

## **V(A). Planned Program (Summary)**

### **Program # 5**

#### **1. Name of the Planned Program**

Promote Individual, family, and community well-being and economic security

- Reporting on this Program

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

| <b>KA Code</b> | <b>Knowledge Area</b>   | <b>%1862 Extension</b> | <b>%1890 Extension</b> | <b>%1862 Research</b> | <b>%1890 Research</b> |
|----------------|---|------------------------|------------------------|-----------------------|-----------------------|
| 112            | Watershed Protection and Management   | 5%                     | 5%                     | 0%                    |                       |
| 136            | Conservation of Biological Diversity  | 5%                     | 5%                     | 0%                    |                       |
| 602            | Business Management, Finance, and Taxation  | 5%                     | 5%                     | 0%                    |                       |
| 603            | Market Economics  | 5%                     | 5%                     | 0%                    |                       |
| 604            | Marketing and Distribution Practices  | 5%                     | 5%                     | 0%                    |                       |
| 608            | Community Resource Planning and Development   | 5%                     | 5%                     | 0%                    |                       |
| 701            | Nutrient Composition of Food  | 5%                     | 5%                     | 0%                    |                       |
| 703            | Nutrition Education and Behavior  | 5%                     | 5%                     | 0%                    |                       |
| 712            | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins | 5%                     | 5%                     | 0%                    |                       |
| 723            | Hazards to Human Health and Safety  | 5%                     | 5%                     | 0%                    |                       |
| 724            | Healthy Lifestyle   | 5%                     | 5%                     | 0%                    |                       |
| 801            | Individual and Family Resource Management   | 5%                     | 5%                     | 0%                    |                       |
| 802            | Human Development and Family Well-Being   | 5%                     | 5%                     | 0%                    |                       |
| 803            | Sociological and Technological Change Affecting Individuals, Families, and Communities                  | 5%                     | 5%                     | 0%                    |                       |
| 804            | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures      | 5%                     | 5%                     | 0%                    |                       |
| 805            | Community Institutions, Health, and Social Services   | 5%                     | 5%                     | 0%                    |                       |
| 806            | Youth Development   | 5%                     | 5%                     | 0%                    |                       |
| 901            | Program and Project Design, and Statistics  | 5%                     | 5%                     | 0%                    |                       |
| 902            | Administration of Projects and Programs   | 5%                     | 5%                     | 0%                    |                       |
| 903            | Communication, Education, and Information Delivery  | 5%                     | 5%                     | 0%                    |                       |
|                | <b>Total</b>  | 100%                   | 100%                   | 0%                    |                       |

**V(C). Planned Program (Inputs)**

1. Actual amount of FTE/SYs expended this Program

|           |          |
|-----------|----------|
| Extension | Research |
|-----------|----------|

| Year: 2013               | 1862 | 1890 | 1862 | 1890 |
|--------------------------|------|------|------|------|
|                          | Plan | 40.0 | 3.0  | 0.0  |
| Actual Paid Professional | 53.5 | 4.8  | 0.0  | 0.0  |
| Actual Volunteer         | 0.0  | 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    |
| 514445              | 287556         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 514445              | 287556         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 0              |

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

- Conduct workshops and meetings
- Deliver services
- Develop products, curriculum, resources
- Provide training
- Provide counseling
- Make assessments
- Work with the media
- Develop partnerships

**2. Brief description of the target audience**

Childcare, after-school, and elder care providers;  
 Individual and family service personnel;  
 Parents, couples, and individuals;  
 UF/IFAS county and state faculty.  
 Children and adolescents, families with children, adults of all ages including those with special needs.  
 At-risk persons including older adults and persons who are obese, have a family or personal history, or are in a high-risk ethnic group.  
 Persons with type 2 diabetes  
 Food service operators: food handlers (adults; youth); consumers; volunteers, and county faculty  
 Consumers

- Homeowners
- Prospective homeowners
- Renters
- Temporary/seasonal residents

- Households with child(ren) age 6 years and younger
- Seniors
- Persons with disabilities

- Housing professionals

- Developers
- Building/construction professionals
- Housing sales professionals
- Residential property management professionals
- Non-government organizations
- UF/IFAS faculty and staff

- Extension county faculty

Community organizations

**3. How was eXtension used?**

{No Data Entered}

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

| 2013          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 498385                 | 1133347                  | 0                     | 0                       |

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

**Patent Applications Submitted**

Year: 2013

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

| <b>2013</b>   | <b>Extension</b> | <b>Research</b> | <b>Total</b> |
|---------------|------------------|-----------------|--------------|
| <b>Actual</b> | 200              | 0               | 0            |

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

| O. No. | OUTCOME NAME  |
|--------|---|
| 1      | Change in Knowledge Personal and Family Well-Being            |
| 2      | Change in Behavior Personal and Family Well-Being             |
| 3      | Change in Condition Personal and Family Well-Being            |
| 4      | Change in Knowledge Personal Financial Education              |
| 5      | Change in Behavior Personal Financial Education               |
| 6      | Change in Condition Personal Financial Education              |
| 7      | Change in Knowledge Health and Nutrition                      |
| 8      | Change in Behavior Health and Nutrition                       |
| 9      | Change in Condition Health, and Nutrition                     |
| 10     | Change in Knowledge Sustainable Housing and Home Environment  |
| 11     | Change in Behavior Sustainable Housing and Home Environment   |
| 12     | Change in Condition Sustainable Housing and Home Environment  |
| 13     | Change in Knowledge Sustainable Organizations and Communities |
| 14     | Change in Behavior Sustainable Organizations and Communities  |
| 15     | Change in Condition Sustainable Organizations and Communities |
| 16     | Change in knowledge related to aging well                     |
| 17     | Change in behavior related to aging well                      |

## **Outcome #1**

### **1. Outcome Measures**

Change in Knowledge Personal and Family Well-Being

### **2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 4924          |

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Young children rely on caregivers to help them regulate their emotions, learn to control their behavior and develop strong social relationships, which are significant skills for their future school success. Children of military families also rely on caregivers to help them adjust to prolonged separation from one or both parents. Child care for our military families needs to be high quality in order for children to be well-adjusted and ready to learn.

#### **What has been done**

Through a Department of Defense grant and the Childcare and Youth Technical Assistance Program (CYTTAP of Penn State University), agent taught 51 workshops to 1,032 licensed child care providers. Twelve different workshops titles were taught, including; Enhancing Emotional Literacy, Friendship and Play Skills, Building Community, Creating Responsive Environments and Routines, Science for Young Thinkers, Avoid Behavior Problems, Creating Special Moments with Infants and Toddlers, etc.

#### **Results**

Post-workshop evaluations results showed that 1,077 participants increased their knowledge of child behaviors, 269 participants learned strategies for building strong relationships with children in their care, 674 participants increased their knowledge of the social and emotional development of young children, 674 learned new strategies to help young children transition, and 847 child care workers learned the importance of being intentional about teaching and supporting social emotional development. Childcare provider training will continue in 2014 with 16 new workshops.

### **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>  |
|----------------|--|
| 801            | Individual and Family Resource Management  |
| 802            | Human Development and Family Well-Being  |
| 803            | Sociological and Technological Change Affecting Individuals, Families, and Communities |

## **Outcome #2**

### **1. Outcome Measures**

Change in Behavior Personal and Family Well-Being

### **2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

### **3a. Outcome Type:**

Change in Action Outcome Measure

### **3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 2869          |

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

The estimated poverty rate for the state of Florida is 17.0% in the current year, slightly 1.1% above national poverty rate, and it ranks 18th among the states with highest poverty rate. This fact is alarming given that in 2007 the poverty rate for the state was approximately 12.1%. But even more startling is the fact that in Florida the rate of children living in poverty condition was 23.5% in 2010, meaning that approximately one in every four Florida children lives below the federal poverty line. Indeed, the rate of children living in poverty increased by nearly 35% from year 2006 to 2010. The Office of Management and Budget updates the poverty line every year to consider inflation, and for 2012 the federal poverty line is defined as income of \$22,050 or less a year for a household of four.

#### **What has been done**

UF/IFAS has adopted an innovative response to helping rural households and other economically vulnerable populations with disabilities with respect to delivering free tax preparation. UF/IFAS utilized Skype to allow individuals and families a direct one-on-one appointment with a VITA volunteer at the Extension office. The purpose of this platform is to reach residents with a lack of feasible transportation and other special needs, while maintaining the integrity of the VITA Program and helping them to avoid refund anticipation loans and tax preparation fees.

## **Results**

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The UF/IFAS Extension VITA sites were responsible for 1400 returns in 2013. Each return resulted in savings of approximately \$250 . This equates to \$350,000 in economic impact to the state for the household to spend in local economies.

?1400 returns x \$250 = \$350,000 of money retained by Florida households and available to be injected into local economies.

?\$350,000 x 1.4 (multiplier benefit) = \$490,000 of additional dollars generated in Florida counties from households spending based on savings from tax preparation fees, EITC and refund anticipation loans.

Our existing collaborative relationships with organizations such as the Florida Prosperity Partnership, faith based organizations, United Way, AARP, and local coalitions are critical as they provided a great network for advertising and recruiting VITA volunteers. Without the help of these relationships, training and implementation would not be efficient or effective. They assist in marketing to the communities and help organize the training for the volunteers, as they need to pass a series of tests to be IRS-certified.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area   |
|---------|--|
| 801     | Individual and Family Resource Management  |
| 802     | Human Development and Family Well-Being  |
| 803     | Sociological and Technological Change Affecting Individuals, Families, and Communities |

#### Outcome #3

##### 1. Outcome Measures

Change in Condition Personal and Family Well-Being

Not Reporting on this Outcome Measure

#### Outcome #4

##### 1. Outcome Measures

Change in Knowledge Personal Financial Education

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 10825  |

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

The estimated poverty rate for the state of Florida is 17.0% in the current year, slightly 1.1% above national poverty rate, and it ranks 18th among the states with highest poverty rate. This fact is alarming given that in 2007 the poverty rate for the state was approximately 12.1%. But even more startling is the fact that in Florida the rate of children living in poverty condition was 23.5% in 2010, meaning that approximately one in every four Florida children lives below the federal poverty line. Indeed, the rate of children living in poverty increased by nearly 35% from year 2006 to 2010. The Office of Management and Budget updates the poverty line every year to consider inflation, and for 2012 the federal poverty line is defined as income of \$22,050 or less a year for a household of four.

#### What has been done

In 2013, there were 15 FMMM volunteer training sessions that certified 122 new volunteer mentors. This represents an increase of approximately 10% from the previous reporting year. These and previously trained volunteers served 33 counties across the state. We have also continued to offer the Florida Saves Workshops focusing on budgeting, credit management, and savings.

#### Results

The hybrid Florida Master Money Mentor volunteer training continues to be well received by participants. According to the electronic evaluation results:  
95.2% of volunteers intend to meet all of the requirements for the FMMM program; and  
Between 88.9% and 93.8% of volunteers felt confidence in their abilities to gather necessary information, construct SMART goals with a client, run a meeting in a timely manner, assist clients in the budgeting process, assist with implementing a savings plan, and assist with financial institution needs.

As of April Fall 2013 122 were trained in that year; this totals 553 volunteers in 3 years. If all the volunteers fulfilled their 50-hour minimum contribution requirement, 27,650 hours would have been dedicated to programming efforts, which equates to \$576,502.50 in total human capital value since the inception of our program. To date \$480,000 has been donated to implement the program across the state of Florida. This translates to a 20.1% return on investment just in volunteer impact. A volunteer's service value is \$20.85 per hour. In 2012, we had 111 volunteers trained. If each fulfilled their 50-hour minimum contribution requirement for 2013, this would translate into approximately 5,550 hours of service work; 5,550 hours @ \$20.85 per hour equals \$115,717.50 in human capital value.

The three workshops have also been offered with results shared from Hernando County:  
Calendar-based Budgeting ? 531 people attended these workshops and as a result, 80.3% intend to create a spending plan, 79.6% intend to track their expenses, 80.2% intend to use savings tips so they spend less than they earn, and 90.1% intend to review their progress regularly.

Saving and Investing ? 350 people attended these workshops and as a result, 81.5% intend to

open a savings account, 72.5% intend to contribute to an investment or retirement account, 79% intend to increase the amount they save, and 83% intend to create SMART financial goals and save for an emergency fund.

?Credit and Debt Management ? 365 people attended these workshops and as a result, 82.5% intend to obtain their credit report, 84.4% intend to pay their bills on time, 82.1% intend to create a plan to reduce their debt, and 80.5% intend to improve their credit use.

#### 4. Associated Knowledge Areas

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

#### Outcome #5

##### 1. Outcome Measures

Change in Behavior Personal Financial Education

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 4784   |

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Florida's Volunteer Income Tax Assistance Program (VITA)

Roughly 12% of Floridians live below the poverty level. It is estimated that 37% of Florida's households live below the moderate-income threshold according to Census Data. Four counties in Florida were targeted for tax assistance in 2013.

In Jefferson County, 16.1% of the population is below poverty level and the median household income is \$42,096. In Madison County 20.4% of the population is below poverty level and the median household income is \$36,557. In Columbia County, 16.2% of the population is below poverty level and the median household income is \$38,589. In Hamilton County 23.5% of the population is below poverty level and the median household income is \$36,683.

Financial education is very much needed for the state of Florida. The Volunteer Income Tax Assistance Program (VITA) presents an opportunity for individuals and families to obtain

more information on what to do with their income tax refund with volunteers and educators who are trained to provide options for these households.

### **What has been done**

The University of Florida's Institute of Food and Agricultural Sciences (UF/IFAS) Extension county-based faculty members have a strong track record of working with Florida's underserved and at-risk communities. Many of Extension's existing financial education and counseling efforts are already targeted at low-income and at-risk populations.

The IRS has an effective training and implementation strategy along with the tools and resources to make the growth of the program possible. For instance, they provide us with web-based electronic methods of testing and certifying the volunteers. They also provide the software TaxWise which make tax preparation much more efficient than doing a return by paper. Having an IRS-certified auditor at the VITA sites ensures accuracy and reliability. UF/IFAS has adopted an innovative response to helping rural households and other economically vulnerable populations with disabilities with respect to delivering free tax preparation. UF/IFAS utilized technology to facilitate Skype sessions using laptops with cameras to allow individuals and families a direct one-on-one appointment with a VITA volunteer at the Extension office. Once the tax return is completed, the VITA volunteer then sends the return to an IRS auditor for final review. This ensures accuracy and accountability. If the tax return is approved, it is then electronically filed (e-filed) direct to the IRS just as any other VITA site. The purpose of this platform is to reach residents with a lack of feasible transportation and other handicap related issues while maintaining the integrity of the Volunteer Income Tax Assistance Program and helping those to avoid Refund Anticipation Loans and Tax Preparation Fees. Our four lead sites Jefferson, Madison, Columbia, and Hamilton were selected to host such sites. Additionally, several counties partnered with existing VITA efforts to expand their efforts including Walton, Hillsborough, and Okaloosa counties.

### **Results**

The UF/IFAS Extension VITA sites were responsible for 1400 returns in 2013. Each return serves as saving approximately \$250. This equates to \$350,000 in economic impact to the state for the household to spend in local economies.

-1400 returns x \$250 = \$350,000 of money retained by Florida households and available to be injected into local economies.

- \$350,000 x 1.4 (multiplier benefit) = \$490,000 of additional dollars generated in Florida counties from households spending based on saving from tax preparation fees, EITC and Refund Anticipation Loans.

Our existing collaborative relationships with organizations such as the Florida Prosperity Partnership, faith based organizations, United Way, AARP, and local coalitions as they provided a great network for advertising and recruiting VITA volunteers. Without the help of these relationships, training and implementation would not be efficient and effective. They assist in marketing to the communities and help organize the training for the volunteers, as they need to pass a series of tests to be IRS-certified.

A volunteer's service value is \$20.85 per hour. We had 74 volunteers participate. The total volunteer hour donation is between 3,552 and 4,440 hours. This equates to a total donated value between \$74,059 and \$92,574.

For example, if each volunteer contributed 4-5 hours per shift for 12 weeks from February to April:

- 74 volunteers x 48 &ndash; 60 hours each = 3,552 hours &ndash; 4,440 hours

- 3,552 hours @ \$20.85 an hour = \$74,059 of human capital saved in volunteer work

- 4,440 hours @ \$20.85 an hour = \$92,574 of human capital saved in volunteer work

Without the participation from the volunteers and leadership of UF/IFAS Extension and our

collaborative partners, we would not be able to successfully offer VITA to the state of Florida.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area                            |
|---------|---|
| 801     | Individual and Family Resource Management |
| 802     | Human Development and Family Well-Being   |
| 902     | Administration of Projects and Programs   |

#### Outcome #6

##### 1. Outcome Measures

Change in Condition Personal Financial Education

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Condition Outcome Measure

##### 3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 2695   |

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Florida Master Money Mentor Program (FMMM)

Many Florida households continue to struggle with unemployment, housing distress and mismanagement of finances. The areas of most concern for the state are South Florida, the Panhandle and rural places where banking and access to financial services are difficult to obtain.

There are many types of economically vulnerable populations across Florida, including low-income, disabled, transitioning veterans and inmates, elderly and young. Florida Master Money Mentors provide guidance, not advice or judgment, to assist a household who may have faced adversity from a chronic or acute life event(s). FMMM volunteers foster relationships over the long and short term. Sometimes Mentors are the first responders to financial distress or are the last resort. Many people may chose to work with a volunteer mentor to get reassurance of the choices they make with their spending and saving; others will seek guidance on how to develop or strengthen skills to make better choices. Financial mentoring and coaching facilitate the process of financial behavior change.

### **What has been done**

The Florida Master Money Mentor Program (FMMM) is lead by the University of Florida's Institute of Food and Agricultural Sciences (UF/IFAS) Extension faculty with the collaboration of local nonprofit organizations and other human service entities interested in helping residents develop financial management skills. The program helps community residents have an opportunity to gain awareness and obtain resources that improve conditions for making better consumer choices.

115 Volunteer Mentors in 16 counties were trained in 2013 to help hundreds of participants gain control of their financial lives by planning to build positive credit history, eliminating bad habits, improving spending, increasing saving and learning how to communicate better within their family. Participants working with Volunteer Mentors learn how to use a money management calendar and prioritize financial goals, spending and saving. Volunteer Mentors work with participants to identify techniques to manage aspects that are conducive to their needs and preferences and held in a non-threatening environment, such as the public library or UF/IFAS Extension office(s).

### **Results**

In response to a request from program partners, a new FMMM Budget Coaches program was piloted in 2013. These coaches provide one-time assistance to local residents who attend financial education events. If the participant needs additional assistance they are referred to a Volunteer Mentor. FMMM also complements UF/IFAS's efforts related to the Florida Saves initiative (part of the national America Saves campaign). Cooperative Extension Services around the country are very heavily involved in promoting America Saves. In Florida, we use both a massive social marketing campaign to spread positive messages about savings as well as having as many counties as possible host Florida Saves events.

While statewide data are not available, in Hillsborough County alone 81 people have received FMMM certification. In 2013, 9 volunteers donated 78 hours, providing one-on-one guidance to 21 clients. Of these 21 participants, nearly half said they started tracking expenses and developing a plan to reduce debt and increase financial stability.

An additional 904 financial education program participants reported increased self-confidence in their ability to manage their finances. Research shows that when people have increased self-confidence they are more likely to succeed.

For the week of America Saves, Hernando County Extension conducted 9 classes with 123 attendees. From this, 29 submitted the Florida Saves form to become a "Florida Saver."

Three stand alone displays were viewed by more than 300 people during the week. Because of the overwhelming interest in the Florida Saves program, the displays were left up and had an average of 100 people per week view the display and over 1500 Money Management Calendars given out.

As a result of UF/IFAS Extension's work, the national magazine Real Simple conducted an interview with one client and her FMMM volunteer. Our FMMM volunteer helped the widow gain control of her spending and saving after the unexpected loss of her husband. The feedback to the published article has been very positive and has led to many inquiries about getting involved or getting help as a result.

## **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                     |
|----------------|---|
| 801            | Individual and Family Resource Management |

## **Outcome #7**

### **1. Outcome Measures**

Change in Knowledge Health and Nutrition

### **2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 33634         |

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

(YUM)

Over 25% of children, 2 to 5 years, are overweight or obese, with similar statistics for adolescents.(1) Healthful eating and physical activity for managing a healthy weight is important for addressing this concern. Based on the Youth Risk Behavior Survey in 2011, only a little over half of students ate breakfast daily and about one-quarter drank soda or other sugar-sweetened beverages daily.(2) Not even a quarter of high school students had eaten fruits and vegetables five or more times in the past seven days prior to being surveyed, although slightly more (35%) ate fruits two or more times daily during that time. Only 15% ate vegetables three or more times daily within the week.

(1) Ogden CL, Carroll MD, Kit BK, Flegal KM. (2012) Prevalence of Obesity Trends in Body Mass Index Among U.S. Children and Adolescents, 1999-2010. JAMA. 307(5\_):483-490.

(2) Data and Statistics. Center of Disease Control. Available at: [www.cdc.gov/DataStatistics/](http://www.cdc.gov/DataStatistics/). Accessed on May 20, 2012.

#### **What has been done**

Youth who have the opportunity to learn about healthful eating and physical activity may be more likely to adopt healthful behavior. The Dietary Guidelines for Americans, 2010 and the MyPlate icon provide guidance for eating nutrient-rich foods and creating a healthful lifestyle. The University of Florida's Institute of Food and Agricultural Sciences (UF/IFAS) Youth Understanding MyPlate (YUM) curriculum reflects this guidance and is designed for youth in pre-kindergarten through second grade. The YUM curriculum includes six, thirty-minute lessons containing a learning and physical activity. The lessons are based on the experiential learning theory and align with Florida educational standards.

## **Results**

Knowledge of youth in first and second grades (n=1238) was evaluated as an outcome upon completion of the UF/IFAS Extension Youth Understanding MyPlate (YUM) curriculum. The curriculum was implemented as six 30-minute lessons over a minimum of at least six weeks (one lesson per week). The same multiple-choice, 12-item survey was used at pre-test and post-test to assess nutrition knowledge related to MyPlate, foods with key nutrients, and the benefit of nutrient-rich foods/nutrients. Example items were "How many sections should be on your plate?" and "Which food has lots of calcium?"

Data were collected in sixteen counties (Flagler, Orange, Dixie, Gilchrist, Miami-Dade, Sarasota, Okaloosa, Walton, Pasco, Pinellas, Nassau, Columbia, St. Johns, Madison, Osceola, Taylor). There was a 17% and 21% improvement in scores from pre-test to post-test for first and second graders, respectively. For youth in first grade, post-test scores were significantly higher than pre-test scores (8.0±2.3 versus 6.1±1.8, p<.001). Similarly, youth in second grade had higher post-test versus pre-test scores (8.1±2.1 versus 5.6±1.6, p=.001).

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area  |
|---------|---|
| 701     | Nutrient Composition of Food  |
| 703     | Nutrition Education and Behavior  |
| 712     | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 723     | Hazards to Human Health and Safety  |
| 724     | Healthy Lifestyle   |

#### Outcome #8

##### 1. Outcome Measures

Change in Behavior Health and Nutrition

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 50988  |

##### 3c. Qualitative Outcome or Impact Statement

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#### **Issue (Who cares and Why)**

Having children learn more about fruits and vegetables and how good they taste can reduce cases of obesity.

**What has been done**

FAMU 4H/STEM-Food Science Program participated in the Oak Ridge Elementary School's Wellness Food Tasting Fair, which approximately 572 students and about 300 parents spent the day tasting and learning about healthy foods during the special area time.

**Results**

Although there were no real measures of knowledge gained, the students marveled over the new vegetables introduced to them and insisted that their parents add those choices to their meal in the future. As a result, the FAMU 4-H Youth Program assisted in establishing the school's onsite garden plot.

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>   |
|----------------|---|
| 701            | Nutrient Composition of Food  |
| 703            | Nutrition Education and Behavior  |
| 712            | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 723            | Hazards to Human Health and Safety  |
| 724            | Healthy Lifestyle   |

**Outcome #9**

**1. Outcome Measures**

Change in Condition Health, and Nutrition

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 2456          |

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>   |
|----------------|---|
| 701            | Nutrient Composition of Food  |
| 703            | Nutrition Education and Behavior  |
| 712            | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 723            | Hazards to Human Health and Safety  |
| 724            | Healthy Lifestyle   |

**Outcome #10**

**1. Outcome Measures**

Change in Knowledge Sustainable Housing and Home Environment

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 1875          |

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The Orange County Housing Division communicated to this agent that an important of the post purchase training for first time homeowners was the education about the importance of filing Homestead Exemption.

**What has been done**

As a result, a portion of the training focused on how and why to file for the homestead exemption.

**Results**

A show of hands of class participants revealed that 100% indicated that they had filed for the homestead exemption or now understand how to file. By filing homestead exemption within the deadline periods, the 69 first time homeowners could reduce the taxable value of their Homestead property by \$50,000 resulting in a tax savings of approximately \$750 annually or an accumulative value of \$1,552,500 over the 30 year loan term for 69 homeowners.

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>  |
|----------------|--|
| 804            | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |

**Outcome #11**

**1. Outcome Measures**

Change in Behavior Sustainable Housing and Home Environment

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 319           |

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Foreclosures across the country are high. It is important to understand how to properly budget for a house to reduce the chance of foreclosures.

**What has been done**

In 2013, a single male participated in the A Home of Your Own firtrt-time homebuyer class in Osceola County. He then scheduled one-on-one appointments for help in qualifying for a loan to buy a home with our financial mentoring program.

**Results**

After reviewing his financial information and various lending programs available to first-time homebuyers, he secured conventional mortgage loan of \$120,000.00 for 30 years with a fixed interest rate 4.84%. Because he utilized the mentorâ??s research based information given in the

counseling, the client's monthly mortgage payment is at the recommended percent of gross income (30%) which makes the mortgage payment affordable. The mentoring process taught him understand how to save for a down payment and how to create the habit of savings for long term. The client also learned how to create and maintain a spending plan, while adjusting expenses and keeping a low debt to income ratio. Combining the 12-hour class and one-on-one mentoring provided the client with the knowledge, skills and behavior patterns towards financial success and homeownership sustainability.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area   |
|---------|--|
| 804     | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |

#### Outcome #12

##### 1. Outcome Measures

Change in Condition Sustainable Housing and Home Environment

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Condition Outcome Measure

##### 3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 488    |

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Cantrell (2012) and Cantrell & Stafford (2012) compared US and Florida residents on 162 items related to improving the overall performance of their family living situation within the home and community (performance in this sense refers to how effective a household is in accomplishing its objectives, however those may be defined). However, there are many considerations for increasing the physical performance of the home that are "less" mechanical in nature, and these types of considerations, which can account for as much as half the increase in the total overall home living situation, are the types of considerations that Cantrell's studies investigated. These considerations were motivated by the realization that although homes can benefit from costly mechanical upgrades, Wilhelmson (2008) found that families' single largest investment was not being adequately protected because families generally lacked attention and dedication to a routine level of home maintenance and streamlined operations. Mullens (2011) showed that safety and health can be directly affected by the level of attention and dedication given to

maintenance and streamlined operations.

### **What has been done**

County Extension Agents in Volusia, Washington, Gadsden, Orange, Hernando, Duval, and Osceola continued to offer first time homebuyer education classes.

### **Results**

Two hundred and six homebuyer education certificates were awarded in Volusia County. As reported on the end of class evaluation, 95% (n=196) indicated that they learned something new pertaining to the home buying process. Ninety-six percent (96%) (n=198) stated they learned how important household financial management is to their homeownership. As reported by Iberia Bank, more than ninety (90%) (n=185) percent of Bond participants, closed on a home purchase in 2013. In Washington County, 43 persons completed the six-hour homebuyer education program. The Washington County SHIP Program distributed \$25,647 in home purchase assistance funds. Home ownership contributes to the overall stability of a community through the investment of the residents in their respective properties and community and payment of ad valorem taxes. Studies show that children living in homes owned, rather than rented, by their parents/caregivers are more likely to perform better in school due to the stability of their environment.

## **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>  |
|----------------|--|
| 801            | Individual and Family Resource Management  |
| 804            | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |
| 806            | Youth Development  |

### **Outcome #13**

#### **1. Outcome Measures**

Change in Knowledge Sustainable Organizations and Communities

Not Reporting on this Outcome Measure

### **Outcome #14**

#### **1. Outcome Measures**

Change in Behavior Sustainable Organizations and Communities

Not Reporting on this Outcome Measure

## **Outcome #15**

### **1. Outcome Measures**

Change in Condition Sustainable Organizations and Communities

### **2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 0             |

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Adding to jobs and economy is of grave importance to communities today. Unnecessary regulations can often add to the loss of jobs or to lack of growth in an industry.

#### **What has been done**

As a partial result of Extension's Community Capacity Building efforts in Franklin County a new organization comprised of local seafood industry representatives has formed to take ownership of local seafood management issues and to be the leaders in working with state and federal fishery regulators to address the county's marine fishery issues.

#### **Results**

The group has formed an LLC and is now in the process of becoming a 501c3 organization. The name of the Group is the the Seafood Management Assistance Resource and Recovery Team (SMARRT).

### **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>  |
|----------------|--|
| 803            | Sociological and Technological Change Affecting Individuals, Families, and Communities |
| 805            | Community Institutions, Health, and Social Services                                    |

## **Outcome #16**

### **1. Outcome Measures**

Change in knowledge related to aging well

### **2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 899           |

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Over 17% of Florida's population is age 65 and over. Between 2009 and 2030, Florida's population is expected to increase by almost 5.1 million, with those 60 and older accounting for almost 65% of this growth. Challenges facing Florida's elders, identified by the 2010 Florida Department of Elder Affairs' Assessment of the Needs of Older Floridians, include inadequate nutrition (26%) and financial constraints that limited their ability to fill prescriptions (10%) and get dental (30%), eye (24%), or mental health (11%) care. Over half of older Floridians reported they needed assistance with daily activities such as housekeeping and shopping, while 17% needed help with personal care such as bathing and dressing. Usually, a family member, often someone who also is elderly, cares for older adults. Older adults are increasingly serving as caregivers for their grandchildren; among those who are caring for grandchildren, 36% are over the age of 60 and 18% live in poverty.

#### **What has been done**

This year, AWiF faculty planned and implemented in-service training at the FCS Summit and at the EPAF conference, and planned a three-day training that will be held in February 2014. See below for details.

#### **Results**

AWiF has initiated 12 Action Teams that address a broad spectrum of issues in aging that have been identified as priorities or potential areas of focus by team members. These AWiF Action Teams are in various stages of development. Some are already working on curriculum and educational materials development (ENAFS ? which is an on-going program since 1999; End of Life Education 101, Food Modification for Special Needs, and Small Steps to Health and Wealth

for Older Adults), review of educational materials (Affordable Care Act, Arthritis Education, Boomer Retirement Planning, Memory, and Savvy Caregivers), and/or planning and presenting in-service training (Affordable Care Act, Arthritis Education, ENAFS, End of Life Education 101, Housing/Universal Design, and Small Steps to Health and Wealth for Older Adults). Others are in the exploration stage and may or may not result in new programming focuses (Adapting Take Control to Reduce Your Cancer Risk curriculum for the Web, Boomer Retirement Planning, and Memory).

At the 2013 FCS Summit, AWiF team members presented four breakout sessions:

Aging in Florida: Everyone's Doing It! ? Linda Bobroff and Julie England

Small Steps to Health and Wealth for Older Adults ? Martie Gillen

Empowering Baby Boomers and the Elderly to Access Benefits ? Meg McAlpine, Michael Gutter, and Jennifer Walsh

Food Modifications for Special Needs ? Wendy Dahl

Evaluations submitted by 25 participants in the session Aging in Florida: Everyone's Doing It! were excellent:

Mastery of the session's information 5.00

Ability to teach clients on this topic 4.92

Inclusion of the latest research findings 4.92

Examples for using information in educational events 4.92

I am committed to using information from this training 4.76

Overall rating for these instructors 5.00

Comments received from four participants:

Very interesting information; thanks for the update and additional ideas for programming

Excellent, awesome materials, Excellent information, Very informative

At EPAF, the Aging Issues in Florida half day in-service training included sessions on Aging Demographics (Julie England), Financial Management (Martie Gillen), Nutrition and Health (focused on Binge Drinking in Older Adults and Hydration ? Linda Bobroff), Alzheimer's Dementia (Heidi Radunovich), and Aging in Place (Randy Cantrell). Fifteen county Extension faculty attended.

#### **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                   |
|----------------|---|
| 802            | Human Development and Family Well-Being |

#### **Outcome #17**

##### **1. Outcome Measures**

Change in behavior related to aging well

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

### **Brief Explanation**

Florida is still heavily impacted by the economic downturn and although the economy appears to be improving it is expected that sequestration will be an issue and this is delaying a stronger economy. Public education in Florida has lost more than 50% of state funding and has been impacted by other losses or increases such as the failure of tuition to be increased to bring the state more into line with other state tuitions. Counties across the state are impacted by devolution from the state level and this also has a direct impact on the land-grant universities.

Natural and national disasters can also affect the number of volunteers available to work with youth and Florida citizens and this is an area that the land-grant universities use to support programs. Natural disasters such as hurricanes, fires, storms and flooding are common within the state leading to many issues that impact the land-grant colleges.

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

The landgrant universities continue to work in areas that have been identified by stakeholders as most important including food and nutrition, the impact nutrition has on health and the importance of improving food safety. Financial management and housing are also of primary importance. Florida Extension also deals with the aging process and the important of proper nutrition in keeping this growing population healthy and active. Both childhood and adult obesity are issues being tackled through work in the nutrition area.

### **Key Items of Evaluation**

#### **Childcare and Youth Training and Technical Assistance Program in Florida**

One area of identified need within the state of Florida is the quality and quantity of childcare. In order to ensure that childcare providers are providing the best, most appropriate care for children, they need to obtain continued education within the field, and Florida mandates a minimum of 10 hours of continuing education annually for all childcare providers. While there are other programs that provide continuing education to childcare providers,

#### University of

Florida's Institute of Food and Agricultural Sciences (UF/IFAS) Extension is able to provide research-based, up-to-date, and unbiased information to childcare providers at low or no cost. They are able to do so in the local community, and this is particularly important for rural communities where high speed Internet is not widely available and other options for in-person training is limited or non-existent. In rural Liberty County, our Extension continuing education training is the only local training and many childcare providers would need to leave the profession without this needed training because of the time and cost associated with out of county travel would be prohibitive.

Research shows that quality early childcare, particularly for low-income families, can have a critical impact on the long term academic, emotional and social functioning of children, and for every \$1 spent on quality childcare for low-income families, there is a minimum long-term cost savings of \$8, as children are more likely to stay in school, stay in the workforce, and avoid societal costs such as substance abuse and incarceration.

The Department of Defense (DOD) has served as a model for quality childcare in the U.S., and military bases are known for having very high quality childcare programs. However, many military personnel are unable to utilize these on-base childcare services because there are not enough slots available, or because the family lives too far away from a base. This is particularly true for National Guard and Reserve families. DOD has prioritized increasing the quality and quantity of childcare provider training in military-heavy states, such as Florida. As a result, they have worked with NIFA to fund the Childcare and Youth Training and Technical Assistance Program (CYTTAP).

The Childcare and Youth Training and Technical Assistance Project (CYTTAP) works to improve the quality and quantity of child care in states with high densities of off-installation military families. From September 2011 through October 2013, Florida child care providers and early childhood education professionals attended face-to-face trainings, train-the-trainer events, and low- or no- cost online trainings. Professional development (PD) hours awarded in

the online and face-to-face trainings count towards state-approved professional development hours required to maintain licensing/certification or quality improvement ratings. Also, the hours providers earn are all accepted for Child Development Associate (CDA) formal education hours.

Better Kid Care On Demand was offered to child care providers, who completed 1,614 hours of online training as of October 31, 2013.

Between September 2011 and October 2013, CYTTAP sponsored 72 training events, including 43 Better Kid Care (BKC) training events for hundreds of providers and 27 Rock Solid Foundations training events attended by 741 providers.

Train the Trainer events contribute to the sustainability of CYTTAP goals by producing a cadre of state trainers who are prepared to deliver ongoing professional development training to direct child care providers. One Rock Solid Foundations Train the Trainer event reached 19 individuals. One Tools for the Trade II Train the Trainer event reached 15 individuals.