

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

**Program # 3**

**1. Name of the Planned Program**

Community Viability

- 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
602	Business Management, Finance, and Taxation	5%	0%	0%	0%
603	Market Economics	2%	0%	0%	0%
605	Natural Resource and Environmental Economics	10%	0%	15%	0%
607	Consumer Economics	5%	0%	10%	0%
608	Community Resource Planning and Development	70%	100%	75%	0%
610	Domestic Policy Analysis	3%	0%	0%	0%
801	Individual and Family Resource Management	5%	0%	0%	0%
<b>Total</b>		100%	100%	100%	0%

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.8	1.0	0.0	0.0
<b>Actual Paid</b>	35.4	0.5	0.0	0.0
<b>Actual Volunteer</b>	270.0	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
719177	133461	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1039813	181000	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1994793	0	0	0

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

**1. Brief description of the Activity**

To address the Community Viability planned program, we:

1. Conducted workshops in leadership development, facilitation, conflict management, community planning, community resource development, entrepreneurial and alternative economic development.
2. Delivered services in facilitation strategic planning, public listening sessions, land use discussions for community viability/community resource development issues
3. Developed print and electronic resources in community viability/community resource development
4. Provided and distributed available resources, including eXtension, in land use, community planning, leadership, facilitation, small business development and alternative economic development
5. Provided professional development training in facilitation, land use and leadership
6. Partnered with local, regional and state agencies, organizations, faith-based groups, etc.
7. Facilitated meetings of task forces, coalitions, committees, addressing community viability/community resource development issues
8. Conducted research on leadership development

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

1. Individuals
2. Families
3. Owners and managers of farms and small businesses
4. Local, state, and federal personnel and policy makers
5. Community leaders and organizations
6. Private sector service suppliers

**3. How was eXtension used?**

The Community Viability program holds a seat on the Land Use and Community Planning Community of Practice national leadership team, as the Southern Regional Representative. eXtension is referenced as a source for information in our classes and publications (where applicable) and Ask-the-Expert functionality is supported on our web pages. There is also an Ask-the-Expert link on our publications page.

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

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	10635	13019	1907	141

**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
<b>Actual</b>	21	27	48

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

**Output Target**

**Output #1**

**Output Measure**

- Number of education programs planned in public policy education

Year	Actual
2014	4

**Output #2**

**Output Measure**

- Number of individuals and families completing basic financial management strategies such as budgeting, setting financial goals, establishing a saving/investing program, and implementing practices to reduce the chance for identity theft after receiving instruction.  
 Not reporting on this Output for this Annual Report

**Output #3**

**Output Measure**

- Number of communities and local governments partnering with Virginia Cooperative Extension

faculty to seek and develop alternative economic development opportunities or address public policy and community planning goals.

<b>Year</b>	<b>Actual</b>
2014	132

**Output #4**

**Output Measure**

- Number of youth attending educational programs conducted on basic financial management strategies such as budgeting, setting financial goals, establishing a saving/investing.  
Not reporting on this Output for this Annual Report

**Output #5**

**Output Measure**

- Number of program participants improving their housing environment through new ownership, avoiding foreclosure or purchasing and maintaining a home.  
Not reporting on this Output for this Annual Report

**Output #6**

**Output Measure**

- The number of people completeing in Master Financial Education Volunteer programs.  
Not reporting on this Output for this Annual Report

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

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

O. No.	OUTCOME NAME
1	Increase the number of individuals completing basic financial management strategies including budgeting, setting financial goals, establishing a saving/investing program.
2	Increase the number of trained volunteers and citizens participating in Extension entrepreneurship workshops indicating increased entrepreneurial knowledge and skills applied to evaluation and planning of new enterprises (such as small businesses, micro-businesses, home-based businesses and agri-tourism).
3	Increase the number of communities and local governments partnering with Virginia Cooperative Extension faculty that seek and develop alternative economic development opportunities, and community planning goals.
4	Increase the number of individuals improving their housing environment by adopting techniques allowing them to purchase a home or to avoid foreclosure.
5	Increase the number of youth learning the basic financial management strategies such as budgeting, setting financial goals, establishing a saving/investing program after receiving financial instruction.
6	Increase the number of local food entrepreneurs who make direct connections with local food distribution outlets such as grocery stores, colleges, universities, hospitals, schools, nursing homes etc.
7	The number of programs and one-on-one counseling sessions offered by Master Financial Education Volunteers.
8	Facilitation Skills Training - Increase the percentage of trained volunteers and citizens participating in facilitation skills training that indicate improved knowledge and skills as a result of participation
9	Leadership Development Education - Increase the percentage of adult citizens participating in leadership development education programs that indicate improved knowledge and skills as a result of participation.
10	Economic and Community Planning- Increase in self-reported preparedness among communities receiving economic development and community planning education

## **Outcome #1**

### **1. Outcome Measures**

Increase the number of individuals completing basic financial management strategies including budgeting, setting financial goals, establishing a saving/investing program.

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

- 1862 Extension
- 1890 Extension
- 1862 Research

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	0

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

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

Focusing on helping families understand good credit, how to work with mortgage companies and home maintenance enables families to become eligible as homeowners and develop individual spending plans. Establishing a spending plan to save towards homeownership was accomplished through educational outreach with 90% of audiences served with families able to purchase homes after a two year period of savings and limited spending. In addition bank partners are recognizing the need to have a hands-on approach for potential homeowners and have donated homes that will be awarded to successful participants enrolled in a six-month course.

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

Virginia Cooperative Extension reached over 6000 residents with financial information directly and another 1500 reaching indirectly through displays and public information distribution Changing practices in financial management is not easy. Thus the educational outreach must be more intense and longer in duration. One example in Virginia Beach, called "Bank-on" applies a ten-month program which has resulted in 100% of clientele establishing bank accounts, writing long term goals and beginning to accrue an emergency fund. Ninety-six percent of participants developed debt pay down plans and review their annual credit reports with regularity. Through basic financial awareness programs clients are reporting the ability to save even \$46 per month and paying down credit card debt. Clients are improving by an average of 50% their desire to save first before spending their weekly income.

Using "Money Smarts" many adults in the northern Virginia area are learning in English and Spanish and celebrating a 100% group participation in on time bill paying and an increased by 70% of those who have initiated a savings program.

### Results

Addressing budgeting, credit/debt management and savings, many educational programs are using trained volunteers to multiply the ability to reach more families with financial literacy programs. Receiving a total of 20 hours of training, Master Financial Education Volunteers give back 40 hours each. Collectively, in 2014, 5851 hours of financial counseling were delivered by Extension personnel and volunteers.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
603	Market Economics
607	Consumer Economics
801	Individual and Family Resource Management

### Outcome #2

#### 1. Outcome Measures

Increase the number of trained volunteers and citizens participating in Extension entrepreneurship workshops indicating increased entrepreneurial knowledge and skills applied to evaluation and planning of new enterprises (such as small businesses, micro-businesses, home-based businesses and agri-tourism).

#### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension
- 1862 Research

#### 3a. Outcome Type:

Change in Knowledge Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	65

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

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

The New River Valley Agriculture and Tourism Consortium is a tri-county effort working to enhance opportunities to improve producer knowledge of how to add value to products, as well as possible product diversification. The goal of this group is to promote agriculture viability, as well as the overall rural character & heritage of the NRV region. Montgomery County has the potential to become a food-hub for our region expanding rural enterprises, marketability of the region, and

tourism.

### **What has been done**

An Educational Series was developed focused on Agritourism and Agribusiness across the region. Funding for this consortium is made possible by grants from the Governor's Agriculture and Forestry Industry Development Fund (AFID) and the Virginia Department of Housing and Community Development. The state Agritourism team consisting of experts from Extension, VA Tourism, and the Virginia Department of Agriculture and Consumer Services led a day long workshop focused on Agritourism in a Creative Economy hosted in Riner, VA.

### **Results**

A post evaluation was implemented at the end of the workshop. The results indicated that:

? The workshop topic was timely, relevant, and practical for this group. 32% Agreed 68% Strongly Agreed

? Met Expectations. 44% Agreed 56% Strongly Agreed

? 24% of the respondents stated their knowledge was LOW prior to the workshop (60% = moderate, 16% high)

? 80% of the respondents stated their knowledge was HIGH as a result of the workshop. (20% = moderate)

? 92% of the respondents said the overall assessment of the workshop was HELPFUL.

? 96% of respondents said the workshop included high value of information and resources

? 100% would recommend this to others interested in this topic.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
602	Business Management, Finance, and Taxation
608	Community Resource Planning and Development

## **Outcome #3**

### **1. Outcome Measures**

Increase the number of communities and local governments partnering with Virginia Cooperative Extension faculty that seek and develop alternative economic development opportunities, and community planning goals.

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

- 1862 Extension
- 1862 Research

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

Change in Action Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	132

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Planning commissioners are everyday citizens that are charged, as local appointed officials, 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.

#### What has been done

The Land Use Education Program (LUEP) is a partnership between Virginia Cooperative Extension and Virginia Tech's Center for Public Administration and Policy. LUEP offers the Planning Commissioner's Certification Program, Board of Zoning Appeals Certification Program, as well as an annual legal seminar and conference. Serving hundreds of community planners each year, these programs provide local appointed and elected officials, and the public, the prerequisite knowledge to make informed community planning decisions.

#### Results

In 2014, a total of 374 individuals received training from the program (up 50 individuals from 2013); 132 of which completed the Certified Planning Commissioner or Certified Board of Zoning Appeals programs. In addition, LUEP drew more volunteer support than in 2013. A total of 47 volunteers (up from 10) contributed nearly 100 hours of service as speakers and program liaisons. A six-month post-completion evaluation of LUEP graduates found examples of trainees feeling more confident in their duties because they became "conversant with planning issues and [are] more enthusiastic about initiating action". Continued monitoring of program graduates is expected to show behavioral benefits to communities.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
605	Natural Resource and Environmental Economics
608	Community Resource Planning and Development

### **Outcome #4**

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

Increase the number of individuals improving their housing environment by adopting techniques allowing them to purchase a home or to avoid foreclosure.

Not Reporting on this Outcome Measure

### **Outcome #5**

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

Increase the number of youth learning the basic financial management strategies such as budgeting, setting financial goals, establishing a saving/investing program after receiving financial instruction.

#### **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>
2014	0

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

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

Youth comprise the next generation of consumers. This is an economic impact issue.

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

Addressing over 9000 youth between the ages of 15 and 21 with financial preparedness awareness programs outreach programs were facilitated across the state using youth-centric, evidenced based programs such as Reality Store, Kids Marketplace, and Real Money, Real World, and Financial Football.

##### **Results**

Youth who participate in simulated learning programs are grasping the importance of good credit ratings and are leaning to manage monthly spending plans. Offering over 10,000 hours of volunteer time, teacher and parent volunteers are noting the benefits of these programs and

encouraging broader usage. Collectively nearly 500 youth have completed the Reality Store program with over 90% reporting an increased awareness of financial planning needs and having a greater awareness of the types of jobs that bear the largest incomes.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management

#### Outcome #6

##### 1. Outcome Measures

Increase the number of local food entrepreneurs who make direct connections with local food distribution outlets such as grocery stores, colleges, universities, hospitals, schools, nursing homes etc.

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension
- 1862 Research
- 1890 Research

##### 3a. Outcome Type:

Change in Condition Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	0

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

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

Community, local and regional food systems continue to evolve as more people realize that local food systems encompass everything from farmers markets to food policy. Extension agents and specialists continue to see an increase in the number of farmers, consumers, school nutrition personnel, youth and community organizations participating in food and farm initiatives. Vogt and Kaiser (2008) reported that more institutional food buyers continue to be interested in sourcing and purchasing local regional foods. Institutional food buyers include public K-12 schools, colleges, universities, hospitals, retirement communities, and other public entities. According to the Virginia Department of Agriculture and Consumer Services, K-12 schools currently spend more than \$6 million annually on fresh produce. As of 2010 -2011, the food purchasing budgets of five Virginia universities and colleges exceeded \$18.1 million, but their local food purchases were

only a small percentage of the total amount.

### **What has been done**

There continue to be barriers to institutional as well as wholesale markets that include the convenience of the current ordering method and system, more complex logistics and additional negotiations, potentially inconsistent supply, limited on-time delivery due to seasonality, variability of farm size and weather, additional planning needs, and information about local and regional growers. Virginia Cooperative Extension has been actively engaged in providing educational programs and workshops to address the barriers for more farm-to-institution connections with schools, colleges, hospitals, correctional facilities, retirement communities and nursing home facilities to encourage local purchases and to engage the broader community in market and food system development for stronger more diverse economies. Extension has used a multi-pronged approach. The approach has included the formation of a fresh produce food safety team to provide education about good agricultural practices and food handling from the farm to the plate; webinars on the formation of local and regional food policy councils and food hubs; coordination of beginning and emerging farmers through the Virginia Beginning Farmer and Rancher Coalition; panel discussions of mitigating and better utilizing food waste; and food value-chain facilitation so producers and buyers can communicate better and understand their products and needs better.

### **Results**

Virginia Cooperative Extension continues to support established community food enterprises and initiatives like the Southside Produce Auction, Shenandoah Valley Produce Auction, Shenandoah Food, Local Food Hub, Appalachian Sustainable Development, Rockbridge Area Food Hub and other alliances and efforts to aggregate farmers and facilitate the distribution of local foods to schools, universities, colleges, hospitals and other institutions across Virginia. According to the USDA-Economic Research Service, small farms (i.e., with less than \$50,000) account for 81% of all farms reporting local food sales with an average of \$7,800 per farm. Similarly, medium-sized farms (those with gross annual sales between \$50,000 and \$250,000) accounted for 17 percent of all farms reporting local food sales in 2008. These farms averaged \$70,000 in local food sales per farm. In Virginia, there are 39,379 farms in the small farm category and 3,839 medium sized farms, and 2,812 large farms. Large farms rely predominantly on commodity markets, but those who participate in local food sales have an average of over \$770,000 per farm. Therefore, even an incremental or small percentage bump in sales to grocery stores, schools, colleges, universities, and institutions at the local level can have a profound effect on many of Virginia farmers.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
607	Consumer Economics
608	Community Resource Planning and Development
801	Individual and Family Resource Management

**Outcome #7**

**1. Outcome Measures**

The number of programs and one-on-one counseling sessions offered by Master Financial Education Volunteers.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	146

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

**Issue (Who cares and Why)**

Addressing budgeting, credit/debt management and savings, many educational programs are using trained volunteers to multiply the ability to reach more families with financial literacy programs.

**What has been done**

Receiving a total of 20 hours of training, Master Financial Education Volunteers give back 40 hours each.

**Results**

Collectively, in 2014, 5851 hours of financial counseling were delivered by Extension personnel and volunteers.

**4. Associated Knowledge Areas**

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

## **Outcome #8**

### **1. Outcome Measures**

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

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	100

### **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**

Community Viability 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**

Extension has become a resource for training community leaders in conducting and facilitating effective meetings and dialogues. During 2014, 86 community leaders participated in trainings held in across the state. Evaluation results from the trainings indicated that 100 percent of respondents gained new skills as a result of their participation. Pre and post surveys also indicted 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. Since 2008, 112 Extension educators have completed the Strengthening Your Facilitation Skills training. From this group, 51 were certified as Master

Trainers.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

#### Outcome #9

##### 1. Outcome Measures

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

##### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	100

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

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

The need for a leadership program that develops adults in agriculture has been established, reinforced, and supported. Additionally, rural regions are challenged to reinvent their economies from within by developing a new generation of civic leaders beginning at the grassroots level and including elected officials. Communities cannot wait for exceptional leaders to appear but must ?help ordinary people become leaders? (Southern Rural Development Center). Listening sessions underscore the need for leadership training at both levels.

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

Various leadership development trainings have been held. The Virginia Association of Counties Certified Supervisor program trains locally-elected officials through 5 core courses and is a joint effort with the Virginia Association of Counties. The fourth annual Innovative Leadership conference was also held with 75 participants. And the 2-year long VALOR program (Virginia Agriculture Leaders Obtaining Results) continues to train in the agriculture field on developing communication, problem solving, and critical thinking skills.

**Results**

The VALOR program offers a pre-post assessment related to specific leadership competencies and learning outcomes. Among the items assessed, statistically significant improvement was noted along 34 different competencies/outcomes. Some of items include:

I am familiar with common leadership approaches; I appreciate cultural differences; I can recognize leadership strengths in others; I seek diverse perspectives when making decisions; I make an effort to improve the quality of decisions on public problems and issues; I understand the complexity of manufacturing, agricultural, and quality of life issues as they relate to the environment and natural resources; I understand how to use a variety of techniques to resolve conflict among others

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
608	Community Resource Planning and Development

**Outcome #10**

**1. Outcome Measures**

Economic and Community Planning- Increase in self-reported preparedness among communities receiving economic development and community planning education

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	374

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

**Issue (Who cares and Why)**

Planning commissioners are everyday citizens that are charged, as local appointed officials, with developing local comprehensive land use plans and making determinations at the local governmental level. Their effectiveness and awareness of best planning practices has profound impacts on the ability to meet the goals of economic development, environmental stewardship, and social capacity development. A 2010 VCE survey of planning commissioner's training needs

and preferences showed only about 25% of localities use an outside organization for the training of planning commissioners.

**What has been done**

The Land Use Education Program offers the Planning Commissioner's Certification Program, Board of Zoning Appeals Certification Program, an annual legal seminar and conference. Serving hundreds of community planners each year, these programs provide local appointed and elected officials, and the public, the knowledge to make informed community planning decisions. LUEP's relationships with state-level partners like the Virginia Chapter of the American Planning Association and PlanVirginia ensure good communication and coordination organizations.

**Results**

In 2014, a total of 374 individuals received training from the program (up 50 individuals from 2013); 132 of which completed the Certified Planning Commissioner or Certified Board of Zoning Appeals programs. In addition, LUEP drew more volunteer support than in 2013. A total of 47 volunteers (up from 10) contributed nearly 100 hours of service as speakers and program liaisons. A six-month post-completion evaluation of LUEP graduates found examples of trainees feeling more confident in their duties because they became "conversant with planning issues and [are] more enthusiastic about initiating action?". Continued monitoring of program graduates is expected to show behavioral benefits to communities.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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.)
- Other (Loss of county educators)

**Brief Explanation**

In 2014, the Community Viability program continued to operate without county level educators. During the year, a full-time specialist also vacated the position to take on another role at the university. Moreover, with increased demands placed on the local educators in their assigned program areas of 4-H, ANR, and FCS, some educators were unable to offer programs in facilitation, leadership and entrepreneurship as they had in previous years. There were also increased demands to address natural disasters this past year.

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

### **Evaluation Results**

Virginia Cooperative Extension led a study the financial feasibility of agritourism operations and the economic impact these enterprises have on the local regions. The study began in the late fall 2013, data analysis completed in the spring 2014, and the final report presented as a Master's Thesis in August. The 2013-2014 agritourism economic impact study provided a foundation for understanding the financial possibilities for agritourism and offered the agritourism entrepreneurs baseline data for assessing their operation. The study found 47.8% of respondents reporting that they were somewhat profitable. Over 10% identified themselves as very profitable while 8.6% said that they were not profitable at all. Forty-two percent of operators surveyed stated that agritourism contributed between 76 and 100% of their farm income. The study also found that in 2013 almost all of the operations surveyed claimed that the average agritourism visitor spent between \$31 and \$40 on property per visit.

The VALOR leadership development program administers a pre-post assessment related to specific leadership competencies and learning outcomes as part of the two-year fellowship experience. Among the items assessed, statistically significant improvement was noted along 34 different competencies/outcomes. Examples of items include:

1. I am familiar with common leadership approaches
2. I appreciate cultural differences
3. I can recognize leadership strengths in others
4. I seek diverse perspectives when making decisions
5. I make an effort to improve the quality of decisions on public problems and issues
6. I understand the complexity of manufacturing, agricultural, and quality of life issues as they relate to the environment and natural resources
7. I can adapt to another person's communication style
8. I understand how to use a variety of techniques to resolve conflict among others

Further, a novel approach to program evaluation has been used with VALOR, in which program fellows directly participated in creating a pathway logic model to link program activities with short-, mid-, and long-term outcomes.

### **Key Items of Evaluation**

The VALOR leadership development program administers a pre-post assessment related to specific leadership competencies and learning outcomes as part of the two-year fellowship experience. Among the items assessed, statistically significant improvement was noted along 34 different competencies/outcomes. Examples of items include:

1. I am familiar with common leadership approaches
2. I appreciate cultural differences
3. I can recognize leadership strengths in others
4. I seek diverse perspectives when making decisions
5. I make an effort to improve the quality of decisions on public problems and issues
6. I understand the complexity of manufacturing, agricultural, and quality of life issues

as they relate to the environment and natural resources

7. I can adapt to another person's communication style

8. I understand how to use a variety of techniques to resolve conflict among others

Further, a novel approach to program evaluation has been used with VALOR, in which program fellows directly participated in creating a pathway logic model to link program activities with short-, mid-, and long-term outcomes.