

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Family & Community Resiliency

Reporting on this Program

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 | 10% | 20% | 30% | 0% |
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins | 5% | 5% | 30% | 0% |
| 724 | Healthy Lifestyle | 10% | 20% | 20% | 0% |
| 801 | Individual and Family Resource Management | 10% | 0% | 0% | 0% |
| 804 | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures | 5% | 5% | 0% | 0% |
| 806 | Youth Development | 60% | 50% | 20% | 0% |
| | Total | 100% | 100% | 100% | 0% |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2012 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 20.0 | 3.5 | 13.0 | 4.0 |
| Actual Paid Professional | 20.0 | 3.5 | 13.0 | 0.0 |
| Actual Volunteer | 8516.0 | 0.0 | 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 |
| 823998 | 328435 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 823998 | 328435 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 823998 | 328435 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- The traditional rural economic development tools of available land and cheap labor no longer apply. Rural entrepreneurship and sustainable development of our rural landscapes hinge on utilizing technology, new partnerships with urban stakeholders and decision makers, and retaining our human resources by developing profitable and community-centric businesses.
- Communities value a well-trained workforce and will pursue opportunities to increase the skills levels of citizens, especially young people. A well-trained workforce benefits communities, increasing attractiveness for businesses to establish in a locale.
- Attracting successful businesses equips communities to be more sustainable, expanding their economic base.
- Training and education will result in stronger leadership and civic engagement.
- Increasing and building stronger and civically-engaged leaders will strengthen communities.
- Leadership can be defined in many ways and can be demonstrated by individuals, groups, and communities.
- Identify existing resources and data that would feed into the needs and resources assessment regarding intentional engagement work within and around community development by a University System.
- Community mapping and resource assessment
- Define and develop, for community members to participate in, quality, research-based programs in economic development, agricultural and natural resources, family asset management, and youth development.
- Define and develop, for community members to participate in, quality events and opportunities, such as train-the-trainer educational experiences. These events would focus on building leadership, entrepreneurship, workforce readiness and Science, Technology, Engineering and Mathematics (STEM).
- Develop Webinars, fact sheets, seminars, workshops, entrepreneurial coaching, and meetings to support program efforts
- Develop leadership training workshops
- Identify, recruit, and develop emerging leaders
- Train leaders how to develop their own public actions on issues affecting their community
- Train leaders how to create space and venues for community residents to discuss public issues
- Delivery of signature programs that incorporate a leadership development/civic engagement component
- Contributions to eXtension.org Community of Practice focusing on Financial Security
- Implement "Reading Makes Cents" Curriculum on financial literacy for school-age youth
- Deliver Basic Financial Education for First Term Soldiers at Walter Reed
- Implement Financial Education Program for Geographically Dispersed Military Families

- Development of a Deployment Database of Resources for Military Families to support financial literacy and family resiliency topics
- Development of a distance education counseling network for isolated and geographically dispersed military families
 - Financial education for University of MD faculty and staff
 - Financial Education for MSRP participants

2. Brief description of the target audience

- Youth and adult residents of Maryland
- Collaborative partners
- County/City Extension Advisory Councils/Boards
- Community members including young people and adults.
- Community decision makers
- Businesses
- Transitional workforce
- Community decision makers
- Immigrants
- Limited resource individuals and families
- People engaging in Urban Agricultural Enterprises
- Businesses in the community
- First Term Soldiers
- Geographically dispersed military families
- Employees
- Retirement system participants

3. How was eXtension used?

Extension educators are members of Communities of Practice (CoPs).

V(E). Planned Program (Outputs)

1. Standard output measures

| 2012 | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|---------------------------|-----------------------------|--------------------------|----------------------------|
| Actual | 111443 | 730078 | 70540 | 0 |

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

| 2012 | Extension | Research | Total |
|---------------|------------------|-----------------|--------------|
| Actual | 5 | 0 | 19 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Factsheets & publications, curricula, meeting with partners, in-services, workshops
Not reporting on this Output for this Annual Report

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Nutrition: The number of individuals who demonstrate adoption of healthy eating practices based on the 2005 My Pyramid and the 2005 Dietary Guidelines for Americans, including the number who adopt or plan to: Choose a variety of colors of fruits and vegetables; choose high fiber foods; choose lower fat dairy products; choose smaller portions of foods; choose whole grain foods; read food labels before making purchase; make foods at home instead of buying convenience foods; plan meals before shopping at grocery store. |
| 2 | Food Safety: The number of individuals that indicate change in behavior related to good personal hygiene including hand washing, cooking foods adequately, avoiding cross contamination, keeping foods at safe temperature |
| 3 | Volunteer Development: The number of UME trained 4-H volunteers who provide leadership and guidance for 4-H youth development programs. |
| 4 | 4-H Clubs: The number of 4-H club leaders and volunteers who demonstrate an application of the essential elements of youth development and model experiential learning. |
| 5 | Youth Outreach: Teen and adult volunteers in after school and military partnership programs and youth enrolled. |
| 6 | Healthy Living: Read labels before using hazardous household chemicals; Identify potentially hazardous products that affect indoor quality; take steps to control humidity in homes; use safe practices with household products to improve indoor air quality. Health Literacy: increased awareness of how to access research-based health information; understand connection between health literacy and financial literacy. |
| 7 | Financial Literacy Education: An increase in basic financial literacy; An increase in ability to make both short- and long-term decisions regarding credit, debt, estate planning, spending and saving |

Outcome #1

1. Outcome Measures

Nutrition: The number of individuals who demonstrate adoption of healthy eating practices based on the 2005 My Pyramid and the 2005 Dietary Guidelines for Americans, including the number who adopt or plan to: Choose a variety of colors of fruits and vegetables; choose high fiber foods; choose lower fat dairy products; choose smaller portions of foods; choose whole grain foods; read food labels before making purchase; make foods at home instead of buying convenience foods; plan meals before shopping at grocery store.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Less than 30% of adult Marylanders consume five servings of fruits and vegetables each day, the minimum amount generally recommended for good health by the Centers for Disease Control (CDC). Eating more fruits and vegetables is associated with less obesity and better health, yet the percentage of obese youth and adults in Maryland and in the U.S. has doubled over the past 25 years (CDC). Many Marylanders desire fresh, locally grown vegetables but lack the space, time, or knowledge to create and maintain a garden of their own. Importantly, a large percentage of low-income residents have limited access to fresh produce.

What has been done

Classes; workshops; train-the-trainer series; multi-session education; exhibits; social marketing messages; social media use to communicate recommended practices; Dietetic intern training; healthy food preparation workshops and demonstrations; child care provider training; after school sessions for 4-H Youth; summer day camps; in-school enrichment programs; systems environmental changes in schools; partnerships to develop educational programs.

Results

The Home and Garden Information Center worked with collaborators to make 2012 the Year of Leafy Greens as a promotion and education effort. During the 2011-2012 school year, a total of 34 schools in the state of Maryland participated in the ReFresh program that focuses on cafeteria nudges and classroom-based nutrition education to increase student preferences for and selection of fruits and vegetables in the cafeteria.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Food Safety: The number of individuals that indicate change in behavior related to good personal hygiene including hand washing, cooking foods adequately, avoiding cross contamination, keeping foods at safe temperature

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Volunteer Development: The number of UME trained 4-H volunteers who provide leadership and guidance for 4-H youth development programs.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With the typical busy lifestyle of Americans, it is important that organizations effectively recruit volunteers to support their ability to deliver programs to the community. In order to maintain enough adult volunteers to meet the needs of the many young people across the state, UME must continually recruit new individuals to serve as volunteers. Volunteer recruitment has become a necessary driving force behind all successful volunteer-based organizations and is thus being emphasized by UME leadership.

What has been done

The Maryland Volunteer Association provides training opportunities for Maryland 4-H volunteers. Members also serve as mentors to new 4-H volunteers and/or new clubs. The Maryland 4-H Volunteer and Teen Forum provides professional development opportunities for 4-H adult volunteer leaders. Online training for volunteers is also provided.

Results

The 4-H Maryland Volunteer Forum provides volunteers with the knowledge to expand horizons beyond the local level, to better understand 4-H at the regional and national levels. Volunteers and teens learn about opportunities to be involved in planning and evaluating specific statewide programs, to serve on state committees, and to serve as chaperones for state and national programs. Three hundred fifteen volunteers from all across Maryland networked with one another at the Volunteer Forum and shared their knowledge about the 4-H Youth Development program.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|-------------------|
| 806 | Youth Development |

Outcome #4

1. Outcome Measures

4-H Clubs: The number of 4-H club leaders and volunteers who demonstrate an application of the essential elements of youth development and model experiential learning.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Maryland 4-H program's core mission is to help youth reach their fullest potential as individuals through the development of life skills. Studies indicated that participation in 4-H Clubs contributes to positive youth development and that youth who belong to 4-H clubs do better in school, are more motivated to help others, and are developing skills in leadership, public speaking, self-esteem, communication and planning, and are making lasting friendships.

What has been done

Essential elements of 4-H youth development have been incorporated into the training programs for volunteers. 4-H educators have been provided with a tool for self-assessment of 4-H clubs to determine how well the essential elements of 4-H are incorporated into 4-H club programs. The Maryland 4-H Volunteer Association provides multiple professional development training opportunities in a variety of formats.

Results

UME has approximately 62,000 youth learning about science, engineering, and technology; 23,000 engaged in citizenship learning and activities; and, almost 48,000 participating in building healthy lifestyle programs. The total number of adult volunteers is 5,351.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #5

1. Outcome Measures

Youth Outreach: Teen and adult volunteers in after school and military partnership programs and youth enrolled.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Currently, the state of Maryland has nearly 26,500 military youth aged six to eighteen. Additionally there are nearly another 16,000 under the age of six. Maryland's military includes Army, Navy, Marines, Air Force and Coast Guard in Active Duty, Guard and Reserves represented in nineteen counties of our twenty-three counties and Baltimore City. Every county has at least four of the five military branches represented. At any given time at least twenty percent of our military youth are affected by the deployment of a loved one.

What has been done

As part of ongoing support at military installations of their 4-H programs, the 4-H 101 curriculum was developed to deliver 4-H concepts in a hands-on training to military volunteers and partners, staff at the military installation youth centers where the 4-H Military Clubs are primarily located, and to community 4-H volunteers. Maryland 4-H provides support to 8 military installations, each with a Youth Center, and provides training on 4-H concepts and curriculum, develops 4-H club programming, and supports 4-H events at each of these installations.

Results

Every year Maryland 4-H military programs reach hundreds of military children across Maryland through programming, activities and camps. These opportunities support the youth where they live and connect them to their communities for on-going support and community engagement. This, in turn, offers peace of mind to our service members on deployment that their children and families are being looked after while they are away; offers the youth the awareness that they are not alone in their experiences; and gives the community the opportunity to give back to our military families.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #6

1. Outcome Measures

Healthy Living: Read labels before using hazardous household chemicals; Identify potentially hazardous products that affect indoor quality; take steps to control humidity in homes; use safe practices with household products to improve indoor air quality. Health Literacy: increased awareness of how to access research-based health information; understand connection between health literacy and financial literacy.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Maryland residents face health hazards in the built environment including: toxic materials (lead, asbestos, pesticide and household products); dangerous gases (carbon monoxide and radon); hazards that cause and contribute to asthma (dust allergens, molds, and pests); and other safety and health concerns. Health literate people understand health information and have the skills to use that information in making health decisions and accessing health services.

What has been done

UM Extension's Healthy Homes Program addresses environmental health and safety concerns that collectively have an economic cost of over \$100 billion annually. The HealthSmart Impact team uses a multi-disciplinary approach to create programs for audiences ranging from 4-H youth to child care providers and community health workers. Researchers received a second year of funding to determine which methods of dissemination of health messages will be most positively received by rural mothers.

Results

2,505 4-H youth and adults participated in interactive safety lessons. For household and electrical safety, all youth participants have learned to conduct home safety audits that can greatly reduce the risk of accidents in and around the home. Team educators introduced over 900 residents to the seven principles of Healthy Homes through workshops ranging from indoor air and water quality, hazardous chemicals, and Integrated Pest Management.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 724 | Healthy Lifestyle |
| 804 | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |
| 806 | Youth Development |

Outcome #7

1. Outcome Measures

Financial Literacy Education: An increase in basic financial literacy; An increase in ability to make both short- and long-term decisions regarding credit, debt, estate planning, spending and saving

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
|-------------|---------------|

2012

0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Low financial literacy, consumer indebtedness, low saving rate, low financial assets, expensive health care and long-term care, and insufficient retirement planning are all areas of concern for Maryland residents. Individuals and families need to be empowered with knowledge, attitudes, and skills to practice successful financial management, and eventually become financially secure in later life. Participation in personal finance education programs help individuals learn how to reduce debt and increase savings.

What has been done

The UME Money Club for Adults was conceived of and piloted in Cecil County in 2011 and 2012 in collaboration with the Elkton Department of Housing and Cecil County 4-H Youth Development to use of on-line financial management tools and informational websites. Dollars and Sense is a program to strengthen the foundation of financial knowledge and skills.

Results

Participants in the Dollars and Sense Program are using spending plans, have engaged in positive financial behavior changes, and had written down goals for their money. UME Money Club participants have increased efforts to budget food dollars, plan meals, and buy generic or store brands.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 801 | Individual and Family Resource Management |
| 806 | Youth Development |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

935 students from 34 schools involved in the Refresh nutrition and education program completed pre and post student surveys. Students from schools with nutrition education and cafeteria nudges selected more fruit and vegetable items in cafeteria lunchrooms. Students in intervention schools were found to consume more fruits and vegetables after the program than students in control schools. Students in intervention schools showed a higher likelihood of eating fresh fruits and vegetables at lunch and

reported eating larger amounts of fruits and vegetables consumed than children in control schools. The number of fruits and vegetables offered in the cafeteria was higher for intervention schools. The percentage of students reporting they could choose fruits and vegetables in the school cafeteria and could prepare fruits and vegetables at home, was higher for intervention schools than for control schools. Positive outcomes were highest for schools including both nutrition education and cafeteria nudges. Control schools experienced a consistent decline in both fruit and vegetable offerings and student selection throughout the school year.

The GIEI blog saw a steep increase in popularity from 2011 to 2012: 66,016 "views" (up 32%); 49,282 "unique visitors" (up 37%); and 99,514 "pages viewed" (up 30%). (Google Analytics). The Extension Specialist monitors the blog and works closely with Erica Smith, the blog leader. Also posted six blog entries, responded to comments, and posted comments on other entries.

816 new gardeners registered their gardens and joined the GIEI Network in 2012 bringing the total to 10,044 gardeners (a 9% increase over 2011). 16 GIEI video clips featuring the Extension Specialist received 63,270 views in 2012. <http://www.youtube.com/user/UMDHGIC>. 19 online food gardening fact sheets authored by Extension Specialist received 159,952 views. 229,558 website user sessions and 183,339 unique visitors in 2012, an 82% increase over 2011, and a doubling of the increase experienced from 2010 to 2011. 58% of GIEI web visitors are out-of-state.

Three hundred fifteen volunteers from all across Maryland networked with one another at the 4-H Volunteer Forum and shared their knowledge about the 4-H Youth Development program. Ninety-two percent of volunteers reported that they would take home new and innovative ideas and concepts to share with others. Ninety-one percent report that they feel as though participation in the 4-H Maryland Volunteer Forum will make them a better volunteer.

End of Session Surveys for the UME Money Club classes, Stretching Food Dollars, indicated that:

- 55% intended to increase effort to budget money to spend for food each month;
- 67% intended to increase effort to plan meals before shopping at the grocery store;
- 46% intended to increase effort to check foods on hand before making a grocery list;
- 46% intended to increase effort to use a grocery list when grocery shopping;
- 36% intended to increase effort to read grocery ads before making a shopping list;
- 36% intended to increase effort to buy generic or store brands instead of national brands.

The Dollars and Sense program participants indicate that:

- 82% are more likely to request/review credit report(s) annually (n = 107)
 - 72% are more likely to develop a spending plan (budget) (n = 107)
 - 70% are more likely to set financial goals (n = 107)
 - 71% are more likely to track income and spending (expenses) (n = 107)
- Two-to-four month follow-up evaluation of 31 successful phone contacts indicate that 61% (n=19) of those surveyed were actively using a spending plan, 97% (n=30) could identify at least one positive financial behavior change that they made since attending the class, and 65% (n=20) had written down at least one SMART goal for their money.

Key Items of Evaluation

