V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Life Skill Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
<td>7%</td>
<td>66%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>93%</td>
<td>17%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
<td>0%</td>
<td>0%</td>
<td>34%</td>
<td>0%</td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>98.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Actual</td>
<td>120.9</td>
<td>7.3</td>
</tr>
</tbody>
</table>

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

<table>
<thead>
<tr>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>Hatch</td>
</tr>
<tr>
<td>1507525</td>
<td>116783</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>1862 Matching</td>
</tr>
<tr>
<td>13966745</td>
<td>581533</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1862 All Other</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

Through extension specialists and agents, Cooperative Extension has partnered with schools, businesses and local agencies to present programs designed to build life skill opportunities and improve quality of life in adults and youth. Examples of efforts:

- Established a "Moneywi$e" website that received 3,670 hits form 49 states and 39 countries
- KSU's SKY program provided court-referred parenting education to 548 adult and 106 youth.
- Keys to Great Parenting Program
- KSU provides hands-on workshops and labs in animal sciences and veterinary medicine for youth in the AgDISCOVERY program.
• Supporting Families in Times of Crisis program
• KSU maintains a retirement and estate planning web site for farm families
• Established a web site to provide information for Kentuckians regarding environmental "green" topics
• Operation Military Kids in collaboration with the U.S. Army
• KSU taught Selling and Shopping on the Internet. It stressed starting and an on-line business and identity theft protection.
• KSU's PACT program conducted 30 hours of hands-on learning activities on natural resource management for 140 5th, 6th, and 7th graders
• 4-H Science, Engineering and Technology which includes Aerospace/rocketry; biotechnology; Electronics/electricity; energy; Geospatial Science (GPS/GIS); and Robotics
• KSU's Family Resource Management program informed low-income families of the Earned Income Credit program
• High school students are exposed to career opportunities through the Summer Transportation Institute.
• Over 23,000 youth participated in a 4-H camping experience
• 4-H Reality Store taught teens financial management and the importance of getting a good education
• LEAP for Health Curriculum (Literacy, Eating and Activity for Preschool) uses storybooks to teach children about staying healthy, being physically active and eating more fruits and vegetables.
• KSU provided classes in resume writing and interview skills for families in financial distress
• Classes emphasizing technology are offered on digital photography, starting a business on line, marketing thorough on-line livestock markets, marketing through MarketMaker and eBay, banking, and social networking
• Entrepreneurship is taught to 23 high school youth at the KSU YEP Camp each summer.
• UK researchers are exploring ways to increase life skills and developmental assets among 6th and 7th graders.
• Training in child development was provided for staff of childcare centers, in-home day cares, licensed day care organizations and Family Resource Youth Service Centers
• Training was provided to grandparents raising grandchildren
• KSU taught financial management strategies to 27 families.

2. Brief description of the target audience

Agents, community collaborators, and adults interested in financial management and retirement

Adults with low financial literacy

Parents with children and grandparents
Youth from age 9 through high school

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>150000</td>
<td>200000</td>
<td>1100000</td>
<td>0</td>
</tr>
<tr>
<td>Actual</td>
<td>528929</td>
<td>313209</td>
<td>1114083</td>
<td>208806</td>
</tr>
</tbody>
</table>

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

Patent Applications Submitted

Year: 2009
Plan: 0
Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Actual</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Published research journal articles

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of individuals demonstrating informed and effective decision making.</td>
</tr>
<tr>
<td>2</td>
<td>Number of youth participating in Extension 4-H Youth Development Programs</td>
</tr>
<tr>
<td>3</td>
<td>Dependent care providers (adult or child) report changes in knowledge, skills,</td>
</tr>
<tr>
<td></td>
<td>opinions or aspirations as a result of programs conducted by Extension.</td>
</tr>
<tr>
<td>4</td>
<td>Number of youth or adults who demonstrate increased practical living skills.</td>
</tr>
<tr>
<td>5</td>
<td>Number of individuals reporting changes in knowledge, skills, opinions or</td>
</tr>
<tr>
<td></td>
<td>aspirations related to parenting or personal relationships.</td>
</tr>
<tr>
<td>6</td>
<td>Number of parents reuniting with their children</td>
</tr>
<tr>
<td></td>
<td>Number of parents successfully completing the training course</td>
</tr>
<tr>
<td>7</td>
<td>Reported interest in science career</td>
</tr>
<tr>
<td></td>
<td>Successful completion of the program</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

   Number of individuals demonstrating informed and effective decision making.

2. Associated Institution Types

   ● 1862 Extension
   ● 1862 Research

3a. Outcome Type:

   Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>75000</td>
<td>94180</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Most residents of this country fail to create the necessary estate plans and documents. Seventy percent of all probated estates are estates without a will, in other words, intestate. In order to pass on hard earned assets and reduce taxes and expenses in settling estates, it is important for families to be aware of what is involved in estate planning, gain knowledge about the proper documents for their situation and take action to put them in place. The information is so vast, that participants cannot absorb everything in one meeting.

**What has been done**
In FY09, Extension offered Estate and Financial Planning workshops in 13 Kentucky counties with 242 clientele participating. The program focuses on estates, estate planning, attorney roles in planning, records and record keeping systems and the purpose and value of a durable power of attorney.

**Results**
In the few months following the Estate and Financial Planning programs, 100% increased their knowledge of record keeping, 60% have or are in the process of obtaining a will, durable power of attorney or a health directive, and one-third reported increasing their net worth as a result of actions taken in financial security that were recommended in the training.

4. Associated Knowledge Areas

   **KA Code**  | **Knowledge Area**                        
   801          | Individual and Family Resource Management 
   802          | Human Development and Family Well-Being 

Outcome #2

1. Outcome Measures

   Number of youth participating in Extension 4-H Youth Development Programs

2. Associated Institution Types
3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>195000</td>
<td>234062</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
America faces a significant challenge. Young people are not prepared with the necessary science, engineering and technology workforce skills to compete in the 21st century. According to the National Assessment of Educational Progress only 18 percent of high school seniors are considered proficient in science. A mere 5 percent of college undergraduates earn degrees in science and engineering. 4 H is uniquely positioned to foster discovery of and passion for science, engineering and technology through non formal experientially based delivery methods that address science abilities (process) and science anchors (content) in a hands on way under guidance of a trained 4 H volunteer.

What has been done
In FY09, 4 H Science, Engineering and Technology activities reach 24,141 youth through Aerospace/rocketry; biotechnology; Electronics/electricity; energy; Geospatial Science (GPS/GIS); and Robotics with hands on learning experiences through 4 H clubs, after school, in school and camp programs and trained 242 volunteer leaders and agents through in service trainings. 4 H has received several grants of money and equipment and established collaborations with the UK College of Engineering, Kentucky Arts Council, Challenger Learning Centers, Tennessee Valley Authority and others in support of this program.

Results
In FY09, 4 H Science, Engineering and Technology activities reach 24,141 youth through Aerospace/rocketry; biotechnology; Electronics/electricity; energy; Geospatial Science (GPS/GIS); and Robotics with hands on learning experiences through 4 H clubs, after school, in school and camp programs and trained 242 volunteer leaders and agents through in service trainings. 4 H has received several grants of money and equipment and established collaborations with the UK College of Engineering, Kentucky Arts Council, Challenger Learning Centers, Tennessee Valley Authority and others in support of this program.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
</tbody>
</table>

Outcome #3

1. Outcome Measures
Dependent care providers (adult or child) report changes in knowledge, skills, opinions or aspirations as a result of programs conducted by Extension.

2. Associated Institution Types
- 1862 Extension
- 1862 Research
3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>5000</td>
<td>4231</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

### Issue (Who cares and Why)
According to the U.S. Census Bureau Survey of Income and Program Participation (SIPP), 63 percent of all children under age five are in some type of regular childcare arrangement. One quarter of these children are cared for in organized facilities, with day care centers (13 percent) being more commonly used than nursery or preschools (6 percent). To ensure that child care providers in these facilities are knowledgeable about proper childcare methods and developmental appropriate practices, all workers are state mandated to engage in twelve hours of training conducted by a certified provider.

### What has been done
FCS agents partnered with state and local agencies to provide little or no-cost trainings to personnel from childcare organizations including in-home day cares, licensed day care organizations and Family Resource Youth Service Centers. Trainings focus on organizational skills, child abuse prevention, communication with parents, age-appropriate activities, and nutrition, self control and discipline. In addition, FCS agents prepare and distribute Pre-School Pages, a newsletter to day care providers, teachers, and parents in 17 western Kentucky counties.

### Results
Sample evaluations from local training programs reveal:
90% gained new knowledge of child assessments.
80% engaged in learning activities focusing on modifying toys and activities for children with disabilities
65% learned new approaches to dealing with conflict between childcare staff and parents
75% were able to implement literacy strategies in other daily activities, and
50% acquired new knowledge on the 2005 dietary guidelines and were able to implement nutrition and physical activity into their centers.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
</tbody>
</table>

Outcome #4

1. Outcome Measures

Number of youth or adults who demonstrate increased practical living skills.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
</table>
3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Good communication skills are one of the preeminent skills necessary to grow as an individual, a community members and a leader. Strong writing, reading and presentation skills are essential for youth to develop relationships with peers and adults as well as to be able to express their ideas, thoughts and feelings in a group or community setting.

What has been done
Speeches and demonstrations are one of the seven core content areas in the Kentucky 4-H program. Communications events are held within 4-H clubs, in school enrichment programs, in after-school programs, and at day and summer camps. Participants learn to prepare the presentation and then to give it in front of an audience.

Results
During 2009, 18,865 children and youth presented a speech or demonstration and 18,103 completed at least 6 hours of communications programming. Of those participating, 12,197 said that the communications program had improved their academic performance in language arts and English, and 6,174 indicated that they had used their communications skills to assume a leadership role.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
</tbody>
</table>

Outcome #5

1. Outcome Measures
Number of individuals reporting changes in knowledge, skills, opinions or aspirations related to parenting or personal relationships.

2. Associated Institution Types
- 1862 Extension
- 1862 Research

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>18000</td>
<td>22113</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Research tells us that children need high quality care for optimal development. When older youth learn the skills needed to provide high quality child care, they build personal assets for successful lives. Research also shows that when young care givers possess a high number of assets they are less likely to engage in risk behaviors such as early sexual behaviors. Through child care experiences they gain insight into the challenges parenting brings.

What has been done
Twelve counties offered 6 or more hours of child care/ babysitting training. This program offers youth the opportunity to learn to apply research based first aid and CPR procedures, to put babies to sleep on their backs, to avoid potential safety hazards, to clean up messes, to prepare nutritious meals, and to plan active play, quiet times a rest. These are essential parenting life skills as entrepreneurial skills needed to earn an income using child care
Results
During 2009, 647 young people completed at least 6 hours of training in child care. Participants reported increased knowledge in the areas of safe practices for babysitting, new games to play with kids, quick nutritious snacks. Follow up surveys revealed 4 Hors felt more comfortable in performing practices such as selecting age appropriate activities and diapering infants. They reported that they felt better prepared to use babysitting as a means of generating income. Of those completing the training, 324 youth reported using a safety practice which they did not use prior to the training. Evaluations also revealed that 336 youth reported that they created flyers or business cards, kept financial records, or engaged in other workforce preparation or entrepreneurial experiences. Overall, the babysitting workshops help youth be better prepared to provide child care services and helped them prepare life skills which they could use as adults.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
</tbody>
</table>

Outcome #6

1. Outcome Measures

Number of parents reuniting with their children Number of parents successfully completing the training course

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>(No Data Entered)</td>
<td>0</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Data from the 2000 Census show African American children representing 14% of the overall population in Fayette County (KY). When looking at figures from the Child Welfare System, African American children make up 46% of the total amount of children in out of home care (OOHC). This illustrates that African American children in Fayette County are over represented in out of home care at a rate of 3.4 times. A Fayette County Family Court Judge was concerned about barriers that families of color may perceive which could cause them to be unsuccessful in meeting goals designed for family reunitification.

What has been done
The SKY Families Program offers a culturally strategic approach to parenting education for court referred parents. The SKY Families program is managed by a KSU Agent for Family and Consumer Science and collaborates with a faith based organization, Imani Family Life Center, Inc., which serves as the fiscal agent for funding from Prevent Child Abuse Kentucky to help support parenting education sessions with some presenter stipends, child care and meals.

Results
During the period of October 1, 2008 through September 30, 2009, a total of thirty four (34) parenting classes were presented. There was a total duplicated count of 322 participants (99 children, 190 mothers and 33 fathers). Follow up and tracking of families will be conducted to determine their success in reuniting with their children as a
result of their participation in this intensive parent education program.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
</tbody>
</table>

Outcome #7

1. Outcome Measures

Reported interest in science career Successful completion of the program

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>(No Data Entered)</td>
<td>0</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
African American students are under represented in science and technology fields. In order to increase number of students interested in careers in animal science and veterinary medicine Kentucky State University's Land Grant Program partnered with the Animal Plant and Health Inspection Service and the National Civil Rights Leadership to offer the AgDiscovery program.

What has been done
KSU hosted a 2 weeks residential program to designed to expose sixteen participants to the skills and techniques related to various careers in animal science and veterinary medicine. APHIS has funded the program with the intention of highlighting the careers currently and projected to be available within the agency as part of a nationwide effort to draw future scientists to APHIS. To ensure the successful completion of the program goals, the curriculum of the program is intended to give the participants a literal representation of careers within Animal Science and Veterinary Medicine. The participants are also presented with opportunities for personal development and cultural enrichment. The students experience cultural enrichment along with academic sessions were to increase each students awareness of their individual strengths and talents and to develop an additional appreciation for the uniqueness of cultures and their contributions to society.

Results
The AgDISCOVERY program provides educational and personal development opportunities of immense value. One example, a program participant, 12 year old female, began as a shy and timid girl. While she had a strong interest in becoming a veterinarian, this was her first time being away from home. From the beginning she was very uncomfortable. She kept to herself; she did not interact with the staff or other participants of the program. On occasion, she would ask how long our activities were going to last; she wanted to go to the dorm and call home. To address her needs we provided encouragement and special attention during meals and free time. After three days this young girl exhibited marked changes in physical and social behavior. She was able to develop academically, socially and personally. After overcoming her initial challenges, she was able to focus more of her attention on the educational components of the program. Now she is closer to reaching her career goal of being a Veterinarian.

4. Associated Knowledge Areas
V(H). Planned Program (External Factors)

External factors which affected outcomes
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations

Brief Explanation

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned
   - Retrospective (post program)
   - During (during program)

Evaluation Results

Key Items of Evaluation