizing the Within My Reach curriculum. This curriculum teaches how to recognize dangerous behaviors in others and how to safely leave a harmful relationship. The effects of violent behaviors on children is also taught.

Results

Post class questionnaires indicate that the participants learned about safety in relationships and that they plan to use the communication techniques that were taught to keep arguments from turning violent. These communication skills were also demonstrated through role play scenarios in class.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #12

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	20	79

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many parents today report being unable to control to their children as well as being unable to talk them. Also, due to changes in society, many parents feel they cannot discipline their children due to getting in trouble for abuse or neglect. West Virginia has a very high number of open abuse/neglect cases with Child Protective Services.

What has been done

Parenting education classes were offered to parents with children ages birth to six years old and for parents of children ages six to twelve years old. These classes were offered in four different counties to participants in a Department of Health and Human Resources workforce readiness program.

Results

Participants completed pre and post class questionnaires to note their current parenting techniques and any changes in parenting style as a result of the class. Over half the parents reported learning beneficial things that they could use with their children to address misbehaviors and improve discipline methods and communication techniques.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #13

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	30	79

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Parents today often report that communication with their child or children usually consists of yelling or screaming. Studies have shown that this can have a long lasting effect on the parent/child relationship and often results in the child growing up to repeat the parents negative behavior.

What has been done

Parenting education classes were offered in four different counties to parents with children of various ages. The parenting curriculum implemented had a specific chapter on communicating with your child, as well as video vignettes and worksheets with scenarios that allowed the participants to practice implementing the skills.

Results

At least half of the parents who participated in the classes reported trying the new skills they had learned with their children. Most of the parents also reported they were very pleased with the results and their children were very receptive to them when using positive communication techniques.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #14

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	20	8

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

What has been done

To emphasize closer on this problem, the extension agent for adult and family education developed a program entitled "More Than Words". Within this methodology, the staff member is able to develop program and offer materials necessary to provide reading enrichment to adult learners. Implementation can be provided through group interactions or one-on-one sessions, to better assist the client(s) with meeting their respective needs to feel empowered. Program tools address lessons on reading comprehension, handwriting, spelling, letter/word recognition and various other topics that learners may require. This program is guided by a series of Pre/Post testing that allow the agent to determine what supplemental materials will be beneficial, to help the students learn more effectively.

Results

This past year, the staff member served individuals that provided continuous feedback about the new skills being developed. Considering this program operates based upon the response of the learner; times and sessions are developed typically by the students. The extension agent meets with the learners for several sessions each week of enrollment. Following the initial assessments, the learners may not move forwards or begin a new lesson until they have acquired a basic or increased knowledge of that particular topic area. At the end of the experience, the students report having a better sense of confidence because they, have actually learned more than they knew before participating in the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #15

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	25	10

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

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To emphasize closer on this problem, the extension agent for adult and family education developed a program entitled "More Than Words". Within this methodology, the staff member is able to develop program and offer materials necessary to provide reading enrichment to adult learners. Implementation can be provided through group interactions or one-on-one sessions, to better assist the client(s) with meeting their respective needs to feel empowered. Program tools address lessons on reading comprehension, handwriting, spelling, letter/word recognition and various other topics that learners may require. This program is guided by a series of Pre/Post testing that allow the agent to determine what supplemental materials will be beneficial, to help the students learn more effectively.

Results

This past year, the staff member served individuals that provided continuous feedback about the new skills being developed. Consider this program operates based upon the response of the learner, times and sessions are developed typically by the students. The extension agent meets with the learners for several sessions each week of enrollment. Following the initial assessments, the learners may not move forwards or begin a new lesson until they have acquired a basic or increased knowledge of that particular topic area. At the end of the experience, the students report having a better sense of confidence because they, have actually learned more than they knew before participating in the problem.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #16

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	20	7

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

What has been done

To emphasize closer on this problem, the extension agent for adult and family education developed a program entitled "More Than Words". Within this methodology, the staff member is able to develop program and offer materials necessary to provide reading enrichment to adult learners. Implementation can be provided through group interactions or one-on-one sessions, to better assist the client(s) with meeting their respective needs to feel empowered. Program tools address lessons on reading comprehension, handwriting, spelling, letter/word recognition and various other topics that learners may require. This program is guided by a series of Pre/Post testing that allow the agent to determine what supplemental materials will be beneficial, to help the students learn more effectively.

Results

This past year, the staff member served individuals that provided continuous feedback about the new skills being developed. Consider this program operates based upon the response of the learner, times and sessions are developed typically by the students. The extension agent meets with the learners for several sessions each week of enrollment. Following the initial assessments, the learners may not move forwards or begin a new lesson until they have acquired a basic or increased knowledge of that particular topic area. At the end of the experience, the students report having a better sense of confidence because they, have actually learned more than they knew before participating in the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #17

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	10	7

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

What has been done

To emphasize closer on this problem, the extension agent for adult and family education developed a program entitled "More Than Words". Within this methodology, the staff member is able to develop program and offer materials necessary to provide reading enrichment to adult learners. Implementation can be provided through group interactions or one-on-one sessions, to better assist the client(s) with meeting their respective needs to feel empowered. Program tools address lessons on reading comprehension, handwriting, spelling, letter/word recognition and various other topics that learners may require. This program is guided by a series of Pre/Post testing that allow the agent to determine what supplemental materials will be beneficial, to help the students learn more effectively.

Results

Following the completed sessions, participants use questionnaires to provide feedback about their experience. More than 65 percent of the learners, report that they feel more comfortable with comprehension skills after, in comparison to when the initially became involved in the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #18

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	10	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

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.

What has been done

More than Words-GED Program assists individuals ages 16 and older in transitioning to a better place in their family, job or community. These workshops include print and non-print resources that complement instruction to extend learning. This program was piloted mid August 2006 in a low income housing site. It began with direct contact for approximately five individuals. Currently ?More Than Words? is positioned at two additional sites, each located within low income Community Centers in Charleston.

Results

Approximately 20 people have attended, with 5 people completing the program; this includes one that has successfully obtained the GED this past year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #19

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	5	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

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.

What has been done

More than Words? GED Program assists individuals ages 16 and older in transitioning to a better place in their family, job or community. These workshops include print and non-print resources that complement instruction to extend learning. This program was piloted mid August 2006 in a low income housing site. It began with direct contact for approximately five individuals. Currently More Than Words? is positioned at two additional sites, each located within low income Community Centers in Charleston.

Results

Approximately 5 people have completed this program; this includes one that has successfully obtained the GED this past year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #20

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	250

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The most important factor related to positive health status is health literacy skills. That is why clear communication between the patient and health care providers is critical. The breakdown in communication is costing the health care system upwards of \$236 billion per year. Improve the patient/physician communication skills and lower the cost to the patient, insurance and providers

What has been done

Programs were conducted which reached 760 individuals who completed the adult "Can You Repeat That Please?" program. Skills gained from this program gave the participants knowledge and skills that would help them to

1. Improve on their quality of health.
2. Manage a chronic disease if they or a loved one would have such a diagnoses.
3. Feeling more secure having improved the communication with their health care providers.
4. Be more confident in navigating the health care system when advocating for themselves and/or members of their family.

Results

Two hundred sixty individuals participated in "Can You Repeat That Please"? As a result they were empowered to:

1. Recognize the need for better communication skills when talking with their health care providers

2. Be better prepared and equipped to discuss their health concerns with their medical providers.
3. Gain the knowledge to complete their personal health journal and take it with them to their medical appointments.
4. Prepare and take a list of the questions / concerns they have with them to their doctor.
5. Leave their appointments understanding the recommendations the doctor has made for treatment, tests, and/or procedures.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #21

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	250

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The most important factor related to positive health status is health literacy skills. That is why clear communication between the patient and health care providers is critical. The breakdown in communication is costing the health care system upwards of \$236 billion per year. Improve the patient/physician communication skills and lower the cost to the patient, insurance and providers.

What has been done

Many of the numbers which have been reported are those programs which WVSU has had no control. Other institutions have purchased the used the program and have only reported number of participants. However this reporter has had feedback too numerous to mention. One such testimonial related was a lady who had taken her elderly parents on vacation, she had packed their completed health history journals and just by chance her Dad became very ill and was taken to the hospital. She was able to provide accurate information to the medical providers which in turn enabled them to treat the mediacial problem more effectively and with more confidence.

Results

Improved quality of the health of Military Families will depend on their willingness to take time to complete the health history journals for each family member, taking time to make a prioritized list of health concerns prior to going to a medical appointment and most importantly their willingness to become an advocate for themselves and members of their family.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #22

1. Outcome Measures

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. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	120

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The most important factor related to positive health status is health literacy skills. That is why clear communication between the patient and health care providers is critical. The breakdown in communication is costing the health care system upwards of \$236 billion per year. Improve the

patient/physician communication skills and lower the cost to the patient, insurance and providers.

What has been done

Many of the numbers which have been reported are those programs which WVSU has had no control. Other institutions have purchased the used the program and have only reported number of participants. However this reporter has had feedback too numerous to mention. One such testimonial related was a lady who had taken her elderly parents on vacation, she had packed their completed health history journals and just by chance her Dad became very ill and was taken to the hospital. She was able to provide accurate information to the medical providers which in turn enabled them to treat the mediactal problem more effectively and with more confidence.

Results

Of the participants that were delevered this program, more that 70% report that system provided them with a most effective way to monitor their health. There are also typical reports from them that specify, without this program trips to the doctor may have continued being difficult for them. The continuous feedback from participants is the fact, of keeping the health history journal as a form a efficient record keeping and it serves to enhance the dialouge with their health care providers. Overall trips to the doctor are much easier and more comprehensive, than prior to receiving this service.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #23

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #24

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #25

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #26

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #27

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #28

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #29

1. Outcome Measures

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. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	200

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Regular physical activity is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight. In 2010, West Virginia ranked 4th in the nation for having the most obese population of adults in the United States. Additionally, the childhood obesity rates the state average as having the 10th heaviest population among youth.

What has been done

WVSUES, provided a host of programs to increase and promote active living and a better quality of life. Through our programmatic initiatives; we offered a series of programs to enhance physical activity among the senior population. The staff has provided training, for individuals with arthritis, limited mobility, nursing home residents, and people that have previous experience with falls. These programs are designed to increase strength, resistance, and confidence for populations; that may not participate in these activities otherwise.

Results

Over the past year, our program initiatives centered around these, issues have received exceptional reviews. As a result, there have been increased interests and referrals made begin implementation of active lifestyles programs in 3 additional counties throughout the state. Additionally, the 12 week arthritis program, was extended to a 3 month initiative. Due to the increased level of interest, the active lifestyles programming requires additional funds to help sustain and continue expanding these programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #30

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	81

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Regular physical activity is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight. In 2010, West Virginia ranked 4th in the nation for having the most obese population of adults in the United States. Additionally, the childhood obesity rates the state average as having the 10th heaviest population among youth.

What has been done

Was a 7 week Worksite Wellness Program which was implemented to challenge participants to not gain weight over the holiday season. Each of the 14 participants weighed in before Thanksgiving and then re-weighed after New Year's. They all received a survival guide for all three holidays along with a food diary to help them maintain their weight. There was also an event that was held for staff that allowed them to receive free health screenings, in partnership with the employee benefits program.

Results

The goal was to maintain within 3 pounds of the pre-weigh in. Out of the staff that participated, more than half of the individuals were able to achieve their desired goal for maintain their respective weight. Staff members enjoy taking part in these forms of activities. It provides them with a sense of motivation and helps them redirect their personal goals to become more active, healthy and physically fit.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #31

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	80	150

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Regular physical activity is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight. In 2010, West Virginia ranked 4th in the nation for having the most obese population of adults in the United States. Additionally, the childhood obesity rates the state average as having the 10th heaviest population among youth.

What has been done

WV Geriatric Olympics (G.O.). This, past year's G.O., was the largest of its tenure, with over 250 nursing home or assisted living residents, from around the state that competed in the 2010 event. During the event; that participants competed in a variety of Olympic style athletic events including bowling, basketball and wheelchair races and new additions of, hands-on events for the athletes, like golf, clothes pin stacking and target shooting.

Results

According to the questionnaires, the majority of the residents and volunteers has a very rewarding experience. The activities directors, expressed an interest in developing some training programs; that will be used to assist residents in preparing for next year's event. Although a tiring event for most of them, approximately 20 % of the residents begin training for the upcoming olympics immediately following the previous. This allows them to focus on being more active, instead of sedintary or unmotivated.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #32

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	8006

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WV has a high rate of poverty, including a multitude of children. Children may receive adequate nutrition if they participate in the School Breakfast and Lunch programs at school. However, when school ends, these children may often go hungry without proper nutrition for growth, development, and energy.

WVSU sponsors the Summer Food Service Program, which helps WVSU provide a well-balanced, nutritious meal every day during the summer months at participating Summer food sites.

What has been done

Two specialists at WVSU run the SFSP through WVSUES to plan, organize, implement, coordinate, and evaluate the program. WVSUES contracts out AVI Food Services to prepare meals according to menus developed by a registered dietitian.

Hired temporary drivers transport the boxed lunches from the food service establishment to the sites to be administered to the low-income children.

Each site has a supervisor who monitors the program at the site and fills out required paperwork, which is returned to the sponsor representative to be reported back to the Office of Child Nutrition for reimbursement purposes.

Results

Each child who partakes in the program receives one serving (8 fl oz.) of low-fat white or chocolate milk every day.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #33

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	150	8006

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

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Hired temporary drivers transport the boxed lunches from the food service establishment to the sites to be administered to the low-income children.

Each site has a supervisor who monitors the program at the site and fills out required paperwork, which is returned to the sponsor representative to be reported back to the Office of Child Nutrition for reimbursement purposes.

Results

Each child participating in the SFSP received at least one meal containing the following:

- 8 fl oz. low fat milk
- 2 oz. protein
- 3/4 cup fruit and or vegetables
- 1 oz. grains

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #34

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	150	8006

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WV has a high rate of poverty, including a multitude of children. Children may receive adequate nutrition if they participate in the School Breakfast and Lunch programs at school. However, when school ends, these children may often go hungry without proper nutrition for growth, development, and energy.

WVSU sponsors the Summer Food Service Program, which helps WVSU provide a well-balanced, nutritious meal every day during the summer months at participating Summer Food sites.

What has been done

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Results

Each child participating in the SFSP received at least one meal containing the following:

- 8 fl oz. low fat milk
- 2 oz. protein
- two servings of fruit and/or vegetables
- 1 oz. grains

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #35

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	8006

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WV has a high rate of poverty, including a multitude of children. Children may receive adequate nutrition if they participate in the School Breakfast and Lunch programs at school. However, when school ends, these children may often go hungry without proper nutrition for growth, development, and energy.

WVSU sponsors the Summer Food Service Program, which helps WVSU provide a well-balanced, nutritious meal every day during the summer months at participating Summer Food sites.

What has been done

Two specialists at WVSU run the SFSP through WVSUES to plan, organize, implement, coordinate, and evaluate the program. WVSUES contracts out AVI Food Services to prepare meals according to menus developed by a registered dietitian.

Hired temporary drivers transport the boxed lunches from the food service establishment to the sites to be administered to the low-income children.

Each site has a supervisor who monitors the program at the site and fills out required paperwork, which is returned to the sponsor representative to be reported back to the Office of Child Nutrition for reimbursement purposes.

Results

Each child participating in the SFSP received at least one meal containing the following:

8 fl oz. low fat milk

2 oz. protein

two servings of fruit and/or vegetables

1 oz. grains

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #36

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	150

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

ONLY YOUTH PARAPROFESSIONAL HAS REPORTING NUMBERS AS ADULT PARAPROFESSIONAL DID NOT GRADUATE ANY OF HER 12 PARTICIPANTS PRIOR TO SEPTEMBER 30, 2010.

Childhood obesity is the latest epidemic that we are facing as a country. According to the newly released report from the Robert Wood Johnson Foundation and Trust for America’s Health, West Virginia ranks as the third most obese state, behind Mississippi (first) and Alabama and Tennessee (tied for second).

What has been done

Adults: Participants are experientially learning through the Cent\$ible Nutrition Curriculum. This programming intends to create positive behavior change through education, awareness and outreach using evidence-based curricula and outcome measures.

Youth: Show Me Nutrition curriculum is used for middle-school age youth. Children are taught in school settings, in after-school programs, and summer camps. Topics include: MyPyramid, health snacking, increasing physical activity, food safety practices, food labels, and food budgeting.

In the program, kids have been given healthier options (such as super skim milk rather than Vitamin D)

Results

ONLY YOUTH PARAPROFESSIONAL HAS REPORTING NUMBERS AS ADULT PARAPROFESSIONAL DID NOT GRADUATE ANY OF HER 12 PARTICIPANTS PRIOR TO SEPTEMBER 30, 2010.

The kids have been very accepting to the healthy options. They look forward to the healthy snacks every class. This is proof that kids will eat healthy when they are only given healthy choices.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle

801 Individual and Family Resource Management

802 Human Development and Family Well-Being

Outcome #37

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	150

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

ONLY YOUTH PARAPROFESSIONAL HAS REPORTING NUMBERS AS ADULT PARAPROFESSIONAL DID NOT GRADUATE ANY OF HER 12 PARTICIPANTS PRIOR TO SEPTEMBER 30, 2010.

Childhood obesity is the latest epidemic that we are facing as a country. According to the newly released report from the Robert Wood Johnson Foundation and Trust for America's Health, West Virginia ranks as the third most obese state, behind Mississippi (first) and Alabama and Tennessee (tied for second). In addition the youth paraprofessional noticed that most of the kids didnt really know what foods were in each group (except fruits, vegetables, and meat and beans group). They also didnt know how much they were supposed to eat daily.

What has been done

The youth participants have focused on the food pyramid extensively. The students were even required to make a menu for a day based on the My Pyramid recommendations.

Results

The students have excelled in their knowledge of the food pyramid and its recommendations. When fruit is brought to class, some students have said, I just got one of my 2 cups of fruits already. The students have also learned how to eyeball a serving (palm of hand for oz. and a fist/baseball for cup).

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #38

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	120	150

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Childhood obesity is the latest epidemic that we are facing as a country. According to the newly released report from the Robert Wood Johnson Foundation and Trust for America's Health, West Virginia ranks as the third most obese state, behind Mississippi (first) and Alabama and Tennessee (tied for second). In addition, according to the CDC (Center for Disease Control), the prevalence of obesity in adolescents aged 12 to 19 years old has from 5.0% to 18.1% in the past 30 years.

What has been done

Activities have included: team relay races to encourage competition and ultimate Frisbee; youth participants have also learned about different exercises for strength.

Results

The kids really enjoy the physical activity component. They all participate and enjoy competing against each other. Participation is important because physical activity is not only a stress reducer, but plays a good role in helping us look and feel good.

In addition to learning from the Show Me Nutrition curriculum, the youth also participate in a physical activity component. They also taught how important physical activity is. The students report that they participate in at least 60 minutes of physical activity every day.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #39

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	150	150

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Food-related diseases affect tens of millions of people and kill thousands. CDC estimates that each year roughly 1 out of 6 Americans (or 48 million people) gets sick, 128,000 are hospitalized, and 3,000 die from foodborne diseases.

In addition to the obesity epidemic, some students were unaware of what foodborne illness was and also that meat should not be thawed out on the counter or in sink. Most of their replies were ?My mom/dad does it all the time.?

What has been done

All paraprofessionals are expected to become certified in ServSafe in order to effectively instruct participants in the key areas - food inspection at the grocery stores; cleaning food properly, separating foods to prevent cross-contamination; cooking to the appropriate temperatures, chilling food safely and quickly, leftovers, and knowing when to throw food away.

Results

Students were able to tell what FBI (foodborne illness) is and how to avoid it. Students learned that bacteria thrives in warm temperatures and that it is unsafe to thaw meat on the counter or put cooked meat on the same as raw meat.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #40

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #41

1. Outcome Measures

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

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

As with most institutions in this current climate; the most impactful external factor affecting the FCS Program Area is funding. As a system, we rely on the extramural funds to help support the basic operational needs. In this unit, there is a great demand for additional staff members to provide services to a larger clientele. This past year, has been very rewarding with expanding the geographical service area for our programs. The challenge in doing so creates overwhelming situations for staff members as we receive referrals daily to further our partner base. We will continue to seek funding support by eternal mean; through establishing further partnerships, and exercising our abilities to save staffing costs seeking external funding sources.

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

1. Evaluation Studies Planned

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

Evaluation Results

The FCS Programs are typically evaluated through the use of Pre and Post testing, using surveys and questionnaires. Personal interviews and testimonials of life changing impacts also provide us a more subjective approach, with providing first hand insight to program effectiveness. For the nutrition education programs, weekly data is collected and database for disseminating information related to knowledge and behavior changes regarding food choices that families select. This past year, there has been a different method for evaluation of one particular physical activities program. The FCS Extension Agent for Active Lifestyles participated in a 12 weeks study that was a part of a research cohort. This program measured the endurance and positive changes in behaviors of seniors citizen's with arthritis and limited mobility. The result of this research has been collected and disseminated to the Principal Investigators for the project. In turn, when it comes to evaluating the family side of extension program, it has been concentrated with certain areas to monitor, such as parenting and family financial management. There must be a more inclusive system or way of reporting data related to family resource management programs.

Key Items of Evaluation

There is also a genuine need as a regional level and beyond, to adopt and a more structured but unified system of accountability for all extension programming. The larger issue of evaluation is; being able to collect mainstream data among the national extension system, for being able to allocate key indicators and unified data exhibiting the true magnitude of our relationship with our stakeholders. In the Southern Region PLN, it has been a strong consideration to adopt a similar system as being provided by the extension system at the University of Tennessee. Upon incorporating such a mechanism, WVSUES will also have a more concise and consistent methodology of monitoring the impact of our work.