V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Family Resiliency and Economic Well-Being and Human Nutrition and Health

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>602</td>
<td>Business Management, Finance, and Taxation</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>607</td>
<td>Consumer Economics</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>703</td>
<td>Nutrition Education and Behavior</td>
<td>31%</td>
<td></td>
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</tr>
<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>1%</td>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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</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>1862</td>
<td>1890</td>
<td>1862</td>
</tr>
<tr>
<td>Plan</td>
<td>40.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>61.0</td>
<td>0.0</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>480000</td>
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</tr>
<tr>
<td>1862 Matching</td>
<td>1890 Matching</td>
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<tr>
<td>480000</td>
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<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
</tr>
<tr>
<td>6300000</td>
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</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Development of new curricula
- Adaptation & supplementation of existing curricula
- Development of marketing plan and materials
- Development of surveys, evaluation tool
• Searching out and applying for appropriate grants

• Delivery through classes, One-on-One, News Releases/TV/Radio, Participation in Events, Displays

• Deliver I Can Problem Solve and other possible curricula resources to communities including children, youth, parents/caretakers, teachers, agencies and service providers, schools, and out-of-school programs. • Provide training and other staff development opportunities to county educators • Create public awareness of programs and resources through promotional and educational materials to be distributed to teachers, agency professionals, and other community members.

2. Brief description of the target audience

Youth, children; parents; teachers; adult volunteers; middle to low income families; race and ethnicity will also be recognized as an identifier of audiences; caretakers, agencies & service providers, schools, policy makers.

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>2009 Direct Contacts Adults</th>
<th>2009 Indirect Contacts Adults</th>
<th>2009 Direct Contacts Youth</th>
<th>2009 Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>2000</td>
<td>150000</td>
<td>3000</td>
<td>2000</td>
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<tr>
<td>Actual</td>
<td>246200</td>
<td>305180</td>
<td>61323</td>
<td>102590</td>
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</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>2009 Extension</th>
<th>2009 Research</th>
<th>2009 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Actual</td>
<td>8</td>
<td>3</td>
<td>11</td>
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</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

• Revised online curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1</td>
<td>3</td>
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</tbody>
</table>

Output #2

Output Measure

• Promotional materials and marketing campaign
<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1</td>
<td>123</td>
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### 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>Participants demonstrate improved food, nutrition, and/or physical activity behaviors</td>
</tr>
<tr>
<td>2</td>
<td>Participants plan to utilize recommended financial management practices</td>
</tr>
<tr>
<td>3</td>
<td>Participants plan to manage their use of credit and/or reduce debt</td>
</tr>
<tr>
<td>4</td>
<td>Participants will plan or revise an asset building strategy</td>
</tr>
<tr>
<td>5</td>
<td>Participants will utilize recommended financial management practices</td>
</tr>
<tr>
<td>6</td>
<td>Participants will manage their use of credit and reduce debt</td>
</tr>
<tr>
<td>7</td>
<td>Participants in asset building classes will have bought a home, started a savings account, started a retirement account, started a business, or made a positive change in their financial process</td>
</tr>
<tr>
<td>8</td>
<td>Adults receiving the program will attain increased interpersonal cognitive problem-solving skills</td>
</tr>
<tr>
<td>9</td>
<td>Adults receiving the program reporting increased use of interpersonal cognitive problem-solving skills with children/youth</td>
</tr>
<tr>
<td>10</td>
<td>Children and youth receiving the program will increase use of interpersonal cognitive problem-solving skills</td>
</tr>
<tr>
<td>11</td>
<td>Healthy Oklahoma Youth</td>
</tr>
<tr>
<td>12</td>
<td>Farm To You</td>
</tr>
<tr>
<td>13</td>
<td>Health care savings from improved nutrition</td>
</tr>
<tr>
<td>14</td>
<td>Number of Families Participating in Parent Child Connections Program each year</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Participants demonstrate improved food, nutrition, and/or physical activity behaviors

2. Associated Institution Types

● 1862 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>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>240</td>
<td>78975</td>
</tr>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Food and Fun for Everyone - Over the past decade, the percentage of those overweight has steadily increased in Oklahoma. As many as one in five Oklahoma children are at-risk of overweight or overweight; and two-thirds of adults are overweight or obese. Among children and adolescents, overweight increases the risk of type 2 diabetes, high blood pressure, and cardiovascular disease. Overweight, obesity and associated health problems have a significant economic impact. The estimated annual cost of overweight and obesity in the United States is $117 billion. Just a 10% sustained weight loss has been estimated to reduce an overweight person's lifetime medical costs by $2,200 to $5,300.

What has been done
A nutrition education curriculum for middle-elementary school age children. The curriculum focuses on eating a variety of food, increasing consumption of whole grains, fruit and vegetables and low-fat dairy, eating breakfast, food safety and being physically active. During 2009, the program served 27,457 low-income youth. The program is delivered primarily by CNEP paraprofessionals in school settings.

Results
Paired t-test of pre-post student questionnaire responses revealed positive, significant (p < 0.50) behavior changes in third grade children for six of the eight behaviors (hand washing, drinking water, consuming dairy foods, and eating fruit, vegetables and whole grains). Fourth grade students reported positive, significant (p < 0.50) changes in seven of the eight behaviors (same as third grade with addition of eating breakfast more often).

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>703</td>
<td>Nutrition Education and Behavior</td>
</tr>
<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
</tr>
</tbody>
</table>

Outcome #2

1. Outcome Measures

Participants plan to utilize recommended financial management practices

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>250</td>
<td>3604</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Oklahoma merchants lose millions of dollars each year as a result of bogus or insufficient fund checks. In 2007, the District Attorney's Office for District 6 of Oklahoma (Caddo, Grady, Jefferson and Stephens Counties) received 9,623 bogus checks. Because of Oklahoma Cooperative Extension's track record with Financial Management Education programs, a representative of the DA's office approached the FCS educator in Grady County about a partnership to provide financial management training for Bogus Check offenders.

What has been done
At the request of the District Attorney's office, a four-hour class was developed to provide individuals with the opportunity to improve their financial management skills and gain knowledge about financial opportunities. Objectives of the Making $ense of Money Management program are: Help individuals develop their financial management skills, including: Maintain/balance a checking account; Develop and maintain a household financial management plan; and Build confidence in managing finances; and Decrease recidivism of Bogus Check offenders. Each district court has mandated that convicted bogus check writers attend the class.

Results
In 2008, five classes were held in Grady, Caddo and Stephens County with 53 participants completing the class. Pre-test results

BehaviorPercentage
Spend more than they would like56.7%
Pay bills on time81.1%
Satisfaction with current financial situation32.4%
Current Level of Financial StressPercentage
Live from paycheck to paycheck56.8%
Could not find the money to pay for a financial emergency of $1,00072.6%
Goals for the next 12 monthsPercentage
Want to save for a specific goal62.2%
Save for an emergency fund56.8%
Reduce debt (goal ranged from $150 to $12,000)64.8%

A relatively small number of participants (16.2%) indicated that their level of household debt had increased over the past 12 months. The increase ranged from $165 to $7,800.

Follow-up survey 3-6 months following class

Although the number of responses was small (n=7), the results were encouraging. Participants show an increase in their feeling of satisfaction (6 to 7.4) and a lowered level of stress (7.6 to 6.7). Three respondents indicated they have reduced household debt and one indicated an increase in household savings. In general, the participants indicated that the information they received in the class was helpful in contributing to their increase level of satisfaction.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
</tr>
</tbody>
</table>
Outcome #3

1. Outcome Measures

Participants plan to manage their use of credit and/or reduce debt

2. Associated Institution Types

- 1862 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>
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<tbody>
<tr>
<td>2009</td>
<td>300</td>
<td>1276</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Oklahoma merchants lose millions of dollars each year as a result of bogus or insufficient fund checks. In 2007, the District Attorney's Office for District 6 of Oklahoma (Caddo, Grady, Jefferson and Stephens Counties) received 9,623 bogus checks. Because of Oklahoma Cooperative Extension's track record with Financial Management Education programs, a representative of the DA's office approached the FCS educator in Grady County about a partnership to provide financial management training for Bogus Check offenders.

**What has been done**

At the request of the District Attorney's office, a four-hour class was developed to provide individuals with the opportunity to improve their financial management skills and gain knowledge about financial opportunities. Objectives of the Making Sense of Money Management program are: Help individuals develop their financial management skills, including: Maintain/balance a checking account; Develop and maintain a household financial management plan; and Build confidence in managing finances; and Decrease recidivism of Bogus Check offenders. Each district court has mandated that convicted bogus check writers attend the class.

**Results**

In 2009, classes were held in Grady, Caddo and Stephens County with 89 participants completing the class.

Comments from the end-of-class surveys show the program is changing attitudes:

"This class gave me hope. I can improve my situation."
"I am going to encourage my teenage daughter to take this class. I didn't know how to help her with money questions."
"My thoughts on saving money have changed - I'm gonna start a savings account."
"I will write down all $ transactions. I'm going to have a positive balance at the end of the month!"

Pre-test results Behavior Percentage

- Spend more than they would like 56.7%
- Pay bills on time 81.1%
- Satisfaction with current financial situation 32.4%
- Current Level of Financial Stress Percentage
- Live from paycheck to paycheck 56.8%
- Could not find the money to pay for a financial emergency of $1,000 72.6%
- Goals for the next 12 months Percentage
- Want to save for a specific goal 62.2%
- Save for an emergency fund 56.8%
- Reduce debt (goal ranged from $150 to $12,000) 64.8%

A relatively small number of participants (16.2%) indicated that their level of household debt had increased over
the past 12 months. The increase ranged from $165 to $7,800.

Follow-up survey 3-6 months following class
Although the number of responses was again small, the results remain encouraging. Participants show an increase in their feeling of satisfaction (6 to 7.4) and a lowered level of stress (7.6 to 6.7). Three respondents indicated they have reduced household debt and one indicated an increase in household savings. In general, the participants indicated that the information they received in the class was helpful in contributing to their increase level of satisfaction.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
</tr>
<tr>
<td>607</td>
<td>Consumer Economics</td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>

Outcome #4

1. Outcome Measures

Participants will plan or revise an asset building strategy

2. Associated Institution Types

- 1862 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>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>180</td>
<td>567</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
With low incomes relative to the U.S. as a whole, achieving and maintaining a desirable and sustainable quality of life in Oklahoma is difficult. Poverty rates exceed 11% of Oklahomans in general and reach as high as 21% or more for families with children under 5 and over 50% of those household when it is a female-headed household. And it is not only those individuals and household with children that face financial difficulties. Over 20% of households, age 65 or over, are living on less than $17,000 per month. As with the rest of the nation, Oklahoma faces a shrinking middle class. Its citizens, youth included, face an ever increasing complex financial world with fewer and fewer tools available to handle the issues they face. The results are increases in bankruptcy filings, both personal and business, as well as the general feeling of financial insecurity—which may include inadequate planning for (and funding of) current and future income needs, inadequate insurance, excessive debt, and lack of wealth accumulation. These issues not only affect the welfare of the family, but the economic prosperity of the community and state as well.

What has been done
Specific programs on Home-Buyer Education: Dallas Field Trip, and Food Business Basic Training along with other specific entrepreneurship and retirement programs have been offered alone or in partnership with other agencies.

Results
Based on earlier work, 62% of individuals think they will open their own business at some time in their lives.
Nearly 90% anticipate owning their own home. And 75% anticipate a good retirement.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
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<tr>
<td>607</td>
<td>Consumer Economics</td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>

Outcome #5

1. Outcome Measures

- Participants will utilize recommended financial management practices

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

- Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
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<tbody>
<tr>
<td>2009</td>
<td>0</td>
<td>242</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

With low incomes relative to the U.S. as a whole, achieving and maintaining a desirable and sustainable quality of life in Oklahoma is difficult. Poverty rates exceed 11% of Oklahomans in general and reach as high as 21% or more for families with children under 5 and over 50% of those household when it is a female-headed household. And it is not only those individuals and household with children that face financial difficulties. Over 20% of households, age 65 or over, are living on less than $17,000 per month. As with the rest of the nation, Oklahoma faces a shrinking middle class. It's citizens, youth included, face an ever increasing complex financial world with fewer and fewer tools available to handle the issues they face. The results are increases in bankruptcy filings, both personal and business, as well as the general feeling of financial insecurity—which may include inadequate planning for (and funding of) current and future income needs, inadequate insurance, excessive debt, and lack of wealth accumulation. These issues not only affect the welfare of the family, but the economic prosperity of the community and state as well.

**What has been done**

**Results**

- Comparing studies of the participant's behaviors in this area This translates into behavioral changes, from when they first take classes through follow-up surveys, to 7% (242) more individuals paying their bills on time to 19% (656) individuals who have reduced their household expenditures.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
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<tr>
<td>602</td>
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<td>Consumer Economics</td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>
Outcome #6

1. Outcome Measures

Participants will manage their use of credit and reduce debt

2. Associated Institution Types

● 1862 Extension

3a. Outcome Type:

Change in Condition 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>
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<td>119</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
With low incomes relative to the U.S. as a whole, achieving and maintaining a desirable and sustainable quality of life in Oklahoma is difficult. Poverty rates exceed 11% of Oklahomans in general and reach as high as 21% or more for families with children under 5 and over 50% of those household when it is a female-headed household. And it is not only those individuals and household with children that face financial difficulties. Over 20% of households, age 65 or over, are living on less than $17,000 per month. As with the rest of the nation, Oklahoma faces a shrinking middle class. It's citizens, youth included, face an ever increasing complex financial world with fewer and fewer tools available to handle the issues they face. The results are increases in bankruptcy filings, both personal and business, as well as the general feeling of financial insecurity—which may include inadequate planning for (and funding of) current and future income needs, inadequate insurance, excessive debt, and lack of wealth accumulation. These issues not only affect the welfare of the family, but the economic prosperity of the community and state as well.

What has been done
Cooperative Extension, in addition to the general financial literacy programs listed earlier, has implemented a debtor's education program, Money Matters in Challenging Times, to support the financial educational needs of individuals filing bankruptcy. Some of the same participants reported under the first objective could also be listed in this section but was done to avoid double-counting. We also have provided general budgeting classes and workshops.

Results
Some 19% of individuals or an estimated 119 individuals, between the initial survey and later follow-up work, no longer carry credit card balances. Fifty percent of households indicated that their household debt levels have decreased and 14% have indicated that household savings have increased.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
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<tr>
<td>607</td>
<td>Consumer Economics</td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>
Outcome #7

1. Outcome Measures

Participants in asset building classes will have bought a home, started a savings account, started a retirement account, started a business, or made a positive change in their financial process.

2. Associated Institution Types

   ● 1862 Extension

3a. Outcome Type:

   Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)

   What has been done

   Results

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
</tr>
<tr>
<td>607</td>
<td>Consumer Economics</td>
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<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #8

1. Outcome Measures

   Adults receiving the program will attain increased interpersonal cognitive problem-solving skills.

2. Associated Institution Types

   ● 1862 Extension

3a. Outcome Type:

   Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tr>
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<td>95</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement
Issue (Who cares and Why)
High risk behaviors in children and youth are serious concerns. In Oklahoma every year on average 6,000 youth under age 19 drop out of high school; 24,000 arrests involve children or adolescents; 2,300 babies are born to school-age teens; more teens engage in smoking, alcohol use, sexual activity, violence and weapon carrying than the national average (OK Institute for Child Advocacy; OK Youth Risk Behavior Survey). The many harmful or unhealthy risks encountered by families, children, and youth can impact long-term productivity, healthy functioning, and costs to communities and the state. Research has identified specific protective factors which have a positive influence on young people's lives however, the average youth experiences less than half of these critical assets (Search Institute).

What has been done
Since 2007, the I Can Problem Solve program (ICPS; Shure, 2000) has been implemented by the impact team. During 2009, Extension Educators in 9 counties recruited preschool or elementary school teachers with a class of children ages 3 through 12 and provided training and technical support on the ICPS program. Two of the counties also involved afterschool and 4-H program youth workers. Six group teacher trainings and five individual teacher trainings were provided and 24 teachers were provided individual consultation. Two 90-minute workshops were provided for the Oklahoma Indian Head Start Directors Pre-Service Conference attended by 53 staff members who work in 21 community Head Start Centers operated by 10 Tribes. A related parenting program, Raising a Thinking Child, was also presented to four parents.

Results
ICPS training evaluations completed by 9 participating teachers, child care providers, and youth workers from 5 different counties indicated:
* 78% rated their understanding of ICPS before training as "poor" or "fair" and 22% as "good". After training, 100% rated their understanding as "good" or "excellent".
* 100% reported the level their knowledge had increased was "good" or "excellent".

Impact evaluation questionnaires submitted by 11 teachers from 6 different counties with classrooms receiving or utilizing ICPS indicated:
* 64% "much" or "very much" learned techniques from the program useful for managing the class/group.
* 55% "much" or "very much" increased knowledge or understanding as a result of the program.

Oklahoma Indian Head Start Directors Pre-Service workshop evaluations from 43 participants indicated 95% increased in knowledge and 50% increased in understanding of the topic.

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>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #9

1. Outcome Measures

Adults receiving the program reporting increased use of interpersonal cognitive problem-solving skills with children/youth

2. Associated Institution Types

- 1862 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>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>
3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
High risk behaviors in children and youth are serious concerns. In Oklahoma every year on average 6,000 youth under age 19 drop out of high school; 24,000 arrests involve children or adolescents; 2,300 babies are born to school-age teens; more teens engage in smoking, alcohol use, sexual activity, violence and weapon carrying than the national average (OK Institute for Child Advocacy; OK Youth Risk Behavior Survey). The many harmful or unhealthy risks encountered by families, children, and youth can impact long-term productivity, healthy functioning, and costs to communities and the state. Research has identified specific protective factors which have a positive influence on young people's lives however, the average youth experiences less than half of these critical assets (Search Institute).

**What has been done**
During 2009, the I Can Problem Solve program was implemented in at least 20 preschool, Head Start, elementary school, and afterschool program sites. Trained teachers, counselors, child care providers, and youth workers utilized the ICPS program in their classrooms or with groups. Some county educators also co-facilitated or directly presented lessons to the children. Four parents received the Raising a Thinking Child program.

**Results**
Impact evaluation questionnaires submitted by 11 teachers, counselors, child care providers, and youth workers with classrooms or groups that received or utilized ICPS indicated:
*36% reported "much" or "very much" having changed practices and interactions with the children/class as a result of the program and another 45% "moderately" changed.
*45% reported "much" or "very much" using the skills learned through this program and another 45% "moderately" used.
*91% rated the overall effect of this program on the teacher's practices and interactions as "somewhat good" or "very positive".
*82% rated the likelihood of using this program again in the future as "somewhat good" or "very positive".

Of Oklahoma Indian Head Start Directors Pre-Service workshop evaluations from 43 participants, 97% reported the information would be helpful in their work and they would use the information.

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>
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<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**Outcome #10**

1. Outcome Measures

Children and youth receiving the program will increase use of interpersonal cognitive problem-solving skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

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<th>Year</th>
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</table>
3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
High risk behaviors in children and youth are serious concerns. In Oklahoma every year on average: 6,000 youth under age 19 drop out of high school; 24,000 arrests involve children or adolescents; 2,300 babies are born to school-age teens; more teens engage in smoking, alcohol use, sexual activity, violence and weapon carrying than the national average (OK Institute for Child Advocacy; OK Youth Risk Behavior Survey). The many harmful or unhealthy risks encountered by families, children, and youth can impact long-term productivity, healthy functioning, and costs to communities and the state. Research has identified specific protective factors which have a positive influence on young people's lives however, the average youth experiences less than half of these critical assets (Search Institute).

What has been done
Research indicates greater social competence including interpersonal cognitive problem solving skills during early and middle-childhood years aids in preventing high-risk behaviors later in childhood and adolescence. Since 2007, the Family Resiliency Impact Team has implemented the I Can Problem Solve program (ICPS; Shure, 2000). Extension Educators in 20 counties have provided training and technical support using the ICPS program with preschool, Head Start, or elementary school (K-2nd grade) teachers, counselors, child care providers and youth workers with classes or groups of children ages 3 through 12. Teachers have utilized the program in their classrooms while some county educators also have co-facilitated or directly presented lessons to children. Specific ICPS lessons are provided over 10-12 weeks utilizing word concepts, stories, and group interaction to develop students’ thinking skills with daily real-life problems such as generating alternative solutions, identifying consequences, and empathy. Teachers and other adults are trained to demonstrate and reinforce skills beyond the actual lessons using dialoguing techniques, integration with other classroom curricula, and supplementary activities. During 2007-2009, ICPS was implemented in approximately 110 classrooms or groups in 70 sites reaching 1,860 children. ICPS training was provided to approximately 225 adults either individually or in groups. A related program, Raising a Thinking Child, has also been utilized with five small groups of parents.

Results
Evaluation questionnaires completed by participating teachers, child care providers, and youth workers after implementing the ICPS program indicate:
* Over 50% rated their understanding of the topic before training as "poor" or "fair" and less than 50% as "good"; After training, 100% rated their understanding as "good" or "excellent".
* Over 96% reported the level their knowledge had increased from training was "good" or "excellent".
* Over 85% reported "moderately" to "very much" having changed practices and interactions with the children/class as a result of the program
* About 90% rated the overall effect on their practices and interactions with children as "somewhat good" or "very positive".
* About 90% reported "moderately" to "very much" using the skills learned through this program.
* Over 85% rated their likelihood of using this program again as "somewhat good" or "very positive".
* About 86% rated the children in their classroom as "moderately" to "very much" using the skills learned through this program.
* Over 85% rated the overall effect of this program on the children's behavior as well as the classroom/group atmosphere as "somewhat good" or "very positive".
* Between 50-87% rated children had increased positive behaviors from before the program to after the program including: considerate and helpful to others, accepts responsibility for actions, cooperates and works well with others, expresses needs and feelings appropriately, thinks before acting, resolves peer problems on their own, understands consequences of behavior, and listens to and understands other people's feelings.
* Nearly 50% rated children had decreased verbal fights or provocation (uses put downs, name calling, teasing), and decreased hitting or pushing to solve conflicts.
* About 90% rated overall satisfaction with the ICPS program as "very positive" or "somewhat good".

Comments from teachers and/or extension educators indicate the I Can Problem Solve program "has been great to use to apply to real problems that come up throughout the day", has helped "see how certain words and phrases really worked", "how to approach a conflict better, and "be more patient and give the kids a chance to work out their problems with each other". Furthermore, the children are "using vocabulary words to solve their problems", "developing solutions on their own", "more creative at looking for alternatives", "continuing to improve in thinking before they act", "actively considering different ways to deal with situations", and "recognizing other emotions in their friends...they are more aware of others".

4. Associated Knowledge Areas
Outcome #11

1. Outcome Measures

Healthy Oklahoma Youth

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Over the past decade, the percentage of those overweight has steadily increased in Oklahoma. As many as one in five Oklahoma children are at-risk of overweight or overweight; and two-thirds of adults are overweight or obese. Among children and adolescents, overweight increases the risk of type 2 diabetes, high blood pressure, and cardiovascular disease. Overweight, obesity and associated health problems have a significant economic impact. The estimated annual cost of overweight and obesity in the United States is $117 billion. Just a 10% sustained weight loss has been estimated to reduce an overweight person's lifetime medical costs by $2,200 to $5,300.

**What has been done**
A nutrition education curriculum for upper-elementary school age children. The curriculum focuses on balancing food choices and physical activity, choosing healthful beverages, making healthful choices when snacking and eating out, and being physically fit. In 2009, the program reached 13,766 youth. The program is delivered primarily by OCES FCS educators in school settings.

**Results**
Results from pre-post student questionnaires indicated a 34% increase in eating whole grains; 27% increase in eating fruits and vegetables; 32% increase in eating healthful breakfasts; 31% increase in snacking only when hungry; 37% increase in using the nutrition facts label, 33% each increase in eating smaller amounts of high fat and sugar sweetened beverages; and 22% increase in time spent in being physically active.

4. Associated Knowledge Areas

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<thead>
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Outcome #12

1. Outcome Measures

Farm To You

2. Associated Institution Types

● 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Over the past decade, the percentage of those overweight has steadily increased in Oklahoma. As many as one in five Oklahoma children are at-risk of overweight or obesity; and two-thirds of adults are overweight or obese. Among children and adolescents, overweight increases the risk of type 2 diabetes, high blood pressure, and cardiovascular disease. Overweight, obesity and associated health problems have a significant economic impact. The estimated annual cost of overweight and obesity in the United States is $117 billion. Just a 10% sustained weight loss has been estimated to reduce an overweight person’s lifetime medical costs by $2,200 to $5,300.

What has been done
An Interactive Agriculture, Nutrition & Health Adventure for Elementary School-Age Children. Farm to You enhances and supports the previously described nutrition education programs. It is a collaborative effort of multiple community partners. As of December 1, 2009, the Farm to You exhibit had been experienced by 20,100 youth and 1,452 community volunteers at 90 locations. It has been recognized nationally, endorsing OCES as a premier agency for providing agricultural and nutritional programming.

Results
As part of a comprehensive nutrition/health intervention, a greater percentage of fourth and fifth students reported increased frequency of practicing healthful behaviors (eating whole grains, eating fruits and vegetables, consuming dairy foods, eating low fat meats, being physically active, snacking only when hungry, and using the nutrition facts label to make food choices) compared to a control group, thus increasing program effectiveness.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>703</td>
<td>Nutrition Education and Behavior</td>
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<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
</tr>
</tbody>
</table>

Outcome #13

1. Outcome Measures

Health care savings from improved nutrition

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

3b. Quantitative Outcome

<table>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
*When considering overall nutritional status, Oklahoma ranks 50th among the 50 states.
*Oklahoma ranked 50th in the percentage of adults who consumed fruit two or more times per day.
*More than 84 percent of Oklahoma citizens reported consuming less than five servings of fruits/vegetables per day compared to almost 77 percent of the national average.
*Oklahoma ranks 47th nationally as approximately 30 percent of Oklahomans reported participating in no physical activity in the past 30 days compared to 22.6 percent nationally.
*The number of Oklahomans living below the poverty level exceeds the national average. The prevalence of low socio-economics status is associated with poor nutrition habits that contribute to chronic disease including heart disease, cancer, stroke, and obesity (OSDH).

What has been done
Through CNEP, OCES has leveraged state monies to provide over $3.8 million (FY09) in federal nutrition education program funds. This funding supports 113 jobs in 44 Oklahoma counties. CNEP is a voluntary program for adult participants of federal food assistance programs as well as impoverished youth in qualifying schools and communities. Program participants learn to feed their families in order to promote good health and to plan and budget their food dollars so their family won't go hungry at the end of the month.

The Community Nutrition Education Programs continue to be good stewards of taxpayer dollars. During FY09 CNEP increased adult and youth direct education participation from the previous year by 10 and 15 percent respectively. This was accomplished with a three percent decrease in full time equivalencies (FTE) of paraprofessional staff.

Results
In FY09 CNEP has had a positive impact on the health and wellness of 5,591 low-income Oklahoma families. During the FY09 program year 41,200 direct contacts (with persons) were made in hour-long learning sessions with enrolled CNEP participants.
Over 96 percent of adult graduates demonstrate a positive change towards a healthy diet. In addition, 39 percent of graduates less often ran out of food by the end of the month and 38 percent report that their children ate breakfast more often.
*CNEP staff provided a total of 5,912 hours of nutrition information on healthy eating practices, food preparation and food safety to 27,457 qualifying Oklahoma youth during the 2009 fiscal year.
*A majority of youth (20,822) were taught through school enrichment programs, while 6,635 children received their nutrition education through short term and after school programs.
*After participating in CNEP, approximately 12 percent of surveyed youth participants more often consumed low-cost, healthy foods and eight percent increased their frequency of hand washing.
As Oklahoma is assumed to be representative of the national average in terms of cost-benefits effects of this program, then the effect of the CNEP funding resulted in health care savings of more than $26 million from the prevention of nutrition-related chronic diseases and conditions among Oklahoma citizens, according to the Battelle study conducted in 2007.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>703</td>
<td>Nutrition Education and Behavior</td>
</tr>
</tbody>
</table>
Outcome #14

1. Outcome Measures

   Number of Families Participating in Parent Child Connections Program each year

2. Associated Institution Types

   ● 1862 Extension

3a. Outcome Type:

   Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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</table>

3c. Qualitative Outcome or Impact Statement

   **Issue (Who cares and Why)**
   On average each year in Oklahoma, more than 13,000 children are confirmed victims of child abuse and neglect. Over 60% of these children are under age six. About 40 Oklahoma children die due to abuse and neglect annually, over 70% of which did not live to age two. The majority (about 85%) of abuse and neglect occurs in the hands of a child's own parents. Neglect is most prevalent, indicated in nearly 85% of the confirmed cases. The most active and significantly influenced brain development period is birth to age 3. Research indicates that home visitation and parenting education and support services around the time of a baby's birth through early childhood reduces the risk of child abuse, and contributes to positive, healthy childrearing practices and family functioning.

   **What has been done**
   OCES implemented parent education home visitation programs in 1991. Currently, four OCES Parent Child Connections programs serve seven diverse, primarily rural counties: Canadian, Delaware, Texas and Southwest (Cotton, Jefferson, Comanche, and Stephens). Families are enrolled during pregnancy until 12 months after their baby's birth, and may continue the program until the child is age six. Participation is voluntary. Services include home visitation, center-based education and support, screening and assessment, and referrals to health care providers and other community resources. About 1/2 to 2/3 of the enrolled parents are single or divorced and 35% are under the age of 20.

   In FY 2009, 211 families were provided 2,952 home visits and 566 child development screenings. In addition, 78 parent education, support group, and family activity sessions were conducted. During the last 5 years (FY 2005-2009), approximately 420 enrolled families have been served with 10,797 home visits and 1,500 child development screenings.

   Primary funding for the programs is from state legislative appropriations through the Oklahoma State Department of Health, Child Abuse Prevention Fund. In the past 5 years (FY 2005-2009), contract awards have totaled over $2.37 million ($313,161-$588,765 annually). Three to five staff members are employed at each program site (approx. 13.5 FTE). Collaboration with a variety of local community organizations is emphasized to garner additional program support, better utilize scarce resources, and provide a comprehensive array of services to effectively meet families' needs.

   **Results**
   Based on a statewide evaluation of 22 programs (Oklahoma State Department of Health, 2007), 95% of children were up-to-date on their immunizations according to parent self-report compared to the Oklahoma state rate of 83%. Participant surveys indicate nearly 90% said it was "very true" that they felt better prepared to care for their children, and that the health and well-being of their children was improved. Previous evaluations of the OCES parent education/home visitation programs suggest that first-time mothers experienced significant improvement in
infant development knowledge, understanding of empathic responsiveness and child and parent roles in the family, home safety, and involvement in community agencies (i.e., Culp, Culp, Blankemeyer, & Passmark, 1998).

Rigorous cross-sectional, comparison, and randomized control trial studies of similar programs in other states have reported significant, positive outcomes for families receiving services as compared to families not in the program, the county, community, or state as a whole. The outcomes include lower rates of child maltreatment, less physical and psychological abuse, fewer children hospitalized for child maltreatment, higher rates of linkages to a medical care provider and immunizations, fewer emergency room visits, higher birth weights, more responsive and developmentally stimulating home environments, greater parent-child interaction, increased child development and care knowledge, delayed subsequent pregnancies, improved educational and employment conditions, and lower dependence on public assistance (Healthy Families America, 2002, 2008).

Prevent Child Abuse America (2007) estimated the annual cost of child abuse and neglect in the U.S. at $103.8 billion including direct costs (i.e., hospitalization, mental health care, child welfare services, law enforcement) and indirect costs (i.e., special education, juvenile delinquency, mental health and health care, the adult criminal justice system, and lost productivity to society). Research suggests that prevention programs can reduce these expenses to our society as well as the non-monetary negative impacts on children, families, and communities.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
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</tbody>
</table>

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 (community/school support access)

Brief Explanation

Access to school classrooms is challenging in that great emphasis is placed on teaching the academic core curricula to meet federal and state performance criteria. The challenge is being addressed by tying nutrition education programming to the Oklahoma State Department of Education’s Priority Academic Student Skills (PASS).

2008 saw the beginning of a serious economic downturn in the United States. While the OK economy weathered the initial phases in better shape than other parts of the country, those factors are now showing up in and OK slowdown. This has increased the interest in several of our financial management programs as well as our general press releases. However it also impacts the ability for many families to take many financial steps forward as they now struggle just to remain in place.

Another finding just beginning to show up on our surveys is the fact that once a person gains more financial knowledge they seem to become less satisfied and more depressed regarding their current financial situation. When this is linked to the general economic picture, we are today working with clients that are more and more stressed about the future.

For financial literacy for youth, a regulatory change requiring financial literacy education has substantially increased the orders and numbers of participants in the High School Financial Planning Curriculum.
Finally, the Federal Law change regarding the need for debtor education before completing bankruptcy proceedings continues to create opportunities and challenges. Some of our competitors are offering both the required debtor counseling and debtor education for a single price. Other agencies are offering on-line training again diluting our potential pool. OCES is currently the only service doing debtor education for the entire state on a face-to-face basis.

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

1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results

A quasi-experimental control group design study was conducted with 34 teachers and 368 preschool through 2nd grade children participating in the impact team's initial implementation of the I Can Problem Solve (ICPS) program in 2007 through early 2008. ICPS-trained children showed significant positive changes in social problem-solving skills and social competence from pre-test to post-test compared to peers in classrooms not receiving ICPS. The quantity of alternative solutions the children gave to hypothetical problem situations significantly increased with moderate effect sizes. Significant changes in the quality of solutions were also found for ICPS-trained children as reflected in a decrease of manipulative solutions and increases in both passive and react-positive solutions. ICPS-trained children also had significantly greater composite solution competence (the sum of assertive and react-positive solutions less aggressive solutions). Furthermore, social behavior ratings for children in the ICPS intervention classrooms demonstrated significantly higher improvements with small to medium effect sizes on total competence, prosocial skills, emotional regulation, academic skills, and reduced aggression. Findings suggest that the ICPS program may be beneficial for a universal population of children in diverse and primarily rural school and community settings, and the Cooperative Extension Service system may provide a viable system for the diffusion and implementation of ICPS.

Impact evaluation questionnaires submitted by 11 teachers, child care providers, and youth workers with classrooms or groups that received or utilizing ICPS in 2009 indicated:

- 82% rated the overall effect of the program on the children's social and emotional development, the children's behavior, as well as on the classroom/group atmosphere as "somewhat good" or "very positive".
- 60-80% rated children increased the following positive behaviors from prior to the program to after the program: considerate and helpful to others, accepts responsibility for actions, expresses needs and feelings appropriately, thinks before acting, and listens to and understands other people's feelings.
- 40-50% rated children in their classroom increased in the following positive behaviors from prior to the program to after the program: understands consequences of behavior, cooperates and works well with others, and resolves peer problems on their own.

Completed evaluations received from two parents who participated in the Raising a Thinking Child program indicated that for both the effect of the program on their children's behavior was "very positive".

Key Items of Evaluation

In 2007 through early 2008, the following measures and procedures for both the intervention and control teachers and classes were utilized.

§ Child Interviews - OCES county educators met individually with each participating student with parental consent before and after the presentation of the ICPS program lessons. Ten scenarios were provided for the OCES educators to use along with guidelines on conducting the interviews. Each item presented a hypothetical story or scenario of a problem to be read to the child. The child was asked how the characters in the story, or themselves, might handle the situation, ideas for solving the problem, or feelings they may have. The children were prompted to provide as many different solutions as possible, up to four, which were documented in writing.
§ Teacher Ratings of Child Behavior – Participating teachers were asked to complete a questionnaire pre-and post-program for each participating child in their classroom. The instrument was composed of 37 brief statements using a Likert scale.

In 2008 and 2009, an Impact Evaluation Questionnaire and In-service Training Evaluation were collected from teachers after training or program delivery. Some questions utilized a retrospective pre/post approach.