

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Home & Life Skills

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
607	Consumer Economics	25%	30%	0%	0%
723	Hazards to Human Health and Safety	25%	0%	0%	0%
801	Individual and Family Resource Management	25%	40%	0%	0%
802	Human Development and Family Well-Being	25%	30%	0%	0%
Total		100%	100%	0%	0%

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	2.2	1.0	1.0	0.0
Actual Paid	4.8	1.8	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
556472	628593	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
556472	628593	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

The apparel and textiles program was implemented through group discussions, workshops, demonstrations and training supplemented by print and electronic media resources. Preparing for the Workforce publications were developed and distributed to educate the clientele seeking employment. Programs in financial management and family resource management were implemented to strengthen limited resource families and communities to enhance their quality of life.

FVSU's financial literacy program provided 4 workshops to Georgians. The SMARTT Program is an educational program designed to meet the financial literacy needs of Georgians. The program offered specialized instruction to individuals on the application of money management skills and strategies. The program assisted individuals in establishing healthy banking relationships, building assets and securing a better future for themselves and their families.

In UGA's financial literacy program fact sheets were distributed. Six different trainings ranging from 30 minutes to six hours in length were conducted for FACS agents and 4 H agents. In turn, agents provided training to other clients. More than 50 news articles were developed for distribution by agents to media outlets.

A partial entrepreneurship curriculum was developed. Collaboration with agricultural economics faculty and masters level classes connected several aspiring entrepreneurs with researchers who were able to provide assistance with feasibility studies and financial evaluation.

The housing education program offered homebuyer education workshops to 163 consumers throughout the year. The workshops raised consumer awareness of programs available to assist with homeownership needs. Fourteen participants purchased homes valued at approximately \$1.4 million.

FACS Agents continue to receive ongoing updates and information to keep their knowledge about the housing market current. Partnerships with local agencies have been established.

In the area of indoor air quality, publications and news articles were distributed to agents for use in local programs and media outlets. Additional research based information on ways to improve indoor environment was disseminated through the UGA GreenWay online network (www.ugagreenway.org) that includes a web page, Facebook, twitter, YouTube, and blog. UGA continued to provide healthy housing training for professionals as a training partner with the National Center for Healthy Housing, Georgia Southern University, and the Georgia Department of Public Health. The Georgia Radon Education program continues to provide radon education and test kits, reaching 6,500 adults and students through education programs and presentations. Another 50,000 were reached through print, broadcast and social media.

Surveys were done in Baxley, Houston, Peach, and Dougherty County to identify need for IT training. Training courses offered included Introduction to the Internet, Introduction to MS Excel, Introduction to Quickbooks, Introduction to MS Word, Introduction to Digital Photography, and Introduction to Computers.

2. Brief description of the target audience

Specialists will direct efforts primarily to county agents. As a result, agents will reach youth, parents, senior citizens and others.

The targeted audiences of the FVSU faculty will be all Georgians and residents in surrounding areas with emphasis on all limited resource and low income families and individuals.

3. How was eXtension used?

There are currently 2 leaders and 29 active members associated Communities of Practice related to this planned program.

The membership in eXtension has continued to grow. Overall, there are currently 291 members in Communities of Practice in 62 approved communities (Up from 150 members in 59 communities in 2012). 190 questions were answered by in-state experts.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	2407	1905	150	330

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

Patent Applications Submitted

Year: 2014
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2014	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of educational contact hours generated from formal educational programs presented to county extension agents by state faculty directly associated with this planned program.

Year	Actual
2014	711

Output #2

Output Measure

- Number of educational contact hours generated from formal educational programs presented directly to clientele by state faculty directly associated with this planned program.

Year	Actual
2014	38128

Output #3

Output Measure

- Number of significant publications including articles, bulletins and extension publications. (excluding peer reviewed articles)

Year	Actual
2014	9

Output #4

Output Measure

- Number of invited presentations by faculty directly resulting from the success of this planned program.

Year	Actual
2014	10

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of additional direct extension contacts made by volunteers, staff, or county agents not receiving federal funds as a direct outcome of the work of federally funded faculty associated with this planned program.
2	Total number of consumers transitioning from rental to homeownership after participating in this program.
3	The percentage of participants who indicated a change in behavior, such as conserving water, purchasing Energy Star products or testing their well.
4	The number of participants who tested their homes for indoor air quality contaminants as a result of the educational programs conducted by county agents.
5	The percentage of participants who increased their knowledge of Indoor Air Quality issues as a result of the educational programs conducted by county agents.

Outcome #1

1. Outcome Measures

Number of additional direct extension contacts made by volunteers, staff, or county agents not receiving federal funds as a direct outcome of the work of federally funded faculty associated with this planned program.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	453583

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Faculty associated with federal funds also make indirect contacts to clientele. These federally funded positions provide further impact to the community through county faculty, staff and volunteers not receiving federal funds. This county level programming results in thousands of additional direct Extension contacts.

What has been done

County faculty have presented research based information directly to clientele through presentations, workshops, on-site visits, meetings, and other trainings.

Results

Extension extended lifelong learning to the people of Georgia through unbiased, research-based education.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics

Outcome #2

1. Outcome Measures

Total number of consumers transitioning from rental to homeownership after participating in this program.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	11

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The goal of homeownership for many consumers is unattainable. Housing is an essential need for all persons. Not only is it a place for shelter, but it also has deep psychological and emotional influences on people providing them with a feeling of safety and security. Many consumers are overwhelmed by the home buying process.

What has been done

The homebuyer education program helped consumers gain the knowledge they need to become successful homeowners. This includes ensuring that participants have an understanding of the buying process, mortgages, financial management, and how to prevent foreclosure and default.

Results

Of the training participants, eleven used the information gained to transition from rental property to homeownership.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics

Outcome #3

1. Outcome Measures

The percentage of participants who indicated a change in behavior, such as conserving water, purchasing Energy Star products or testing their well.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

The number of participants who tested their homes for indoor air quality contaminants as a result of the educational programs conducted by county agents.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	541

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Indoor air quality problems are caused by indoor contaminants including but not limited to radon, environmental tobacco smoke, biological contaminants, combustion by products, household products, volatile organic compounds, pesticides, asbestos, and lead. Health effects of these contaminants range from allergic reactions in sensitive populations to death. Additionally, health effects of some IAQ.

What has been done

Extension specialists trained agents to provide indoor air quality (IAQ) programming to target populations, teaching consumers how to reduce exposure to IAQ contaminants in home, work, and school environments. Specialists also developed curricula, print and online consumer resources, and program evaluations.

Results

A total of 541 training participants went on to test the homes for indoor air quality contaminants as a result of the educational programs conducted by county agents.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics

Outcome #5

1. Outcome Measures

The percentage of participants who increased their knowledge of Indoor Air Quality issues as a result of the educational programs conducted by county agents.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	70

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Indoor air quality problems are caused by indoor contaminants including but not limited to radon, environmental tobacco smoke, biological contaminants, combustion by products, household products, volatile organic compounds, pesticides, asbestos, and lead. Health effects of these contaminants range from allergic reactions in sensitive populations to death. Additionally, health effects of some IAQ.

What has been done

Extension specialists trained agents to provide indoor air quality (IAQ) programming to target populations, teaching consumers how to reduce exposure to IAQ contaminants in home, work, and school environments. Specialists also developed curricula, print and online consumer resources, and program evaluations.

Results

Seventy percent of participants reported an increase in knowledge of Indoor Air Quality issues as a result of the educational programs conducted by county agents.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

- Slow recovery of the housing and labor markets continue to pose challenges for many Georgia households. Stagnant wages and rising prices have forced belt tightening across the state. Information Extension provides helps consumers to make informed personal financial management decisions in an increasingly sophisticated financial marketplace. Poor choices about whether to spend or save and when to use credit impede or halt progress toward long term goals and financial security.

- Difficulty in securing funding for establishing an entrepreneurship competition.

- There are various outcomes, negative and positive, that have occurred based upon the following external factors. Most notably economic trends has positively affected the outcome. Clients are more aware of the pitfalls of foreclosure, scams and predatory lending practices and therefore, attend the classes to educate themselves. Additionally, as employment improves so does the Housing market. Public policy changes most notably down payment assistance programs for first time homebuyers also helped to increase enrollment. Lastly, new federal regulations regarding lead and renovations also assisted in increasing enrollment for the classes.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

- Participants revealed that the programs helped them personally and that the program served its purpose. Participants felt that the programs were a success. The overall ratings of the programs were excellent.

- Evaluations were administered and completed after each planned program. Results were positive.

- Agent knowledge was assessed by evaluation tools specific to the content provided at each training. Two major program evaluations were conducted. Participants in a 2-hour financial literacy class mandated for individuals that have filed for bankruptcy completed a pre-test and a post-test with a selected portion receiving a follow-up survey to measure behavior change. The 2-hour workshop helped participants to improve financial practices such as budgeting and paying bills on time. Middle school youth (4th through 8th grades) participating in a ten-part series of 30-minute lessons completed pre- and post-test assessments that showed the students were more likely to save for goals, give to charities, regret an impulse purchase, and understand the time value of money after the workshop series.
- Entrepreneurs assisted through program efforts are currently being tracked. The long term nature of establishing a new business will require ongoing contact over multiple years to establish a database of reportable results.
- At the beginning and at the conclusion of each homebuyer education series a test was administered beforehand to gauge clients' knowledge prior to completing the class, and then the same test was given at the conclusion of the series to see if the test scores increased. On average individual test scores increased. Additionally, participants indicated an increase in knowledge and felt empowered enough to make informed decisions.
- A Pre and post test was provided at each workshop. In general test scores increased for individual participants after the workshop was completed. Additionally, participants indicated they would use resources learned in the workshop to improve their personal finances.
- Follow-up contact is made with all individuals participating in individual counseling sessions, so some informal assessments were conducted when following up with households with positive responses.
- Distributed 851 radon test kits and received 541 test results (an average usage rate of 64%). High test results were received by 110 households. The majority of participants in radon education programs report an increase in knowledge after the class and the intent to test their home if they have not already done so.
- Evaluations of the programs was done informally. Pre and post surveys indicated that everyone owned a computer who came to the workshop or had access to a computer. After the training, all clients demonstrated a basic level of proficiency in the classes they selected. Telephone calls and emails were used for communications for post survey responses. Clients also indicated that they knew others and would disseminate the skills learned to friends and family.

Key Items of Evaluation

Post workshop evaluation scores showed an overall increase in knowledge and satisfaction with the programs.
Radon testing kits were provided and participants indicated an intent to test their homes.