V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program
Families, Youth, and Communities

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>608</td>
<td>Community Resource Planning and Development</td>
<td>20%</td>
<td>20%</td>
<td>34%</td>
<td>0%</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>30%</td>
<td>30%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>50%</td>
<td>50%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>0%</strong></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>
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<tr>
<td></td>
<td>1862</td>
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</tr>
<tr>
<td>Plan</td>
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<td>3.0</td>
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<tr>
<td>Actual</td>
<td>116.2</td>
<td>2.5</td>
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1890 Extension</td>
<td>Hatch</td>
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<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>2940029</td>
<td>332649</td>
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<td>1862 Matching</td>
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<tr>
<td>1862 All Other</td>
<td>7463122</td>
<td>10500</td>
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V(D). Planned Program (Activity)

1. Brief description of the Activity
Activities include entrepreneurial education, asset-based economic development, leadership, civic engagement, 4-H camping programs, 4-H after-school programs, 4-H in-school programs, 4-H clubs, 4-H special interest groups, 4-H Cloverbud groups, district 4-H trainings, local 4-H trainings, home school education, child care provider education, parent education, online education and distance learning, and specialized trainings and workshops to qualify instructors and to educate trainers.

2. Brief description of the target audience
Youth between the ages of 5 -19, parents, grandparents, child care providers and early childhood educators, providers of after-school care, community organizations, community partners, community leaders and government officials, donors, K-12 educators, and volunteers.

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>
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</thead>
<tbody>
<tr>
<td>Plan</td>
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<td>245200</td>
<td>453800</td>
<td>488200</td>
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<td>Actual</td>
<td>186087</td>
<td>267815</td>
<td>700002</td>
<td>463677</td>
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</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>
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<th>Research</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>Actual</td>
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<td>103</td>
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</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure
- Number of trainings, educational workshops, and on-line education sessions for VCE's targeted audiences

Year | Target | Actual |
-----|--------|--------|
2009 | 3500   | 3346   |

Output #2

Output Measure
- Number of fact sheets, publications and curricula on youth development, families, and communities

Year | Target | Actual |
-----|--------|--------|
2009 | 55     | 117    |

Output #3

Output Measure
- Number of members enrolled in-school, after-school, community clubs, special interest activities, 4-H military programs, and camps

Year | Target | Actual |
-----|--------|--------|
2009 | 140000 | 69242  |
Output #4

**Output Measure**
- Number of citizens receiving entrepreneurial education

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>900</td>
<td>2304</td>
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</tbody>
</table>

Output #5

**Output Measure**
- Number of youth and adults engaged in leadership development education

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>5000</td>
<td>7939</td>
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</tbody>
</table>

Output #6

**Output Measure**
- Number of clubs where youth are involved in structured after school programming

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2200</td>
<td>198</td>
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</tbody>
</table>

Output #7

**Output Measure**
- Number of programs offered regarding community food systems.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
<td>16</td>
</tr>
</tbody>
</table>

Output #8

**Output Measure**
- Number of communities partnering with Virginia Cooperative Extension faculty to address emerging issues (i.e. land use, agritourism, local foods, bioenergy, youth gangs, and others).

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Output #9

**Output Measure**
- Number of workshops, activities, or programs offered to address emerging issues.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>
V(G). State Defined Outcomes

### 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>Percentage of adult citizens participating in leadership development education programs indicating increased knowledge, skills, and attitudes as a result of participation.</td>
</tr>
<tr>
<td>2</td>
<td>Percent of parenting education participants increasing knowledge in understanding child development</td>
</tr>
<tr>
<td>3</td>
<td>Percent of parenting education participants increasing knowledge of effective parenting practices, such as nurturing and guiding children</td>
</tr>
<tr>
<td>4</td>
<td>Percent of parenting education participants adopting practices of effective parenting, such as nurturing and guiding.</td>
</tr>
<tr>
<td>5</td>
<td>Percent of parenting education participants who increase knowledge of community resources available to meet family needs.</td>
</tr>
<tr>
<td>6</td>
<td>Percent of parenting education participants adopting practices to reduce family conflict and manage stress</td>
</tr>
<tr>
<td>7</td>
<td>Percent of parenting education participants increasing knowledge of practices to reduce family conflict and manage stress</td>
</tr>
<tr>
<td>8</td>
<td>Percent of early childhood professional development participants implementing one strategy to improve relationships with enrolled families</td>
</tr>
<tr>
<td>9</td>
<td>Number of youth, or parents of youth, reporting a positive change in life skills as a result of participation in a 4-H camp.</td>
</tr>
<tr>
<td>10</td>
<td>Number of youth reporting positive attitude change and/or aspirations related to volunteering and community service.</td>
</tr>
<tr>
<td>11</td>
<td>Number of youth and adults demonstrating an increase in knowledge and/or skills in animal sciences.</td>
</tr>
<tr>
<td>12</td>
<td>Number of youth through communication and expressive arts programming demonstrate increased self efficacy in public speaking, presentations, visual arts, and performing arts</td>
</tr>
<tr>
<td>13</td>
<td>Number of 4-H youth participating in foods, nutrition, and health programs demonstrating healthy living choices.</td>
</tr>
<tr>
<td>14</td>
<td>Number of youth participants in 4-H natural resources and environmental education programs demonstrating environmentally responsible behavior</td>
</tr>
<tr>
<td>15</td>
<td>Number of youth participants studying plant, soils, and entomology who have learned the interconnectedness of organisms and their environment</td>
</tr>
<tr>
<td>16</td>
<td>Number of youth demonstrating an increase in knowledge and/or skills in science and technology.</td>
</tr>
<tr>
<td>17</td>
<td>Number of volunteers completing a training program and successfully leading a program, activity, event, or club.</td>
</tr>
<tr>
<td>18</td>
<td>Number of youth reporting positive attitude change and/or aspirations about learning and careers in a 4-H project area.</td>
</tr>
<tr>
<td>19</td>
<td>Number of youth indicating increased knowledge/skills related to economic education and/or entrepreneurship.</td>
</tr>
<tr>
<td>20</td>
<td>Number of youth indicating increased knowledge and/or skills related to leadership.</td>
</tr>
<tr>
<td></td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21</td>
<td>Number of youth or parents of youth indicating a positive change in behavior and attitudes as a result of participating in 4-H Character Counts! activities and programs.</td>
</tr>
<tr>
<td>22</td>
<td>Percentage of trained volunteers and citizens participating in facilitation skills training indicating increased knowledge, skills, and attitudes as a result of participation.</td>
</tr>
<tr>
<td>23</td>
<td>Number of local communities partnering with Virginia Cooperative Extension faculty to increase resources to address poverty issues</td>
</tr>
<tr>
<td>24</td>
<td>Number of local communities partnering with Virginia Cooperative Extension faculty to address community food systems issues</td>
</tr>
<tr>
<td>25</td>
<td>Percentage of trained volunteers and citizens participating in food-based business workshops indicating increased understanding/knowledge of food-based businesses as a result of participation.</td>
</tr>
<tr>
<td>26</td>
<td>Percentage of adult 4-H volunteers participating in leadership and volunteer development trainings indicating increased knowledge, skills, and attitudes as a result of participation.</td>
</tr>
<tr>
<td>27</td>
<td>Percent of parenting education participants increasing knowledge of using available community resources to meet their needs.</td>
</tr>
<tr>
<td>28</td>
<td>Percentage of early childhood professional development participants increasing knowledge of appropriate health, safety and nutrition practices</td>
</tr>
<tr>
<td>29</td>
<td>Percentage of early childhood professional development participants adopting appropriate health, safety and nutrition practices.</td>
</tr>
<tr>
<td>30</td>
<td>Percentage of early childhood professional development participants increasing knowledge of basic child development</td>
</tr>
<tr>
<td>31</td>
<td>Percentage of early childhood professional development participants adopting developmentally-appropriate practices</td>
</tr>
<tr>
<td>32</td>
<td>Percentage of early childhood professional development participants increasing knowledge of appropriate child observation and assessment</td>
</tr>
<tr>
<td>33</td>
<td>Percentage of early childhood professional development participants increasing knowledge of the components of an effective learning environment</td>
</tr>
<tr>
<td>34</td>
<td>Percentage of early childhood professional development participants increasing knowledge of effective interaction strategies.</td>
</tr>
<tr>
<td>35</td>
<td>Percentage of early childhood professional development participants implementing at least one strategy to improve program management practices.</td>
</tr>
</tbody>
</table>

**Outcome #1**

1. **Outcome Measures**

   Percentage of adult citizens participating in leadership development education programs indicating increased knowledge, skills, and attitudes as a result of participation.

2. **Associated Institution Types**

   - 1862 Extension
   - 1890 Extension

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>70</td>
<td>70</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Communities face increasing operational costs, stagnant revenue, growing taxpayer demands, and a lack of citizens who accept community leadership roles. In a recent Situation Analysis, 114 issues related to the need for training in leadership, ethics/values, and community development were listed.

What has been done
Cooperative Extension's grassroots leadership development curriculum, Innovative Leadership: Building Community Connections, was offered in four Virginia communities. The program is an 18-hour, 6 training module curriculum enabling individuals to build their leadership skills; increase their awareness of community issues; network with other leaders; and become more engaged in community, civic, and governmental activities.

Results
Four leadership classes were held with 61 residents completing the training and engaging in dialogue with government officials. Since Innovative Leadership was first offered in 2007/2008, 180 community residents have completed the training. Program evaluation questionnaires were delivered to 119 program participants who participated in the program during 2008 or 2009 (both completers and non-completers) with 23% (n=27) of the participants completing and returning the questionnaire. Only one (1) program non-completer returned the questionnaire indicating the reason for non-completion was a personal issue of "bad timing in life". Of the program completers who returned the questionnaire (n=26),

* 46% reported an appointment to a decision-making group within the community.

* 69% reported an increase in community engagement after completing the program indicating that they were more visible in the community, attending meetings of the governing body, monitoring county legislation, serving on community watch groups, and engaging in other community activities.

* 57% reported an increase in networking with community leaders.

* 69% believed their participation in Innovative Leadership provided them the ability to lead more effectively.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
</tr>
</tbody>
</table>

Outcome #2

1. Outcome Measures
Percent of parenting education participants increasing knowledge in understanding child development

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

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>60</td>
<td>90</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
In FY 2008, 35 Virginia children died from abuse and neglect, and there were 6,099 victims. Concerns about how families are functioning and adapting to problems such as poverty, unemployment, inadequate housing, and parental conflict have economic impacts for the family and the Commonwealth. Poor adjustment in children and youth is linked to negative outcomes in adulthood. Reducing at risk behaviors while promoting resiliency in children and families is critical to reducing the financial and emotional cost to families and communities.

**What has been done**
To address parenting issues, agents partnered with local schools and agencies. Educational programming focused on effective parenting techniques, communication and positive discipline were provided to an array of audiences, including DSS referred or court ordered parents, teen parents, workplace audiences, welfare to work audiences, Title I parents, preschool public education program parents, alternative school students, grandparents and other relatives raising grandchildren, and workshops for women in local battered women's shelter care.

**Results**
A total of 1628 parents or primary caregivers participated in parenting education classes in 2009. Survey respondents indicated that:
- 90% of parents increased knowledge in understanding child development
- 91% of parents increased knowledge of effective parenting practices
- 91% of parents increased knowledge in nurturing parenting practices
- 96% of parents increased knowledge in guiding children's behavior

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

Percent of parenting education participants increasing knowledge of effective parenting practices, such as nurturing and guiding children

2. Associated Institution Types

- 1862 Extension
- 1890 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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<tbody>
<tr>
<td>2009</td>
<td>60</td>
<td>91</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
In FY 2008, 35 Virginia children died from abuse and neglect, and there were 6,099 victims. Concerns about how families are functioning and adapting to problems such as poverty, unemployment, inadequate housing, and parental conflict have economic impacts for the family and the Commonwealth. Poor adjustment in children and youth is linked to negative outcomes in adulthood. Reducing at risk behaviors while promoting resiliency in children and families is critical to reducing the financial and emotional cost to families and communities.

What has been done
To address parenting issues, agents partnered with local schools and agencies. Educational programming focused on effective parenting techniques, communication and positive discipline were provided to an array of audiences, including DSS referred or court ordered parents, teen parents, workplace audiences, welfare to work audiences, Title I parents, preschool public education program parents, alternative school students, grandparents and other relatives raising grandchildren, and workshops for women in local battered women's shelter care.

Results
A total of 1628 parents or primary caregivers participated in parenting education classes in 2009. Survey respondents indicated that:
- 90% of parents increased knowledge in understanding child development
- 91% of parents increased knowledge of effective parenting practices
- 91% of parents increased knowledge in nurturing parenting practices
- 96% of parents increased knowledge in guiding children's behavior

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Percent of parenting education participants adopting practices of effective parenting, such as nurturing and guiding.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tbody>
<tr>
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<td>92</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
In FY 2008, 35 Virginia children died from abuse and neglect, and there were 6,099 victims. Concerns about how families are functioning and adapting to problems such as poverty, unemployment, inadequate housing, and parental conflict have economic impacts for the family and the Commonwealth. Poor adjustment in children and youth is linked to negative outcomes in adulthood. Reducing at risk behaviors while promoting resiliency in children and families is critical to reducing the financial and emotional cost to families and communities.

What has been done
To address parenting issues, agents partnered with local schools and agencies. Educational programming focused on effective parenting techniques, communication and positive discipline were provided to an array of audiences, including DSS referred or court ordered parents, teen parents, workplace audiences, welfare to work audiences, Title I parents, preschool public education program parents, alternative school students, grandparents and other relatives raising grandchildren, and workshops for women in local battered women's shelter care.
relatives raising grandchildren, and workshops for women in local battered women's shelter care.

**Results**
A total of 1628 parents or primary caregivers participated in parenting education classes in 2009. Based on evaluation results in one community with 86 parent participants, 92% of parents adopted practices of effective parenting, such as nurturing and guiding children. Several parents also stated that as a result of attending the 8 week courses they were able to make behavioral changes that resulted in regaining custody of their children.

**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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</tbody>
</table>

**Outcome #5**

1. **Outcome Measures**
Percent of parenting education participants who increase knowledge of community resources available to meet family needs.

2. **Associated Institution Types**
- 1862 Extension
- 1890 Extension

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>
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<td>25</td>
<td>96</td>
</tr>
</tbody>
</table>

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

**Issue (Who cares and Why)**
In FY 2008, 35 Virginia children died from abuse and neglect, and there were 6,099 victims. Concerns about how families are functioning and adapting to problems such as poverty, unemployment, inadequate housing, and parental conflict have economic impacts for the family and the Commonwealth. Poor adjustment in children and youth is linked to negative outcomes in adulthood. Reducing at risk behaviors while promoting resiliency in children and families is critical to reducing the financial and emotional cost to families and communities.

**What has been done**
To address parenting issues, agents partnered with local schools and agencies. Educational programming focused on effective parenting techniques, communication and positive discipline were provided to an array of audiences, including DSS referred or court ordered parents, teen parents, workplace audiences, welfare to work audiences, Title I parents, preschool public education program parents, alternative school students, grandparents and other relatives raising grandchildren, and workshops for women in local battered women's shelter care.

**Results**
A total of 1628 parents or primary caregivers participated in parenting education classes in 2009. Survey respondents indicated that 96 percent of parents know how to access community resources to help address their family needs.

**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 #6

1. Outcome Measures

   Percent of parenting education participants adopting practices to reduce family conflict and manage stress

2. Associated Institution Types

   ● 1862 Extension
   ● 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>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>40</td>
<td>85</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)
   In FY 2008, 35 Virginia children died from abuse and neglect, and there were 6,099 victims. Concerns about how families are functioning and adapting to problems such as poverty, unemployment, inadequate housing, and parental conflict have economic impacts for the family and the Commonwealth. Poor adjustment in children and youth is linked to negative outcomes in adulthood. Reducing at risk behaviors while promoting resiliency in children and families is critical to reducing the financial and emotional cost to families and communities.

   What has been done
   To address parenting issues, agents partnered with local schools and agencies. Educational programming focused on effective parenting techniques, communication and positive discipline were provided to an array of audiences, including DSS referred or court ordered parents, teen parents, workplace audiences, welfare to work audiences, Title I parents, preschool public education program parents, alternative school students, grandparents and other relatives raising grandchildren, and workshops for women in local battered women's shelter care.

   Results
   A total of 1628 parents or primary caregivers participated in parenting education classes in 2009. Survey respondents indicated that 85% of parents adopted practices to reduce family conflict and manage stress.

4. Associated Knowledge Areas

   KA Code   Knowledge Area
   802        Human Development and Family Well-Being

Outcome #7

1. Outcome Measures

   Percent of parenting education participants increasing knowledge of practices to reduce family conflict and manage stress

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>
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</thead>
<tbody>
<tr>
<td>2009</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
In FY 2008, 35 Virginia children died from abuse and neglect, and there were 6,099 victims. Concerns about how families are functioning and adapting to problems such as poverty, unemployment, inadequate housing, and parental conflict have economic impacts for the family and the Commonwealth. Poor adjustment in children and youth is linked to negative outcomes in adulthood. Reducing at risk behaviors while promoting resiliency in children and families is critical to reducing the financial and emotional cost to families and communities.

**What has been done**
To address parenting issues, agents partnered with local schools and agencies. Educational programming focused on effective parenting techniques, communication and positive discipline were provided to an array of audiences, including DSS referred or court ordered parents, teen parents, workplace audiences, welfare to work audiences, Title I parents, preschool public education program parents, alternative school students, grandparents and other relatives raising grandchildren, and workshops for women in local battered women's shelter care.

**Results**
A total of 1628 parents or primary caregivers participated in parenting education classes in 2009. Survey respondents from one court-ordered parenting class for parents involved with child protective services indicated that:
61% of participants stated they learned at least 1 new way to communicate positively with their children, spouse or parent of their child.
30% of those attending the court-ordered parenting classes stated they would attend future parenting classes voluntarily to improve communication and relationships with their children.

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 #8

1. Outcome Measures
Percent of early childhood professional development participants implementing one strategy to improve relationships with enrolled families

2. Associated Institution Types
- 1862 Extension
- 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>60</td>
<td>95</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
There are 599,000 children under the age of 6 in Virginia, 62% of whom are routinely cared for by someone other than their parents. One in five Virginia children enters kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's long term cognitive, social and emotional development. Additionally, every dollar that is invested in high quality childcare and early childhood education returns $7 to $8 to society by reducing cost related to crime, special education and welfare and increasing revenues through improved employee productivity.

**What has been done**
VCE conducted early childhood educator trainings across the state. Workshops on a variety of topics related to high quality early childhood education were provided, including safety and emergency preparedness, working with parents, strategies for working with children with developmental delays, recognizing and reporting abuse and neglect, adult-child interactions, infant and toddler development, age-appropriate learning activities for science, art, and school-age children.

**Results**
A total of 2196 early childhood educators, who care for 20,684 children attended trainings. At one of the largest trainings, 95% of respondents reported implementing a new strategy to improve relationships with the families of the children in their care in a three to six months follow-up survey.

4. Associated Knowledge Areas

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

Outcome #9

1. Outcome Measures

Number of youth, or parents of youth, reporting a positive change in life skills as a result of participation in a 4-H camp.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

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>200</td>
<td>16431</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Positive youth development focuses on building skills that youth need to be successful, contributing members of society. The Community Network for Youth Development identifies development of independence skills as an important step in youth learning to be productive, connected and to navigate the world. In an increasingly
structured and supervised environment, youth need opportunities to practice independence skills including decision-making, problem-solving and planning.

**What has been done**

Independence is fostered through attending short term residential camping programs. Youth attending 4-H Junior camp develop independence by practicing decision making through daily programming activities, choosing schedules and making personal living choices. Problem-solving skills are enhanced through camp classes, living in a group environment and participating in group activities. Planning skills are addressed as youth work with teen and adult volunteers to develop activities, prepare team challenges and plan their day.

**Results**

Post camp surveys indicate that campers ages 9-13 report increasing their independence as a result of attending 4-H camp. Youth attending 4-H camp reported increases in independence skills. Specifically, 72% of survey respondents reported that camp taught them to take care of themselves, 70% indicated that they needed less help from adults after camp and almost 70% learned to make good decisions at camp even when their family was not around to help them. When asked what they enjoyed most about camp youth stated: "you get to get away from home and you learn," "mostly the respect and independence," "being dependent on myself," and "that they taught me when I put my head to something I can do it."

**4. Associated Knowledge Areas**

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**Outcome #10**

1. **Outcome Measures**

   Number of youth reporting positive attitude change and/or aspirations related to volunteering and community service.

2. **Associated Institution Types**

   - 1862 Extension
   - 1890 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>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>350</td>
<td>519</td>
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</table>

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

**Issue (Who cares and Why)**

In Virginia's urban and rural localities, over 320 gangs with more than 5,000 youth are known to exist. One way to keep youth out of gangs is to offer alternative, positive experiences that appeal to their needs—including service learning opportunities. Youth who participate in civic engagement and community service have improved performance in school (study habits, homework completion, grades), enhanced social skills (teamwork skills, health, safety, and well-being), and positive educational aspirations.

**What has been done**

In an effort to provide Virginia's youth with meaningful experiences with caring adult mentors that result in community and societal benefits, a wide variety of service learning/community service activities were offered to youth of various backgrounds.

**Results**
More than 500 Virginia 4-H youth participated in service learning/community service facilitated by Extension 4-H Agents. In one unit, over 100 youth participated in 356 hours of community service. When asked, 90% of youth reported positive attitude change related to volunteering for civic activities, community service, and/or philanthropy. All youth reported gaining knowledge and/or skills related to the relationship they had with a caring adult. In addition, 95% of youth indicated an improved attitude and/or aspirations toward participating in partnerships with caring adults.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #11

1. Outcome Measures

Number of youth and adults demonstrating an increase in knowledge and/or skills in animal sciences.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2009</td>
<td>1000</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to research the average age of Virginia producers is nearing retirement age at 56.7 years old, which means that there is a strong need for younger people to become interested in agriculture. According to Allen and Harris in the article, What We Know About the Demographics of US Farm Operators, from 1992 to 2002 there was a 60% decrease in estimated young farmers. Research has observed that with fewer young people going into agriculture, the long term future of the agricultural industry is in question.

What has been done

Across the Commonwealth, youth participated in a variety of projects in and out of school. Youth learned about various species of livestock, including how to raise and care for them, how to keep records, and fiscal responsibility. In school youth participated in the embryology and natural resource programs. Fourth grade students engaged in hands on learning during the 4-H Agriculture and Natural Resource Day. After school, students participated in the Animal Science Club, the local horse clubs, or in dairy judging and stockman's teams.

Results

In Virginia there were 10,623 youth participating in animal science related programming. Youth took part in club, county, district, state and national programs in which they began to understand the importance of the animal science programming. In one unit, youth demonstrated an increase in knowledge through an 85% increase in animal science project book completion. Additionally, there was a 95% increase in animal science volunteers.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>
Outcome #12

1. Outcome Measures

   Number of youth through communication and expressive arts programming demonstrate increased self efficacy in public speaking, presentations, visual arts, and performing arts

2. Associated Institution Types

   ● 1862 Extension
   ● 1890 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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<tbody>
<tr>
<td>2009</td>
<td>400</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)
   In a survey to all 4th and 5th grade teachers in one county, teachers named oral and written communication skills as one of the top three skills that the students needed to develop. Virginia's Standards of Learning (S.O.L.) for 4th and 5th grade require that all students be taught how to write and organize both speeches and presentations. Respondents emphasized that the 4-H staff continues to teach communication skills to youth enrolled in 4-H and offers opportunities for students to demonstrate skills learned.

   What has been done
   Educational programs were presented in the areas of parliamentary procedure, public speaking, visual communications, oral presentations using visuals, and written communications. In one unit, over 450 4-H Members participated in 4-H classroom and community presentations and public speaking contests. Of these, over 20 competed at the district level competition.

   Results
   Students were surveyed at the end of the school year to gather data relating to the impact of the program. 75% of the students felt that they had learned something valuable by learning to give a speech or presentation. More than 50% enjoyed the experience and looked forward to giving speeches in the future. 92% enjoyed listening to their peers and felt that they learned something new from the overall experience. Teachers responding to the assessment indicated that: more than 95% of students increased their knowledge in each of the communications areas. 80% of students increased their skill level. 50% of students utilized or demonstrated communication behaviors and practices through participation in 4-H activities and in other classroom situations. 75% of students exhibited increased self confidence.

4. Associated Knowledge Areas

   KA Code   Knowledge Area
   806        Youth Development

Outcome #13

1. Outcome Measures

   Number of 4-H youth participating in foods, nutrition, and health programs demonstrating healthy living choices.

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>
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<tr>
<td>2009</td>
<td>14000</td>
<td>23714</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
According to the National Institute of Health, the number of overweight children has doubled in the last decade. Currently one out of every five children is overweight in the U.S. and it is being considered an epidemic. Thirty-nine percent of Virginia's children are overweight, well above the national average of 14.8%.

What has been done
Through 4-H's Healthy Lifestyles and Food and Nutrition curriculum, Virginia 4-H addresses the state’s childhood obesity problem by including healthy habits and physical activity in 4-H. Specifically, in one unit 1,327 youth ages 7 to 14 participated in the Healthy Weights for Healthy Kids program. This program educates youth about smart nutritional choices by engaging them in six key topic areas: USDA's MyPyramid, portion size and eating in moderation, healthy beverages, healthy snacks, physical activity, and positive body image.

Results
Of the 1,327 youth enrolled in Healthy Lifestyles and Food and Nutrition curriculum in 2009, 100 % indicated they have incorporated at least one new health or nutrition practice (eating correct portion sizes, eating in moderation, choosing healthier beverages over high calorie/high sugar drinks, eating healthier snacks and/or increasing physical activity) into their daily lives. 100 % of youth indicated increased knowledge on the benefits of physical activity, 100% indicated the importance of healthy food options, 100% indicated increased knowledge of diseases related to obesity, and 100% indicated the importance of eating correct portion sizes.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #14

1. Outcome Measures
Number of youth participants in 4-H natural resources and environmental education programs demonstrating environmentally responsible behavior

2. Associated Institution Types

- 1862 Extension
- 1890 Extension
3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
As technology becomes more integrated into everyday life, youth are becoming less active outdoors and spending more time with video games, computers, and cell phones. These youth are thus less knowledgeable of natural resources related information and how it affects their personal lives and the lives of those around them. Research has linked this lack of nature to some of the most disturbing childhood trends, such as the rises in obesity, attention disorders, and depression.

What has been done
The 4-H Natural Resources Weekend, a two-day event offers 36 hands-on workshops primarily conducted in outdoor settings that address topics related to natural resources such as wildlife and fisheries, forestry, water quality, and outdoor recreation. Participants have the opportunity to be active outdoors while learning research-based facts about the environment.

Results
As a result of participation in the State 4-H Natural Resources Weekend, respondents indicated 108 new skills or knowledge learned from participation in the weekend event such as many wildflowers in VA are invasive, non-natives; how to identify wildlife by their skulls, how recycling helps, water quality, winter tree ID; maple syrup process; importance of cohabitation between humans and wildlife; fish anatomy; basics of wildlife mgmt; how to tell the sex of snakes; owl pellets are not poop; and how vegetation determines the quality of the land.
Participants described 4-H Natural Resources Weekend as "a very rewarding experience"; "It's really fun and educational"; "the things you learn will stick with you forever"; and "terrific way to get your kids back to nature."

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</tbody>
</table>

Outcome #15

1. Outcome Measures

Number of youth participants studying plant, soils, and entomology who have learned the interconnectedness of organisms and their environment

2. Associated Institution Types

- 1862 Extension
- 1890 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>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>30000</td>
<td>9741</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Thirty-two percent of land in Virginia is used for agricultural purposes, yet a large percentage of our youth have no concept of the responsibility, economics, and science used in producing their own food from a garden.
What has been done
In response to the need for youth to increase agricultural awareness, the 4-H Mini-Garden project provided youth with the curriculum, knowledge and opportunity to grow their very own 10X16 vegetable garden (seeds and plants provided: green beans, tomatoes, bell peppers, cucumbers and yellow squash). Participants kept records of plant growth, fertilization, weeding, and harvest.

Results
In one county, evaluation of progress was taken during two separate garden visits and review of project records submitted by participants. 36 of the 39 participants successfully completed all of the project components: workshop, plant/care/harvest, and project record book. Of the 39 youth participating, 95% correctly lined off their gardens into appropriate planting rows. 92% completed and submitted a project record for competition. And, 100% of those completing project records correctly noted the expenses and income from their garden. A parent commented to judges regarding her son's 4-H Mini-Garden Project, "He has more pride in this garden than any toy or game in our house!"

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</tbody>
</table>

Outcome #16
1. Outcome Measures

Number of youth demonstrating an increase in knowledge and/or skills in science and technology.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>2009</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Although Virginia's NAEP average scale scores in math and science tend to be above the national average, expanded opportunities to scaffold and anchor science concepts are needed. Virginia 4-H is uniquely positioned to provide youth connections to passionate, professional mentors and provide opportunities for sustained practice of science skills while increasing knowledge, interest and aspirations. "4-H has focused on the goal of providing American youths with a solid background in science, engineering, and technology" (110th Congress: Session 2, September 2008).

What has been done
Working with volunteers and professional collaborators, Virginia 4-H provided SET programming to youth ages 5-19 in the areas of science, engineering and technology through a variety of delivery modes.

Results
Within Virginia 4-H 32,922 youth participated in SET programming. Specifically, in one unit, 751 4-H members participated in focused SET programming during a 2009 summer day camp. Camp participants were surveyed at the completion of the camp for SET knowledge gained. As a result of participating in the SET day camp, 92% of campers rated the camp as Good-Excellent, 92% of youth increased their knowledge in SET, and 64% of youth
increased their interest in learning about SET in the future.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #17

1. Outcome Measures

Number of volunteers completing a training program and successfully leading a program, activity, event, or club.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2009</td>
<td>200</td>
<td>20222</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
An active, effective 4-H program cannot run smoothly without the guidance, vision, knowledge and leadership of adult volunteers. There are 20,222 adult and teen volunteers that donated their valuable time and resources to lead 4-H programming throughout Virginia. It is Virginia Cooperative Extension's and Virginia 4-H's responsibility to provide each of these volunteers with the necessary training, resources, and knowledge to be the best 4-H leader possible.

What has been done
Across the Commonwealth, adult volunteer trainings were held for both new and seasoned volunteers. Volunteers participated in presentations and activities that covered club management, risk management, history of 4-H, volunteer characteristics, Virginia Cooperative Extension policies, and youth development concepts.

Results
Survey results from one locality conducting three volunteer trainings indicated that volunteers increased their knowledge and understanding of 4-H policy, risk management, club management, and youth development. Of the returned evaluations, on a scale from 1 to 5, with five being the highest rating, the average level of knowledge understanding basic 4-H policies and procedures before the training was a 2.5. After the training, the average was a 4.3. The average level of knowledge about guiding principles and essential elements of positive youth development before the training was 3.7. After the training, the average was 4.8. Overall, 94% of participants left the trainings with an increased level of knowledge and preparation to serve as a 4-H adult club leader and advisor.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>
Outcome #18

1. Outcome Measures

Number of youth reporting positive attitude change and/or aspirations about learning and careers in a 4-H project area.

2. Associated Institution Types

- 1862 Extension
- 1890 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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<tbody>
<tr>
<td>2009</td>
<td>1000</td>
<td>1639</td>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

4-H curriculum in many cases have prepared youth for careers in the actual areas for which they have completed 4-H projects. Between the ages of 14-18, Super's Developmental Theory (1970) indicates that youth are "developing and planning a tentative vocational goal." This goes hand-in-hand with decision-making theories in which youth make critical decisions about career choices. It is important prior to and especially at the time when youth are making career interest decisions that they have the appropriate information and experiences.

**What has been done**

Virginia 4-H in collaboration with the Center for Academic Enrichment and Excellence (CAEE) implemented a Career/College Fair in conjunction with the annual State 4-H Congress in 2008 and 2009. The purpose of the fair was to expose 4-H participants to career and post-secondary education options. Twenty-seven higher education institutions across the Commonwealth and six Virginia Tech departments were represented at the fair. Participants were exposed to a variety of academic programs, as well occupations youth might consider in the future.

**Results**

Many students who completed the Career Decision Survey indicated that 4-H helped them to learn about different careers. Results also indicated that students in 4-H have learned about careers not only by participating in 4-H, but with activities outside of 4-H. The Career/College fair was helpful to students in determining their possible major and career choice.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #19

1. Outcome Measures

Number of youth indicating increased knowledge/skills related to economic education and/or entrepreneurship.

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>
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</tr>
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<tbody>
<tr>
<td>2009</td>
<td>700</td>
<td>1695</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Teaching career and entrepreneurship skills to youth is an important step towards guiding them to become independent, self-efficient, and contributing members of society. As the job climate is faced with profound uncertainty, more youth are getting into trouble and not involved positive programs to enhance their job skills. With Virginia losing more and more jobs on a daily basis, youth are feeling there is little hope for them to get jobs in their locality.

What has been done
One unit developed a workforce preparation program for high school seniors during 2009. "Welcome to the Jungle - Don't Monkey Around" took a holistic approach to teaching students about the importance of careers, entrepreneurship, and life skills needed to excel at home, college, and in the workplace including personal financial management, nutrition and health and job interviewing skills. Providing students with instruction and opportunities to develop these skill sets at an early age can prevent costly mistakes or missed opportunities in the future.

Results
Approximately 200 high school seniors participated. Participants were engaged in activities designed to teach skill sets and develop a strong work ethic. Activities included creating a simple budget, learning about employers' expectations, and managing a healthy lifestyle away from home. As a result, 85% of participants found the program beneficial. Students practiced the skills needed to develop a healthy lifestyle through food choices; successfully managing their finances as they develop their independence; find gainful employment; and develop a strong work ethic. Participants and their teachers indicated that the program was an excellent introduction of preparing for the workforce or continuing with post-secondary education in the areas of finance, nutrition & health, home life, and job interview skills.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</tbody>
</table>

Outcome #20

1. Outcome Measures
Number of youth indicating increased knowledge and/or skills related to leadership.

2. Associated Institution Types
- 1862 Extension
- 1890 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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<tbody>
<tr>
<td>2009</td>
<td>2000</td>
<td>7878</td>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Virginia 4-H Youth Development provides opportunities for youth ages 5-19 to experience positive youth development. Adolescents, in particular need opportunities to participate in programs that provide basic needs through Head (Independence), Heart (Belonging), Hands (Generosity) and Health (Mastery).

**What has been done**
State 4-H Congress provides opportunities for youth ages 14-19 to practice leadership, citizenship and life skills. 391 youth attended 4-H Congress for four days in 2009 where they participated in educational workshops, group living, competitions, and service learning.

**Results**
Youth reported learning technical skills, character development, friendship skills, responsibility, self-esteem, time management and life skills. Qualitative results presented below were self-reported by teens in the areas Head, Heart, Hands and Health: Head-Independence: "being a leader can be hard, but it can also be fun and rewarding" and character and integrity defines who you are as a person" Heart-Belonging: "that so many people from different backgrounds come together for the same cause" and "that there are tons of different kinds of people we should get to know them without judging" Hands-Generosity: "there are people rooting for me to do a good job" and "being a leader can be hard, but it can also be fun and rewarding" Health-Mastery: "when I come here I wasn't very outgoing and when I'm leaving I have more confidence."

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #21

1. **Outcome Measures**

Number of youth or parents of youth indicating a positive change in behavior and attitudes as a result of participating in 4-H Character Counts! activities and programs.

2. **Associated Institution Types**

- 1862 Extension
- 1890 Extension

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>25000</td>
<td>18115</td>
</tr>
</tbody>
</table>

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

**Issue (Who cares and Why)**
Many youth are not learning or using good character. According to the 2008 Report Card on Ethics of American Youth surveying nearly 30,000 high school youth, stealing, lying, and cheating have climbed to alarming rates. Additionally, violence is often used by youth to handle conflict resolution. Character education for youth can address these issues.

What has been done
The Virginia 4-H Character Counts! (CCI) program, teaches trustworthiness, respect, responsibility, fairness, caring, and citizenship as the six pillars of character. Age-appropriate games, role playing, discussion, reflection, and examples make these character values understandable. Through these efforts each child receives a minimum of 6 hours of CCI programming. And 143 adults across the Commonwealth have been actively engaged in implementing CC! More than 4,300 youth & adults were exposed to CC! through media.

Results
As reported by the graduates of the 2007 and 2008 Statewide Character Counts! training, 1,628 youth self-reported a change in their behavior by refraining from stealing, lying, cheating, using violence to resolve disagreements, or being disrespectful as a result of implementing the program. Eighty-six teachers, leaders, and facilitators who used Character Counts! reported an overall positive difference in the youth who participate in the program as being more trustworthy, respectful, responsible, fair, caring, or a good citizen.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #22

1. Outcome Measures

Percentage of trained volunteers and citizens participating in facilitation skills training indicating increased knowledge, skills, and attitudes as a result of participation.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

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>60</td>
<td>93</td>
</tr>
</tbody>
</table>

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 in the recent Situational Analysis. Particularly as agencies and groups face economic challenges, reductions in budgets, and staff reductions, it is critically important to be effective at working together to share resources and accomplish tasks.

What has been done
Community Viability specialists researched tools for enhancing facilitation skills and selected the material developed by the University of Maine, Strengthening Your Facilitation Skills. Three Community Viability specialists completed the Train-the-Trainer workshop as part of the National Conference held in Belfast, Maine in 2007. In 2008, Strengthening Your Facilitation Skills (SYFS) was adapted to meet Virginia Cooperative Extension's goals and is now available as a community-based training program.
Results
In June 2009, 14 agents and specialists completed the Strengthening Your Facilitation Skills training with 9 of the 14 certified as Master Trainers. A team of Master Trainers also conducted the training for another 12 agents in Northern Virginia during fall 2009. Results indicated that 93% of survey respondents felt that the Training Series helped them to better understand the process of facilitation. Moreover, 93% of respondents indicated that they will adopt some of the facilitation skills learned in this training.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
</tr>
</tbody>
</table>

Outcome #23

1. Outcome Measures

Number of local communities partnering with Virginia Cooperative Extension faculty to increase resources to address poverty issues

2. Associated Institution Types

● 1862 Extension
● 1890 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>
</thead>
<tbody>
<tr>
<td>2009</td>
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<td>33</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
One in ten Virginians lived in poverty in 2008 and more than 26,000 families receive TANF aid each month. Poverty has a significant impact on families. Children, in particular, are more likely to suffer poor nutrition in infancy, leading to poor brain development and academic difficulties. They are also more likely to be obese, experience health problems and emotional distress, have a lower life expectancy, and have an increased chance of academic failure and teenage pregnancy. All of these factors have economic costs to society, as well.

What has been done
Several approaches have been used to partner with communities to increase resources to address poverty issues. First, to raise awareness of the true needs, poverty simulations were held with service providers, elected officials, and other citizens. Secondly, a partnership with Virginia Department of Social Services led to the hosting of a major statewide set of listening sessions called “Virginia Act on Poverty.”

Results
There were 11 poverty simulation events held in 8 Virginia communities, with a total of 250 service providers, elected officials, and citizens. Facilitated discussions regarding poverty and resources were held at the conclusion of the sessions. The Act on Poverty was also implemented, which was one of the largest-ever, simultaneous conversations devoted to reducing Virginia's poverty rate and increasing economic opportunity for all. The event was designed to stimulate ideas for local and statewide action. Held simultaneously at 25 community college campuses, the event attracted over 1,100 people who heard a presentation on poverty in Virginia and presented their own recommendations on addressing the challenges of poverty. A report was distributed titled Rethinking Poverty: Poverty in Virginia.

4. Associated Knowledge Areas
KA Code | Knowledge Area
--- | ---
608 | Community Resource Planning and Development

**Outcome #24**

1. **Outcome Measures**
   Number of local communities partnering with Virginia Cooperative Extension faculty to address community food systems issues

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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</thead>
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</tbody>
</table>

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

   **Issue (Who cares and Why)**
   {No Data Entered}

   **What has been done**
   {No Data Entered}

   **Results**
   {No Data Entered}

4. **Associated Knowledge Areas**

   KA Code | Knowledge Area
--- | ---
608 | Community Resource Planning and Development

**Outcome #25**

1. **Outcome Measures**
   Percentage of trained volunteers and citizens participating in food-based business workshops indicating increased understanding/knowledge of food-based businesses as a result of participation.

2. **Associated Institution Types**
   - 1862 Extension
   - 1890 Extension

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>60</td>
<td>98</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Today more and more people want to know where their food comes from and they increasingly shop at locally owned food-based businesses or at one of Virginia's 142 farmers markets. Agriculture contributes over $55 billion to the state's economy and since 2005, Virginia has seen a 61 percent increase in established farmers markets.

**What has been done**
To assist Virginia's food entrepreneurs manage successful small businesses and farmers market managers maintain successful community-based farmers markets, Extension agents and specialists completed two full-day workshops on the technical and non-technical skills needed to sustain profitable food markets. In addition, four short presentations on Virginia Farm Bureau's "Save Our Food" campaign were made at local farmers markets. Three separate presentations described the economic impact of farmers markets, how farmers markets spur entrepreneurship and how local food marketing campaigns create profitable food and agricultural businesses were given to Virginia Main Street community organizers at a statewide conference. Northern District Community Viability also partnered with the Virginia Organic Producers and Consumers Association to host a Food and Farm Expo to showcase local farmers and food entrepreneurs.

**Results**
In March, April and November 2009, VCE led a collaboration to complete two two-day workshops attracting over 220 individuals on food entrepreneurship and business development for Virginia's local agriculture and value-added food producers. There was another workshop held with an additional 23 participants on how to start a food-based business. End of session evaluation results showed that:
98% of respondents agreed that the training increased their understanding of starting a food-based business
95% felt that the food-based business start-up, product costing/pricing, and writing a business plan session was excellent
74% reported that the Marketing Opportunities for Virginia's Agriculture and Value-Added Food Producers session was excellent

4. Associated Knowledge Areas

<table>
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<tr>
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<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
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</tbody>
</table>

Outcome #26

1. Outcome Measures

Percentage of adult 4-H volunteers participating in leadership and volunteer development trainings indicating increased knowledge, skills, and attitudes as a result of participation.

2. Associated Institution Types

- 1862 Extension
- 1890 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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<tbody>
<tr>
<td>2009</td>
<td>70</td>
<td>57</td>
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</table>
3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Volunteers are essential to the success of VCE programming. Current budget climates require faculty to do more with less, making the contribution of 4-H volunteers’ vital. Their support is instrumental in fulfilling programmatic objectives for 4-H youth participants (Stedman and Rudd, 2006). Trained volunteers are needed to fill these roles and engage youth in positive youth activities and life skill/decision making, two of the top needs identified in the 2009 VCE Situation Analysis Report.

**What has been done**
Publicity and recruitment efforts bring volunteers to the Extension Office for a variety of purposes. Through training and other interactions, their strengths are identified. Training helps polish skills as well as to ensure adherence to VCE and 4-H policies. Individual or group trainings are targeted to specific task responsibilities. A resource packet including forms, constitution, bylaws and charter templates, and financial, club and risk management protocols is provided to each club volunteer.

**Results**
Adult volunteers assisted with the development, delivery and evaluation of Virginia 4-H programs. Volunteers helped as judges for presentation contests, as instructors for after-school enrichment classes or as chaperones for Jr. 4-H camp. In total, Virginia 4-H volunteers donated 418,597 hours of volunteer time which allowed programming to reach 150,026 youth through safe, high quality 4-H programs. Specifically, in one unit, nine 4-H clubs were successfully ran by trained adult volunteers. One adult volunteer was certified as a 4-H rifle instructor and one took the horse measurer’s certification. Volunteers within in this unit continue to attend quarterly council meetings where they receive on-going training by the agent.

4. Associated Knowledge Areas

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

**Outcome #27**

1. **Outcome Measures**

   Percent of parenting education participants increasing knowledge of using available community resources to meet their needs.

   Not Reporting on this Outcome Measure

**Outcome #28**

1. **Outcome Measures**

   Percentage of early childhood professional development participants increasing knowledge of appropriate health, safety and nutrition practices

2. **Associated Institution Types**

   - 1862 Extension
   - 1890 Extension

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>60</td>
<td>97</td>
</tr>
</tbody>
</table>
3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
There are 599,000 children under the age of 6 in Virginia, 62% of whom are routinely cared for by someone other than their parents. One in five Virginia children enters kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's long term cognitive, social and emotional development. Additionally, every dollar that is invested in high quality childcare and early childhood education returns $7 to $8 to society by reducing cost related to crime, special education and welfare and increasing revenues through improved employee productivity.

**What has been done**
VCE conducted early childhood educator trainings across the state. Workshops on a variety of topics related to high quality early childhood education were provided, including safety and emergency preparedness, working with parents, strategies for working with children with developmental delays, recognizing and reporting abuse and neglect, adult-child interactions, infant and toddler development, age-appropriate learning activities for science, art, and school-age children.

**Results**
Results from one training, with 175 participants who provide care for 2,977 children, yielded the following results:
- 100% of respondents learned new ideas for how to introduce new foods to children to increase the variety in their diets
- 97% of respondents learned important food safety procedures when doing food activities with children
- 97% of respondents learned about the MyPyramid for Preschoolers guidelines for proper nutrition

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 #29**

1. **Outcome Measures**
Percentage of early childhood professional development participants adopting appropriate health, safety and nutrition practices.

2. **Associated Institution Types**
- 1862 Extension
- 1890 Extension

3a. **Outcome Type:**
Change in Action Outcome Measure

3b. **Quantitative Outcome**

<table>
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<tr>
<th>Year</th>
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<tbody>
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<td>2009</td>
<td>40</td>
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</table>

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

**Issue (Who cares and Why)**
There are 599,000 children under the age of 6 in Virginia, 62% of whom are routinely cared for by someone other than their parents. One in five Virginia children enters kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's long term cognitive, social and emotional development. Additionally, every dollar that is invested in high quality childcare and early childhood education returns $7 to $8 to society by reducing cost related to crime, special education and welfare and increasing revenues through improved employee productivity.
What has been done
VCE conducted early childhood educator trainings across the state. Workshops on a variety of topics related to high quality early childhood education were provided, including safety and emergency preparedness, working with parents, strategies for working with children with developmental delays, recognizing and reporting abuse and neglect, adult-child interactions, infant and toddler development, age-appropriate learning activities for science, art, and school-age children.

Results
Results of one training with 152 participants who provide care to an estimated 978 children per year indicated that:
90% of respondents learned new healthy food choices for children and new activities to increase children's physical activity
Based on three to six month follow up evaluations conducted with program participants:
82% increased the number of healthy meals and/or snacks they served to children

4. Associated Knowledge Areas

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

Outcome #30

1. Outcome Measures

Percentage of early childhood professional development participants increasing knowledge of basic child development

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

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>60</td>
<td>96</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
There 599,000 children under the age of 6 in Virginia, 62% of whom are routinely cared for by someone other than their parents. One in five Virginia children enters kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's long term cognitive, social and emotional development. Additionally, every dollar that is invested in high quality childcare and early childhood education returns $7 to $8 to society by reducing cost related to crime, special education and welfare and increasing revenues through improved employee productivity.

What has been done
VCE conducted early childhood educator trainings across the state. Workshops on a variety of topics related to high quality early childhood education were provided, including safety and emergency preparedness, working with parents, strategies for working with children with developmental delays, recognizing and reporting abuse and neglect, adult-child interactions, infant and toddler development, age-appropriate learning activities for science, art, and school-age children.

Results
At one of the trainings, with 137 participants attending:
96% of the respondents said they had a better understanding of the stages of child development

4. Associated Knowledge Areas

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

Outcome #31

1. Outcome Measures

Percentage of early childhood professional development participants adopting developmentally-appropriate practices

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
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<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tbody>
<tr>
<td>2009</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

There 599,000 children under the age of 6 in Virginia, 62% of whom are routinely cared for by someone other than their parents. One in five Virginia children enters kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children’s long term cognitive, social and emotional development. Additionally, every dollar that is invested in high quality childcare and early childhood education returns $7 to $8 to society by reducing cost related to crime, special education and welfare and increasing revenues through improved employee productivity.

**What has been done**

VCE conducted early childhood educator trainings across the state. Workshops on a variety of topics related to high quality early childhood education were provided, including safety and emergency preparedness, working with parents, strategies for working with children with developmental delays, recognizing and reporting abuse and neglect, adult-child interactions, infant and toddler development, age-appropriate learning activities for science, art, and school-age children.

**Results**

At the largest training where there were 369 early childhood educators, a six-month follow-up survey was conducted with a random selection of 38% of the participants. Results indicated that 100 percent of those respondents indicated making a change in the learning environment based on information gained at the trainings. On average, participants made 2.7 improvements per person, indicating that the training is effective in helping early childhood educators implement new ideas and strategies to improve the quality of early childhood care and education provided to children in Virginia.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
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</table>
Outcome #32

1. Outcome Measures

Percentage of early childhood professional development participants increasing knowledge of appropriate child observation and assessment

Not Reporting on this Outcome Measure

Outcome #33

1. Outcome Measures

Percentage of early childhood professional development participants increasing knowledge of the components of an effective learning environment

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge 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>60</td>
<td>98</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
There 599,000 children under the age of 6 in Virginia, 62% of whom are routinely cared for by someone other than their parents. One in five Virginia children enters kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's long term cognitive, social and emotional development. Additionally, every dollar that is invested in high quality childcare and early childhood education returns $7 to $8 to society by reducing cost related to crime, special education and welfare and increasing revenues through improved employee productivity.

What has been done
VCE conducted early childhood educator trainings across the state. Workshops on a variety of topics related to high quality early childhood education were provided, including safety and emergency preparedness, working with parents, strategies for working with children with developmental delays, recognizing and reporting abuse and neglect, adult-child interactions, infant and toddler development, age-appropriate learning activities for science, art, and school-age children.

Results
One training, held with 175 early childhood educators yielded the following results:

98% of participants increased knowledge about age-appropriate behavior expectations and strategies that contribute to a positive learning environment.

98% of respondents indicated that they learned how to adapt learning activities for children with developmental delays

98% of respondents indicated that they learned how to adapt learning materials for children with developmental delays

4. Associated Knowledge Areas
KA Code   Knowledge Area
          802       Human Development and Family Well-Being

Outcome #34

1. Outcome Measures

Percentage of early childhood professional development participants increasing knowledge of effective interaction strategies.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

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>60</td>
<td>88</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
There 599,000 children under the age of 6 in Virginia, 62% of whom are routinely cared for by someone other than their parents. One in five Virginia children enters kindergarten without the basic skills needed to succeed. Yet research shows that the first five years of life are crucial to children's long term cognitive, social and emotional development. Additionally, every dollar that is invested in high quality childcare and early childhood education returns $7 to $8 to society by reducing cost related to crime, special education and welfare and increasing revenues through improved employee productivity.

What has been done
VCE conducted early childhood educator trainings across the state. Workshops on a variety of topics related to high quality early childhood education were provided, including safety and emergency preparedness, working with parents, strategies for working with children with developmental delays, recognizing and reporting abuse and neglect, adult-child interactions, infant and toddler development, age-appropriate learning activities for science, art, and school-age children.

Results
Results of one training with 152 participants who provide care to an estimated 978 children per year indicated that:
88% of respondents learned new ideas to help children get along with others (social skills)
Based on three to six month follow up evaluations conducted with program participants:
95% implemented a new strategy to improve relationships with the families of the children in their care

4. Associated Knowledge Areas

KA Code   Knowledge Area
          802       Human Development and Family Well-Being
Outcome #35

1. Outcome Measures

Percentage of early childhood professional development participants implementing at least one strategy to improve program management practices.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

In 2009 there were vacancies in 4-H and Family and Consumer Sciences agent and specialist positions that were not filled. Some of those positions are still in the search process and others have been subject to a statewide hiring freeze due to local and state budget constraints. These vacancies impeded meeting some of the outputs and outcomes in this planned program for 2009. Indirect youth contacts are lower than planned due to reductions in postage and printing budgets. It should also be noted that there were limited opportunities for professional development, as budget cuts have not allowed for statewide trainings. This has precluded a number of agents, particularly newer 4-H agents, to receive valuable curriculum-specific and other programmatic trainings.

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)

Evaluation Results

In 2009, post-distal program evaluation questionnaires were delivered to 119 adult Innovative Leadership: Building Community Connections participants from 2008 or 2009 (both completers and non-completers) with 23% (n=27) response rate. Of the program completers who returned the questionnaire, 46% reported an appointment to a decision-making group within the community, 69% reported an increase in community engagement after completing the program indicating that they were more visible in the community, attending meetings of the governing body, monitoring county legislation, serving on community watch groups, and engaging in other community activities, 57% reported an increase in networking with community leaders, and 69% believed their participation in Innovative Leadership provided them the ability to lead more effectively.

Gloucester County 4-H worked with teachers and community education coordinators in six elementary schools to provide monthly science-based programs for grades 4 and 5. The program used integrated evaluation methods (eg. students were evaluated on their changed knowledge and behaviors as part of the lesson). Conversion to 4-H club format for the fourth grade facilitated evaluation with students holding mini-focus groups to determine, "How can we apply what we learned?" section of the club report. Formative evaluation, achieved through dialogue with teachers, observation, and show of hands methods, allowed...
adjustments to improve curriculum delivery to youth with multiple learning styles. This program reached over 1,000 students monthly in 2008-09, and 95% of the students demonstrated program related competencies in science. Teachers increasingly trust Extension's effectiveness in reaching youth through hands-on learning. One teacher said "You are here because the 4-H enrichment program is not a cut into my instructional time. 4-H does what I don't have time or money to do—you show them how it works in the real world. That means everything."

The Middle Peninsula Junior 4-H Camp implemented a simple-to-administer daily file card evaluation. Campers and teen counselors answered three open-ended questions: "Describe one thing that you learned; What did you enjoy most?; What could have made today better?" Camp goals included teaching life skills and increasing subject specific knowledge. Agents summarized data daily by cabin and gender. Agents recorded observations and unsolicited feedback from campers, teens, adults and staff. The 4-H Center surveyed a random sample of campers and conducted a post-camp survey of adults and teen volunteers. Twice-daily meetings with camp staff, directors, adults and agents gave additional feedback. Daily data from 183 responders identified: Most important 4-H life skills learned were respect, teamwork, responsibility and caring; 65% increased subject-based knowledge; 98% enjoyed camp classes and songs; 50% recommended no changes. Areas for improvement were: 25% wanted increased unstructured/pool time; 10% wanted changes to food and facilities. Agents, staff and administration observed strong teamwork and leadership among teens.

Key Items of Evaluation

See items above