

2009 West Virginia University Extension Annual Report of Accomplishments and Results

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I. Report Overview

1. Executive Summary

As a land-grant university, West Virginia University was created to help West Virginians make their lives better. To do that, WVU relies on the WVU Extension Service as the "doorway to WVU" in every county. For nearly 100 years, WVU Extension Service has provided research-based, reliable information, education, and problem-solving programs that are timely and relevant. Our roots are deep in West Virginia, where we have a WVU office in each of the state's 55 counties, and we work to meet the needs of both rural and urban residents.

WVU Extension is best known for its strong and historic 4-H program, in which one in every five West Virginia young people (almost 80,000) are developing life skills and becoming leaders in their schools and communities. We are a unique collaboration among federal, state, and local governments, private and nonprofit sectors, volunteers, and the national system of land-grant universities. We are a sought-after partner for many state and local agencies who want our expertise because of our community connections and track record of commonsense, research-based solutions.

West Virginians rely on their county WVU Extension agent to deliver educational programs and practical solutions to meet local needs. Local needs are identified by community advisory committees, created by the West Virginia State Code and known as the County Extension Service Committee, and through regular, daily interaction with major stakeholder groups. Examples include: West Virginia Cattleman's Association and other producer and commodity organizations; sister state and federal agencies addressing agriculture and natural resource issues; parents, families, schools, and organizations focused on successful youth development; healthcare and nutrition providers and advocates of healthy lifestyles; sustainable community and economic development experts and champions; firefighters and other first responders; employers focused on safe workplaces; and worker advocates.

WVU Extension agents are also WVU faculty members, having a master's or doctoral degree. They receive support from WVU Extension subject matter specialists and staff located primarily on the WVU campus in Morgantown. These Extension "state specialists" and other faculty from WVU's 13 colleges and schools provide information and current research that result in proven practices taught by WVU Extension agents. While very focused on the needs of local West Virginia communities, the current research and proven practices that undergird all WVU Extension programs are also derived from multistate collaborative work among the nation's 103 land-grant university faculties that are part of the United States Cooperative Extension System.

The regular WVU Extension workforce of 465 county agents, state specialists, and staff is augmented by an additional 1,200 seasonal employees who help deliver our large, statewide summer learning programs. More than 10,000 well-trained volunteers also help design, deliver, evaluate, and improve Extension programs each year. Employees of numerous longtime program partners help in this regard as well: Regional Education Service Agencies (RESA) of the West Virginia Department of Education; West Virginia's department of agriculture and forestry, its conservation service, and its development office; county school professionals and others.

Many identify with WVU Extension through our 78 educational programs. Some of the most recognized programs are 4-H, Dining with Diabetes, Master Gardeners, Germ City, Firefighter Training, Community Educational Outreach Service, Family Nutrition Program, Energy Express, Soil Testing, Workplace Safety, Pesticide Recertification Training, Character Education, Beef Quality Assurance, Farm Management, Forest Stewardship, and Community Leadership Development.

WVUES offers planned programs in four areas:

Agriculture and natural resources agents and specialists work with farmers, landowners, and communities to support local agriculture and encourage wise use of natural resources. We are committed to helping small family farmers find ways to increase their profits. We continue to be the trusted local source for answers to home and garden questions. We're committed to ensuring a safe food supply and working with rural landowners to develop alternative enterprises. In 2009, our agriculture and natural resource programs tallied 68,821 direct contacts, including:

Agriculture and Forestry Production and Marketing - 16,009

Farm Management - 9,763

Environmental Stewardship - 5,280

Youth Agriculture - 38,667
Climate Change - 1,832
Food Safety - 2,022
Sustainable Energy - 0 (research only)

4-H Youth Development professionals and programs provide educational, fun, and safe opportunities for young people to make friends, to learn, and to grow. Positive youth development is achieved through weaving essential elements into 4-H programs that promote independence, generosity, and mastery of new skills, all provided in safe and caring environments. The three primary educational areas of emphasis are healthy lifestyles; science, engineering, and technology; and developing good citizenship skills. Our literacy programs strengthen children's reading skills and promote the benefits of adults and children reading together. In 2009, our 4-H youth development programs tallied 111,026 direct contacts with youth and adults. Of those contacts, 77,152 were non-duplicated youths.

4-H Curriculum - 35,998
4-H Camping - 17,906
Literacy - 8,676
Global Education - 16,009
Reaching the Underserved - 1,889
After-school Programs -- 31,908

Families and Health faculty and paraprofessionals help families thrive by providing research-based knowledge, skills, and resources for healthier lifestyle choices. Our nutrition and health education programs teach individuals and families ways to improve their diets by selecting and preparing healthier foods. Through education, we encourage healthy lifestyle choices and the benefits of being physically active. Our family resource management programs help young people and adults understand successful ways to save, spend, and manage resources. We provide education about food preservation, handling, storage, and safety. Adults working with, caring for or parenting young children receive education and materials about developmentally appropriate practices for establishing nurturing environments in which children grow and develop successfully. Our faculty members work with adults to build leadership and interpersonal skills and provide an ongoing avenue for continued learning and global community involvement. In 2009, family and health programs tallied 66,275 direct contacts including youth and adults.

Childhood Obesity (Nutrition and Health) - 49,120
Strengthening Families - 17,155

Community Economic and Workforce Development experts help to promote collaborative community projects and build the capacities of local businesses and governments. We deliver programs that build local leadership capacity; expand and attract employment; improve retail opportunities; and provide information and recommendations on downtown revitalization, tourism, and other aspects of community, economic, and workforce development. In addition, we are helping West Virginia individuals and communities prepare for and cope with disasters. In 2008, our community development programs tallied 38,182 direct contacts.

Workforce Development - 12,507
Adult Leadership Development - 16,781
Community Development - 2,899
Culture, Tourism, and Experiential Learning - 5,995

WVU Extension also operates **WVU Jackson's Mill**, located near Weston, the site of the nation's first state 4-H camp and the current "home" of many state youth camps, heritage and nature education programs, and learning opportunities for people of all ages. The Mill is the new location for WVU's Fire Service Extension and State Fire Academy, a place where emergency responders receive training that meets national standards.

Funding: State funding for WVU Extension Service is currently \$12.24 million (36% of total budget). WVU Extension uses that \$12.24 million to leverage other funds, for a total annual operating budget of approximately \$34 million. We raise 36 percent of our total budget through competitive grants, fees, and individual, foundation, and corporate gifts. County partners (largely county commissions and boards of education) contribute approximately 13 percent of our total budget. The remaining 15 percent of the budget consists of federal (U.S. Department of Agriculture) funds, primarily 3(b)(c) and EFNEP. Grants and fees have increased from about \$2 million in 1995 to just under \$13 million in 2010.

A few facts: WVU Extension

Date of founding: 1915
Total direct client contacts, both youths and adults in 2009: 250,004
Total direct and indirect client contacts, both youths and adults in 2009: 1,969,212
Number of county agents: 2009: 95

Number of state specialists: 2009:64
 Number of youths in 4-H programs in 2009, including camps: 77,152
 Number of youths attending 4-H camps in 2009: 13,496
 Value added to agricultural products through WVU Extension programs: \$5.9 million
 Number of volunteers in 2009: 7,544

Future Plans: For the future, WVU Extension Service is positioning resources and programming in key areas as we anticipate and respond to current and emerging statewide needs. Our Small Farm Center, now in its second year, is working to address to consumer concern and interest in food safety, expanding channels for locally grown foods, and increasing the number of producers to meet increased demands at farmers markets. We are currently recruiting for a Family Obesity Specialist to create programs in health, nutrition and disease prevention for West Virginia youth and families. We also anticipate a grant from the Dept. of Defense that will allow us to expand our expertise in 4-H camp programming and resources through the establishment of the Mountaineer Camping Institute. Our Web site has been redesigned and analytics provide key insights into the types of information our constituents' desire and how we can match their needs with our educational expertise.

Total Actual Amount of professional FTEs/SYs for this State

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	165.0	0.0	0.0	0.0
Actual	163.0	0.0	0.0	0.0

II. Merit Review Process

1. The Merit Review Process that was Employed for this year

- Internal University Panel
- External Non-University Panel

2. Brief Explanation

Merit Review was done in the following way: Each unit director (agriculture and natural resources, 4-H youth development, families and health and community workforce education and development) reviews the data collected throughout the reporting system each year and approves a program summary, written by the program team leaders and other specialists with assistance from the evaluation specialist. That summary report is used to report to NIFA and USDA. Each program area team develops a plan of work that specialists and agents use to plan their own plans of work. Membership in teams is optional, but most faculty members join one or more teams. Membership helps them develop educational programs and do evaluation and research. The unit directors, at their weekly leadership meeting, discuss the direction of WVU Extension programs, develop plans of work, and collaborate with each other on mutually-achievable goals and objectives. This year, WVU ES is involved in creating a new reporting system that will allow Extension educators to report outputs and outcomes based on their plan of work. This new system will allow WVU ES to have a more accurate picture of the work that is being done in WV, and be better able to plan for the future. It is also hoped that the amount of time spent on promotion and tenure activities each year will be greatly reduced. Efforts are now underway to develop measurable objectives that will help faculty aim at achieving outcomes rather than simply carrying out activities. These objectives are based on the new priority areas of the USDA.

III. Stakeholder Input

1. Actions taken to seek stakeholder input that encouraged their participation

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Targeted invitation to selected individuals from general public

Brief explanation.

When there is a special event, such as the WVU Day at the Legislature, Extension has made an effort to gather post-evaluative information on how stakeholders have felt included in the activities and made to feel a part of the programs of WVU ES. The results of these evaluative efforts are generally positive, but critical comments are always used to inform program improvement.

2(A). A brief statement of the process that was used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

1. Method to identify individuals and groups

- Use Advisory Committees
- Use Internal Focus Groups

Brief explanation.

Attendance at Board of Education meetings

2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them

1. Methods for collecting Stakeholder Input

- Meeting with traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)

Brief explanation.

Each week, the WVUES leadership team (Associate Provost, Director of Communications, Assistant Director of Resources, Director of Operations, Finance Director, and Unit Directors meet to discuss the feedback that they have received from multiple sources. This information is used to improve operations and programming and often to address problems raised by our constituency. The budget is often a focus of discussion and decisions are made in response to stakeholder feedback. Assessment data is processed at the state level for most programs. Currently, there are about 15 program teams that meet quarterly or as needed. These teams, consisting of agents, specialists, and upper-level staff have the responsibility of making recommendations to WVUES administration about new programming based on emerging needs in the state. Membership in the teams is fairly consistent, but members may resign and join other teams, based on their plan of work. Recently a new team policy was issued by the Associate Provost's office. This policy outlines the commitment of WVU ES to supporting team work and discusses team work and responsibilities.

3. A statement of how the input will be considered

- In the Budget Process
- To Identify Emerging Issues
- In the Staff Hiring Process
- To Set Priorities

Brief explanation.

Based on stakeholder input, WVU Extension has done the following this year:

A new director of technology was hired in order to enhance WVU ES communication with stakeholders. This includes the design and implementation of a new Extension website. Both internal and external stakeholders told us that our homepage was difficult to navigate, and that our educational materials were not easily accessible. The new page has been launched, however, a lot of work will be done in the new year to improve it. The responsibility of the new technology director is also to design and implement a new reporting system which will help us report more accurately on our work.

There are also plans underway to hire a new specialist in the families and health unit with expertise in childhood obesity. This decision was made to make this position a childhood obesity position for two reasons; one because it is a new priority area for USDA and two, because West Virginia has one of the highest rates of childhood obesity in the US. This specialist will commit a significant amount of time to applied research, and will help us make

sure that our educational programs are reliable and valid.

Brief Explanation of what you learned from your Stakeholders

1. We need to pay more attention to our online presence and to take advantage of new technologies and social media opportunities to communicate more effectively.
2. We need to focus our nutrition and health programming on preventing childhood obesity because we have one of the highest rates of childhood obesity in the country.

IV. Expenditure Summary

1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)			
Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
3953080	0	0	0

2. Totaled Actual dollars from Planned Programs Inputs				
Extension			Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	3953080	0	0	0
Actual Matching	7386224	0	0	0
Actual All Other	990000	0	0	0
Total Actual Expended	12329304	0	0	0

3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from				
Carryover	{No Data Entered}	{No Data Entered}	{No Data Entered}	{No Data Entered}
	{No Data Entered}	{No Data Entered}	{No Data Entered}	{No Data Entered}

V. Planned Program Table of Content

S. No.	PROGRAM NAME
1	Environmental Stewardship
2	Adult Leadership Development
3	Childhood Obesity
4	Farm Management
5	4-H Curriculum
6	Workforce Development
7	Global Education
8	Culture, Tourism, and Experiential Education
9	Community Development
10	Youth Agriculture
11	Global Food Security and Hunger
12	Literacy
13	Reaching the Underserved
14	Strengthening Families
15	4-H Camping Program
16	Climate Change
17	Food Safety
18	Sustainable Energy

V(A). Planned Program (Summary)**Program # 1****1. Name of the Planned Program**

Environmental Stewardship

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	10%			
133	Pollution Prevention and Mitigation	2%			
205	Plant Management Systems	2%			
211	Insects, Mites, and Other Arthropods Affecting Plants	35%			
212	Pathogens and Nematodes Affecting Plants	35%			
213	Weeds Affecting Plants	2%			
214	Vertebrates, Mollusks, and Other Pests Affecting Plants	2%			
216	Integrated Pest Management Systems	10%			
403	Waste Disposal, Recycling, and Reuse	2%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	11.0	0.0	0.0	0.0
Actual	14.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
400000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
674680	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

The Environmental Stewardship program at WVU Extension is composed of seven initiatives including Watershed & Water Quality, Pesticide management, Nutrient Management, Pesticide Safety Education, Tree Fruit IPM, and the Network for Pesticides and Alternative Strategies.

Pesticide safety programs relate to the safe handling and proper use/application of chemical pesticides. These programs offer the opportunity to be licensed and certified to apply restricted use pesticides as required by the West Virginia Department of Agriculture. Non-certification education programs relating to identification and management of insects and diseases, both chemically and non-chemically, are necessary for private citizens, Master Gardeners, and youth.

The Watershed Management Program operates a regional water quality project that is delivering programs to clients in the Mid-Atlantic region and provides guidance for the development of a watershed association.

The Plant Diagnostics Program establishes a cooperative alert system for pest and pathogen introductions, potential pest threats to our agricultural cropping systems and landscape and forested plants in West Virginia and nationally. Our pesticide safety education programs have three goals: 1) to reduce the misuse of pesticides by applicators, 2) to improve the applicators use of pesticides with current technology, and 3) to select environmentally safe pesticides. Each year they provide certification and recertification training for private, commercial pesticide applicators and registered technicians. The Pesticide Information Network creates sound policy for pesticide use and alternatives for maintaining pest management tools for agricultural stakeholders in West Virginia.

The West Virginia Plant Diagnostics Network, is a distribution system to detect pests and pathogens that have been introduced into West Virginia ecosystems, identify, and report them to decision makers.

The Pesticide Information Network and the Tree Fruit IPM system in WV manages a nutrient management certification program.

The EPA Alternative Wastewater Demonstration Project: The major activities in this project focus on analyzing water quality in the Left Fork, installing and monitoring the alternative systems, working with the local community, sharing results with stakeholders, meeting federal grant requirements, complying with appropriate state laws, and advancing the social justice goals of the project so that local community members are equal decisions makers. The methods used for this include sampling tributary water, sampling direct discharge outflows from installed systems, assessing results, researching historical data, publishing results of findings, reporting formally to EPA and the county commission, discussing goals and findings with local community members, teaching sessions for high school environmental science classes, and discussing with partners the importance of local people being equal decision makers.

2. Brief description of the target audience

Target audiences of the Environmental Stewardship program area include: Private and commercial pesticide applicators in West Virginia, including growers, farmers, personnel of commercial businesses, Extension personnel, State Association members, The larger agricultural industry, Certified Nutrient, Management Planners Conservation Agency, Master Gardeners.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	9000	14000	900	400
Actual	4385	29344	895	684

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

2009	Extension	Research	Total
Plan	0	0	
Actual	1	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities in environmental stewardship.

Year	Target	Actual
2009	200	92

Output #2

Output Measure

- Number of educational materials in environmental stewardship created or updated.

Year	Target	Actual
2009	15	152

Output #3

Output Measure

- Number of educational materials about environmental stewardship distributed.
Not reporting on this Output for this Annual Report

Output #4

Output Measure

- Number of people receiving educational materials about environmental stewardship.

Year	Target	Actual
2009	2222	9770

Output #5

Output Measure

- Number of new grants and contracts supporting initiatives in environmental stewardship.

Year	Target	Actual
2009	8	6

Output #6

Output Measure

- Number of professional presentations on environmental stewardship

Year	Target	Actual
2009	{No Data Entered}	6

Output #7

Output Measure

- Number of outside organizations collaborating with environmental stewardship initiatives

Year	Target	Actual
2009	{No Data Entered}	19

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who changed their attitudes or opinions about environmental stewardship.
2	Number of participants who improved a skill related to environmental stewardship.
3	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
4	Number of participants who adopt a skill related to environmental stewardship
5	Number of participants who changed a habit or procedure related to environmental stewardship.
6	Number of groups or organization that collaborated with environmental stewardship initiatives.
7	Number of participants in environmental stewardship initiatives who improved their lives because of their involvement.
8	Number of groups or organizations that changed their structure, philosophy, or mission because of their involvement with environmental stewardship initiatives.
9	Number of changes in social conditions due to Extension's efforts in environmental stewardship.
10	Number of changes in economic conditions due to WVU Extension's efforts in environmental stewardship.
11	Numbers of growers who adopt Integrated Pest Management practices.

Outcome #1

1. Outcome Measures

Number of participants who changed their attitudes or opinions about environmental stewardship.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Number of participants who improved a skill related to environmental stewardship.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	960	1795

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The major issue is the water quality in the Left Fork in McDowell County, WV. The major activities in this project focus on analyzing water quality in the Left Fork, installing and monitoring the alternative systems, working with the local community, sharing results with stakeholders, meeting federal grant requirements, complying with appropriate state laws, and advancing the social justice goals of the project so that local community members are equal decision makers.

What has been done

Research reports from the Alternative Wastewater project were shared with project stakeholders. This year's reports include findings from sample analysis of direct discharge systems, reports on leaking tanks, reports on national and sister state efforts with direct discharge issues, reports on water sampling analysis, a white paper on the need for research into more affordable practical systems for rural low income communities.

Results

Stakeholder in the EPA Alternative Wastewater Demonstration Program gained knowledge and awareness of lessons learned, and areas needed for improvement. Citizens in West Virginia gained a better understanding of wastewater technology and the importance of maintaining proper wastewater systems. Sanitarians and installers gained understand of the intricacies of new, innovative wastewater technologies.

4. Associated Knowledge Areas

KA Code	Knowledge Area
403	Waste Disposal, Recycling, and Reuse

Outcome #3

1. Outcome Measures

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Number of participants who adopt a skill related to environmental stewardship

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	227	1717

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The West Virginia Department of Agriculture requires that those individuals who use pesticides be certified to apply restricted pesticides safely.

What has been done

WVU Extension offers pesticide safety programs to private and commercial applicators who want to be licensed and certified in order to apply restricted use pesticides as required by the WV Department of Agriculture. Non certification education programs relating to identification and management of insects and diseases, both chemically and non-chemically, are provided to private citizens. 71 pesticide safety education activities related to the safe handling and proper use/application of chemical pesticides were offered throughout WV in 2009

Results

As a result of WVU Extension pesticide safety programs:
 102 private pesticide applicators were newly certified in 2009.
 283 private pesticide applicators recertified in 2009.
 196 commercial pesticide applicators newly certified in 2009.
 1136 commercial pesticide applicators recertified in 2009.
 510 registered technicians newly certified in 2009.
 1096 registered technicians recertified in 2009.

4. Associated Knowledge Areas

KA Code Knowledge Area

- 205 Plant Management Systems
- 211 Insects, Mites, and Other Arthropods Affecting Plants
- 212 Pathogens and Nematodes Affecting Plants
- 213 Weeds Affecting Plants
- 214 Vertebrates, Mollusks, and Other Pests Affecting Plants
- 216 Integrated Pest Management Systems

Outcome #5

1. Outcome Measures

Number of participants who changed a habit or procedure related to environmental stewardship.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of groups or organization that collaborated with environmental stewardship initiatives.

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Number of participants in environmental stewardship initiatives who improved their lives because of their involvement.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1111	22000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia has very little experience installing alternative systems in low income communities. McDowell County is just beginning to install alternative systems, and the Upper Guyandotte Watershed Association is also planning new systems. Throughout the project's history we have often relied on individuals who had less real knowledge than it initially seemed, as well as individuals who would benefit financially from the decisions we made. The information they provided has, at times, led us in negative directions and limited our choices.

What has been done

Due to stricter enforcement of regulations in the state, usage of pesticide has been controlled. Early on, we discovered higher than acceptable E. coli levels in some systems' final discharges. We contacted system manufacturers, held a meeting with them in December 2008 to discuss the issue, and then followed up with a training for community members, sanitarians, and installers done by these national representatives in March 2009

Results

As awareness of proper installation and setup of these systems has increased, the number of unacceptable discharge samplings has decreased. The last three sampling events in Lincoln county show significantly lower levels of E. coli at this site, supporting the contention that installing alternative wastewater systems will improve water quality. The number of changed lives equals the population of Lincoln County WV.

4. Associated Knowledge Areas

KA Code	Knowledge Area
403	Waste Disposal, Recycling, and Reuse

Outcome #8

1. Outcome Measures

Number of groups or organizations that changed their structure, philosophy, or mission because of their involvement with environmental stewardship initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Throughout the alternative wastewater demonstration project's history we have often relied on individuals who had less real knowledge than it initially seemed, as well as individuals who would benefit financially from the decisions we made. It has taken awhile before county officials have heeded the recommendations from the findings.

What has been done

Research reports from the Alternative Wastewater project were shared with project stakeholders. This year's reports include findings from sample analysis of direct discharge systems, reports on leaking tanks, reports on national and sister state efforts with direct discharge issues, reports on water sampling analysis, a white paper on the need for research into more affordable practical systems for rural low income communities.

Results

Early on in the alternative wastewater demonstration project, we found that some new concrete septic tanks that were being installed in the project leaked. Though state code says all septic tanks must be watertight, no one seemed to be enforcing this. This spring the Commission voted to prohibit tanks from being used in the project that were made by a regional manufacturer whose tanks repeatedly leaked.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
 403 Waste Disposal, Recycling, and Reuse

Outcome #9

1. Outcome Measures

Number of changes in social conditions due to Extension's efforts in environmental stewardship.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2	40

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In many rural communities in WV, such as Lincoln County, work needs to be done to determine where initial alternative wastewater systems would be installed. Once installed, work needs to be done to connect rural homes to systems.

What has been done

Part of the project's dissemination has included educational materials about new wastewater technology and suggestions for maintaining systems properly to groups around the state. The Lincoln County newspaper received information about research findings and upcoming events. The paper has been especially supportive of the project and has run a number of lead stories about our activities.

Results

In October 2009, the Lincoln County Commission awarded the final system installation bid for the project. This brought to 40 the number of homes in the Left Fork Watershed which now have new alternative wastewater systems.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
 403 Waste Disposal, Recycling, and Reuse

Outcome #10

1. Outcome Measures

Number of changes in economic conditions due to WVU Extension's efforts in environmental stewardship.

Not Reporting on this Outcome Measure

Outcome #11

1. Outcome Measures

Numbers of growers who adopt Integrated Pest Management practices.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Government Regulations
- Competing Programmatic Challenges
- Other (USDA Farm Bill Programs)

Brief Explanation

Throughout the alternative wastewater demonstration project's history we have often relied on individuals who had less real knowledge than it initially seemed, as well as individuals who would benefit financially from the decisions we made. The information they provided has, at times, led us in negative directions and gotten us boxed into situations where we have made less than the best choices.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study

Evaluation Results

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 2****1. Name of the Planned Program**

Adult Leadership Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	10%			
802	Human Development and Family Well-Being	50%			
805	Community Institutions, Health, and Social Services	30%			
806	Youth Development	10%			
	Total	100%			

V(C). Planned Program (Inputs)

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	10.0	0.0	0.0	0.0
Actual	3.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
50000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
109939	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Adult Leadership Development planned program includes the following initiatives: Community Leadership, Master Gardeners, Community Education Outreach Service (CEOS), 4-H Volunteer Leadership, and Volunteerism Leadership.

The goals of this planned program include: 1) to develop the reputation of the Extension Service as a credible provider of leadership development education; 2) to increase knowledge and awareness of Extension professionals, community groups and individuals of the value and importance of enhanced leadership skills; 3) to develop more people willing to assume leadership roles in their communities, and make existing and emerging leaders more effective in what they do; 4) to strengthen

individuals and families through continuing education, leadership development and community involvement for the betterment of all; 5) to strengthen the faculty and staff skills, knowledge and techniques to develop an effective volunteer management program; 6) to increase volunteer leadership skills through participation in WVU-ES programs; and to train and involve Master Gardeners in educational programs, community service, and leadership development.

Activities include training Extension faculty and adult volunteers in regional trainings; training CEOS adult volunteers in public speaking and other leadership techniques; completing; training community volunteer managers in the basics of effective management of volunteer programs; conducting team leadership and youth/adult partnership conferences; conducting one session on leadership resources at the Extension Professional Development Day each year; participating in other leadership professional development opportunities; partnering with other leadership organizations in West Virginia; holding leadership workshops for West Virginia citizens; providing 30 hours of Master Gardener (MG) classes for every trained MG; managing MG volunteer activities and recognizing their service; providing leadership development and other advanced MG training.

2. Brief description of the target audience

The primary audience includes current Extension faculty, CEOS members, Master Gardener members, 4-H volunteers, community members, state and local officials.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	23318	25000	2515	3500
Actual	14672	66138	2109	8110

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

2009	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities in adult leadership development

Year	Target	Actual
2009	404	395

Output #2

Output Measure

- Number of educational materials created or updated.

Year	Target	Actual
2009	100	455

Output #3

Output Measure

- Number of educational materials about adult leadership development distributed.

Year	Target	Actual
2009	335	16128

Output #4

Output Measure

- Number of people receiving educational materials in adult leadership.
Not reporting on this Output for this Annual Report

Output #5

Output Measure

- Number of new counties participating in adult leadership initiatives.
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Number of outside organizations or groups participating in adult leadership initiatives.

Year	Target	Actual
2009	113	118

Output #7

Output Measure

- Number of new grants and contracts supporting adult leadership initiatives.

Year	Target	Actual
2009	10	8

Output #8

Output Measure

- Number of new certified Master Gardeners

Year	Target	Actual
2009	{No Data Entered}	200

Output #9

Output Measure

- Number of volunteer hours contributed by Master Gardners

Year	Target	Actual
2009	{No Data Entered}	20000

Output #10

Output Measure

- Number of community service project by Master Gardners

Year	Target	Actual
2009	{No Data Entered}	90

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants in adult leadership program initiatives who increased their knowledge.
2	Number of participants in adult leadership development initiatives who changed their attitudes or opinions
3	Number of participants in adult leadership initiatives who increased their motivation to adopt a skill or accomplish an activity.
4	Number of participants in adult leadership development initiatives who adopted a skill.
5	Number of participants in adult leadership development initiatives who changed a habit or procedure.
6	Number of people and organizations that collaborated with adult leadership development initiatives.
7	Number of new adult leadership development initiatives implemented by trainees.
8	Amount of money raised by program participants to support initiatives in adult leadership development.
9	Number of people in adult leadership development initiatives who improved their lives.
10	Number of groups or organizations that changed their structure, philosophy, or mission because of involvement in adult leadership development initiatives.
11	Number of changes in social conditions because of adult leadership initiatives.
12	Number of changes in economic conditions because of adult leadership development initiatives.

Outcome #1

1. Outcome Measures

Number of participants in adult leadership program initiatives who increased their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1295	15600

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is part of the mission of WVU ES to develop citizens to assume leadership roles in their communities and make existing and emerging leaders more effective. To do this, county faculty and staff must strengthen their skills, knowledge and techniques to develop an effective volunteer management program.

What has been done

Activities include training Extension faculty and adult volunteers in public speaking and other leadership techniques and training community volunteer managers in the basics of effective management of volunteer programs; conducting team leadership and youth/adult partnership conferences; participating in other leadership professional development opportunities; and partnering with other leadership organizations in West Virginia.

Results

4-H Leaders gained knowledge of: 1) 4-H policies, practices and philosophy, 2) specific subject matter such as chartering, money management, club management, camp, applications, clover bud information, and fund-raising, 3) roles and responsibilities as Board members, and 4) legal liabilities associated with serving on the Board

Community Development Institute participants increased their knowledge of how to apply to their work skills to community and economic development.

CEOS members increased their knowledge of various topics such as:

- 1) "Everyday Your Style is Showing,
- 2) "Do You Know Your Neighbor?"
- 3) "Kenya,"
- 4)"Diabetic School,"
- and 5)"Safe Medicine."

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #2

1. Outcome Measures

Number of participants in adult leadership development initiatives who changed their attitudes or opinions

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1568	5513

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In order for 4-H leaders to work effectively with youth, they must gain a thorough understanding of the essential elements of youth development. One of those elements, "relationship with a caring adult" implies that adult leaders understand the needs of youth and develop meaningful relationships.

What has been done

4-H volunteer training sessions were held locally, including new leader training and basketball coach training. Specialized topics included: "Stewards of Children," "Parts of an Effective Meeting," "Ages and Stages," "What Makes A Good 4-H Club," "Four 4-H Skill-A-Thon Kits," "Implementing and Creating a Shooting Sports Club in the County," "Financial Best Practices, Re-enrollment, and Re-chartering," "Pre-camp registration Planning Process for 2009 Camps," "Service Learning," "Health Officers."

Results

There has been an increased interest by 4-H Leaders in understanding and improving relationships with teens. This is evidenced by more requests for the workshop: "Working with the Millennial Generation."

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Number of participants in adult leadership initiatives who increased their motivation to adopt a skill or accomplish an activity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	853	550

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is the mission of WVU ES to develop more people willing to assume leadership roles in their communities and make existing and emerging leaders more effective in what they do. In 4-H, this is done through the development of leaders who serve on 4-H Boards in each county.

What has been done

Each year an annual Volunteer Leader's Training is held at Jackson's Mill Conference Center. Regional trainings are also held in four regions of West Virginia. Monthly or bi-monthly 4-H volunteer leaders association/foundation business and planning meetings were held in each county.

Results

As a result of 4-H Board member training, 100% of 4-H Board members indicated they probably or definitely would make changes in their role as a board members.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #4

1. Outcome Measures

Number of participants in adult leadership development initiatives who adopted a skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
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2009

1251

1200

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WV citizens are trained to be leaders through the 4-H, CEOS, Master Gardner programs. Each program monitors how trainees use their skills in the community. Success is measured by observed behavior change.

What has been done

There are Master Gardener Programs in 44 of West Virginia's 55 counties. Trainees are given core training in botany, propagation, soil science, plant pathology, entomology, communication skills and pest management. Extension educators participate in the CEOS program each year by providing educational lesson training, officer training, annual planning. 4-H volunteer training sessions are held locally, regionally, and at the state level.

Results

There has been an increase in the number of gardens both private and community that are being established in many counties. In one county, 300 lbs of potatoes went to local food bank.

CEOS members are serving as volunteers for 4-H camp and Energy Express.
CEOS members are taking leadership roles on Boards throughout the state.

4-H Leaders have begun to handling money situations according to Extension guidelines. Club financial practices are being updated as the result of the information provided in the training.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
805	Community Institutions, Health, and Social Services

Outcome #5

1. Outcome Measures

Number of participants in adult leadership development initiatives who changed a habit or procedure.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of people and organizations that collaborated with adult leadership development initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	104	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #7

1. Outcome Measures

Number of new adult leadership development initiatives implemented by trainees.

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Amount of money raised by program participants to support initiatives in adult leadership development.

Not Reporting on this Outcome Measure

Outcome #9

1. Outcome Measures

Number of people in adult leadership development initiatives who improved their lives.

Not Reporting on this Outcome Measure

Outcome #10

1. Outcome Measures

Number of groups or organizations that changed their structure, philosophy, or mission because of involvement in adult leadership development initiatives.

Not Reporting on this Outcome Measure

Outcome #11

1. Outcome Measures

Number of changes in social conditions because of adult leadership initiatives.

Not Reporting on this Outcome Measure

Outcome #12

1. Outcome Measures

Number of changes in economic conditions because of adult leadership development initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	5	3

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Adult leadership training programs in West Virginia should lead to more adult and youth citizens volunteering time to their communities.

What has been done

WVU ES has provided opportunities for WV citizens, who are trained in leaderships skills, to volunteer in their communities

Results

18,041 participants served the community through volunteering for a total benefit to the community of \$7,216,400.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships

802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Nothing to report.

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)

Evaluation Results

Nothing to report

Key Items of Evaluation

Nothing to report.

V(A). Planned Program (Summary)**Program # 3****1. Name of the Planned Program**

Childhood Obesity

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
702	Requirements and Function of Nutrients and Other Food Components	10%			
703	Nutrition Education and Behavior	30%			
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins	10%			
724	Healthy Lifestyle	30%			
801	Individual and Family Resource Management	10%			
802	Human Development and Family Well-Being	10%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	26.0	0.0	0.0	0.0
Actual	15.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
350000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
599785	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
120000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Family Nutrition Program -- teaches food and nutrition by using the USDA's MyPyramid and preparing balanced meals. The objectives are to improve food safety, fostering food security, enhance food consumerism, and increase physical activity. Youth Family Nutrition Program - During the school year, each child participates in nine educational sessions lasting 45 minutes. Each

lesson includes take home newsletters. During the summer, each child participates in four sessions lasting 30 minutes each. Key messages focus on basic nutrition and physical activity. 4-H Health Initiative - Given the prevalence of poor health practices and outcomes among West Virginians, it is critical that 4-H promotes healthy lifestyle decisions, such as dental health, physical activity, eating healthy, and safety. The program model centers around 4-H Health Officers (youths selected by their 4-H club members) who are trained and supported to lead motivational, fun club activities. Camp NEW You: Camp NEW (Nutrition, Education, Wellness) You is an innovative program that was designed to help youth and their parents identify and practice lifestyle changes to promote increased physical activity and good nutrition. The program consisted of a two-week summer residency program with a variety of educational sessions for children and their parents; developmentally appropriate activities; groups counseling; enrichment activities; and a structured, 12-month follow-up intervention designed to provide continued support for families. Community Education Outreach Service (CEOS) Health Motivator: The goal of this project is to engage CEOS leaders (aka CEOS Club Health Motivators) in leading health activities to educate and motivate club participants to practice healthy behaviors. Taking Charge -- The goal of the *Taking Charge* program is to increase the capacity of informal and formal community networks with sustainable, innovative behavior change strategies to motivate older adults to self-manage chronic conditions, improve healthy lifestyles, and enhance their independence. Women's Heart Health - The goal of this program is to assist women in becoming informed about heart health. Program objectives are to improve the following among West Virginia women: 1) ability to modify daily health habits to reduce risks of heart disease; 2) ability to assess their personal behaviors; 3) knowledge about heart disease; 4) ability to understand personal risk factors and talk to a health care provider about risks; ability to recognize symptoms of heart attack and stroke and respond appropriately. Diabetes Education & Dining with Diabetes -- The Diabetes Education program improves the health of WV people by 1) enhancing the capacity of Extension educators and healthcare partners to impart diabetes education and 2) by increasing knowledge of diabetes and its complications among people with diabetes and their families, and 3) by increasing their ability to manage diabetes. The program includes Dining with Diabetes, a community-based education program for adults with diabetes and their families and the WV Diabetes Symposium and Workshop, Bridging the Gap with Education.

2. Brief description of the target audience

The primary target audience includes 1) low-resource West Virginia adults and youth, 2) adult West Virginians who have diabetes and their caregivers, 3) healthy older adults, and 4) health care professionals and Extension educators.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	50500	252500	100000	800000
Actual	11834	473309	37286	227125

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

2009	Extension	Research	Total
Plan	0	0	
Actual	1	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- Number of training activities (separate classes held) in nutrition and health.

Year	Target	Actual
2009	1616	1565

Output #2**Output Measure**

- Number of educational materials in nutrition and health created or updated.

Year	Target	Actual
2009	10	581

Output #3**Output Measure**

- Number of state and national presentation on nutrition and health

Year	Target	Actual
2009	40	14

Output #4**Output Measure**

- Number of educational materials in nutrition and health distributed.

Year	Target	Actual
2009	50500	305700

Output #5**Output Measure**

- Number of outside organizations collaborating with nutrition and health initiatives.

Year	Target	Actual
2009	101	61

Output #6**Output Measure**

- Number of new grants and contracts received to support nutrition and health programs.

Year	Target	Actual
2009	2	5

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who increased their knowledge of nutrition and health.
2	Number of organizations that collaborated with nutrition and health initiatives.
3	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
4	Number of participants who adopted a skill related to nutrition and health.
5	Number of participants who changed a habit or procedure related to nutrition and health.
6	Number of economic changes

Outcome #1**1. Outcome Measures**

Number of participants who increased their knowledge of nutrition and health.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	50500	37286

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Childhood obesity has reached epidemic proportions in the United States, and particularly in West Virginia. The Youth Risk Behavior Surveillance Summary for 2007 indicated that 13% of US teenagers were obese but 14.7% of WV teens were obese. Another 17% are overweight. Fewer than half met the recommended level of physical activity

What has been done

Youth nutrition and health programs in WV include youth, in the Family Nutrition Program who participate in nine educational sessions lasting 45 minutes during the school year and four sessions lasting 30 minutes each in the summer, the 4-H health initiative which is a youth-led health program in community 4-H clubs, and Camp NEW You, a two-week summer residency program with a variety of educational sessions for children and their parents.

Results

FNP youth increased their knowledge of the essentials of human nutrition. An increase of 19.8% of youth improved their knowledge of the essentials of human nutrition.

With Camp New You participants, tests of overall knowledge and physical activity knowledge showed a significant increase from the initial assessment to the first follow-up period but then dropped back to baseline at one year.

With Camp New You participants, tests of nutritional knowledge showed an increase from the initial assessment, however, the increase from baseline did not reach statistical significance.

4. Associated Knowledge Areas

KA Code	Knowledge Area
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #2

1. Outcome Measures

Number of organizations that collaborated with nutrition and health initiatives.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2020	1106

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Health and nutrition programs for adults not only provide participants with knowledge and skills to improve their own health and wellbeing, it also provides information that they can pass down to younger people in their families and in youth programs throughout the state.

What has been done

The Diabetes Symposium and Workshop reaches Extension faculty and health-care providers from around the state and the region. It brings high-quality speakers to WV to present best practices in diabetes prevention and management and cutting edge research in a 2.5 day symposium. The Health Motivator program increases physical activity knowledge and behaviors among a key stakeholder group, the Community Educational Outreach Service (CEOS.) CEOS club members are predominantly older women.

Results

At the Bridging the Gap: Diabetes Symposium, many participants identified at least one thing that they would do differently as a result of attending this conference. The items included the care and management of their clients' diabetes, the disseminations of diabetes care information to citizens of WV, and the care and management of their own health and diabetes.

CEOS members were motivated to get some physical activity 5-7 days a week and were motivated to get more than 30 minutes of physical activity in an average day. When asked "How likely are you to increase the amount of physical activity you do now?" the majority of CEOS Motivator participants answered positively, with 33.1% pre/22.3% post saying they were "very likely" and 45.7% pre/46.0% post "likely" to increase the amount.

4. Associated Knowledge Areas

KA Code	Knowledge Area
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #4

1. Outcome Measures

Number of participants who adopted a skill related to nutrition and health.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	152	1116

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Health and nutrition programs for adults not only provide participants with knowledge and skills to improve their own health and wellbeing, it also provides information that they can pass down to younger people in their families and in youth programs throughout the state.

What has been done

The Taking Charge of Your Health & Safety program addresses reaches seniors in selected counties through educational programs from Extension agents and trained community leaders. The Women's Heart Health program helps women understand the symptoms and modifiable risk factors of heart disease in order to make the best decisions about their health and lifestyle. The Family Nutrition Program provides nutritional information through 728 county-level classes.

Results

* Taking Charge participants' post-survey responses show some significant changes in self-reported health habits: watching their weight, choosing healthy foods, limiting food portions, and working to improve health habits.

* Women's Heart Health Program participants took steps to taking care of their hearts, including: 100% of the participants shared heart health messages; 86% had their blood pressure checked; 64% added minutes of physical activity to their day; 50% added fruits and vegetables to their plate; 43% took the online heart health check up; 36% scheduled an appointment with their healthcare provider; 36% took one or more walks; 36% had a heart-healthy lunch.

* 91% of participants in the Family Nutrition Program made a positive change in one or more nutrition practices and improved their fiber consumption by 45%. Family Nutrition Program participants increased their vegetable intake by 31% or 0.4 servings

4. Associated Knowledge Areas

KA Code	Knowledge Area
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #5

1. Outcome Measures

Number of participants who changed a habit or procedure related to nutrition and health.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of economic changes

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Lifestyle choices contribute to the burden of chronic disease in West Virginia. Teenagers who are obese are at risk for hypertension, type 2 diabetes, atherosclerosis, joint pain, and low self-esteem. They are more likely to become obese adults than are teenagers who are at a healthy weight. By addressing lifestyle choices early on, we can lower the rate of diabetes and decrease the amount of money spend on health care in the state.

What has been done

The WVU Extension Service Diabetes Education program includes Dining with Diabetes, a community-based education program for adults with diabetes and their families and the WV Diabetes Symposium and Workshop, Bridging the Gap with Education. The Dining with Diabetes program held 48 classes in 35 counties (64%). WV Diabetes Symposium and Workshop: Bridging the Gap with Education was held October 28-30, 2009. 230 participants registered.

Results

Based on a pilot study, if approximately half of the 2008 Dining with Diabetes participants (n=242) lowered one of the three indicators for risk (A1c, systolic pressure or diastolic pressure) they would greatly reduce their risk for complications. Because the average health care cost of complications of diabetes is \$10,683 this is a savings of \$2,585,286 per year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

In many childhood obesity, nutrition, and health programs, educators find it difficult to get participants back for followup sessions. This often make collection of post-data difficult.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results

For the CEOS Motivator program, a five-question survey was given to 876 CEOS club members before the program began. 57 post-surveys were completed. (65% completion rate) Highlights of the results are: § More than half (54.2% pre/56.9% post) reported they got more than 30 minutes of physical activity in an average day. § Physical activities they did most often were: household chores (23.7% pre/24.8% post) and stretching (7.4% pre/7.6% post.). § They were most motivated to be physically active because it made them feel better (28.8% pre/31.8% post,) and prevented health problems (12.0% pre/17.4% post.)

Evaluation for the Family Nutrition Program is based on participants' self-reported behavior at the beginning and end of a series of classes. In addition to a 24-hour food recall, which can measure overall diet quality, 14 questions are asked of participants and ranked on a 0-5 scale (0=N/A, 1=do not do - 5=almost always do). These measures are determined prior to participating in an FNP class, and upon completion of an FNP class. The results are: Graduated Participants: Increased daily intake of fruits by 0.5 servings Increased daily intake of vegetables by 0.4 servings Increased daily intake of dairy by 0.4 servings 64% of participants improved food safety practices 84% of participants improved their food resource management skills 91% of participants improved their nutrition practices Money spent on food per month was reduced from \$137.30 to \$128.70

Results from the youth family nutrition programs showed: Healthy Camp Challenge curriculum: 42.26% of youth now report eating a variety of foods An increase of 19.8% of youth

improved their knowledge of the essentials of human nutrition. Show me School Year curriculum: 39.42% of youth now report eating a variety of foods An increase of 18.73% of youth improved their knowledge of the essentials of human nutrition.

In the 4-H Health Initiative program, five counties collected parent surveys (n=223). Results show parent opinions related to their observations of targeted healthy habits. - 48% agreed that the 4-H activities and materials reminded their family to eat healthy; - 47% reported their child tried new foods more often; - 46% said their child was interested in having healthy foods at home more often; - 30% reported their child more often chose healthy foods and drinks when eating out; - 25% reported their child more often stopped eating when full; - 22% said their child ate "just right" portions more often; - 17% felt their child more often ate only when hungry.

Of 23 campers enrolled in the first cohort, 13 completed all four required sessions. There was a significant decrease in BMI percentile from the first camp to the final follow-up weekend (98.4 ± 0.4 to 96.4 ± 1.7 , $p < 0.01$). There were significant improvements in serum insulin levels and insulin sensitivity between the initial values and the first year follow-up. There were no significant changes in blood pressure, cholesterol levels, or triglycerides. These are positive trends that show a decrease in risk of type 2 diabetes mellitus after a year-long intervention.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 4****1. Name of the Planned Program**

Farm Management

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	30%			
205	Plant Management Systems	30%			
307	Animal Management Systems	40%			
	Total	100%			

V(C). Planned Program (Inputs)

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	10.0	0.0	0.0	0.0
Actual	5.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
200000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
142506	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Farm Management program area includes the following:

Grassland Management: Cow-calf production is a major livestock enterprise in West Virginia but long term costs have been high compared to income. Feed is about 75% of total production cost and hay often accounts for half of the feed cost and about a third of total cost. Extending the grazing season minimizes hay feeding while knowing hay production costs allows farmers to fine tune management to reduce costs and enables them to know what is reasonable to pay for hay or for producing additional fall or winter grazing. Mixed species grazing can help control pasture weeds in pastures and improve sod quality for reducing erosion. Activities are designed to 1) reduce feed costs by forage testing and refined supplemental feeding; 2) reduce purchased fertilizer costs by recycling nutrients in hay, purchased supplements and pasture; 3) improve hay quality through harvest and

storage management; 4) improve information transfer with pasture walks and 5) improved calf gain and health through pasture weaning.

Sustainable Agriculture: Farm families need training in how to sustain their farm operations into the future, including changing their operations to include more sustainable production systems that are also more profitable. Managing risk or managing to be profitable while reducing risk is usually addressed in two ways: the immediate real time aspect where farmers decide what price to pay for their cattle, or which fertilizer they need, and 2) future planning about how to minimize income tax exposure, or to buy crop insurance.

Farm Management: Farm families need training in how to keep good records that allow farmers to "know" their businesses. Knowing and understanding their businesses allows managers to make comparisons and utilize the various tools and programs available to them.

Value-added Marketing: Farm families need training in how to make long term, major management changes that alter the path that they follow into the future, including adding value to their crops.

2. Brief description of the target audience

This program will target cattle producers participating in WV Beef Quality Assurance marketing pools and livestock producers who could benefit from these marketing practices, small farmers and limited resource farmers, primarily vegetable and fruit growers, but at another time, dairy and small-ruminant producing families will also be included. The audience can be divided into three sectors. 1) The professionals namely the WVU Extension Agriculture and Natural Resources unit members who will ultimately provide the majority of the face-to-face contact and instruction. 2) The professionals of other agencies and allied businesses with whom we share our clientele. 3) The farm families themselves who are primarily beef producers, with the others involved in small ruminants, tree fruits, market gardens, dairy, contract poultry, and many smaller ones. The majority are part-time operations. The majority of these producers are farm owners who also have a farm woodlot to steward.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	6060	20200	1000	2000
Actual	8763	41310	411	2553

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

2009	Extension	Research	Total
Plan	0	0	
Actual	5	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- Number of training activities in farm management

Year	Target	Actual
2009	61	203

Output #2**Output Measure**

- Number of educational materials related to farm management created or updated.

Year	Target	Actual
2009	12	69

Output #3**Output Measure**

- Number of educational materials about farm management distributed.

Year	Target	Actual
2009	7575	1148

Output #4**Output Measure**

- Number of people receiving educational materials.

Year	Target	Actual
2009	7575	2073

Output #5**Output Measure**

- Number of new counties participating in farm management initiatives this year.
Not reporting on this Output for this Annual Report

Output #6**Output Measure**

- Number of new outside organizations or groups participating in farm management initiatives.

Year	Target	Actual
2009	3	90

Output #7

Output Measure

- Number of new grants and contracts supporting farm management initiatives.

Year	Target	Actual
2009	2	3

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants in farm management initiatives who increased their knowledge.
2	Number of participants in farm management initiatives who change their attitudes or opinions.
3	Number of participants in farm management initiatives who improved their skill level.
4	Number of participants in farm management initiatives who increased their motivation to adopt a skill or accomplish an activity.
5	Number of participants in farm management initiatives who adopted a new skill.
6	Number of participants in farm management initiatives who changed a habit or procedure.
7	Number of groups or organizations that collaborated within the farm management program area.
8	Number of new initiatives in your program area that have been implemented by trainees of farm management initiatives.
9	Number of groups or organizations that changed their structure, philosophy, or mission because of participation in farm management programs.
10	Number of changes in economic conditions because of the efforts of farm management initiatives.

Outcome #1

1. Outcome Measures

Number of participants in farm management initiatives who increased their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	3030	1279

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farm families need training in how to make long term, major management changes that alter the path that they follow into the future.

What has been done

Activities include: training on contract grazing mgt, proper soil sampling, soil fertility, forage sampling; the 35th Annual Farmer Short Course, hay and silage shows; pasture walks; individual consultations with farmers on soil testing and weed control; farmers' market training; WV Small Farm Conference; training to use Dell Handheld computers; farmer tax classes; cost per unit of production classes; and risk management trainings

Results

Farm management participants in educational programs gained knowledge in:

- oForage management strategies
- oMinimizing livestock production costs
- oControlling weeds in pastures and hay fields
- oImproving grasslands
- oManaging resources
- oMarketing the food that farmers produce on their grassland acres
- oGeneral horse care and regional & state activities
- oPreparing the soil for seeding the crop, what the fields looked like under production
- oHow to collect a soil sample and where to send the sample for testing
- oThe tax code and how it applies to farmers
- oFarmers have an increased understanding about the risk they face.

4. Associated Knowledge Areas

KA Code Knowledge Area

102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
307	Animal Management Systems

Outcome #2

1. Outcome Measures

Number of participants in farm management initiatives who change their attitudes or opinions.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2020	500

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Small scale agriculture operators have their own set of farm management needs. One important need is finding outlets to sell their produce and value-added products.

What has been done

WV Small Farm Conference, with an attendance of 300, addressed issues for small scale agriculture production with an emphasis on farmers markets and home New information on several areas of small scale production and marketing were presented.

Results

We are seeing more individuals looking for an outlet to sell their produce raised on local farms/lots in the area.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
307	Animal Management Systems

Outcome #3

1. Outcome Measures

Number of participants in farm management initiatives who improved their skill level.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1212	614

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Mixed species grazing can help control pasture weeds in pastures and improve sod quality for reducing erosion.

What has been done

A major demonstration is being conducted in WV using funding from an NRCS Conservation Innovation Grant to show farmers how to control weeds by grazing a livestock species that consumes them.

Results

Through a statewide program funded and initiated in 2009, animal body producers learned to combining precision soil sampling, management of nutrients in crops, purchase supplements, and evaluate forage quality in order to minimize livestock production costs. Farmers learn how to use multispecies co-grazing to help reduce weeds in pasture and improve the pasture sod and soil conditions.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
307	Animal Management Systems

Outcome #4

1. Outcome Measures

Number of participants in farm management initiatives who increased their motivation to adopt a skill or accomplish an activity.

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Number of participants in farm management initiatives who adopted a new skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	505	524

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farm families need training in how to make long term, major management changes that alter the path that they follow into the future.

What has been done

Activities include: training on contract grazing mgt, proper soil sampling, soil fertility, forage sampling; the 35th Annual Farmer Short Course, hay and silage shows; pasture walks; individual consultations with farmers on soil testing and weed control; farmers' market training; WV Small Farm Conference; training to use Dell Handheld computers; farmer tax classes; cost per unit of production classes; and risk management trainings

Results

Participants in farm management adopted skills including:

- * Farmers negotiated the high cost of farm inputs
- * Farmers used rotational grazing more frequently
- * Farmers soil tested their fields
- * Farmers used pasture clipping to reduce weeds
- * Farmers used grazing stick techniques
- * Farmers increased agency contacts
- * Farmers used handheld computers
- * Farmers kept better and more useful records
- * Farm families conducted a cost per unit evaluation
- * Farmers reported that they used their cost per unit of production as a way to measure their progress.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
307	Animal Management Systems

Outcome #6

1. Outcome Measures

Number of participants in farm management initiatives who changed a habit or procedure.

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Number of groups or organizations that collaborated within the farm management program area.

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Number of new initiatives in your program area that have been implemented by trainees of farm management initiatives.

Not Reporting on this Outcome Measure

Outcome #9

1. Outcome Measures

Number of groups or organizations that changed their structure, philosophy, or mission because of participation in farm management programs.

Not Reporting on this Outcome Measure

Outcome #10

1. Outcome Measures

Number of changes in economic conditions because of the efforts of farm management initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	253	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia producers realize that they need to increase the value of their livestock in three forms: 1) increase reproductive rate; 2) produce heavier weaning weights, and reduce supplemental feed costs.

What has been done

Right Now Mineral Program - a regionally focused, seasonally oriented program in West Virginia focused on improving the value of livestock.

Results

With the West Virginia beef cow population at approximately 212,000 the work conducted by the WVU-ES Grassland team is providing a \$4.24 million dollar per year impact in the region and directly in West Virginia. In 2008 there were major increases in supplemental mineral costs. By taking the data provided in these studies we were able to work with feed companies and fine tune the concentration of expensive minerals in feeds resulting in a \$10 per 50 lb bag saving in pasture minerals and still meeting the nutritional needs of cattle on pasture. At least two companies used this updated approach to formulate minerals and reduce mineral cost for farmers in West Virginia.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
307	Animal Management Systems

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

Nothing to report

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)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results

Nothing to report.

Key Items of Evaluation

Nothing to report.

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

4-H Curriculum

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%			
	Total	100%			

V(C). Planned Program (Inputs)

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	33.0	0.0	0.0	0.0
Actual	13.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
300000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
384951	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
200000	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The 4-H Curriculum program area is made up of eight program initiatives including:

Charting Program: The WV Charting program takes youth through a yearlong self-examination exploring personal beliefs and decision making skills. Most of the Charting educational programs happen at county camp venues but there are state opportunities as well. Citizenship: Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes. Cloverbud Clubs are the inaugural program for many soon-to-be 4-Hers. A child can be a Cloverbud at age 5 and can begin to explore the many offerings of 4-H. Healthy Lifestyles: A core belief of 4-H is health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety. Community ATV: This 4-H program introduces new and veteran ATV riders to the correct safety

procedures associated with proper ATV operations. The program is popular in the state. SET: The 4-H Youth Development Program is directly connected to the research and resources of the 106 land-grant universities and colleges of the Cooperative Extension System. This connection strategically positions 4-H to strengthen US global competitiveness and leadership. WV 4-Hers are introduced to a myriad of SET related content at multiple county and state 4-H venues throughout the year. Youth Leadership Development: Another core tenet of 4-H is to foster leadership development for all members. All 4-H programs and educational material has links to leadership development. Shooting Sports: This is the State 4-H Shooting Sports competition for senior and junior youth. Competition is held once a year with seniors and juniors competing in separate events. They developed a self confidence in their abilities. Afterschool Programming: Afterschool and out-of-school time programs can be rich environments for educational opportunities. Programs can extend what is learned in the traditional day and make it relevant to the lives of children and youth. Programs that are integrated with the resources of the community and build on the regular school day learning yield positive outcomes for both students and their families. The 2009 Tools of the Trade in Afterschool training initiative was an opportunity for this to occur at the regional and local levels.

2. Brief description of the target audience

Youths 9 to 21 - 4-H is the largest youth development program in West Virginia. More than 49,000 youth are 4-H members and more than 6,400 adult volunteers work directly and indirectly with them.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	15000	175000	36000	82249
Actual	6894	58156	61012	77152

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

2009	Extension	Research	Total
Plan	0	0	
Actual	2	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of 4-H training activities.

Year	Target	Actual
2009	963	347

Output #2

Output Measure

- Number of 4-H educational materials distributed.

Year	Target	Actual
2009	6931	12636

Output #3

Output Measure

- Number of outside organizations participating in 4-H initiatives this year.

Year	Target	Actual
2009	41	375

Output #4

Output Measure

- Number of educational materials created or updated.

Year	Target	Actual
2009	{No Data Entered}	1239

Output #5

Output Measure

- Number of professional presentations

Year	Target	Actual
2009	{No Data Entered}	10

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	The number of youths in 4-H who will increase their knowledge.
2	Number of 4-H participants who changed their attitudes or opinions.
3	The number of 4-H participants who improved their skill level.
4	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
5	Number of 4-H participants who adopt a skill.
6	Number of 4-H participants who changed a habit or procedure.
7	Number of groups or organizations that collaborated with the 4-H program.
8	Number of groups or organizations that changed their structure, philosophy, or mission because of an intervention by the 4-H program.

Outcome #1

1. Outcome Measures

The number of youths in 4-H who will increase their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	4577	8423

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes. It's clear that civic engagement provides the foundation that helps youth understand the big picture of life and learn the skill sets that will allow them to become wise leaders for the 21st century.

What has been done

4-H club meetings
 Charting program
 Youth Leadership program
 Visits to the capitol to meet legislators
 Chamber of Commerce Leadership Series

Results

The following results show that 4-H participants gained knowledge about generosity, that is giving service to others.

- oAfter visiting the capitol and speaking with Representative Bob Ashley, 4-H'ers increased their knowledge of the civic duty of their legislators.
- oTeens from Chamber of Commerce Leadership Series learned about community service through a project with the American Cancer Society.
- oYouth in 4-H Leadership training learned about what makes a good officer and what makes a good meeting.
- oYouth increased knowledge in conflict management.
- oYouth learned about their own leadership styles and how to work with others knowing the different styles.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Number of 4-H participants who changed their attitudes or opinions.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1162	5258

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

National 4-H Mission Mandate - core belief of 4-H is Health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety.

What has been done

ATV Safety training with 5 in-school 4-H clubs. Total of 110 participants
 4-H Health Planner activities were used in local elementary schools once a month from January- May
 Hand washing education using germ city and germ bug
 Training for 4-H health motivators and 4-H leaders

Results

oStudents in the 4-H Healthy Lifestyle program showed an increased interest in have healthy foods at home.
 o2009 4-H campers learned to never use tobacco products and to live a healthy lifestyle. Each year junior counselors have taught 30 minute tobacco prevention education programs on a variety of topics - Save Face, clean in-door air, impact on the body, smokeless, and saying no. The Life skills evaluation showed that 92.8 percent of campers learned during 4-H camp "to never use tobacco products." The mean score on a three point Likert scale was very high 2.84.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

The number of 4-H participants who improved their skill level.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	12851	7228

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

National 4-H Mission Mandate - core belief of 4-H is Health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety.

What has been done

The WVU Extension 4-H program is one of several states that is participating in the National 4-H Health Rocks program, a program that uses interactive techniques to prevent substance abuse in youth. In this program, youth members help teach the curriculum to other youth.

Results

- oTeens and adults gained skill in successfully implementing the National 4-H Health Rocks program to youth between the ages of 8-12.
- oYouth who took part in the 4-H Health Rocks program, gained skills in decision making.
- oYouth who took part in the 4-H Health Rocks program, gained skills in avoiding peer pressure to try drugs and alcohol.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	108	6068

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A core tenet of 4-H is to foster leadership development for all members. All 4-H programs and educational material has links to leadership development.

What has been done

4-H club meetings in every county
 Youth leadership program
 Cloverbud leadership training

Results

Teens and adult participants in the October and March Regional training "The Power of Youth" gained confidence in their leadership skills and determined to become more involved in their 4-H club.
 -95% reported they had a better understanding of the importance of teaching the club officers to manage all parts of the meeting
 -96% - felt they would incorporate what they learned in their local clubs
 -92% - thought it would help them develop positive club atmospheres
 -92% - increased their knowledge of the parts of a 4-H club meeting

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Number of 4-H participants who adopt a skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	404	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A core tenet of 4-H is to foster leadership development for all members. All 4-H programs and educational material has links to leadership development.

What has been done

4-H club meetings in every county
 Youth leadership program
 Cloverbud leadership training

Results

Each year overnights or planning events have been coordinated for teens to develop work-plans. In 2009, youth completed work plans in: reading with children, teaching water quality during 4-H camp, teaching dance classes during younger 4H camp, county bowling night, 4H overnight camp and Save Face program.

Teen leaders completed a teen leadership project book and record guide.

4-H teen leaders led meetings and planned activities, and determined leadership roles.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Number of 4-H participants who changed a habit or procedure.

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Number of groups or organizations that collaborated with the 4-H program.

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Number of groups or organizations that changed their structure, philosophy, or mission because of an intervention by the 4-H program.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	54	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A core belief of 4-H is Health, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety. Smoking among high school seniors reached a 19 year high of 36.5 percent in 1997, it is now down to 33.9 percent due in large part to statewide efforts, which included Mineral County RAZE.

What has been done

The WVU Extension 4-H program is one of several states that is participating in the National 4-H Health Rocks program, a program that uses interactive techniques to prevent substance abuse in youth. In this program, youth members help teach the curriculum to other youth.

Results

Mineral County 4-H Teen Leaders have been a part of a statewide effort that has helped to reduce the rate of smoking. Smoking among high school seniors reached a 19 year high of 36.5 percent in 1997, it is now down to 33.9 percent due in large part to the statewide efforts, which included Mineral County RAZE. (Source: West Virginia Youth Tobacco Prevention Campaign).

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges
- Other (Funding sources and funding oppo)

Brief Explanation

Nothing to report

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)

Evaluation Results

WVSAN administered and summarized the participant evaluation forms for the Afterschool Toolkit training and provided a summary to the presenter. For the TOT I and II training events participant evaluations were administered by presenters in each concurrent session and the conference evaluation was completed by participants at the close of the day-long training sessions in Hedgesville, Morgantown, and Charleston. WVU Extension Service graduate assistant Erica Rogers analyzed all data. Summaries of data from their sessions and training events were provided to the presenters for reporting and improvement purposes. Analysis of evaluation data from the Afterschool Toolkit training on August 20, 2009 indicated that participants were well pleased with the presenters. Participants reported increases in their knowledge of subject (16.9%), confidence in using the information or skills at work (19.2%), and ability to teach others the subject (18.5%). Further, among the 22 responses to "most valuable information gained", participants cited lesson planning ideas, managing homework help, online tools and templates, and "all".

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 6****1. Name of the Planned Program**

Workforce Development

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
402	Engineering Systems and Equipment	10%			
723	Hazards to Human Health and Safety	30%			
724	Healthy Lifestyle	10%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	50%			
Total		100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	9.0	0.0	0.0	0.0
Actual	1.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
10000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
82417	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

The Workforce Development planned program includes the following initiatives: Advanced Fire Officer Training, Aircraft Crash Rescue Firefighting, Institute for Labor Studies and Research, Safety and Health Extension, and WV State Fire Institute. Activities include an annual fire school with 300 participants; simulation activities on aircraft; training for airports staff; safety and health training modules and classes in construction and general industry, and fall protection training in residential and modular home building; funding mechanisms (including grants, contracts, and fees for services) that provide stability and room for growth to provide its research, training, and other services to employers, workers, and unions at a reasonable cost; resources from the

entire WVU employee population and other state and local government and private entities to provide occupational safety and health services; classes for veteran and novice union representatives; curricula addressing both current labor issues and historical events that provide context for understanding; conferences relevant to workers, union members and leaders, and other activists and conduct classes for conference attendees; residential programs in collaboration with specific labor unions and organizations, conduct classes for program participants relevant to the specific sponsoring body, and provide networking opportunities for program participants; classes on safety and health topics relevant to workers and their workplaces; training to young workers learning employment skills; multimedia presentations for union members and individuals interested in labor history, including youth.

2. Brief description of the target audience

Firefighters, EMS, law enforcement, first responders, upper management in the fire services, airport personnel, the general population, people who seek to implement or assist in the implementation of individual or employer compliance with state, federal, and local safety and health legislation, employers/owners of businesses, volunteers, immigrants, migrant workers, youth, disabled community members, and older adults.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	7070	35000	404	2525
Actual	11846	58052	661	26123

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

2009	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities in workforce development.

Year	Target	Actual
2009	303	990

Output #2**Output Measure**

- Number of educational materials in workforce development created or updated.

Year	Target	Actual
2009	12	27

Output #3**Output Measure**

- Number of new counties participating in workforce development initiatives.
Not reporting on this Output for this Annual Report

Output #4**Output Measure**

- Number of educational materials in workforce development distributed.

Year	Target	Actual
2009	7070	8470

Output #5**Output Measure**

- Number of counties participating in workforce development initiatives this year.
Not reporting on this Output for this Annual Report

Output #6**Output Measure**

- Number of outside organizations or groups participating in workforce development initiatives.

Year	Target	Actual
2009	15	58

Output #7**Output Measure**

- Number of grants and contracts supporting initiatives in workforce development.

Year	Target	Actual
2009	50	12

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of groups or organizations that collaborated with workforce development initiatives.
2	Number of participants in workforce development programs who increase their knowledge.
3	Number of participants in workforce development programs who improve a skill.
4	Number of participants in workforce development programs who change an attitude or increase motivation.
5	Number of participants in workforce development programs who gained new employment.
6	Change in economic condition

Outcome #1

1. Outcome Measures

Number of groups or organizations that collaborated with workforce development initiatives.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Number of participants in workforce development programs who increase their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	505	139

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is estimated that 237 farm youth are injured each year in West Virginia farms and more than one young person each year dies as a result of these injuries. WVa farms are underserved and present particular problems for control of hazards due to terrain, part time nature of farming, economic stress on farms, lack of close by medical facilities, and lack of access to education and information. Construction work is one of the most dangerous occupations in the US. The West Virginia Step up for Work Program recognizes that their women will be exposed to many hazards as employees in the construction field.

What has been done

WVU Extension received funding to conduct a demonstration Youth Safe Farm project in five WVa counties. The project team conducted 20 educational dinner meetings in 4 counties. Families inspected their farms, took photos of hazards and in some cases made quick fixes to correct observed hazards. To help prepare women for construction work the program administrator requires all students to complete an OSHA 10-Hr safety program.

Results

Participants in the workforce development programs increased their knowledge of safety risks, including:

- * Youth Safe Farm project gained knowledge of the number and type of dangers on their farms
- * Participants in the Youth Safe Farm project gained knowledge of what to look for when assessing their farms for safety risks.
- * Participants in the Step Up for Women program gained knowledge and regulatory hazard awareness. All students were now aware of situations, materials, and equipment that could pose a hazard to them on the job.

4. Associated Knowledge Areas

KA Code	Knowledge Area
402	Engineering Systems and Equipment
723	Hazards to Human Health and Safety
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #3

1. Outcome Measures

Number of participants in workforce development programs who improve a skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	40	35

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Construction work is one of the most dangerous occupations in the US. The West Virginia Step up for Work Program recognizes that their women will be exposed to many hazards as employees in the construction field.

What has been done

To help prepare women for construction work the program administrator requires all students to complete an OSHA 10-Hr safety program.

Results

The participants in the Step Up for Women program gained skills in looking for hazards and notifying their employer of dangerous situations.

4. Associated Knowledge Areas

KA Code	Knowledge Area
402	Engineering Systems and Equipment
723	Hazards to Human Health and Safety
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #4

1. Outcome Measures

Number of participants in workforce development programs who change an attitude or increase motivation.

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Number of participants in workforce development programs who gained new employment.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Change in economic condition

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	26

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is estimated that 237 farm youth are injured each year in West Virginia farms and more than one young person each year dies as a result of these injuries. WVa farms are underserved and present particular problems for control of hazards due to terrain, part time nature of farming, economic stress on farms, lack of close by medical facilities, and lack of access to education and information.

What has been done

WVU Extension received funding to conduct a demonstration Youth Safe Farm project in five WVa counties. The project team conducted 20 educational dinner meetings in 4 counties. Families inspected their farms, took photos of hazards and in some cases made quick fixes to correct observed hazards.

Results

In the Youth Safe Farm project, 26 families made improvements to their farms that cost \$2572 or about \$100.00 a piece. This money will multiply in terms of value to the farm, reduction in insurance rates, and health and safety benefits to members of the family.

4. Associated Knowledge Areas

KA Code	Knowledge Area
402	Engineering Systems and Equipment
723	Hazards to Human Health and Safety
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Nothing to report

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

1. Evaluation Studies Planned

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

Evaluation Results

Clients in the AgrAbility program complete a self-assessment before AgrAbility services begin, at six months of services, and then at 12 months or the end of services. The following reflect the average scores on ten items using a ten point Likert scale for the six month assessment and the one year or end of services assessment.

Independent Living-Related Impacts were: Community integration & participation, at six months 3.57 % increase, at 1 year or end of service, 7.14% increase.

Access to Transportation, 0.714% decrease and 1.49% increase.

Areas of Increased Awareness 37% ways to continue farming, 24% ways to maintain or increase independence, 23% assistive technology available, 12% community resources, 3% other- recreational AT, 1% laws affecting persons with disabilities - Fair Housing, IDEA.

Level of satisfaction (with AgrAbility presentations, displays, etc.) 77% highly satisfied, 22% satisfied and 1% somewhat satisfied.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 7****1. Name of the Planned Program**

Global Education

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
606	International Trade and Development	5%			
611	Foreign Policy and Programs	5%			
704	Nutrition and Hunger in the Population	5%			
802	Human Development and Family Well-Being	10%			
805	Community Institutions, Health, and Social Services	25%			
806	Youth Development	50%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.5	0.0	0.0	0.0
Actual	3.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
80000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
47462	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Global education programs at WVU Extension represent an important approach and delivery system for supporting the work of Extension faculty. For example, targeting school system professionals helps Extension to support our children, youth, and families goals. Conducting and coordinating graduate courses is a direct entrée into building collaboration with academic faculty and departments. On campus educational programs for faculty, students, staff, and school age children raise Extension's visibility

and credibility in the academic community.

CHISPA, a Spanish immersion program for students, was conducted at Hedgesville High School on October 15 for over 200 high school students, primary from high schools in Berkeley County. Students are exposed to hearing Spanish consistently spoken for the day. They meet and converse with native Spanish speakers. They participate in creative and academic activities, e.g., singing, dancing, conversation, discussion of Hispanic issues, The school teachers are enriched professionally since they will also speak in Spanish during the course of the day and will have contact with the native speakers from different countries. The WVU professionals and students have the chance to increase their professional experience by designing activities for a different population than the one that they are accustomed to teaching. Hispanic teachers and students serve as resource people, thus enhancing their credibility and interaction in the larger educational community.

WVU International 4-H Youth Exchange (IFYE) Program: reciprocal placements and statewide tour for college-age youth and young adults.

WVU Cultural Attaché Program: collaborating with WVU colleagues on organizing campus presentations by representatives from different countries. Embassy officials from Mexico and China presented last year. We hosted campus visits and presentations by attaches from Peru and France in 2009.

WVU/University of Guanajuato (Mexico) 4-H Volunteer Service Project This program has been expanded to include focus on families & health, and agriculture.

WV 4-H Global Challenge,. The West Virginia project is organized in cooperation with Heifer International. The project goal is to raise \$20,000. Pamphlets and announcements continue to be distributed throughout the 4-H and Extension collaboration networks.

2. Brief description of the target audience

Extension faculty, staff, students, and volunteers.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	700	10000	3000	3000
Actual	2491	8315	13518	5315

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

2009	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1**Output Measure**

- Number of training activities in global education. .

Year	Target	Actual
2009	10	21

Output #2**Output Measure**

- Number of educational materials on global education created or updated.

Year	Target	Actual
2009	8	3

Output #3**Output Measure**

- Number of people receiving educational materials in global education.

Year	Target	Actual
2009	5050	2491

Output #4**Output Measure**

- Number of counties participating in global education initiatives this year.
Not reporting on this Output for this Annual Report

Output #5**Output Measure**

- Number of outside organizations or groups participating in global education initiatives this year.

Year	Target	Actual
2009	5	8

Output #6**Output Measure**

- Number of grants and contracts supporting initiatives in global education.

Year	Target	Actual
2009	1	2

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who increased their knowledge about global education.
2	Number of participants who changed their attitudes or opinions about global education.
3	Number of participants who improved their skill level with regard to global education.
4	Number of participants who increased their motivation to adopt a skill or accomplish an activity in global education.
5	Number of participants in global education initiatives who adopt a skill.
6	Number of participants in global education initiatives who changed a habit or procedure.
7	Number of groups or organization that collaborate with global education initiatives.
8	Number of participants who improved their lives because of global education initiatives.
9	Number of groups or organizations that changed their structure, philosophy, or mission because of global education initiatives.
10	Number of changes in social conditions do to global education initiatives.

Outcome #1

1. Outcome Measures

Number of participants who increased their knowledge about global education.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	6060	1338

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a rising number of immigrants from Latin American countries into the eastern panhandle of West Virginia. Conducting and coordinating graduate courses in hispanic culture is a direct entrée into building collaboration with academic faculty and departments. On campus educational programs for faculty, students, staff, and school age children raise Extension's visibility and credibility in the academic community.

What has been done

CHISPA Outreach (Spanish Language and Cultures) for Middle and High School students.

WVU summer graduate course for teachers in the Eastern area of the state, "The Hispanic Student in Your Classroom".

Results

Hispanic education graduate course for educators students reported that significant learning and greater awareness resulted from their participation in the course.

• 100 % of respondents reported some or significant progress in meeting their goals & objectives.

• 100% found the course valuable toward achieving their plan.

• 50% expressed ideas for plan modification or replication.

• 5% indicated satisfaction with taking the course.

4. Associated Knowledge Areas

KA Code	Knowledge Area
606	International Trade and Development
611	Foreign Policy and Programs
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #2

1. Outcome Measures

Number of participants who changed their attitudes or opinions about global education.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of participants who improved their skill level with regard to global education.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Number of participants who increased their motivation to adopt a skill or accomplish an activity in global education.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	202	27

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginians have traditionally not been involved in international opportunities. Now through WVU ES programs more faculty, staff, and youth, through international 4-H programs, have had an opportunity to learn in and from citizens of other countries.

What has been done

WVU International 4-H Youth Exchange (IFYE) Program - reciprocal placements and statewide tour for college-age youth and young adults.

WVU Cultural Attaché Program - collaborating with WVU colleagues on organizing campus presentations by representatives from different countries. Embassy officials from Mexico and China presented last year. We hosted campus visits and presentations by attaches from Peru and France in 2009.

WVU - University of Guanajuato (Mexico) 4-H Volunteer Service Project This program has been expanded to include focus on families & health, and agriculture.

Results

oInterest in participating in global education programs is increasing among Extension faculty and staff, Extension Camping Instructors (ECIs), and throughout our youth and family development networks.
 oYouth participants said that they would like to serve in the Peace Corps in the future.

4. Associated Knowledge Areas

KA Code	Knowledge Area
606	International Trade and Development
611	Foreign Policy and Programs
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #5

1. Outcome Measures

Number of participants in global education initiatives who adopt a skill.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of participants in global education initiatives who changed a habit or procedure.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	101	176

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a rising number of immigrants from Latin American countries into the eastern panhandle of West Virginia. Conducting and coordinating graduate courses in hispanic culture is a direct entrée into building collaboration with academic faculty and departments. On campus educational programs for faculty, students, staff, and school age children raise Extension's visibility and credibility in the academic community.

What has been done

- o National IFYE Conference, August 3 - 7, 2010 in Charleston, WV.
- o WV Community Educational Outreach Service (CEOS) - International Student Scholarship and statewide tour.
- o CHISPA Outreach (Spanish Language and Cultures) for Middle and High School students.
- o WVU summer graduate course for teachers in the Eastern area of the state, "The Hispanic Student in Your Classroom".
- o WVU adventure tourism undergraduate class in the Patagonia region of Chile.
- o 4-H program in the Patagonia region of Chile.

Results

- o Students in the WVU summer graduate course for teachers in the Eastern area of the state, entitled, "The Hispanic Student in Your Classroom" are implementing what they learned from the course in their classroom teaching.
- o Global education resource materials are being shared with youth, volunteers, teachers and community leaders throughout the state.

4. Associated Knowledge Areas

KA Code	Knowledge Area
606	International Trade and Development
611	Foreign Policy and Programs
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #7

1. Outcome Measures

Number of groups or organization that collaborate with global education initiatives.

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Number of participants who improved their lives because of global education initiatives.

Not Reporting on this Outcome Measure

Outcome #9

1. Outcome Measures

Number of groups or organizations that changed their structure, philosophy, or mission because of global education initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The structure and philosophy of 4-H camping, which has been enhanced and improved in the WVU ES camping program, is now ready to be shared in international settings. The first program has been implemented in Patagonia Chile.

What has been done

The WVU ES IFYE, Emma Faulkner, worked in the Patagonia Region of Chile, November - April, with Oscar Soto and Trace Gale (formerly a specialist at WVU ES) and other collaborators on development of 4-H clubs and camps.

Results

The first 4-H camp in Chile is scheduled February 22-26, 2010 in Patagonia.

4. Associated Knowledge Areas

KA Code	Knowledge Area
606	International Trade and Development
611	Foreign Policy and Programs
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #10

1. Outcome Measures

Number of changes in social conditions do to global education initiatives.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Nothing to report

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

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study

Evaluation Results

Cultural Attaché Program - Peru

Before the program I was&hellip

Well informed
10

Somewhat informed
23

Poorly informed
15

Not at all informed
8

After the program I was...

Well informed
38

Somewhat informed
25

Poorly informed

Not at all informed

-- Evidence of increased knowledge - 63 respondents

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 8****1. Name of the Planned Program**

Culture, Tourism, and Experiential Education

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
605	Natural Resource and Environmental Economics	20%			
801	Individual and Family Resource Management	10%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	20%			
805	Community Institutions, Health, and Social Services	10%			
806	Youth Development	10%			
903	Communication, Education, and Information Delivery	30%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	2.0	0.0	0.0	0.0
Actual	9.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
10000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
821755	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

This planned program includes initiatives in experiential learning, fairs and festivals held locally and at WVU Jackson's Mill

Conference Center, "Historic Areas," "History Hits the Road," "Tourism, and Culture" and Arts." It includes activities such as conducting programs at two fairs or festivals per year, recruiting volunteer visitors, conducting site visits, writing recommendations and following progress, and working with local festival boards and the WV Fairs and Festivals Association. The plan program also offers trainings in experiential learning for Extension teams and youth.

2. Brief description of the target audience

This program is directed toward fair and festival boards, local community-based organizations, elected officials, community leaders, and community residents. It also targets Extension team members and youth in schools and 4-H clubs.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	60000	100000	50000	150000
Actual	3404	53653	2591	7508

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

2009	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities in culture, tourism or experiential learning.

Year	Target	Actual
2009	25	41

Output #2

Output Measure

- Number of educational materials on culture, tourism, or experiential learning that has been created or updated.

Year	Target	Actual
2009	5	32

Output #3

Output Measure

- Number of educational materials in culture, tourism, or experiential education that are distributed.

Year	Target	Actual
2009	5050	4383

Output #4

Output Measure

- Number of people receiving educational materials.

Year	Target	Actual
2009	5050	4383

Output #5

Output Measure

- Number of counties participating in culture, tourism and experiential learning initiatives.
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Number of outside organizations or groups that are participating in culture, tourism, and experiential learning initiatives with Extension.

Year	Target	Actual
2009	10	42

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who increased their knowledge about culture, tourism, or experiential learning.
2	Number of participants who changed their attitudes or opinions about culture, tourism, or experiential learning.
3	Number of participants who improved their skill level with regard to culture, tourism, or experiential learning.
4	Number of participants in cultural, tourism, or experiential learning initiatives who increased their motivation to adopt a skill or accomplish an activity.
5	Number of groups or organizations that collaborated with you within your program area.
6	Number of changes in the physical environment due to cultural, tourism, or experiential initiatives.

Outcome #1

1. Outcome Measures

Number of participants who increased their knowledge about culture, tourism, or experiential learning.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	455	1144

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The West Virginia Community Development Hub expressed an interest in tourism education and how that relates to increasing nonprofit capacity in West Virginia. This interest was based on local interest from around the State in creating, maintaining and developing tourism projects.

What has been done

WVU ES is involved in researching and writing recommendations for improving tourism in the state, and working with local festival boards and the WV Fairs and Festivals Association to enhance the impact of fairs and festivals on WV communities.

Results

- o Flex E Grant Symposium participants became more aware of the offerings of the John Henry Historical Park
- o WVUES staff increase their knowledge of the tourism needs in the state.

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development
903	Communication, Education, and Information Delivery

Outcome #2

1. Outcome Measures

Number of participants who changed their attitudes or opinions about culture, tourism, or experiential learning.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of participants who improved their skill level with regard to culture, tourism, or experiential learning.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	9090	3000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The West Virginia Community Development Hub expressed an interest in tourism education and how that relates to increasing nonprofit capacity in West Virginia. This interest was based on local interest from around the State in creating, maintaining and developing tourism projects.

What has been done

WVU ES is involved in researching and writing recommendations for improving tourism in the state, and working with local festival boards and the WV Fairs and Festivals Association to enhance the impact of fairs and festivals on WV communities.

Results

County groups learned marketing and planning skills for tourism activities

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
903	Communication, Education, and Information Delivery

Outcome #4

1. Outcome Measures

Number of participants in cultural, tourism, or experiential learning initiatives who increased their motivation to adopt a skill or accomplish an activity.

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Number of groups or organizations that collaborated with you within your program area.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of changes in the physical environment due to cultural, tourism, or experiential initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	10	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The West Virginia Community Development Hub expressed an interest in tourism education and how that relates to increasing nonprofit capacity in West Virginia. This interest was based on local interest from around the State in creating, maintaining and developing tourism projects.

What has been done

WVU ES is involved in researching and writing recommendations for improving tourism in the state, and working with local festival boards and the WV Fairs and Festivals Association to enhance the impact of fairs and festivals on WV communities.

Results

o One county developed a bicycling trail to enhance the attractiveness of their community. Group agreed to meet regularly to develop and promote bicycle routes and trails in county - plan of work ws established.

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

Nothing to report

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)
- Case Study

Evaluation Results

The ten (10) question instrument was emailed to the West Virginia Community Development Hub distribution list serve. Two follow-up emails were provided before the survey deadline for a better response rate. The survey results were reviewed and analyzed by experts with CEWD WVUES Faculty and Director and West Virginia Community Development Hub.

The 10 questions included:

What county do you live in?

What type of tourism activities are you interested in developing for your area?

What "other" tourism activities are you interested in (if not on the list)?

If yes to #2, list tourism activities.

If yes to #2, are the tourism activities a new activity or improving on an existing activity?

Regarding #2, would you like help with Tourism Planning?

Regarding #2, would you like help with Marketing Strategies?

If you need technical assistance with implementing your desired tourism activity or activities, list which activity or activities you need assistance with implementing.

Would you like help with "tour packaging" Meaning, a travel plan that includes several elements of a vacation to your area, such as transportation, accommodations and sight-seeing?

What other aspects of tourism development would you like help with?

The survey was sent to approximately 100 individuals in the target population (Hub Communities) that represent 18 counties. Every county was represented that resulted in 32 completed surveys.

Of the total respondents, 83.9% said outdoor recreation is the type of tourism activity they are most interested in developing and festivals and events was the second highest (80.6%).

Of the total respondents, 90% said they would like help with Tourism Planning.

Of the total respondents, 90% would like help with Marketing Strategies.

Ideas respondents are most interested in developing around tourism activities include: Historical sites, rail trails, hunting, hiking and other trails, outdoor recreation, art museum, botanical garden, scenic byway, entertainment, shuttle services.

Key Items of Evaluation

V(A). Planned Program (Summary)

Program # 9

1. Name of the Planned Program

Community Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	10%			
603	Market Economics	10%			
604	Marketing and Distribution Practices	10%			
607	Consumer Economics	10%			
608	Community Resource Planning and Development	30%			
610	Domestic Policy Analysis	10%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%			
805	Community Institutions, Health, and Social Services	10%			
	Total	100%			

V(C). Planned Program (Inputs)

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	7.0	0.0	0.0	0.0
Actual	19.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
200000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1336767	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Community Development planned program includes the following initiatives: The First Impressions Program, Government Planning & Public Policy, and Business Retention & Expansion, Community Development East. Local government officials and community-based organizations across the state are interested in initiating downtown revitalization programs to improve their community's capacity to attract and retain businesses and make it a more desirable place to live, work, and visit. Extension specialists and agents are being called upon to provide communities with information and new research-based programs related to downtown revitalization, community appearance and design, and community and government planning.

Government Planning & Public Policy - There is limited knowledge about how development activities or governmental administration are done or how they should be done in the Mountain State. Few studies have addressed what is being done, what works, and why things happen. Measuring the impact of development related activities are essential for informed decision-making. It is crucial to know the environment in which the state and its localities must operate when working with them on a variety of other matters.

Community Development Institute East - The Community Development Institute (CDI) East was created to train government officials, community leaders, volunteers, and other interested individuals in the processes and programs related to modern community development efforts. The curriculum is designed to meet the increasing challenges those working as community developers in today's fast paced society. CDI East is one of six institutes endorsed by the Community Development Council nationally. The participants in Year 1 and Year 2 received over 30 hours of instruction in basic and intermediate topics related to community and economic development respectively. Meanwhile, the advanced topics students received 15 or 30 hours of specialized instruction. Community leadership workshops are taught at the local level on such topics as Board Roles and Responsibilities, Basic and Advanced Grant Writing, Effective Meetings, Workplace Etiquette, Conflict Management, Public Speaking Skills, Dealing with Difficult People. In addition to these workshops, Extension faculty are involved with consultations and facilitation of strategic planning, visioning, and team building exercises for various entities.

Community Development -

2. Brief description of the target audience

Local businesses, community-based organizations, elected officials, community leaders, community residents, and WVU-ES professionals.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	12000	13000	300	0
Actual	2729	1772	170	610

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

2009	Extension	Research	Total
Plan	0	0	

Actual	2	0	0
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V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities in community development.

Year	Target	Actual
2009	12	134

Output #2

Output Measure

- Number of educational materials in community development created or updated.

Year	Target	Actual
2009	20	26

Output #3

Output Measure

- Number of educational materials in community development distributed.

Year	Target	Actual
2009	150	190

Output #4

Output Measure

- Number of people receiving educational materials related to community development.

Year	Target	Actual
2009	151	190

Output #5

Output Measure

- Number of counties participating in community development initiatives this year.
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Number of outside organizations or groups participating in community development initiatives this year.

Year	Target	Actual
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2009	25	21
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Output #7

Output Measure

- Number of grants and contracts supporting initiatives in community development.

Year	Target	Actual
2009	5	9

Output #8

Output Measure

- Number of public officials receiving education, training, and materials through community development programmatic efforts.
Not reporting on this Output for this Annual Report

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who increased their knowledge of community development.
2	Number of participants who changed their attitudes or opinions of issues related to community development.
3	Number of participants who improved skills related to community development.
4	Number of groups or organizations that collaborate with WVU-ES community development initiatives.
5	Number of new initiatives in community development that have been implemented by WVU-ES.
6	Amount of money raised by program participants that supports community development initiatives.
7	Number of groups or organizations that changed their structure, philosophy, or mission due to community development initiatives.
8	Number of changes in the physical environment related to community development initiatives.
9	Number of changes in social conditions due to community development initiatives.
10	Number of changes in economic conditions due to community development initiatives.

Outcome #1

1. Outcome Measures

Number of participants who increased their knowledge of community development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	3030	2729

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Extension specialists and agents are being called upon to provide communities with information and new research based programs related to downtown revitalization, community appearance and design, and community and government planning.

What has been done

1st Impressions and Community Design Teams
 Agents work with groups and volunteers on downtown revitalization
 Work sessions on planning and governance related topics.

Results

Community development participants have gained knowledge about:
 * grants to fund community projects
 * information about their communities in the form of SWOT analysis and improvement plans
 * state code related to land use management and role of a planning commission
 * needs of local schools and who can help meet those needs, how the students are doing, what can be improved

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics
608	Community Resource Planning and Development
610	Domestic Policy Analysis
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

Outcome #2**1. Outcome Measures**

Number of participants who changed their attitudes or opinions of issues related to community development.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	202	290

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Local government officials and community based organizations across the state are interested in initiating downtown revitalization programs to improve their community's capacity to attract and retain businesses and make it a more desirable place to live, work, and visit. Extension specialists and agents are being called upon to provide communities with information and new research based programs related to downtown revitalization, community appearance and design, and community and government planning.

What has been done

Meetings with county Planning Commissions to discuss updating the county Hazard Mitigation Plan, Comprehensive Plan, and other land use planning issues for dealing with natural disasters and allowing the county to become eligible for FEMA funding. Work sessions on planning and governance related topics were conducted in counties. Each session was part of a larger, on-going effort with localities to determine future course, direction -- either of the entire community or a particular part of their governmental operations.

Results

Some years ago City officials considered it "too much trouble" to work with grants. That has changed. Grants are being pursued and accepted.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics
608	Community Resource Planning and Development
610	Domestic Policy Analysis
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

Outcome #3

1. Outcome Measures

Number of participants who improved skills related to community development.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Number of groups or organizations that collaborate with WVU-ES community development initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	20	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics
608	Community Resource Planning and Development
610	Domestic Policy Analysis
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

Outcome #5**1. Outcome Measures**

Number of new initiatives in community development that have been implemented by WVU-ES.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2	31

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Local government officials and community based organizations across the state are interested in initiating downtown revitalization programs to improve their community's capacity to attract and retain businesses and make it a more desirable place to live, work, and visit. Extension specialists and agents are being called upon to provide communities with information and new research based programs related to downtown revitalization, community appearance and design, and community and government planning.

What has been done

1st Impressions and Community Design Teams
Agents work with groups and volunteers on downtown revitalization
Work sessions on planning and governance related topics.

Results

Community members are involved in projects to improve their communities, including:

- o Hampshire County Planning Commission approved a plan (advanced to County Commission)
- o Mineral County has a plan draft for review
- o Grant has jump started its planning process
- o Weston began looking at finances
- o County commissioners gave the Extension agent approval to advertise for archaeological phase 1 survey
- o Strategy for developing county comprehensive plan was finalized and sub committees were organized.

Extension agent was authorized to proceed with scope of work.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics
608	Community Resource Planning and Development

- 610 Domestic Policy Analysis
- 803 Sociological and Technological Change Affecting Individuals, Families, and Communities
- 805 Community Institutions, Health, and Social Services

Outcome #6

1. Outcome Measures

Amount of money raised by program participants that supports community development initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	7550	162825

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Local government officials and community based organizations across the state are interested in initiating downtown revitalization programs to improve their community's capacity to attract and retain businesses and make it a more desirable place to live, work, and visit. Extension specialists and agents are being called upon to provide communities with information and new research based programs related to downtown revitalization, community appearance and design, and community and government planning.

What has been done

Extension specialists and agents have worked with community groups to raise money to improve their communities.

Results

- o Mineral Co., Plan \$20,000
- o Putnam Co. Plan \$4,800
- o Grant Co. Plan \$5,000
- o Doddridge EDA \$750
- o \$81,814 in grants and contracts
- o \$50,461 in gifts

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics
608	Community Resource Planning and Development

- 610 Domestic Policy Analysis
- 803 Sociological and Technological Change Affecting Individuals, Families, and Communities
- 805 Community Institutions, Health, and Social Services

Outcome #7

1. Outcome Measures

Number of groups or organizations that changed their structure, philosophy, or mission due to community development initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	5	5

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Local government officials and community based organizations across the state are interested in initiating downtown revitalization programs to improve their community's capacity to attract and retain businesses and make it a more desirable place to live, work, and visit. Extension specialists and agents are being called upon to provide communities with information and new research based programs related to downtown revitalization, community appearance and design, and community and government planning.

What has been done

1st Impressions and Community Design Teams
 Agents work with groups and volunteers on downtown revitalization
 Work sessions on planning and governance related topics.

Results

o Five counties went from wanting plans for their communities to following through on plans.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics
608	Community Resource Planning and Development
610	Domestic Policy Analysis
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

Outcome #8

1. Outcome Measures

Number of changes in the physical environment related to community development initiatives.

Not Reporting on this Outcome Measure

Outcome #9

1. Outcome Measures

Number of changes in social conditions due to community development initiatives.

Not Reporting on this Outcome Measure

Outcome #10

1. Outcome Measures

Number of changes in economic conditions due to community development initiatives.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

This year, serious illnesses affecting one or more specialists, have hindered the progress of some of the community development programs.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Comparison between locales where the program operates and sites without program intervention

Evaluation Results

Formal evaluations were done of each session as well as for CDI East as a whole. With respect to the institute operations, the evaluations were showed near universal highly favorable opinions. The class average (the average of the three classes) for the organization of the institute was 9.35 (on a 10-point scale) while the true average (the average of all evaluations) was 9.25. The class average for this indicator was the

highest since I have become course director. It is more than one-quarter of a point higher than the previous best result from 2006 and more than a full point higher than last year's score. That makes a powerful statement about the work I led that brought together this year's institute in a short time period. Similarly, the related indicators for registration process, value for fee paid, schedule of sessions, and quality of facilities were all up from a year ago. The first three were all up between one-quarter and three-quarters of a point - remarkable since all three rated fairly high. Particularly noteworthy was the near-perfect score class average of 9.46 for the value for the fee (and an even higher true average of 9.49). Most remarkable of all though was the improvement on the score related to facilities. The high score of 9.84 was not unexpected. There were compliments all week regarding the meeting rooms, the food selection, the lodging arrangements, the nearby amenities, and the staff. The high scores were also a welcomed change after the low marks received for the location near Morgantown used in 2008 (4.25) and were even above with the scores for the highly-regarded facility used in Charleston in 2005 (9.21) and 2006 (8.97).

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 10****1. Name of the Planned Program**

Youth Agriculture

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
101	Appraisal of Soil Resources	2%			
123	Management and Sustainability of Forest Resources	2%			
204	Plant Product Quality and Utility (Preharvest)	2%			
308	Improved Animal Products (Before Harvest)	30%			
315	Animal Welfare/Well-Being and Protection	9%			
806	Youth Development	50%			
901	Program and Project Design, and Statistics	5%			
	Total	100%			

V(C). Planned Program (Inputs)

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	5.0	0.0	0.0	0.0
Actual	11.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
400000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
342534	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
50000	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

4-H agricultural education programs are vehicles for youth/adult development, which is the mission of the Cooperative Extension Service of the USDA. Agricultural education programming offers training that develops life skills in both youth and adult participants. Development of life skills enhances the ability of youth to become functioning members of society, and helps adults

gain satisfaction and accomplishment of personal/career goals. The mission of the 4-H Youth Agriculture Team is to help West Virginia youth/adults gain a greater awareness of the food, fiber, and natural resources systems and its role in the economy and society.

2. Brief description of the target audience

The target audience for this programming is WVU-ES personnel, agricultural industry and commodity group personnel, 4-H youth and volunteer leaders, Vo-Ag personnel, FFA youth, and parents.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	10100	20200	20200	20200
Actual	11397	53165	27270	21954

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

2009	Extension	Research	Total
Plan	0	0	
Actual	1	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities in youth agriculture.

Year	Target	Actual
2009	1212	2015

Output #2

Output Measure

- Number of educational materials in youth agriculture created or updated.

Year	Target	Actual
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2009

6

2

Output #3

Output Measure

- Number of people receiving educational materials related to youth agriculture.

Year	Target	Actual
2009	505	19324

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of youth agriculture participants who increased their knowledge.
2	Number of participants in youth agriculture initiatives who changed their attitudes or opinions.
3	Number of participants in youth agriculture initiatives who improved their skill level.
4	Number of participants in youth agriculture initiatives who adopted a skill
5	Number of participants in youth agriculture initiatives who changed a habit or procedure.
6	Number of groups or organizations that collaborated with youth agriculture initiatives.
7	Number of new youth agriculture initiatives that have been implemented by trainees of WVUES initiatives.
8	Amount of money raised by program participants wo support youth agriculture efforts.

Outcome #1

1. Outcome Measures

Number of youth agriculture participants who increased their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2020	4464

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The mission of the 4-H Youth Agriculture Team is to help West Virginia youth/adults gain a greater awareness of the food, fiber, and natural resources systems and its role in the economy and society.

What has been done

1,213 individual consultations; 316 judging activities; 29 Safety programs; 88 Project Workshops; 47 Skillathon/Quiz Bowl; 188 Project Visits/Tours; Camps/Overnighters; 65 Camp Classes; 63 School Programs; 80 Fairs and Expositions

Results

4-H Youth Agriculture participants increased their knowledge:

- * fruit production and the orchard industry in WV
- * the importance of insects
- * where their food and clothing comes from -- the American farmer
- * top agriculture products in WV
- * animal ownership
- * market identification
- * selection and care of show animals

4. Associated Knowledge Areas

KA Code	Knowledge Area
204	Plant Product Quality and Utility (Preharvest)
308	Improved Animal Products (Before Harvest)
315	Animal Welfare/Well-Being and Protection
806	Youth Development

Outcome #2

1. Outcome Measures

Number of participants in youth agriculture initiatives who changed their attitudes or opinions.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of participants in youth agriculture initiatives who improved their skill level.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2020	1802

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Agricultural education programming offers training that develops life skills in both youth and adult participants. Development of life skills enhances the ability of youth to become functioning members of society, and helps adults gain satisfaction and accomplishment of personal/career goals.

What has been done

1,213 individual consultations; 316 judging activities; 29 Safety programs; 88 Project Workshops; 47 Skillathon/Quiz Bowl; 188 Project Visits/Tours; Camps/Overnighters; 65 Camp Classes; 63 School Programs; 80 Fairs and Expositions

Results

- * Youth and parents learned techniques for showing animals at a livestock show.
- * Youth and parents learned how to groom and fit market animals for show and sale.
- * Youth learn how to make a decision, defend their decision by giving oral reasons, and answering questions under pressure.

4. Associated Knowledge Areas

KA Code	Knowledge Area
308	Improved Animal Products (Before Harvest)
315	Animal Welfare/Well-Being and Protection
806	Youth Development

901 Program and Project Design, and Statistics

Outcome #4**1. Outcome Measures**

Number of participants in youth agriculture initiatives who adopted a skill

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	505	1024

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

The mission of the 4-H Youth Agriculture Team is to help West Virginia youth/adults gain a greater awareness of the food, fiber, and natural resources systems and its role in the economy and society.

What has been done

1,213 individual consultations; 316 judging activities; 29 Safety programs; 88 Project Workshops; 47 Skillathon/Quiz Bowl; 188 Project Visits/Tours; Camps/Overnighters; 65 Camp Classes; 63 School Programs; 80 Fairs and Expositions

Results

The following are examples of skills exhibited by 4-H Youth Agriculture participants:

- o At the Ohio County Country Fair, four youth exhibited; and three youth sold their pens of three 4-H market rabbits, the first 4-H animals to be sold in Ohio County.
- o At the West Alexander Fair, 3 youth exhibited and sold steers, 13 youth exhibited and sold hogs, 2 youth exhibited and sold lambs, and 5 youth exhibited dairy cattle
- o At the Marshall County Fair, 3 youth exhibited dairy and 8 youth exhibited horses.
- o Youth completed agriculture projects: 16 Beef, 3 Horse, 10 Sheep, 7 Swine, 3 Poultry, 5 Dog, 3 Rabbit, 9 Goat, 2 Pet, 1 Cat

4. Associated Knowledge Areas

KA Code	Knowledge Area
308	Improved Animal Products (Before Harvest)
315	Animal Welfare/Well-Being and Protection
806	Youth Development

Outcome #5

1. Outcome Measures

Number of participants in youth agriculture initiatives who changed a habit or procedure.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	202	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Improper lamb tail docking procedures have been a problem in WV, leading to the abuse of animals.

What has been done

Lamb tail docking training for all county and state participants in agriculture and youth agriculture programs.

Results

o Data was again collected to assess the effects of implementation of the lamb tail docking measurement policy, each county was asked to indicate the number of market lambs and breeding sheep exhibited and the number of market lambs and breeding sheep rejected because of tail dock length. A total of 795 market lambs were exhibited statewide with 8 (1.0%) being rejected. A total of 108 breeding sheep were exhibited statewide with 2 (1.9%) being rejected.

4. Associated Knowledge Areas

KA Code	Knowledge Area
315	Animal Welfare/Well-Being and Protection
806	Youth Development

Outcome #6

1. Outcome Measures

Number of groups or organizations that collaborated with youth agriculture initiatives.

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Number of new youth agriculture initiatives that have been implemented by trainees of WVUES initiatives.

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Amount of money raised by program participants wo support youth agriculture efforts.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	50500	3004770

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Development of life skills enhances the ability of youth to become functioning members of society, and helps adults gain satisfaction and accomplishment of personal/career goals. The mission of the 4-H Youth Agriculture Team is to help West Virginia youth/adults gain a greater awareness of the food, fiber, and natural resources systems and its role in the economy and society.

What has been done

- o Livestock education workshops for lamb and cattle care
- o Training on showing livestock, chickens, gardening
- o Livestock Showmanship Workshop -- participants observed veteran 4-H and FFA members demonstrating how to show hogs, calves, lambs, and goats (according to enrolled project).

Results

- o A total of 602,472 pounds of meat products entered the food chain from youth market animal projects. In addition, 101 dozen eggs and 500 pints of strawberries also entered the food chain.
- o \$3,004,770 generated from 4-H and FFA livestock sale proceeds.
- o \$124,069 returned to community groups and organizations from youth project livestock sales. This included such groups as county scholarship funds, county 4-H foundations, county FFA foundations, fair boards, 4-H leaders associations, community organizations, and others.
- o In Ohio County, three youth made a total of \$1000 on the sale.
- o Ohio County Youth Sale Total was almost \$15,000.

4. Associated Knowledge Areas

KA Code	Knowledge Area
204	Plant Product Quality and Utility (Preharvest)
308	Improved Animal Products (Before Harvest)
315	Animal Welfare/Well-Being and Protection
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

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)

Evaluation Results

Two hundred sixty-five youth who participated in livestock educational competitions in 2005-06 were randomly selected to participate in a study. Seventy-four youth (27.9%) returned completed surveys. Of these, 40 were members of 4-H; nine were members of FFA; and 25 were members of both 4-H and FFA. Youth reported their participation in livestock educational events as follows: 48 participated in skillathons (64.8%); 17 participated in quiz bowls (23%) and 34 participated in a combination skillathon - judging contest (46%). Respondents agreed or strongly agreed that they participated in the various events because they thought it would be fun (93.1%) and they wanted to see how much they knew about their project (78.9%). Composite scores indicate that participants agreed or strongly agreed that they felt better about themselves because they could complete a project, they felt good about the decisions they made, and they saw themselves as a winner even if they didn't win. Respondents also agreed or strongly agreed that they were better prepared to listen carefully to what others say, to work out problems that were presented, to follow instructions, and to share their knowledge and skills with others. This study suggests that youth livestock educational programs are improving self-esteem and enhancing life skills which are essential to the development of productive adults.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 11****1. Name of the Planned Program**

Global Food Security and Hunger

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	2%			
205	Plant Management Systems	2%			
211	Insects, Mites, and Other Arthropods Affecting Plants	2%			
212	Pathogens and Nematodes Affecting Plants	2%			
213	Weeds Affecting Plants	2%			
215	Biological Control of Pests Affecting Plants	2%			
216	Integrated Pest Management Systems	3%			
303	Genetic Improvement of Animals	20%			
307	Animal Management Systems	20%			
308	Improved Animal Products (Before Harvest)	20%			
311	Animal Diseases	10%			
603	Market Economics	5%			
604	Marketing and Distribution Practices	5%			
607	Consumer Economics	5%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	18.0	0.0	0.0	0.0
Actual	19.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c 500000	1890 Extension 0	Hatch 0	Evans-Allen 0
1862 Matching 854558	1890 Matching 0	1862 Matching 0	1890 Matching 0
1862 All Other 60000	1890 All Other 0	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Aquaculture: Aquaculture began as a tool of the natural resource manager for enhancing and conserving wild animals in public waters. It has expanded into the private sector. There is need to develop policies which address issues and problems facing development of the aquaculture industry in WV. The first step was to engage WV aquaculture producers and to identify specific issues of concern. We have reviewed WV regulations, statutes, and the agencies responsible for implementation of their provisions and have reviewed regulatory/statutory schemes for aquaculture in other states. This has provided guidance regarding how WV policy might be modified.

2009 Feeder Cattle Marketing: The beef industry in West Virginia is characterized by small farms. Farm income, while often not sufficient to provide full time employment, does provide critical supplemental income. Extension personnel provide technical assistance and advice, deliver educational programming and extend organizational support to the pools. West Virginia Feeder Cattle Marketing Pools have traditionally served as a launching point for innovations in beef cattle production and marketing.

Homeowner Horticulture: There are Master Gardener Programs in 44 of West Virginia's 55 counties. These volunteers are trained in classes and activities provided by WVU Extension Service. Master Gardeners receive a minimum of 30 hours of instruction. Along with an orientation, trainees are given core training in botany, propagation, soil science, plant pathology, entomology, communication skills and pest management. Specific gardening topics such as pruning techniques, composting, houseplants, vegetable and herb culture, tree and small fruit culture, lawn and landscape design allow Master Gardeners to diversify their horticultural knowledge. The goal of the program is to provide quality horticulture training and educational workshops to qualified individuals.

Commercial Horticulture: West Virginia has many small farms which are suitable to diversification with specialty crops. Diversification provides an opportunity to significantly increase net farm income, improve community health and increase overall economic sustainability. There continues to be a limited supply of locally-grown food in West Virginia and a general lack of both quality and diversity of produce. Control over one or more environmental variables will enable a specialty crop producer to produce a higher yield of uniform produce across West Virginia. High tunnels, solar greenhouses which are passively-vented that do not use fossil fuels for heating or cooling, have been promoted. In 2009, a conservation tillage project was initiated which investigated the production of 15 cultivars of pumpkins using no-till cover crops (rye +vetch) at two sites within West Virginia. Results indicated that pumpkins could be grown successfully using no-till production practices.

Livestock Improvement: This program includes programs that focus on mating systems and genetic improvement such as the Southern Bull Test and the Young Sire Evaluation Program.

2. Brief description of the target audience

The target audience is beef and dairy producers, large and small growers of horticultural products, regional livestock producers, market managers, homeowners, shepherds, youth livestock exhibitors, volunteers, Extension agents, and Extension specialists.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	16000	120000	4000	5000
Actual	14352	254626	1657	15890

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

2009	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of agriculture training activities

Year	Target	Actual
2009	432	143

Output #2

Output Measure

- Number of educational agriculture materials created or updated

Year	Target	Actual
2009	47	50

Output #3

Output Measure

- Number of educational agriculture materials distributed.

Year	Target	Actual
2009	561	294958

Output #4

Output Measure

- Number of people receiving agriculture educational materials.
Not reporting on this Output for this Annual Report

Output #5

Output Measure

- Number of new counties participating in agriculture initiatives.
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Number of outside organizations or groups participating in agriculture initiatives this year.

Year	Target	Actual
2009	8	45

Output #7

Output Measure

- Number of new grants and contracts supporting initiatives in agriculture production and marketing.

Year	Target	Actual
2009	8	7

Output #8

Output Measure

- Number of referrals of agriculture production and marketing questions.

Year	Target	Actual
2009	101	672

Output #9

Output Measure

- Number of site visits annually.

Year	Target	Actual
2009	202	698

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of agriculture production and marketing program participants who increased their knowledge.
2	Number of agriculture production and marketing participants who changed their attitudes or opinions.
3	Number of agriculture production and marketing participants who improved their skill level.
4	Number of agriculture production and marketing participants who increased their motivation to adopt a skill or accomplish an activity.
5	Number of agriculture production and marketing participants who adopt a skill.
6	Number of agriculture production and marketing participants who changed a habit or procedure.
7	Number of groups or organizations that collaborated with agriculture production and marketing initiatives.
8	Number of new initiatives in agriculture production and marketing that were implemented this year.
9	Amount of money raised by agriculture production and marketing participants to support initiatives.
10	Number of agriculture production and marketing participants who improved their lives.
11	Number of groups or organizations that changed their structure, philosophy, or mission.
12	Number of grass carp permitted by WV DNR because of changes in attitudes toward the environment.
13	Number of operations selling live trout and/or eggs.
14	Value of farm-raised trout sold in WV
15	Number of changes in the physical environment due to agriculture production and marketing efforts.
16	Number of changes in the social conditions due to efforts in agriculture production and marketing.
17	Number of changes in economic conditions due to efforts in agriculture production and marketing.

Outcome #1**1. Outcome Measures**

Number of agriculture production and marketing program participants who increased their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	5985	14352

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Small farmers, like those in WV, have difficulty marketing their products because they lack the critical mass required for many marketing strategies. There is also a need to develop policies which address issues facing development of the aquaculture industry in WV. West Virginia has many small farms which are suitable to diversification with specialty crops and diversification with fruits and vegetables provides an opportunity to significantly increase net farm income, improve community health and increase overall economic sustainability of the community.

What has been done

Educational programs are carried out in each commodity area. This includes commodity area conferences, dinner meetings, county meetings, demonstrations, workshops, field days, pasture walks, twilight tours, publications, newsletters, site visits, and other methods.

Results

Producers/farmers gained knowledge and awareness in the following:

- * Communicating with both prospective and successful buyers
- * Stocking rates, pond improvement, and grass carp.
- * Preparing gardens/perennials for winter
- * Ram testing, wool pool, and other sheep and goat information
- * Parasites and IPM with small ruminants in pasture setting
- * Fruit production practices and IPM.
- * Disease that can be harmful to beef herds and how they can go about testing for presence of the disease.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants

213	Weeds Affecting Plants
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems
307	Animal Management Systems
308	Improved Animal Products (Before Harvest)
311	Animal Diseases
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics

Outcome #2

1. Outcome Measures

Number of agriculture production and marketing participants who changed their attitudes or opinions.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of agriculture production and marketing participants who improved their skill level.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	485	798

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Small farmers, like those in WV, have difficulty marketing their products because they lack the critical mass required for many marketing strategies. There is also a need to develop policies which address issues facing development of the aquaculture industry in WV. West Virginia has many small farms which are suitable to diversification with specialty crops and diversification with fruits and vegetables provides an opportunity to significantly increase net farm income, improve community health and increase overall economic sustainability of the community.

What has been done

WV educational agriculture and production programs include: aquaculture, private and commercial horticulture, and livestock improvement.

Results

- * Participants gained skill in using radio-frequency identification (RFID) ear tags that offer an opportunity to improve the efficiency of feeder cattle marketing systems while complying with requirements of Process Verification.
- * Producers gained skills in adding value to feeder calves through preconditioning programs.
- * Producers comprising the pools gained leadership skills by working with local stockyards to handle the financial transaction.
- * Growers gained skill in conservation tillage by observing the results of a conservation tillage project at a Cover Crop Field Day in Greenbrier County which investigated the production of 15 cultivars of pumpkins using no-till cover crops (rye +vetch) at two sites.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems
303	Genetic Improvement of Animals
307	Animal Management Systems
308	Improved Animal Products (Before Harvest)
311	Animal Diseases
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics

Outcome #4

1. Outcome Measures

Number of agriculture production and marketing participants who increased their motivation to adopt a skill or accomplish an activity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	348	728

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Agriculture production and marketing for producers and consumers need to be carried out in a sustainable manner in order to ensure viable agriculture systems. Consumers care because they want ready access to wholesome, high quality food and fiber sources, while maintaining the environment. Producers care for their part in providing a high quality of life for themselves and the public as a whole.

What has been done

Educational programs are carried out in each commodity area. This includes commodity area conferences, dinner meetings, county meetings, demonstrations, workshops, field days, pactice walks, twilight tours, publicaions, newsletters, site visits, and other methods.

Results

Participants in agriculture production and management programs now plan to use cross-breeding practices, cut hay sooner, chop hay for feed, feed better mineral supplements, plant more legumes, soil test.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems
307	Animal Management Systems
308	Improved Animal Products (Before Harvest)
311	Animal Diseases
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics

Outcome #5

1. Outcome Measures

Number of agriculture production and marketing participants who adopt a skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	334	210

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In addition to extending the growing season, high tunnels also protect the crop from many insects and diseases. Input costs per plant are significantly less with a high tunnel, since fewer pesticides are applied to the growing crop. If the right crop choices and markets exist, 3-4 high tunnels per farm can provide a stable cash flow to support a family.

What has been done

In 2007, a cooperative education project was proposed with West Virginia State University to train WVU Extension Educators and a select group of innovative growers across West Virginia in the areas of high tunnel crop production. This "train the trainer" project has a diverse curriculum including design, construction, cropping systems, intercropping, organic production, IPM, fertilization, irrigation, postharvest handling, marketing and economics. The project was funded, and the training program commenced in fall 2008, was expanded in 2009 and will continue through 2011.

Results

In 2009, two commercial produce growers in the Greenbrier Valley region began using high tunnels for early-season strawberry production. An integrated pest management (IPM) project was funded through the Northeast IPM Center which focused on using beneficial mite predators (*Phytoseiulus persimilis*) to control two-spotted spider mites (*Tetranychus urticae*) on high tunnel strawberries. Spider mites are one of the most serious pest problems associated with production of most crops within a high tunnel, and results from this project will produce useful information for a wide range of high tunnel crop producers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems

Outcome #6

1. Outcome Measures

Number of agriculture production and marketing participants who changed a habit or procedure.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	328	50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia has many small farms which are suitable to diversification with specialty crops. Many of these farms are limited resource farms with low on-farm and off-farm income. Diversification with fruits and vegetables provides an opportunity to significantly increase net farm income, improve community health and increase overall economic sustainability of the community.

What has been done

Growers were given the opportunity to produce unique types of tomatoes in West Virginia while increasing vigor and disease tolerance of existing hybrids or heirloom tomatoes.

Results

o Six hybrid and heirloom tomato varieties were chosen as scions and grafted onto four vigorous rootstocks. Success of each graft union, vigor, disease tolerance, and marketable yield were recorded throughout the growing season.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics

Outcome #7

1. Outcome Measures

Number of groups or organizations that collaborated with agriculture production and marketing initiatives.

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Number of new initiatives in agriculture production and marketing that were implemented this year.

Not Reporting on this Outcome Measure

Outcome #9**1. Outcome Measures**

Amount of money raised by agriculture production and marketing participants to support initiatives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	16160	605882

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

The calf pools continue to offer marketing opportunities for the typical beef operation in the state (smaller and mid-size operations). For instance: 7 operations marketed more than 100 head of calves through the pools, while 91 producers marketed fewer than 25 head. Eighty-four percent of producers participating in the calf pools marketed fewer than 50 head.

What has been done

Calves marketed through a pool returned more net dollars per head to the producer and strengthened the local community.

Results

- o Calves marketed through a pool returned more net dollars per head to the producer and strengthened the local economy. 195 producers who participated in the pools marketed an average of 34 calves. These calves returned an average of \$1,917 more per producer relative to graded sale prices. The extra management time invested by producers to wean, vaccinate and booster their calves for pooled marketing was rewarded with \$373,746. The average added value for pooled calves in 2009 was \$56.41.
- o Twenty farmers sold 5 truckloads of calves for \$232,077.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems
307	Animal Management Systems
308	Improved Animal Products (Before Harvest)

311	Animal Diseases
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics

Outcome #10

1. Outcome Measures

Number of agriculture production and marketing participants who improved their lives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	354	880

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Lives can be improved in many ways as a result of Extension programming. The demand for locally grown food and the increase in the number of farmers markets is an example of how vendors lives can be improved through greater economic return and citizens can gain personal satisfaction from producing their own products

What has been done

WVU Extension has promoted farmers' markets throughout the state and has assisted local communities in setting these up. In addition, WVU Extension has increased the number of canning and preservation workshops.

Results

WV saw an increase in the number of people gardening and trying to preserve what they grew.

Significant numbers of Harrison County senior citizens were able to redeem their WVDA farmers' market vouchers to obtain fresh fruits and vegetables.

4. Associated Knowledge Areas

KA Code	Knowledge Area
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics

Outcome #11**1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1	1

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Aquaculture began as a tool of the natural resource manager for enhancing and conserving wild animals in public waters. No agency is an advocate for aquaculture willing to engage other agencies to address issues or solve problems facing development of the industry. There is need to develop policies which address issues and problems facing development of the aquaculture industry in WV.

What has been done

We have reviewed WV regulations, statutes, and the agencies responsible for implementation of their provisions and have reviewed regulatory/statutory schemes for aquaculture in other states. This has provided guidance regarding how WV policy might be modified. Conclusions from these studies will be communicated to various groups. Facilitating discussion of various proposals may lead to policy changes that will be helpful to the WV aquaculture industry.

Results

o A proposal for streamlining the grass carp permit system was made by the WVU Extension specialist for aquaculture to the WV Division of Natural Resources. As a result, WV pond owners are not required to obtain a permit to stock grass carp in their ponds as long as the vendor selling the fish has obtained the import permits required to bring them into the state.

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
603	Market Economics
604	Marketing and Distribution Practices
607	Consumer Economics

Outcome #12

1. Outcome Measures

Number of grass carp permitted by WV DNR because of changes in attitudes toward the environment.

Not Reporting on this Outcome Measure

Outcome #13

1. Outcome Measures

Number of operations selling live trout and/or eggs.

Not Reporting on this Outcome Measure

Outcome #14

1. Outcome Measures

Value of farm-raised trout sold in WV

Not Reporting on this Outcome Measure

Outcome #15

1. Outcome Measures

Number of changes in the physical environment due to agriculture production and marketing efforts.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	71	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Spider mites are one of the most serious pest problems associated with production of most crops within a high tunnel

What has been done

An integrated pest management (IPM) project was funded through the Northeast IPM Center which focused on using beneficial mite predators (*Phytoseiulus persimilis*) to control two-spotted spider mites (*Tetranychus urticae*)

on high tunnel strawberries.

Results

In 2009, two commercial produce growers in the Greenbrier Valley region began using high tunnels for early-season strawberry production. Results from this project will produce useful information for a wide range of high tunnel crop producers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems

Outcome #16

1. Outcome Measures

Number of changes in the social conditions due to efforts in agriculture production and marketing.

Not Reporting on this Outcome Measure

Outcome #17

1. Outcome Measures

Number of changes in economic conditions due to efforts in agriculture production and marketing.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Nothing to report.

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

1. Evaluation Studies Planned

- After Only (post program)

- Before-After (before and after program)
- During (during program)
- Other ()

Evaluation Results

Variety trials examining asparagus, sweet corn, leeks, pumpkins, snap beans, leafy greens, carrots, strawberries, blackberries and blueberries were initiated in 2009 and will continue in succeeding years. In 2009, a research and outreach high tunnel (30 ft. wide x 14 ft. high x 96 ft. long) was constructed on a commercial produce farm in Lewis County, WV (Figure 1). This structure will serve as a site for both research and teaching projects involving season extension of vegetable and fruit crops. In fall, 2009 research projects were initiated in the high tunnel evaluating the use of low tunnels (18-30 inch-high greenhouses), plastic mulches and seeding dates on winter production of several cool season vegetable crops. Research projects evaluating high tunnels, low tunnels and plasticulture inputs will document the benefits of season extension technology in bridging the gap between growing seasons in West Virginia. Beginning in 2010, research focusing on using low-cost, recycled materials for high tunnel construction will be examined. Many new produce growers in West Virginia have limited capital, and constructing a large high tunnel purchased from a greenhouse manufacturer is cost-prohibitive. In addition, low tunnels (smaller, field greenhouse structures) will be evaluated as a technology to complement high tunnel production.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 12****1. Name of the Planned Program**

Literacy

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
704	Nutrition and Hunger in the Population	20%			
802	Human Development and Family Well-Being	40%			
806	Youth Development	40%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	12.5	0.0	0.0	0.0
Actual	12.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
375000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
409951	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

The program adheres to the principle of continuous improvement and site reports, site visits, training evaluations and program evaluations are used to determine areas for improvement. The goals of the Energy Express program is: 1) to promote the school success of children living in low-income communities by providing summer learning experiences, and 2) to promote an ethic of service among college students and community members. Specific objectives include: 1) children participating in Energy Express will maintain or increase reading achievement as indicated by pre-post measures on a standardized test using a stratified random sample; 2) children participating in Energy Express will be provided 58% of their daily nutritional requirements as determined by the USDA approved menus and site monitoring visits, and 3) mentors and volunteer coordinators will increase in personal efficacy as measured by mentor and volunteer coordinator surveys developed by Energy Express. Energy Express's audience is children entering first through sixth grades with a priority to reach children who are eligible for free and reduced price

school meals and Title I services. College students and community members serving as AmeriCorps Members are the secondary audience.

Food is provided to participants at each workshop. Two follow-up books sent to participants along with suggested activities.

The WVU Extension Literacy Team was established in 1999 to promote children's literacy development. The team provides support to Energy Express, the nation's largest summer AmeriCorps program and the nation's only statewide summer learning program, focused on promoting the school success of children living in rural low-income communities. Team members have also guided and piloted the development of Family Storyteller and Reading Partners. It also provides important professional support. The youth literacy team allows members, normally isolated in rural communities, to connect with peers and the Extension organization. This not only improves program impact, but also helps maintain morale and commitment of faculty members.

2. Brief description of the target audience

Low-income children entering first through sixth grades. Low-literacy and/or low-income parents and caregivers of preschool children. Parents and caregivers of all children 3 to 8.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	3990	8280	4340	202
Actual	3429	5300	5247	15000

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

2009	Extension	Research	Total
Plan	0	0	
Actual	1	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of literacy training activities.

Year	Target	Actual
2009	3	221

Output #2**Output Measure**

- Number of educational materials in literacy created or updated.

Year	Target	Actual
2009	1	6

Output #3**Output Measure**

- Number of educational materials in literacy distributed.

Year	Target	Actual
2009	151	21312

Output #4**Output Measure**

- Number of new outside organizations or groups participating in literacy initiatives.

Year	Target	Actual
2009	50	100

Output #5**Output Measure**

- Number of new grants and contracts supporting literacy initiatives.

Year	Target	Actual
2009	3	14

Output #6**Output Measure**

- Number of professional presentations

Year	Target	Actual
2009	{No Data Entered}	13

Output #7**Output Measure**

- Number of distinguished awards

Year	Target	Actual
2009	{No Data Entered}	2

Output #8**Output Measure**

- Number of meals served to low-resource children

Year	Target	Actual
2009	{No Data Entered}	168258

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who increase their knowledge in literacy.
2	Number of participants who changed their attitudes or opinions related to literacy.
3	Number of participants who improved their skill level in literacy.
4	Number of participants in literacy programs who increased their motivation to adopt a skill or accomplish an activity.
5	Number of participants who changed a habit or procedure related to literacy.

Outcome #1

1. Outcome Measures

Number of participants who increase their knowledge in literacy.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	365	433

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Because of their involvement in Energy Express, mentors and volunteer coordinators will increase in knowledge of children's learning and personal efficacy as measured by mentor and volunteer coordinator surveys developed by Energy Express.

What has been done

All Energy Express site supervisors and AmeriCorps Members attended a three-day training in June at West Virginia Wesleyan College in Buckhannon. Major program components are covered to reinforce any training that site supervisors do on-site.

Results

Energy Express Mentors (college students) and volunteer coordinators increased their knowledge of children's reading and learning.

4. Associated Knowledge Areas

KA Code	Knowledge Area
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being
806	Youth Development

Outcome #2

1. Outcome Measures

Number of participants who changed their attitudes or opinions related to literacy.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of participants who improved their skill level in literacy.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	2000	2520

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to the NAEP report, 4 out of every 10 WV fourth graders experience difficulty in reading, and among the remaining only 40 percent are above a functional reading level. Children's school success is greatly diminished if they cannot read well by the end of the third grade. Poor readers at the end of fourth grade comprise an overwhelming percentage of school dropouts, juvenile delinquents and prison inmates (WVDE, 1999). Low-income children are particularly vulnerable during the summer months and typically lose 3 - 4 months of academic skills.

What has been done

The Energy Express summer program is six-weeks in length and is held in 83 sites throughout West Virginia. It enrolled 3,500 children in 2009

Results

Seventy-two percent of the children who participated 15 days or more in Energy Express maintained or increased in reading scores. This is in contrast to the typical decrease in reading achievement over the summer. Children's reading on the three subtests (word identification, reading fluency, and passage comprehension) and on broad reading increased significantly as assessed by the Woodcock Johnson Test of Reading Ability. Extrapolating from the gain scores, it is possible to describe that the "average" child made a gain of about 5 months in reading skills during the six weeks of the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being
806	Youth Development

Outcome #4

1. Outcome Measures

Number of participants in literacy programs who increased their motivation to adopt a skill or accomplish an activity.

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Number of participants who changed a habit or procedure related to literacy.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	545	4515

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Energy Express program depends on volunteers to carry out its program in 83 sites each summer. These volunteers include parents, grandparents, youth, and other community members.

What has been done

Energy Express coordinates the volunteer contributions of 4,515 volunteers each summer. Volunteers receive training in working with children.

Results

o Four thousand five hundred fifteen (4515) family and community members volunteered, contributing more than 72,449 hours for an average of 872 hours contributed by 54 volunteers at each site. The volunteers were divided between youth (1745) and adults (2766). Volunteers assisted with children's reading and writing; helped with the food service, managed the site office, and prepared materials for use with children. Forty-four percent (42 %) of volunteer time was devoted to children's reading and writing.

o 44 Family Storyteller participants reported an increased use of reading strategies and increased time spent reading with children by participants

4. Associated Knowledge Areas

KA Code	Knowledge Area
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being

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

Brief Explanation

Nothing to report.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)

Evaluation Results

A stratified random sample of children were administered a standardized measurement, the Woodcock Johnson Test of Reading Achievement pre and post program. AmeriCorps Members were administered a pre-post survey, Energy Express Mentor Survey and Energy Express Volunteer Coordinator Survey, which were constructed by the evaluation team in 1996 and revised in 1999. The two principal components are personal efficacy ($r = .93$) and community service ($r = .82$). Local programs submitted child demographics as well as attendance, volunteer contribution, and meal data. The state office retained data on site staff.

Evaluation is used to document that Energy Express is meeting its objectives and to determine areas for improvement and develop strategies for addressing the issues.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 13****1. Name of the Planned Program**

Reaching the Underserved

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
607	Consumer Economics	10%			
801	Individual and Family Resource Management	20%			
802	Human Development and Family Well-Being	20%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	20%			
805	Community Institutions, Health, and Social Services	20%			
806	Youth Development	10%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	3.0	0.0	0.0	0.0
Actual	6.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
158080	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
246843	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
50000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Social Justice Team members are working at the state and local level to build resiliency, improve literacy, share innovative curriculum, and strengthen capacity of human service professionals, educators, health professionals, and community and government leaders to serve at-risk populations including Poverty Simulations for educators, college students, health

professionals, community leaders, social workers, and social agency personnel. Numerous Extension faculty and staff members have served as volunteers for the programs. The graduate course, "Understanding Poverty and Entrepreneurship: Helping Our Students Succeed" aims to enable teachers and other education professionals to address the socio-economic and cultural barriers to learning. The objective of the course is to enhance the ability of teachers to nurture and develop impoverished students, and communicate more effectively with their parents/ caregivers.

2. Brief description of the target audience

County Extension agents, classified staff, and volunteers from the 4-H program, the Master Gardener program, and the CEOS program. External organizations such as teachers, administrators, social service personnel, other professional organizations. Youth and low-income adults in the community.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	2400	9000	3000	3000
Actual	1512	1162	377	4536

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

2009	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities related to the Reaching the Underserved program.

Year	Target	Actual
2009	227	20

Output #2

Output Measure

- Number of educational materials, related to the Reaching the Underserved program, created or updated.

Year	Target	Actual
2009	15	16

Output #3

Output Measure

- Number of Reaching the Underserved educational materials distributed.

Year	Target	Actual
2009	202000	410

Output #4

Output Measure

- Number of people receiving educational materials related to the Reaching the Underserved program.

Year	Target	Actual
2009	202000	2000

Output #5

Output Measure

- Number of new counties participating in Reaching the Underserved initiatives this year.
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Number of outside organizations or groups participating in Reaching the Underserved initiatives.

Year	Target	Actual
2009	101	29

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of Reaching the Underserved participants who increased their knowledge.
2	Number of Reaching the Underserved participants who changed their attitudes or opinions.
3	Number of Reaching the Underserved participants who improved their skill level.
4	Number of Reaching the Underserved participants who adopted a skill.

Outcome #1

1. Outcome Measures

Number of Reaching the Underserved participants who increased their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1110	332

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WVU ES works to strengthen capacity of human service professionals, educators, health professionals, and community and government leaders to serve at-risk populations including poverty simulations for educators, college students, health professionals, community leaders, social workers, and social agency personnel.

What has been done

Four Poverty Simulations for educators, college students, health professionals, community leaders, social workers, and social agency personnel were held in WV in 2009.

Results

Participants in the poverty simulations learned information about:

- * Disparities in wealth
- * Reaching parents in poverty
- * Strategies for teaching low-income children

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #2

1. Outcome Measures

Number of Reaching the Underserved participants who changed their attitudes or opinions.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1110	266

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WVU ES works to strengthen capacity of human service professionals, educators, health professionals, and community and government leaders to serve at-risk populations including poverty simulations for educators, college students, health professionals, community leaders, social workers, and social agency personnel.

What has been done

Four Poverty Simulations for educators, college students, health professionals, community leaders, social workers, and social agency personnel were held in WV in 2009.

Results

* Participants in poverty simulations experience the obstacles of receiving assistance and then become aware of the fact that the socioeconomic class affects how that individual learns, behaves, and assigns value.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #3

1. Outcome Measures

Number of Reaching the Underserved participants who improved their skill level.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	505	235

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WVU ES works to strengthen capacity of human service professionals, educators, health professionals, and community and government leaders to serve at-risk populations including poverty simulations for educators, college students, health professionals, community leaders, social workers, and social agency personnel.

What has been done

Four Poverty Simulations for educators, college students, health professionals, community leaders, social workers, and social agency personnel were held in WV in 2009.

Results

* Participants gained skills in developing strategies to help all individuals, especially those from poverty, succeed and excel in organized settings.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #4**1. Outcome Measures**

Number of Reaching the Underserved participants who adopted a skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	505	12

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Teachers and other education professionals need to learn how to address the socio-economic and cultural barriers to learning and to nurture and develop impoverished students, and communicate more effectively with other socio-economic groups other than one's own.

What has been done

Numerous Extension faculty and staff members have served as volunteers for the poverty programs. The graduate course, "Understanding Poverty and Entrepreneurship: Helping Our Students Succeed" was offered to teachers and other educators in the state.

Results

Extension faculty and collaborators involved in conducting the understanding poverty course demonstrated increased capacity to implement a graduate course on poverty for West Virginia educators.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (lack of funding)

Brief Explanation

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)

Evaluation Results

Nothing to report

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 14****1. Name of the Planned Program**

Strengthening Families

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	20%			
802	Human Development and Family Well-Being	80%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	5.0	0.0	0.0	0.0
Actual	15.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
350000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
712203	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Strong Families Eat Together is an educational campaign to improve quality family mealtime experiences and to increase the time families spend eating together. The project includes: media articles, an instructional curriculum, take-home educational tools, and a research component. The take home educational tools are the Family Meal Tracker dry-erase refrigerator magnet to record the frequency of meals eaten together and the occurrence of positive family mealtime behaviors, and the Family Conversation Starters - a tabletop spiral-bound book with 95 different topics to spark family conversation.

Family Finance Programs: WVU ES delivers programs that enable families, adults, and communities to build on their strengths, manage their resources, and expand their future capabilities in the area of financial management. One of our most important resources for distributing educational material on kincare through the Relatives as Parents Program (RAPP) has been the RAPP listserv that has a membership of more than 80 individuals. The RAPP collaborative group (Mission WV, DHHR, Legal Aid of WV) is very active in sending out information through the listserv.

Child Care Providers Training Project: In West Virginia, in order for a child care center to maintain its license, child care providers must successfully complete 16 hours of continuing education per year. These training sessions must be accredited through the West Virginia State Training and Registry System (STARS). In 2009, only 2 agents and 2 specialists were certified by STARS. The goals of the child care providers training project includes 1) to increase number of WVU ED agents accredited in childcare training through STARS, 2) to implement s training program to obtain the STARS credential, 3) to provide agents with the required orientation to STARS, and 4) to increase the number of STARS approved curricula in five core content areas.

The Relatives as Parents Program: The Relatives as Parents Program at WVU-ES provides educational resources for people raising a grandchild or other relative's child.

Aging/Gerontology Outreach Efforts: WVU-ES does not have a formal aging program, but one specialist is involved in small outreach efforts related to the needs of the WV older population. Additionally, this specialist has worked with the eXtension Family Caregiving Community of Practice as their evaluator and contributes educational material to the website.

The West Virginia Healthy Families-Healthy Children Initiative Project - In West Virginia, WVU Extension Service has implemented and managed the Healthy Marriage Initiative funded by WV Department of Health and Human Services since 2005. The initiative seeks to improve the well-being of children and families by 1) supporting marriage by strengthening services to families already receiving help from other DHHS programs, 2) supporting the development of community-wide initiatives that address healthy relationships and marriages. The HFHC program trains and supporting grassroots 16 coalitions to provide locally relevant educational programs in three focus areas: 1) healthy relationships, positive parenting, and financial education.

2. Brief description of the target audience

West Virginia parents, Childcare providers in WV, Older adults in WV, Kin caregivers in WV, school teachers, WV citizens in committed relationships, Extension agents, Social service personnel

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	9000	350000	2600	23700
Actual	8952	38174	8203	1384

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

2009	Extension	Research	Total
Plan	0	0	
Actual	2	0	0

V(F). State Defined Outputs

Output Target

Output #1**Output Measure**

- Number of training activities

Year	Target	Actual
2009	91	127

Output #2**Output Measure**

- Number of educational materials created or updated.

Year	Target	Actual
2009	46	80

Output #3**Output Measure**

- Number of educational materials distributed.

Year	Target	Actual
2009	27030	19686

Output #4**Output Measure**

- Number of new counties participating in initiatives.
Not reporting on this Output for this Annual Report

Output #5**Output Measure**

- Number of outside organizations or groups participating in initiatives this year.

Year	Target	Actual
2009	20	32

Output #6**Output Measure**

- Number of grants and contracts supporting initiatives in this program area.

Year	Target	Actual
2009	3	23

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who increased their knowledge.
2	Number of participants who improved their skill level.
3	Nmber of participants who increased their motivation to adopt a skill or accomplish an activity.
4	Number of participants who adopt a skill.
5	Number of groups or organizations that collaborate with strengthening family initiatives.

Outcome #1

1. Outcome Measures

Number of participants who increased their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1515	2219

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WVU ES is concerned about the rate of child abuse, divorce, and other negative indicators of family turmoil. Therefore the Strengthen Families program area is committed to developing healthy families and healthy children.

What has been done

Activities include dissemination of the Family Times Newsletter, teaching within the ACDS program and other childcare training programs, writing fact sheets and other articles about childcare, training social service personnel about kincare needs and resources, training WV citizens in credit card use and other financial literacy matters, and building healthy family/healthy children local coalitions which deliver educational services about parenting and adult relationships.

Results

- * Participants in WVU ES family programs gained knowledge and skill in:
 - * managing their money
 - * guiding/parenting children
 - * improving/strengthening their adult relationships
 - * keeping their identity and money safe

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Number of participants who improved their skill level.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	132	1262

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In West Virginia, only 8% of all childcare centers are nationally accredited, which indicates high quality. Thirty-six West Virginia counties have 0-4 licensed child care centers. Child care centers are required by law in the state of West Virginia to be licensed by the Department of Health and Human Resources. DHHR provides this license to all those that meet the minimum safety requirement required by WV code.

What has been done

STARS approved curricula
 ACDS Apprenticeship of Child Development Specialist, training.

Results

- * 13 child care providers finished the ACDS program
- * Participants in the ACDS program used the information they learned to improve programs with children
- * Participants in the ACDS program made changes in the procedures of their daycare centers or homecare programs.

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Number of participants who adopt a skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	202	160

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Unhealthy couple and parent-child relationships are associated with a broad range of poor emotional, social, and financial outcomes for children and adults. The economic and social costs of unhealthy relationships and divorce to communities and states prompted the creation of the Healthy

What has been done

*16 HFHC county coalitions have been created in WV and are being nurtured by WVU ES specialists and agents. These 16 coalitions continue to recruit new membership with 146 members now active throughout our coalitions.

Results

* HFHC coalitions are working effectively with community partners to deliver relationship and parenting education. Financial education activities are increasing and popular with audiences. Leadership is maturing and developing at the coalition level.

4. Associated Knowledge Areas

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

Outcome #5

1. Outcome Measures

Number of groups or organizations that collaborate with strengthening family initiatives.

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

Nothing to report

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)

Evaluation Results

Responses to the evaluation form created for the STARS training were quite positive. Many agents felt that they would have preferred a two-day training to gain more knowledge of content of courses.

ü 100% of participants agreed that they now have a better understanding of the STARS system.

ü 79% of participants agreed that they plan to use information or skills gained in the next 6 months in their community education programs.

ü 93% of participants agreed that the course binders and handout materials will help me implement trainings for child care providers in my county.

Future follow-up with agents will collect information about STARS approved courses taught in their counties by agents receiving STARS certification as a result of this team initiative.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 15****1. Name of the Planned Program**

4-H Camping Program

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	7.0	0.0	0.0	0.0
Actual	13.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
450000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
377578	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

The West Virginia 4-H Camping program has provided youth with opportunities for four-fold (Head, Heart, Hands, and Health) life development through cooperative group living in the natural environment since 1915. While society and our organization have changed since those early days, the emphasis on a camper-focused educational experience has remained an integral part of the West Virginia 4-H program at state and county levels. 4-H Camping is one of the cornerstones of the West Virginia University Extension Service, and is a "point of pride" for which the state 4-H program is known nationally.

Certain organizational values have important implications for 4-H Camping programs. In each county, a WVU Extension professional is responsible and fully accountable to WVU Extension Service for the successful operation of 4-H Camp, including planning, implementation and evaluation of the total camp experience. Key assistance is required from other Extension personnel, locally trained volunteers and State-trained Volunteer Camping Assistants. West Virginia 4-H Camps are available to every child of qualifying age, regardless of economic status. Reasonable accommodations are made to those who require them. Twenty-first century standards are used to evaluate which traditions and aspects of heritage established in 90 years of 4-H

Camping remain appropriate and acceptable, and are to be valued and preserved. Annually, more than 13,000 young people attend week-long resident 4-H Camps in West Virginia. Extension professionals in each of the state's 55 counties direct more than 75 weeks of 4-H Camps each summer. In addition, 5 weeks of specialized State 4-H Camps are held each year.

2. Brief description of the target audience

Youths ages 9 to 21.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	3400	69000	10000	17000
Actual	4410	26992	13496	26992

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

2009	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities held.

Year	Target	Actual
2009	60	2310

Output #2

Output Measure

- Number of residential camps conducted (at least 4 days in duration).

Year	Target	Actual
2009	65	55

Output #3

Output Measure

- Number of youth attending residential camps (at least 4 days in duration).

Year	Target	Actual
2009	8050	13496

Output #4

Output Measure

- Number of day camps conducted

Year	Target	Actual
2009	25	385

Output #5

Output Measure

- Number of short-term residential camps conducted.
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Number of youth attending short-term residential camps (3 days or fewer).
Not reporting on this Output for this Annual Report

Output #7

Output Measure

- Number of educational materials created or updated.

Year	Target	Actual
2009	{No Data Entered}	165

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of participants who increase their knowledge.
2	Number of participants who changed their attitudes or opinions.
3	Number of participants who increased their motivation to adopt a skill or accomplish an activity..
4	Number of participants who adopted a skill learned in the camping program.
5	Number of groups or organizations that collaborated with the camping program.
6	Number of participants who improved their lives because of the camping program.

Outcome #1

1. Outcome Measures

Number of participants who increase their knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	6050	5292

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth development activities should incorporate certain lifeskills. At camp, research has shown that we can expect to develop the following lifeskills: respecting and accepting others, working with others to accomplish a goal, self responsibility, and decision making and conflict resolution
 Choosing a healthy lifestyle

What has been done

4-H Junior Counselors gained teaching experience during Younger 4-H camp. They co-taught a wide variety of classes: Water Wise Project Learning tree, team challenge games, diversity classes, Save Face, Save Face, knitting classes, dance classes -disco, hip hop, folk, recreation, team field games, new camper orientation, experienced camper orientation, and relaxation.

Results

Younger campers at WVU ES 4-H camps learned life skills in classes taught by 4-H camp junior counselors. A three-point Likert Scale has been used to measure life skills learned during 4-H camp.
 o Leadership - to solve team challenge games
 o Health Lifestyle - to never use tobacco products

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Number of participants who changed their attitudes or opinions.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	3020	4410

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Traditionally, adults have dealt with youth misconduct by punishing bad behavior. Newer approaches have emphasized rewarding good behavior and thus persuading more youth to act appropriately and thoughtfully. Positive behavior support, and other similar approaches are taught to our camp staff and counselor during training sessions.

What has been done

This year, 110 camp planning and training sessions were held for 4,410 adult and youth volunteer staff who support the camps, including:

- o Planning meetings with youth and adults
- o Follow-up meetings with youth and adults to discuss future programs
- o Training sessions for volunteer camp staff
- o Mountaineer Camping Institute which provides state level training for volunteers and agents

Results

Camp counselors learned new information on dealing with ages of youth and homesickness. They changed their attitudes about rewarding youth for good behavior and looking for youth doing good things, rather than bad things.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Number of participants who increased their motivation to adopt a skill or accomplish an activity..

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	3020	3110

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

One of the four essential elements of youth development is having a safe and inclusive environment.

What has been done

WVU ES 4-H camps strive to develop inclusive attitudes into camp settings. Many campers are in a setting outside of their county or immediate local for the first time in their lives. They meet other youth who are different than themselves in a variety of ways. Campers are encouraged to discuss controversial issues in "family" groups, and practice affirming communication skills.

Results

On post-evaluations, campers agreed that they would include and accept folks that are different from each other based on beliefs, culture, nurturing, and physical disabilities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Number of participants who adopted a skill learned in the camping program.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1010	375

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

One of the most important aspects of conducting successful camps is proper counselor training so that counselors provide a safe environment for the children.

What has been done

110 planning and training sessions for 4,410 adult and youth volunteer staff who support the camps

- o Planning meetings with youth and adults
- o Follow-up meetings with youth and adults to discuss future programs
- o Training sessions for volunteer camp staff
- o Mountaineer Camping Institute which provides state level training for volunteers and agents

Results

Random observations were done to observe counselors taking care of day to day issues and events during camp. The observations proved that counselors were following appropriate guidelines and working with the children in the correct way. Observation's showed the following:

- o Class teachers were making sure all campers participated
- o Teens counsellors were taking the lead with assemblies and with small groups
- o The Dean of Girls handled all discipline appropriately with only a few actions needed during the week.
- o Cabin counselors had control over their cabins each night, doing activities with them.
- o Counselors reminded kids to brush their teeth.
- o Milk was given to each child at every meal.
- o All health issues were handled with confidentiality in mind. Nurse did an excellent job with camper who sprained her ankle.
- o Walkie-Talkie's were used appropriately.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Number of groups or organizations that collaborated with the camping program.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of participants who improved their lives because of the camping program.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	1515	6748

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia has a very high percentage of low-resource families. It has been our goal to include a higher ratio of children from these families in our camping program. Coming to camp for a week or two can be, for many children, the opportunity to get three full meals a day, with foods from all of the major food groups.

What has been done

Our summer foods program, part of the WVU ES Family Nutrition program has focus on improving the nutritional value of meals at all of our summer camps.

Results

Low-income campers were fed three meals a day with foods provided by the summer foods program

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (changes in 4-H program focus)

Brief Explanation

Nothing to report.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

Evaluation Results

In some counties, a pre/post test was given to all counselors attending training. The tests show a knowledge gain in emergency plan, handling discipline, handling medical issues and risk management skills. Out of the 52 counselors and teachers who attended training, all 52 stated they were ready to be a

counselor or staff. The training was rated as follows: 47 Excellent, 5 Good, 0 Satisfactory, 0 Not Useful.

Adults at the Mountaineer Camping Institute learned how to make camps inclusive for children with special needs.

- * Camp counselors said that they could relate to all ages of campers 9-21: in one county, 96% responded YES
- * Camp counselors said that they were prepared to be a camp counselor: in one county, 100% responded YES

Each year, WVU ES camps evaluate overall programming by using a camp context (essential elements) and life skill assessment forms. This years, there was a positive relationship between the number of years in 4-H member and the number of years at 4-H camp with lifeskill questions on the assessment . This indicates that the longer youth are members of 4-H camps and come to camp, the more likely they are to be developed in life skills such as accepting others, achieving goals, and taking responsibility.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 16****1. Name of the Planned Program**

Climate Change

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
122	Management and Control of Forest and Range Fires	25%			
123	Management and Sustainability of Forest Resources	25%			
124	Urban Forestry	25%			
125	Agroforestry	25%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Actual	2.0	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
35000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
76178	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
15000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

WVU offers programs to help producers plan for and make decision to adapt to changing environments and take advantage of economic opportunities offered by climate change mitigation technologies. A wide variety of teaching activities and programming were completed this year in the area of forest operations and logging. These programs have reached individuals in the general public such as lay persons interested in forestry, active woodland owners, industrial forestry professionals, and matriculating university students.

Forest Stewardship:

Twelve million acres, or 79%, of West Virginia is forested. Over 80% of these forests are owned by 260,000 private individuals. Estimates are that only about 15% of these private forestland owners have been in contact with a forest resources professional. Given the crucial role that forests play in water quality issues and in the economic support of about \$4 billion they bring to the state, providing forestry education to these private landowners has the potential to facilitate sustainable forestry practices and improve the economic well-being of forestland owners. The Forestry Team is a group of Extension professionals working as a unit to develop programming in West Virginia to be used by individuals and organizations to improve their knowledge of forests and natural resources through education, demonstration, and research. Target audiences of Forestry Team projects include private forestland owners, forestry professionals, loggers, general public, and youth.

2. Brief description of the target audience

The target audience is working foresters and government officials around the state of West Virginia.

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
Actual	1472	4100	360	400

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

Patent Applications Submitted

Year: 2009

Plan:

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2009	Extension	Research	Total
Plan			
Actual	4	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities

Year	Target	Actual
2009	{No Data Entered}	12

Output #2

Output Measure

- Number of professional presentations

Year	Target	Actual
2009	{No Data Entered}	2

Output #3

Output Measure

- Number of outside organizations collaborating in the program area.

Year	Target	Actual
2009	{No Data Entered}	21

Output #4

Output Measure

- Number of educational materials created or updated

Year	Target	Actual
2009	{No Data Entered}	1

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of participants in climate change programs who increased their knowledge of forest managment.
2	Number of participants who learned a new skill.

Outcome #1**1. Outcome Measures**

Number of participants in climate change programs who increased their knowledge of forest management.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	1442

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Twelve million acres, or 79%, of West Virginia is forested. Over 80% of these forests are owned by 260,000 private individuals. Estimates are that only about 15% of these private forestland owners have been in contact with a forest resources professional. Given the crucial role that forests play in water quality issues and in the economic support of about \$4 billion they bring to the state, providing forestry education to these private landowners has the potential to facilitate sustainable forestry practices and improve the economic well-being of forestland owners.

What has been done

WVU offers programs to help producers plan for and make decision to adapt to changing environments and take advantage of economic opportunities offered by climate change mitigation technologies. A wide variety of teaching activities and programming were completed this year in the area of forest operations and logging. These programs have reached individuals in the general public such as lay persons interested in forestry, active woodland owners, industrial forestry professionals, and matriculating university students.

Results

Participants learned how to add value to small wood resources that are available to most landowners.

Members of the forestry industry in WV gained an understand what or why WVU Extension is active in the field of forestry.

4. Associated Knowledge Areas

KA Code	Knowledge Area
122	Management and Control of Forest and Range Fires
123	Management and Sustainability of Forest Resources
124	Urban Forestry
125	Agroforestry

Outcome #2

1. Outcome Measures

Number of participants who learned a new skill.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	30

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Forestry Team is a group of Extension professionals working as a unit to develop programming in West Virginia to be used by individuals and organizations to improve their knowledge of forests and natural resources through education, demonstration, and research.

What has been done

- * Wood Science (WDSC) 423 - Forest Roads (a semester long four credit course) and a 40 hour section of Forest Resources 400 - Field Forestry Practices
- * WV Stewardship Plan Writers Workshop on Forest Roads
- * WV State Conservation Camp -- introduction to the field of natural resources and forestry.
- * DVD program on Best Management Practices

Results

Students carried out the entire planning process for low standard forest roads.

4. Associated Knowledge Areas

KA Code	Knowledge Area
122	Management and Control of Forest and Range Fires
123	Management and Sustainability of Forest Resources
124	Urban Forestry
125	Agroforestry

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Nothing to report.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)

Evaluation Results

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 17****1. Name of the Planned Program**

Food Safety

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
501	New and Improved Food Processing Technologies	25%			
502	New and Improved Food Products	50%			
504	Home and Commercial Food Service	25%			
	Total	100%			

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Actual	2.0	0.0	0.0	0.0

Actual	2.0	0.0	0.0	0.0
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
50000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
89939	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

WVU Extension is working toward reducing the incidence of food-borne illness and providing a safer food supply by eliminating causes of microbial resistance to contaminants, educating consumer and food safety professionals, and developing food processing technologies to improve safety.

Beef Quality Assurance (BQA) Program: BQA training provides an opportunity for direct contact with the producers and incorporates a method of "hands on" teaching. The WV BQA certification program follows the guidelines established by the Mid-Atlantic BQA program where producers are required to participate in (1) a Level I class room training program and (2) a Level II chute side training session where they must demonstrate competence in handling and administering vaccines. Recertification is required every two years. The program has the following objectives: 1) provide BQA certification training opportunities for WV

beef and dairy producers; 2) enhance production, feeder cattle marketing and leadership opportunities for WV beef and dairy producers participating in the program; 3) develop and share educational materials for Level I & II training with other Mid Atlantic member states; 4) provide opportunities to include BQA in the Dairy Quality Assurance programs; 5) develop and deliver curriculum for a Youth BQA program targeting 4-H and FFA livestock exhibitors; and 6) create and exhibit educational materials and displays for use at short courses, fairs, festivals and expositions to better educate producers and consumers about BQA.

The Acidified Foods School: The Acidified Foods School is a subset of the Better Process Control School. The school is required for processors of shelf-stable acidified foods. Products that are considered acidified foods include pickles, pickled beets, salsa, pickled eggs, and pickled ramps. It also includes a lot of BBQ sauces, pumpkin butters, peppers in tomato sauce ETC. Before any product can be actually produced and sold, a process authority has to approve the process and tell them what records to keep. Extension provides that service for free - if they go out of state it cost about \$100 per food. The products have to first go to WV Ag. They inspect the facility and verify the process flow diagram and do the nutritional analysis. We then take the product, test it and specify the process to destroy spoilage organisms and pH for safety. The processor has to have our letter on file and use our information to get FDA approval so the product can be sold.

Food Preservation: The goals and objectives of the food preservation program include: 1) to increase the number of people who use best practices for home food preservation, 2) to prevent food-borne illnesses by teaching appropriate home food preservation methods, and 3) to increase access to affordable, nutritious foods by helping people to feel comfortable and confident in preserving their own food at home. Using tested procedures and recipes will help to prevent serious food-borne illnesses while preserving the quality of the food.

2. Brief description of the target audience

WV citizens who can or preserve foods, commercial food processors, beef producers, WVU Extension agents

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
Actual	1034	3761	988	650

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

Patent Applications Submitted

Year: 2009

Plan:

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2009	Extension	Research	Total
Plan			
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training activities

Year	Target	Actual
2009	{No Data Entered}	187

Output #2

Output Measure

- Number of educational materials created or updated

Year	Target	Actual
2009	{No Data Entered}	13

Output #3

Output Measure

- Number of grants or contracts

Year	Target	Actual
2009	{No Data Entered}	1

Output #4

Output Measure

- Number of professional presentations

Year	Target	Actual
2009	{No Data Entered}	2

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of participants who increased their knowledge of food safety
2	Participants took an action related to food safety training

Outcome #1

1. Outcome Measures

Number of participants who increased their knowledge of food safety

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	1034

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

WVU Extension is working toward reducing the incidence of food-borne illness and providing a safer food supply by eliminating causes of microbial resistance to contaminants, education consumer and food safety professionals, and developing food processing technologies to improve safety.

What has been done

The BQA Youth Program; Developing Herd Health for Marketing Pools; Persistent BVD monitoring; Managing to Improve Reproductive Efficiency and Low-cost Development of Heifers; West Virginia Beef Cattle Short Course: Feeder Cattle Marketing Update
 Body Condition Scoring - Farm Field Day; From Farm to Fork: The Quest for Value Added; The Acidified Foods School; Food preservation classes held in many counties; Testing of pressure gauges for home canners and consultations with WV food processors; Venison 101 classes were delivered in 7 counties

Results

- * Participants increased knowledge in: the safety issues related to pressure canning; preserving acid-based foods; preparing and preserving venison
- * Participants increased their knowledge in: feeder cattle marketing; BVD monitoring; developing whole-herd immunity; managing to improve reproductive efficiency; low-cost development of replacement heifers; body condition scoring; adding value to farm products; injection sites: consumer confidence; cattle handling and care; and herd culling
- * Participants gained knowledge in: Why BQA?; herd health; recordkeeping; feedstuffs; handling medicinals; and transportation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
501	New and Improved Food Processing Technologies
502	New and Improved Food Products
504	Home and Commercial Food Service

Outcome #2**1. Outcome Measures**

Participants took an action related to food safety training

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	801

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

The beef cattle industry every five years conducts quality audits as a means to address problems that affect product quality, food safety, and consumer demand. The Acidified Foods School is required for processors of shelf-stable acidified foods. Products that are considered acidified foods include pickles, pickled beets, salsa, pickled eggs, and pickled ramps.

What has been done

We deliver BQA programs to ensure that the beef and dairy cattle in West Virginia are maintained in a manner which will result in a safe and wholesome beef product for the consumer. The BQA program has as one of its objectives: 1) provide BQA certification training opportunities for WV beef and dairy producers. The Acidified Foods School is a subset of the Better Process Control School. Before the product can be sold (even at farmers markets) the person has to go to a school and pass all the tests. WVU ES provides that certification.

Results

- o 42 processors passed the course and were able to sell their products.
- o Producers were certified in Beef Quality Assurance

4. Associated Knowledge Areas

KA Code	Knowledge Area
501	New and Improved Food Processing Technologies
502	New and Improved Food Products
504	Home and Commercial Food Service

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

The National BQA program and the state programs have recently been scrutinized by some of the membership of the National Cattlemen's Association. Some have questioned if future funding should be continued for the program. Discussions have been held at the annual state contact meetings about how to maintain funding and how to secure additional funding.

New quality issues will have to be continuously addressed as the five year beef audits have revealed. The challenge is to develop training materials that keep the beef producer informed and provide them with the tools to make production changes to insure a safe, quality beef product.

Communication to all producers is still going to be a major obstacle. Bidding for the part time producers time will not get easier in the future. Most producer are demanding that trainings be held locally and are showing they are less willing to attend meetings requiring lengthy travel.

Only a small percentage of producers are likely to attend meetings or become part of a membership effort. We are often caught "preaching to the choir" for many educational efforts.

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

1. Evaluation Studies Planned

- After Only (post program)

Evaluation Results

The method of using check stuffers was evaluated. Not surprising was the fact that recipient surveys received were overwhelmingly from those already associated with or with some knowledge of the BQA program or already "certified" BQA producers. In comments received the information was noted as "attractive", "useful", and "contained information that served as a helpful reminder." In personal interviews with local recipients one indicated that this (the check insert) "should go a long way to making those who don't attend (your) meetings aware that what they do affects us all as beef producers."

The responses from the Livestock Auction Markets appear to reinforce the efforts. Although these are, by design, fewer in number, the sentiment appears to be positive. Some of the clerks indicated that this was the first time they had seen the information but indicated that it was a "good idea." They also tended to not mind the additional effort of including the "check inserts" with the payment documents for producers.

Key Items of Evaluation

V(A). Planned Program (Summary)**Program # 18****1. Name of the Planned Program**

Sustainable Energy

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
403	Waste Disposal, Recycling, and Reuse	80%			
605	Natural Resource and Environmental Economics	20%			
	Total	100%			

V(C). Planned Program (Inputs)

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Actual	2.0	0.0	0.0	0.0

Actual	2.0	0.0	0.0	0.0
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
35000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
76178	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
15000	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Three mine sites in West Virginia were selected to establish switchgrass on for this experiment. Three varieties of switchgrass were randomly assigned and planted into 0.4 half plots, which were replicated three times for a total of nine plots at each site. Planting was conducted in May of 2008. The varieties of Carthage, Cave-in-Rock and Shawnee were chosen for their favorable growing characteristics and adaptation to West Virginia's climate. Another reclaimed mine site in southwestern Pennsylvania was selected to study carbon sequestration of different aged switchgrass stands. Data for SOC, total C and several other chemical and physical factors including, pH, electrical conductivity, bulk density and nutrient concentration will be presented.

The objective of survival and growth of hardwoods on surface mines in West Virginia research is to evaluate tree survival and

growth in weathered brown sandstone and in unweathered gray sandstone. Brown and gray sandstone are often substituted when not enough native topsoil is available for salvage. Three, 2.8-ha plots were constructed with either 1.5 m or 1.2 m of weathered brown sandstone, or 1.5 m of unweathered gray sandstone at the surface. Half of each 2.8-ha plot was compacted, where dozer tracks completely covered the surface, while the other half had only one pass of a dozer. In March 2005, 11 hardwood species were commercially planted.

2. Brief description of the target audience

Research audiences

V(E). Planned Program (Outputs)

1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2009

Plan:

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2009	Extension	Research	Total
Plan			
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of research projects

Year	Target	Actual
2009	{No Data Entered}	2

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Tree survival in brown and gray sandstone
2	Surface mined areas originally reclaimed for pasture and hay land post-mining land uses in Appalachia are being converted to forestland.
3	Restoring the American Chestnut

Outcome #1**1. Outcome Measures**

Tree survival in brown and gray sandstone

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

The objective of survival and growth of hardwoods on surface mines in West Virginia research is to evaluate tree survival and growth in weathered brown sandstone and in unweathered gray sandstone. Brown and gray sandstone are often substituted when not enough native topsoil is available for salvage.

What has been done

Three, 2.8-ha plots were constructed with either 1.5 m or 1.2 m of weathered brown sandstone, or 1.5 m of unweathered gray sandstone at the surface. Half of each 2.8-ha plot was compacted, where dozer tracks completely covered the surface, while the other half had only one pass of a dozer. In March 2005, 11 hardwood species were commercially planted.

Results

After three growing seasons, tree survival was 86% on gray sandstone and 74% on brown sandstone, and 78% on non-compacted areas and 79% on compacted. Average volume of all trees (height x diameter²) was significantly greater on brown sandstone (218 cm³) vs gray sandstone (45 cm³) after three years. Black locust had the highest survival (100%) and significantly greater volume (792 cm³) than any other tree species. Survival of the other 10 species varied between 65% for tulip poplar (*Liriodendron tulipifera*) and 92% for redbud (*Cercis canadensis*), and volume was between 36 cm³ for white pine (*Pinus strobus*) and 175 cm³ for tulip poplar.

4. Associated Knowledge Areas

KA Code	Knowledge Area
403	Waste Disposal, Recycling, and Reuse

Outcome #2**1. Outcome Measures**

Surface mined areas originally reclaimed for pasture and hay land post-mining land uses in Appalachia are being converted to forestland.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Surface mined areas originally reclaimed for pasture and hay land post-mining land uses in Appalachia are being converted to forestland. The compacted soils and competitive ground cover must be mitigated before tree planting.

What has been done

WVU ES, specialist, Skousen et al. established four sites with ripping and mowing treatments, and then planted seedlings of five hardwood species.

Results

Seven years after planting, survival of black cherry averaged 36%, red oak 47%, yellow poplar 66%, black walnut 80%, and white ash 98% across all sites and treatments. Average growth after 7 years was greatest with white ash, followed by yellow poplar and black walnut, then by black cherry and red oak. Remedial ripping of compacted soils improved survival and growth of most tree species. Mowing reduced survival of most trees because it increased ground cover competition and increased visibility of the trees to herbivores.

4. Associated Knowledge Areas

KA Code	Knowledge Area
403	Waste Disposal, Recycling, and Reuse

Outcome #3

1. Outcome Measures

Restoring the American Chestnut

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The forests of eastern North America were once home to the American chestnut (*Castanea dentata* (Marsh.) Borkh.), which produced rot-resistant wood for construction and nuts for food. In 1904, a forester in New York discovered Chestnut blight, a disease caused by a fungus, *Cryphonectria parasitica*, which spread through the US forests. By 1950, 4 billion trees had perished and an important wildlife and timber tree was lost. Reestablishing chestnut trees on reclaimed surface mines has recently gained attention and several studies have been undertaken to measure survival and growth of trees on these disturbed sites.

What has been done

3. We planted five seeds types of chestnut (100% American, 100% Chinese, B1F3, B2F3, and B3F2 hybrids) into loosely-graded minesoils at the Glory surface mine in Boone County, West Virginia. The five types were planted in eight blocks with and without peat treatment with five replications (400 total seeds planted). Tree shelters were placed on the seedlings of four blocks.

Results

Average seedling survival from seeds after the first growing season was 72% across all treatments. Chinese was 80%, American was 64%, while the hybrids were around 71%. Chinese and hybrid seedlings were greatest in height growth at 21 to 25 cm, while American was 17 cm. An additional planting will be conducted in spring 2009 at the same site.

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

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

1. Evaluation Studies Planned

- During (during program)

Evaluation Results

Key Items of Evaluation