

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Families and Communities

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 |
|--------------|---|-----------------|-----------------|----------------|----------------|
| 608 | Community Resource Planning and Development | 40% | 30% | 100% | 0% |
| 802 | Human Development and Family Well-Being | 60% | 70% | 0% | 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 | 17.0 | 1.0 | 0.0 | 0.0 |
| Actual Paid Professional | 11.2 | 1.0 | 12.8 | 0.0 |
| Actual Volunteer | 902.0 | 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 |
| 233412 | 181488 | 233582 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 330248 | 62249 | 525283 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 980126 | 0 | 2893511 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

Activities include entrepreneurial education, asset-based economic development, leadership, civic engagement, child care provider education, parent education, online education and distance learning, and specialized trainings and workshops to qualify instructors and to educate trainers.

2. Brief description of the target audience

Parents, grandparents, adult home caregivers, child care providers and early childhood educators, providers of after-school care, community organizations, community partners, community leaders and government officials, donors, K-12 educators, and volunteers.

3. How was eXtension used?

In 2012 eXtension resources were utilized in the following programs. The resources available through these sources were used to both enhance community-based education and alleviate time spent on requests for assistance that were of a basic, and purely informational, nature. In addition the eXtension CoP framework was used to develop and host webinars, FAQ, and other published materials to increase the reach and audience of each program listed:

- 1. Community Planning and Zoning
- 2. Parenting
- 3. Child Care
- 4. Family Caregiving

V(E). Planned Program (Outputs)

1. Standard output measures

| 2012 | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 21699 | 28303 | 7602 | 233 |

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 | 8 | 9 | 17 |
|---------------|---|---|----|

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of trainings, educational workshops, and on-line education sessions for VCE's targeted audiences.

| Year | Actual |
|-------------|---------------|
| 2012 | 771 |

Output #2

Output Measure

- Number of fact sheets, publications, newspaper articles, and curricula on families and communities.

| Year | Actual |
|-------------|---------------|
| 2012 | 318 |

Output #3

Output Measure

- Number of citizens receiving entrepreneurial education.

| Year | Actual |
|-------------|---------------|
| 2012 | 47 |

Output #4

Output Measure

- Number of adults engaged in community-based leadership development education.

| Year | Actual |
|-------------|---------------|
| 2012 | 69 |

Output #5

Output Measure

- Number of communities partnering with Virginia Cooperative Extension faculty to address emerging issues (i.e. land use, agritourism, local foods, bioenergy, youth gangs, and others).

| Year | Actual |
|-------------|---------------|
| 2012 | 6 |

Output #6

Output Measure

- Number of workshops, activities, or programs offered to address emerging issues.

| Year | Actual |
|-------------|---------------|
| 2012 | 18 |

Output #7

Output Measure

- Number of adults engaged in facilitation skills training.

| Year | Actual |
|-------------|---------------|
| 2012 | 88 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Parenting Education - Increase the percentage of parenting education participants that indicate increased knowledge of effective parenting practices, such as nurturing and guiding children, understanding basic child development, reducing family conflict and managing stress, and knowing how to access available community resources to meet family needs. |
| 2 | Parenting Education - Increase the percentage of parenting education participants that adopt developmentally appropriate, effective parenting practices, such as nurturing and guiding children, and actively seeking to manage stress and reduce family conflicts. |
| 3 | Child Care Provider/Early Childhood Training - Increase the percentage of early childhood professional development participants that indicate increased knowledge of core competency areas, such as basic child development, appropriate child observation and assessment, effective interaction strategies, and effective learning environments. |
| 4 | Child Care Provider/Early Childhood Training - Increase the percentage of early childhood professional development participants that improve their early childhood learning environment by making practice changes, such as implementing developmentally-appropriate learning practices, interaction practices and observation assessment strategies. |
| 5 | Child Care Provider/Early Childhood Training - Increase the percentage of early childhood professional development participants that improve program management practices, such as effective relationships with enrolled families, record keeping, facilities management, budgeting, and emergency preparedness. |
| 6 | Facilitation Skills Training - Increase the percentage of trained volunteers and citizens participating in facilitation skills training that indicate increased knowledge and skills as a result of participation. |
| 7 | Leadership Development Education - Increase the percentage of adult citizens participating in leadership development education programs that indicate increased knowledge and skills as a result of participation. |
| 8 | Economic and Community Planning- Increase self-reported preparedness of communities on issues of economic and community planning |

Outcome #1

1. Outcome Measures

Parenting Education - Increase the percentage of parenting education participants that indicate increased knowledge of effective parenting practices, such as nurturing and guiding children, understanding basic child development, reducing family conflict and managing stress, and knowing how to access available community resources to meet family needs.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 98 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In 2011, 31 children died from physical neglect, 23 children died as victims of physical abuse and nine children died due to medical neglect, shaking injuries, and lack of supervision. Research shows that parents who lack understanding of their children's developmental stages, who hold unreasonable expectations for their child's abilities, or who are unaware of effective discipline strategies, may be abusive or neglectful. Concerns about how Virginia families are functioning have economic impacts for the individual family unit and the Commonwealth.

What has been done

VCE agents partnered with the local Departments of Social Services and other agencies. Educational programming focused on effective parenting techniques, communication and positive discipline in parenting workshops for various audiences including DSS referred or court ordered parents, Head Start parents, parents of teens involved with the juvenile justice system, parents of newborns, incarcerated parents, grandparents and other relatives raising children, stay at home parents, homeless parents and parents in transitional housing, and others.

Results

More than 1074 parents completed VCE parent education programs in 2012. The result of pre and post tests revealed:

98 percent of parents completed pre and post surveys indicated they had increased their knowledge of effective parenting practices in at least one of the following areas:
nurturing and guiding children's behavior
understanding basic child development
reducing family conflict and managing stress

knowing how to access available community resources to meet family needs
In one county where 410 parents attended parenting education classes, there were no DSS referred clients that had a new founded case of abuse or neglect. Moreover, no DSS referred families had their children placed in foster care upon completion of the parenting classes. Beyond the cost savings to the county, these results indicate that parents learned more effective and less violent parenting and nurturing skills, allowing for strengthened families.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Parenting Education - Increase the percentage of parenting education participants that adopt developmentally appropriate, effective parenting practices, such as nurturing and guiding children, and actively seeking to manage stress and reduce family conflicts.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 97 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In 2011, 31 children died from physical neglect, 23 children died as victims of physical abuse and nine children died due to medical neglect, shaking injuries, and lack of supervision. Research shows that parents who lack understanding of their children's developmental stages, who hold unreasonable expectations for their child's abilities, or who are unaware of effective discipline strategies, may be abusive or neglectful. Concerns about how Virginia families are functioning have economic impacts for the individual family unit and the Commonwealth.

What has been done

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newborns, incarcerated parents, grandparents and other relatives raising children, stay at home parents, homeless parents and parents in transitional housing, and others.

Results

More than 1074 parents completed VCE parent education programs in 2012. In one county where 410 parents attended parenting education classes, there were no DSS referred clients that had a new founded case of abuse or neglect. Moreover, no DSS referred families had their children placed in foster care upon completion of the parenting classes. These results indicate that parents are using more effective and less violent parenting skills. Moreover, results from the Juvenile Justice parenting program revealed that there was only a 5% recidivism rate among those youth at 12-24 months after completion.

Other program results indicated that:

?97% of parents report using the skills learned in class

?97% report improved communication in the home

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Child Care Provider/Early Childhood Training - Increase the percentage of early childhood professional development participants that indicate increased knowledge of core competency areas, such as basic child development, appropriate child observation and assessment, effective interaction strategies, and effective learning environments.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 80 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There are an estimated 599,000 children under the age of 6 in Virginia. Of these, approximately 62% are routinely cared for by someone other than their parents. Current statistics indicate that one in five Virginia children enter Kindergarten without the basic skills needed to succeed. Yet

research shows that the first five years of life are crucial to children's development and that every dollar invested in high quality childcare returns 7 to 8 dollars to society.

What has been done

To enhance the quality of early childhood care and education, Family and Consumer Sciences Agents Virginia conducted childcare provider trainings in partnership with other agencies/organizations. There were 751 participants representing family day homes, childcare facilities, public school pre-K, Head Start and other groups attended these events to learn about effective guidelines for successful early childhood programs.

Results

As a result of attending Extension educational programs, participants reported the following knowledge gains:

- 99%- gained new and inexpensive quality improvement ideas to use in the classroom
- 100%- learned ways to incorporate storytelling in the classroom
- 99%- learned new physical activities to incorporate in the classroom
- 97%- plan to use new physical activities learned in my program
- 92%- learned new healthy snack ideas
- 95%- plan to use healthy snack options learned with children
- 93%- learned ideas to incorporate gardening with youth in my program

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Child Care Provider/Early Childhood Training - Increase the percentage of early childhood professional development participants that improve their early childhood learning environment by making practice changes, such as implementing developmentally-appropriate learning practices, interaction practices and observation assessment strategies.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 75 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Of these, approximately 62% are routinely cared for by someone other than their parents. Current statistics indicate that one in five Virginia children enter Kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's development and that every dollar invested in high quality childcare returns 7 to 8 dollars to society.

What has been done

To enhance the quality of early childhood education in Virginia localities, FCS agents partnered with other organizations to conduct childcare provider trainings. Participants represented family day homes, childcare facilities, Head Start, and other groups. To enhance the quality of early childhood care and education, Family and Consumer Sciences Agents Virginia conducted childcare provider trainings in partnership with other agencies/organizations. There were 751 participants representing family day homes, childcare facilities, public school pre-K, Head Start and other groups attended these events to learn about effective guidelines for successful early childhood program operations.

Results

A six month follow-up evaluation was conducted. Results indicated that after attending these training sessions, participants reported the following knowledge gains:

75 percent have started using more activities to help children learn to read.

93 percent of providers have made changes to help children get along with others.

100 percent of providers learned healthy food choices and new activities to increase physical activity.

98 percent could now recognize the signs of abuse and new the procedures to report it.

4. Associated Knowledge Areas

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

Outcome #5

1. Outcome Measures

Child Care Provider/Early Childhood Training - Increase the percentage of early childhood professional development participants that improve program management practices, such as effective relationships with enrolled families, record keeping, facilities management, budgeting, and emergency preparedness.

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)

Of these, approximately 62% are routinely cared for by someone other than their parents. Current statistics indicate that one in five Virginia children enter Kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's development and that every dollar invested in high quality childcare returns 7 to 8 dollars to society.

What has been done

To enhance the quality of early childhood education in Virginia localities, FCS agents partnered with other organizations to conduct childcare provider trainings. Participants represented family day homes, childcare facilities, Head Start, and other groups. To enhance the quality of early childhood care and education, Family and Consumer Sciences Agents Virginia conducted childcare provider trainings in partnership with other agencies/organizations. There were 751 participants representing family day homes, childcare facilities, public school pre-K, Head Start and other groups attended these events to learn about effective guidelines for successful early childhood program operations.

Results

Respondents reported that as a result of attending Extension Childcare Trainings:

- 90 percent had implemented 3 to 5 new activities to encourage early language development
- 94 percent had developed an Emergency Response Plan according to FEMA guidelines and shared it with the parents of their children
- 80 percent had used recipes, cooking and foods to increase children's understanding of nutrition
- 85 percent had reduced the risk of allergens and asthma triggers - 85%

4. Associated Knowledge Areas

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

Outcome #6

1. Outcome Measures

Facilitation Skills Training - Increase the percentage of trained volunteers and citizens participating in facilitation skills training that indicate increased knowledge and skills as a result of participation.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 97 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Virginia Cooperative Extension agents and community leaders have indicated a lack of knowledge and experience in effectively managing and facilitating meetings and community discussions as reported by local Extension offices and Extension Leadership Councils. The 2009/2010 strategic planning listening sessions indicated community leaders needed assistance in creating change through individual and community leadership development, facilitation, and conflict resolution skills development.

What has been done

Specialists researched and selected a curriculum for enhancing facilitation skills developed by the University of Maine. Strengthening Your Facilitation Skills (SYFS) addresses VCE focus area, Cultivating Community Resiliency and Capacity, and provides a strategy to achieve Goal 2: Develop and deliver educational programming to improve capacity among community members to engage in community planning, decision-making, and community leadership.

Results

During 2012, 56 community leaders participated in trainings in Petersburg, Lynchburg and the city of Richmond. In addition, 32 agents were taught the curriculum and 21 were trained as master trainers. Evaluation results from the community and agent trainings indicated that the participants gained new skills as a result of their participation. Overall, 97 percent (59/61) of participants reported that the training helped them better understand the process of facilitation. Moreover, 97 percent (59 of 61) of participants reported that they intend to adopt practices learned in the training series. Pre and post surveys also indicated that the participants increased their ability to create and sustain an environment of participation, to guide the group to useful outcomes, and to plan appropriate group processes as a result of participating in the training.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 608 | Community Resource Planning and Development |

Outcome #7

1. Outcome Measures

Leadership Development Education - Increase the percentage of adult citizens participating in leadership development education programs that indicate increased knowledge and skills as a result of participation.

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)

The Southern Rural Development Initiative executive director was adamant that communities cannot wait for exceptional leaders to appear but must help ordinary people become leaders. During the strategic planning 2009/2010 VCE listening sessions, concerns were identified related to the quality of life within communities, namely workforce, economic and leadership development; public service infrastructure; urban sprawl; and the ability to respond to emerging critical issues within local communities. Community groups asked how local residents can be empowered to create and drive positive change.

What has been done

Virginia Cooperative Extension's leadership development curriculum, Innovative Leadership: Building Community Connections, is a key training tool for developing the leadership skills of community residents. The program is an 18-hour, 6 training module curriculum enabling individuals to build their leadership skills; increase their awareness of community issues; network with other leaders; and become more engaged in community, civic, and governmental activities.

Results

In 2012, 5 trainers taught adult leadership classes in 3 counties/cities with 69 of the residents completing the training. Roanoke offer Innovative Leadership for the first time in 2012 and taught 45 residents in two classes. In May 2012, Extension hosted its second state-wide leadership

conference featuring the book SWITCH with the authors? sister facilitating the 5 hour training. One hundred percent of those responding to the evaluation indicated the conference was helpful or somewhat helpful, and 91% indicated the session increased their knowledge and/or skills regarding leadership.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 608 | Community Resource Planning and Development |

Outcome #8

1. Outcome Measures

Economic and Community Planning- Increase self-reported preparedness of communities on issues of economic and community planning

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)

Citizens, including local officials, are charged with developing local comprehensive land use plans, and making land use permitting determinations at the local governmental level. Their effectiveness and awareness of best planning practices has profound impacts on the ability of Virginia's communities to meet the tripartite goals of economic development, environmental stewardship, and social capacity development. Providing education on public policy and economic development strategies can increase the preparedness of communities to meet these challenges.

What has been done

In 2012, a \$248,842 grant was awarded to VCE to train data collectors for on-farm energy audits, and a Virginia firm focusing specifically on the energy usage of agricultural enterprises was launched. Over 300 planning officials gained knowledge on the best practices in community planning, effective governance, and emerging opportunities in agriculture. Another example of VCE's effort was to facilitate the development program in Bedford County.

Results

As a result of these activities, VCE continues to assist communities by helping them define their development goals and prepare community leaders to implement their vision. For example, VCE was influential in identifying \$1.2 million in annual energy related on-farm savings. Twenty-one (21) farms implemented the cost saving projects identified in the audits and fourteen (14) farms applied for USDA REAP energy conservation grants and 11 of these were successful.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 608 | Community Resource Planning and Development |

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

All items listed above directly affect agriculture, families, communities, and all forms of businesses, i.e., droughts, floods, poor economy, and changes in government policy can lead to dramatic shifts in the structure of an industry, and hinder the ability of families to participate in educational programming efforts. For example, several severe weather events in the summer of 2012 resulted in time away from programming to focus on emergency response tasks for some agents, as directed by local governmental partners. Uncertainty in state and local level budgeting may have negatively impacted staffing and may also impact the ability to offer as many programs/workshops.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The Before Preschool Program/Al's Pals is offered in two counties. Al's Pals: Kids Making Healthy Choices is a nationally recognized, resilience-based early childhood curriculum that develops social, emotional and behavioral skills in children 3 to 8 years old. To measure the effectiveness of the Before Preschool Program/Al's Pals, teacher observation and the Before Preschool Pre-Post Survey-Local Evaluation Component was used. Twenty-six children who completed the program in May 2012 were evaluated. The following desired outcomes were measured: A decreased use of aggressive behaviors was measured by teacher responses to questions related to physical aggression and bullying or intimidating other children. Twenty-one of the 26 children completing the program showed aggressive behaviors. Over half (12 of the 21) decreased their use of aggressive behaviors.

An increase in the ability to demonstrate self-control was measured. Twenty-four of the 26 children (92%) showed an increase in their ability to demonstrate self-control. All 26 children increased their knowledge of the dangers of weapons, drugs and alcohol. 20 of the 26 children (77%) developed positive friendship skills by decreasing problems making friends and decreasing bothering and annoying other children. All of the 26 children demonstrated an ability to resolve problems in peaceful ways by practicing brainstorming skills.

Results of another parenting education program serving 410 families showed documented impacts. Participants reported the following: 97% using the skills; 97% improved communication in the home; 99% more effective communication in the home; 96% of participants in the When Families Get Angry program reported that the conflict resolution methods have been helpful. Results are also gathered annually on families who completed the parent education program at least 12 months earlier. As of July 1, 2012, there were no repeat incidents of child abuse or neglect for those DSS referred parents who completed the program between July 1, 2010 and June 30, 2011. In addition, no children of the parents who completed the parent education program during that time frame, were placed in foster care. And specifically for families with a teen involved in the juvenile justice system, the recidivism rate was only 5% at 12-24 months after completing the program.

Evaluation results from the Strengthening Your Facilitation Skills trainings indicated that the participants gained new skills as a result of their participation. Overall, 97 percent (59/61) of participants reported that the training helped them better understand the process of facilitation. Moreover, 97 percent (59 of 61) of participants reported that they intend to adopt practices learned in the training series.

Key Items of Evaluation

The Before Preschool Program/Al's Pals is offered in two counties. Al's Pals: Kids Making Healthy Choices is a nationally recognized, resilience-based early childhood curriculum that develops social, emotional and behavioral skills in children 3 to 8 years old. To measure the effectiveness of the Before Preschool Program/Al's Pals, teacher observation and the Before Preschool Pre-Post Survey-Local Evaluation Component was used. Twenty-six children who completed the program in May 2012 were evaluated. The following desired outcomes were measured: A decreased use of aggressive behaviors was measured by teacher responses to questions related to physical aggression and bullying or intimidating other children. Twenty-one of the 26 children completing the program showed aggressive behaviors. Over half (12 of the 21) decreased their use of aggressive behaviors. An increase in the ability to demonstrate self-control was measured. Twenty-four of the 26 children (92%) showed an increase in their ability to demonstrate self-control. All 26 children increased their knowledge of the dangers of weapons, drugs and alcohol. 20 of the 26 children (77%) developed positive friendship skills by decreasing problems making friends and decreasing bothering and annoying other children. All of the 26 children demonstrated an ability to resolve problems in peaceful ways by practicing brainstorming skills.

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Two graduates of the Innovative Leadership: Building Community Connections program decided to run and ultimately get elected to seats on the local school board.