

# 2010 West Virginia State University Extension Annual Report of Accomplishments and Results

<b>Status: Accepted</b> <b>Date Accepted: 06/21/2011</b>
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**I. Report Overview**

**1. Executive Summary**

Extension and outreach programs are currently offered by WVSU Extension Service in an on-going basis in approximately 36 counties within West Virginia. These programs were specifically designed to meet the needs of our target audiences and communities, categorized as underserved and underrepresented. Community environmental scans and stakeholder sources assist our staff in designing new programs and redesigning existing ones to more effectively serve the needs of our target audiences (clients). Fiscal Year 2010 saw a massive increase our ability to serve counties through partnership with USDA Rural Development, the West Virginia Department of Health and Human Resources, and other strategic and funding partners.

In 10 years of service, many of these programs have had a profound impact on those individuals and communities we serve. As state and other federal and non-federal sources of funding are secured, opportunities for the institution to expand its extension and outreach programs to other communities will be assessed.

The Fiscal Year 2010 programs again placed a majority emphasis on serving individuals, youth, families and communities with regard to the increasing financial crisis facing the country and the affiliated concerns that accompany the crisis including economic and food security, food safety, leadership and strains on emotional, familial, social, and cognitive conditions.

**Total Actual Amount of professional FTEs/SYs for this State**

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	37.0	0.0	0.0
Actual	0.0	34.4	0.0	0.0

**II. Merit Review Process**

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

- Internal University Panel
- External University Panel
- External Non-University Panel
- Combined External and Internal University Panel
- Combined External and Internal University External Non-University Panel
- Other (Identified Stakeholders )

## **2. Brief Explanation**

Evaluation of the Fiscal Year 2010 Plan of Work through both merit and peer review was conducted to ensure the quality and relevance of WVSU Extension Service efforts.

Faculty and staff from peer institutions in the 1890 Region, and selected 1862s, were provided the opportunity to review the work of WVSU Extension and comment on the relevance and quality of the Extension efforts. Each of the representatives of the peer institutions are provided with hard copies of WVSU Extension's pertinent Plan of Work and Annual Report of Accomplishments at the spring Advisory Council meeting each year.

In addition to the peer review, stakeholders will continue to play a role in the review process as they assess programs for relevance in addressing local needs. Key reviewers in this process are identified through the established advisory committees at the county, state level as well as program/center specific advisory committees. Furthermore, the University has instituted a campus-based advisory panel consisting of various faculty, administrators, and staff. Part of their charge is to be aware of WVSU Extension Service program efforts and provide guidance and feedback to the unit with regards to unit capacity to support efforts with non-land grant institute-based personnel.

Finally, all new and existing Extension Service initiatives and programs are reviewed by the WVSU Extension Advisory Council. The Council serves as the informal agents of merit review. These programs are guided and approved through a newly implemented round-table process that allows each member the opportunity to examine and explore each program area plan. In addition, WVSU Extension Service county and program advisory committees review county-based programs for relevance in addressing local needs

## **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 groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Survey of traditional stakeholder groups
- Survey of traditional stakeholder individuals
- Survey specifically with non-traditional groups
- Survey specifically with non-traditional individuals

#### **Brief explanation.**

WVSU Extension Service utilized multi-faceted approaches to encourage stakeholder input and participation in developing and implementing programs. Several different instruments (including surveys, targeted invitations, and general invitations) were developed by the program areas and sent out to both traditional and non-traditional stakeholder groups. Efforts were made to insure that various modalities were utilized in order to increase access by the various and disparate ethnic, geographic, and socio-economic group representatives.

**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
- Use External Focus Groups
- Open Listening Sessions
- Needs Assessments
- Use Surveys

**Brief explanation.**

WVSU Extension Service used a multi-faceted identification tool to recognize individuals and groups who are stakeholders. These included the WVSU Extension Service Advisory Council (external panel of stakeholders and peers), the WVSU Land-Grant Advisory Committee (internal panel of university faculty and staff appointed by the university President), and a variety of programmatic opening listening sessions that welcomed in the general public.

In addition to these sessions, the program areas conducted ongoing needs assessments and surveys within their service areas to identify existing and potential stakeholders.

**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
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)
- Meeting specifically with non-traditional groups
- Survey specifically with non-traditional groups
- Meeting specifically with non-traditional individuals
- Survey specifically with non-traditional individuals
- Meeting with invited selected individuals from the general public

**Brief explanation.**

Information about stakeholders gathered via various modalities has proven essential to identify their needs. Each year, extension personnel hold a variety of community forums and town hall-style meetings in our service areas. Partnerships with community-based organizations have also been useful to retrieve information pertinent to the needs of our stakeholders and their feedback is sought in on-going formal and informal manner.

### **3. A statement of how the input will be considered**

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- Redirect Research Programs
- In the Staff Hiring Process
- In the Action Plans
- To Set Priorities

#### **Brief explanation.**

WVSU Extension stakeholders are viewed as equal partners in the planning, budget and program implementation processes for the university. They are active participants on search committees in the hiring process for positions at all levels. Their opinions are sought, considered and valued as emerging issues are identified and plans are developed to address critical needs related to educational programming and research initiatives.

Additionally, community stakeholders make up a majority interest in the WVSU Research and Extension Advisory Council. These members are given hard copies of the Plan of Work and Report of Accomplishments with the opportunity to provide feedback and input on planned programs and evaluate program results. Their direct feedback leads to programmatic and budgeting priorities for the university's programs.

#### **Brief Explanation of what you learned from your Stakeholders**

Feedback from stakeholders has shown the need to build the skills of the unemployed and help to assist them with gaining living wage employment opportunities and building their own businesses via entrepreneurialism, assist low literacy adults gain basic education to improve their standard of living, help our increasingly mobile and isolated families understand patient physician communication issues, educate youth on prevention of teen pregnancy and helping young, unwed mothers grow as care-givers and providers, address inadequate knowledge of nutrition information in youth and parents, provide adequate active lifestyle alternative lack for children and youth after school and assisting low income residents in bridging the digital divide in building skills necessary for the 21st century.

Programmatic efforts are being directed toward these issues.

As the nation continues to struggle through recession and is only seeing slight (and very uneven) recovery even now, we see the need for programs addressing these major concerns of families, youth, agriculture and communities to continue.

IV. Expenditure Summary

<b>1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)</b>			
<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
0	1343415	0	0

<b>2. Totaled Actual dollars from Planned Programs Inputs</b>				
<b>Extension</b>			<b>Research</b>	
	<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
<b>Actual Formula</b>	0	1157697	0	0
<b>Actual Matching</b>	0	1162749	0	0
<b>Actual All Other</b>	0	825602	0	0
<b>Total Actual Expended</b>	0	3146048	0	0

<b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous</b>				
<b>Carryover</b>	0	343089	0	0

## V. Planned Program Table of Content

S. No.	PROGRAM NAME
1	Family and Consumer Science
2	Agriculture and Natural Resources
3	Community and Economic Development
4	Positive Youth Development
5	Sustainable Energy
6	Global Food Security and Hunger
7	Climate Change
8	Childhood Obesity
9	Food Safety

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

**Program # 1**

**1. Name of the Planned Program**

Family and Consumer Science

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
703	Nutrition Education and Behavior		35%		
724	Healthy Lifestyle		25%		
801	Individual and Family Resource Management		20%		
802	Human Development and Family Well-Being		20%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	7.0	0.0	0.0
Actual	0.0	11.4	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
0	249039	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	286565	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	122285	0	0

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

**1. Brief description of the Activity**

West Virginia State University Extension Service offered a broad spectrum of Family and Consumer Science (FCS) programming in the past fiscal year. These programs highlighted critical needs of individuals and families across West Virginia and dealt with specific topics such as:

- Health Literacy and Patient-Physician Interaction
- Active Lifestyles for Youth and Adults
- Nutrition Education
- Family and Individual Resource Management
- Parenting and Family Communication Skills Development
- Workforce Skill Development, and
- Adult Literacy

These programs were delivered to diverse audiences throughout the state of West Virginia through a variety of educational program settings including classroom lecture, interactive demonstration, small group discussion, and take home assignments.

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

The target audience for these programs are primarily limited resource individuals (youth, adult, and seniors) and families throughout West Virginia.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	1479	6068	8920	3907

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Actual</b>	0	0	0



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

**Output Target**

**Output #1**

**Output Measure**

- Number of students that will be served by H.O.U.S.E and Phase II programming.

<b>Year</b>	<b>Actual</b>
2010	13

**Output #2**

**Output Measure**

- Number of contact hours for case management and skill development received by students in the H.O.U.S.E./Phase II programs.

<b>Year</b>	<b>Actual</b>
2010	720

**Output #3**

**Output Measure**

- Number of households being served by the Bounce Back Tax Program.

<b>Year</b>	<b>Actual</b>
2010	51

**Output #4**

**Output Measure**

- Participants will be served through Strengthening Families programs.

<b>Year</b>	<b>Actual</b>
2010	846

**Output #5**

**Output Measure**

- Number of youth provided with education on violence prevention.

<b>Year</b>	<b>Actual</b>
2010	63

**Output #6**

**Output Measure**

- Number of programs offered through the human development initiative.

<b>Year</b>	<b>Actual</b>
2010	3

**Output #7**

**Output Measure**

- The number of teens involved in being teenage parents and teens involved in the juvenile justice system increases yearly. These populations will be focused upon and successfully measured.

<b>Year</b>	<b>Actual</b>
2010	25

**Output #8**

**Output Measure**

- Number of individuals being served by the parenting education program.

<b>Year</b>	<b>Actual</b>
2010	79

**Output #9**

**Output Measure**

- Number of students served through the teen pregnancy prevention program.

<b>Year</b>	<b>Actual</b>
2010	54

**Output #10**

**Output Measure**

- Number of programs provided through the parenting education initiative.

<b>Year</b>	<b>Actual</b>
2010	13

**Output #11**

**Output Measure**

- Participants served with individual literacy based programming over a one year period.

<b>Year</b>	<b>Actual</b>
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2010 36

**Output #12**

**Output Measure**

- Number of families participating in workshops to better enhance financial management in the home.

<b>Year</b>	<b>Actual</b>
2010	60

**Output #13**

**Output Measure**

- Youth served through high school financial literacy programs.

<b>Year</b>	<b>Actual</b>
2010	38

**Output #14**

**Output Measure**

- Participants will graduate with a GED over a one year period.

<b>Year</b>	<b>Actual</b>
2010	1

**Output #15**

**Output Measure**

- Staff will establish new collaborations for sponsorship or program support for the adult basic education initiatives.

<b>Year</b>	<b>Actual</b>
2010	3

**Output #16**

**Output Measure**

- Number of students participating in reading enhancement programs over the course of twelve weeks at local middle or high schools to help improve student test scores.  
Not reporting on this Output for this Annual Report

**Output #17**

**Output Measure**

- Number of train the trainer workshops provided through the health literacy program.

<b>Year</b>	<b>Actual</b>
2010	2

**Output #18**

**Output Measure**

- Number of clients receiving health history journals.

<b>Year</b>	<b>Actual</b>
2010	260

**Output #19**

**Output Measure**

- Number of partnerships developed for health literacy over a one year period.

<b>Year</b>	<b>Actual</b>
2010	4

**Output #20**

**Output Measure**

- Number of multi-state collaborations developed for the health literacy over a one year period.

<b>Year</b>	<b>Actual</b>
2010	6

**Output #21**

**Output Measure**

- Number of participants that report an increased their knowledge level on managing blood sugars through diabetes education.  
Not reporting on this Output for this Annual Report

**Output #22**

**Output Measure**

- Number of participants report they had an opportunity to learn effective meal techniques through the diabetes education program.  
Not reporting on this Output for this Annual Report

**Output #23**

**Output Measure**

- Number of participants that report an increase in physical activity following the diabetes education program.  
Not reporting on this Output for this Annual Report

**Output #24**

**Output Measure**

- Number of individuals will be provided with tools for making better decisions about their dietary choices through the diabetes education program.  
Not reporting on this Output for this Annual Report

**Output #25**

**Output Measure**

- Senoir Citizens will participate six to eight week active lifestyles programs.

<b>Year</b>	<b>Actual</b>
2010	70

**Output #26**

**Output Measure**

- Number of attendees (youth and adult) at summer wellness camps and workshops.

<b>Year</b>	<b>Actual</b>
2010	181

**Output #27**

**Output Measure**

- Participants 18 years and under or 21 years of age with a disability will receive one nutrition lunch per day through the Summer Food Service Program. Federal food guidelines will be followed in meal preparation. Appropriate temperature and preparation of meals will be ensured prior to delivery. Meals will be served in an adequate time frame following delivery. Site staff will ensure that appropriate meals counts are received and ordered daily. Program administrators will ensure that sites are consistently monitored. Program administrators will conduct site and process training for site supervisors.

<b>Year</b>	<b>Actual</b>
2010	8006

**Output #28**

**Output Measure**

- Participants enrolled in the EFNEP learning opportunities.

<b>Year</b>	<b>Actual</b>
2010	162

**Output #29**

**Output Measure**

- Families will graduate from the EFNEP program.

Not reporting on this Output for this Annual Report

**Output #30**

**Output Measure**

- Youth will graduate from the EFNEP program.

<b>Year</b>	<b>Actual</b>
2010	150

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

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

O. No.	OUTCOME NAME
1	Students who are able to maintain a 2.0 will be considered successful through participation in H.O.U.S.E. and Phase II program.
2	Students attending the HOUSE/Phase programs indicate an increased knowledge of independent living skills on the Daniel Memorial Assessment.
3	Teens/adults participating in the financial literacy programs will report adopting a minimum of two newly developed financial management skills.
4	Participants will indicate they were successful in obtaining and understanding a credit report.
5	Participants receiving family resource management instruction will report adopting new financial budget management strategies.
6	Participants will report using two new skills regularly that they learned during the strengthening families programs.
7	Adults will indicate an increased knowledge of violence prevention strategies using a post survey.
8	Youth will indicate an increased knowledge of violence prevention strategies using a post survey.
9	Youth receiving relationship enrichment instruction will report employing violence prevention strategies.
10	Adults receiving relationship enrichment instruction will report employing violence prevention strategies.
11	Participants receiving relationship enrichment instruction indicate an increased knowledge regarding harmful behaviors.
12	Adults completing parenting education programs will indicate an increase in knowledge about beneficial parenting techniques.
13	Adults completing parenting education programs will indicate an increase in knowledge regarding effective communication with their child(ren).
14	Participants completing adult literacy programs will report being able to recognize an increase in reading comprehension skills.
15	Participants completing adult literacy programs, will use a writing assessment to report having learned more grammatical applications or grammatical structures.
16	Participants will use a questionnaire to report using skills that were developed following the completion of the adult literacy program.
17	Participants will use a questionnaire to report recognizing that their reading comprehension skills strengthened.

18	After completing adult basic education programming, adults will use a survey to report an increase in comfortable level about taking their GED exam.
19	After completing the adult basic education programs, students will graduate with their GED during the next fiscal year.
20	After completing the health literacy workshop, participants will continue to use the personal health history journals.
21	After completing the health literacy workshop, participants will begin writing down their medical questions before attending a scheduled doctor's appointment.
22	After completing the health literacy workshop, participants will leave a scheduled doctor's appointment with better understanding of their condition and the plan for treatment of that condition.
23	After completing the diabetes education workshop, participants will report changing certain eating habits to include more healthy snacks.
24	After completing the diabetes education workshop, participants will reduce the number of days they will eat fried foods.
25	After completing the diabetes education workshop, participants will increase the numbers of fruits and vegetables that they consume.
26	After completing the diabetes education workshop, participants will increase their consumption of non-fat or low-fat dairy products.
27	After completing the diabetes education workshop, participants will show improved blood pressure and HBA1C levels.
28	After completing the diabetes education workshop, participants will use less sodium, unhealthy fats, and added sugars in their food preparation.
29	After completing the active lifestyle programs, participants will use questionnaires to report incorporating at least 1 new physical activity component in their daily life.
30	After completing the active lifestyle programs, participants will report the addition of better weight management practices.
31	After completing active lifestyle programs, participants will report using an exercise method a minimum of two times per week.
32	Youth participating in the SFSP will receive one serving of dairy per meal.
33	A minimum of 90 youth will receive 2 ounces of protein per meal.
34	Youth participating in the SFSP will receive one serving of grain per meal.
35	Youth participating in the SFSP will receive two servings of fruits and vegetables per meal.
36	By attending EFNEP, participants will report changing certain eating habits to include more healthy snacks.



37	By attending the EFNEP, participants will be able to choose foods according to the MyPyramid recommendations.
38	By attending EFNEP, participants will report an increase of physical activity in their daily lives.
39	By completing EFNEP, participants will be able to explain safe food handling practices.
40	By attending EFNEP, participants will be able to demonstrate their ability to make good decisions with regard to budgeting for food purchases.
41	By completing EFNEP, participants will be able to demonstrate their ability to prepare nutritious, affordable meals.

**Outcome #1**

**1. Outcome Measures**

Students who are able to maintain a 2.0 will be considered successful through participation in H.O.U.S.E. and Phase II program.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	9	13

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

**Issue (Who cares and Why)**

The "at risk" population that attend college generally fail to maintain a 2.0 GPA, often resulting in the student failing their courses and leaving the institution.

**What has been done**

Students in the HOUSE/Phase II program were provided with tutoring, individual assistance, including a liason to speak with their teachers on their behalf. Students are also linked with additional support services on campus.

**Results**

This past year, four students graduated with a bachelors or associate degree. Eight students maintained a 2.0 or better GPA and one student returned to incarceration.

**4. Associated Knowledge Areas**

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

**Outcome #2**

**1. Outcome Measures**

Students attending the HOUSE/Phase programs indicate an increased knowledge of independent living skills on the Daniel Memorial Assessment.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	9	9

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

**Issue (Who cares and Why)**

Students who have previously phased out of the foster care system or incarceration; often do not have the required basic living skills to be successful at independent living.

**What has been done**

The Daniel Memorial Independent Living Assessment was completed with 9 students upon their entry into the HOUSE/Phase II program. The results were then reviewed to determine deficit areas to be addressed.

**Results**

Upon re-testing and after deficit areas were addressed; there was a 17% increase in knowledge of the skills that the students were lacking.

**4. Associated Knowledge Areas**

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

### **Outcome #3**

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

Teens/adults participating in the financial literacy programs will report adopting a minimum of two newly developed financial management skills.

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

- 1890 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	50	36

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

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

Managing in tough times, has become a common issue that most American households face in this economic climate. In December 2010, the unemployment rate in WV was slightly higher than the national average. Many people have jobs that pay minimum wage or around those figures. This has allowed many individuals and families to take a close look at their budgets for managing finances and still being able to pay the regular expenses, in addition to continued support of the family unit.

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

West Virginia State University Extension Service has staff that provides financial literacy and enrichment programs. Within the implementation; the extension agent uses a program called Money Habitudes to assist participants with an interactive method of working through their financial inconsistencies.

##### **Results**

As a result of attending this program; participants report becoming most familiar with opening a bank account and understanding more about tax credits and filing their annual tax returns.

#### **4. Associated Knowledge Areas**

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

**Outcome #4**

**1. Outcome Measures**

Participants will indicate they were successful in obtaining and understanding a credit report.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	36

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

**Issue (Who cares and Why)**

Being abreast of what is occurring on one's credit report is a fundamental issue. Today, identity theft is a very common crime increasing on a regular basis. If this were to occur, a person could have years of work ahead; before credit scores will once again reflect what is actually happening. It is also typical for credit reports to errors. Adjustments regularly occur on credit reports so people must stay abreast of what transpires with financial situation. Finally, an individual could become victimized, by a dishonest lender who misrepresents the scores, in order to charge a higher interest rate.

**What has been done**

West Virginia State University Extension Service has staff that provides financial literacy and enrichment programs. Within the implementation; the extension agent uses a program called Money Habitudes to assist participants with an interactive method of working through their financial inconsistencies.

**Results**

Out of the number of participants completing the program, more that 50% of them reported having a better understanding of reading their credit report. At the request of the client, the extension agent; works in a close capacity with them to receive their credit report statements.

**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**

Participants receiving family resource management instruction will report adopting new financial budget management strategies.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	20

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

**Issue (Who cares and Why)**

Managing in tough times, has become a common issue that most American households face in this economic climate. In December 2010, the unemployment rate in WV was slightly higher than the national average. Many people have jobs that pay minimum wage or around those figures. This has allowed many individuals and families to take a close look at their budgets for managing finances and still being able to pay the regular expenses, in addition to continued support of the family unit.

**What has been done**

Three new partnerships were developed for providing financial management programming. These organizations include residents in subsidized housing communities, members of faith-based organizations, and participants at a local family resource center. Additionally, the broader Financial Literacy Program is geared toward budgeting. It is offered in a six-week time period, once a week. Confidence levels of the participants will increase in order for them to manage their money efficiently while gaining the understanding of financial risks and benefits of saving.

**Results**

Following the completion of the program 30% of the clients have reported the incorporation of a new financial management strategy in their lives; as a result of participating in this program.

**4. Associated Knowledge Areas**

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

**Outcome #6**

**1. Outcome Measures**

Participants will report using two new skills regularly that they learned during the strengthening families programs.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	846

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

**Issue (Who cares and Why)**

Many families in WV do not have access to modern technology such as computers and internet service. When these families have children, their children learn about this technology in school, but do not have access to it at home. Also, WV has one of the highest rates of domestic violence and teen pregnancies. Many programs in these areas have also been cut due to the current economic state as well.

**What has been done**

WVSUES has been able to establish computer labs in at least seven low income housing developments for adults and children to use. Also, parenting education classes as well as healthy relationship classes have been offered in 5 counties on a weekly basis. There have also been special healthy relationship classes offered for teens.

**Results**

As a result of the computer labs being located in the low income housing developments, the residents there have learned how to communicate via e-mail, do online banking and bill pay, and have learned how to use the internet safely. They have also been able to assist their children with school projects requiring use of a computer. Parents who have participated in the parenting courses have reported afterwards that they enjoyed the classes and felt that they had benefited from them. The adults and teens participating in the healthy relationship classes also reported enjoying how the class was structured and at the end felt they had learned much better ways to communicate as a result of the class.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

802 Human Development and Family Well-Being

**Outcome #7**

**1. Outcome Measures**

Adults will indicate an increased knowledge of violence prevention strategies using a post survey.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	30	239

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

**Issue (Who cares and Why)**

West Virginia has one of the highest rates of domestic violence in the country, with many domestic violence incidents resulting in death.

**What has been done**

Healthy Relationship classes were provided by WVSUES staff in five different counties using the Within My Reach curriculum. These classes were offered on a weekly basis to adults participating in workforce programs offered by the Department of Health and Human Resources. These classes addressed the different types of safety a relationship needs to be considered healthy, as well as the topic of domestic violence and the effects of domestic violence on children. Participants were also provided with national hotline numbers as well as local domestic violence shelter and resource information. Instruction was also provided on how to plan to safely leave an abusive situation.

**Results**

All participants completed three different safety quizzes regarding either their most current or their last relationship. If participants scores indicated a need for concern, issues were discussed with them and resources were provided if they wanted to pursue filing protective orders or leaving their situation.

**4. Associated Knowledge Areas**

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

**Outcome #8**

**1. Outcome Measures**

Youth will indicate an increased knowledge of violence prevention strategies using a post survey.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	63

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

**Issue (Who cares and Why)**

Yearly statistics continue to show an increase in youth exhibiting violent behaviors. This has come to the forefront of our attention as we tend to see weekly where youth have committed a violent act while their friends have videoed it, and then shared it on the internet. This is leading to an increase in incarcerated youth.

**What has been done**

Local students attending summer programs on the campus of WVSUES, as well as youth attending the day report center, and youth at afterschool programs were provided with classes on healthy relationships for teens.

**Results**

Youth participating in the programs offered learned ways to recognize problem behaviors in relationships, they were taught about domestic violence and resources available. The youth also were able to role model the use of positive communication techniques that could be applied when discussing difficult topics. Student reported on their post surveys that they did feel they had learned new skills to use in relationships and that they felt the class was beneficial to them.

**4. Associated Knowledge Areas**

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



**Outcome #9**

**1. Outcome Measures**

Youth receiving relationship enrichment instruction will report employing violence prevention strategies.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	30	63

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

**Issue (Who cares and Why)**

Violence amongst youth continues to increase, with many of these incidences occurring in dating relationships. Also, bullying amongst youth continues to rise, and methods of bullying have expanded to include the internet via social networking sites.

**What has been done**

Local youth were provided with opportunities to attend healthy relationship classes wherein teen dating and relationship topics were discussed.

**Results**

Youth attending the healthy relationship classes were able to implement skills learned in role play activities, worksheet scenarios, and through video vignettes.

**4. Associated Knowledge Areas**

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

**Outcome #10**

**1. Outcome Measures**

Adults receiving relationship enrichment instruction will report employing violence prevention strategies.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	239

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

**Issue (Who cares and Why)**

West Virginia has a very high rate of domestic violence, with many incidents resulting in death. Many programs are offered to address domestic violence, however many residents don't take advantage of them for various reasons.

**What has been done**

WVSUES staff offered healthy relationships classes utilizing the Within My Reach curriculum in four different counties. Most adults participating in these classes completed safety questionnaires regarding their current or most recent relationship. Participants were also provided with information for local resources that address domestic violence. Lastly, the effects of domestic violence on children were also taught as well as how to recognize dangerous behaviors.

**Results**

Participants in the class were able to implement in role play scenarios and via video vignettes the use of safety and communication techniques that can decrease violence.

**4. Associated Knowledge Areas**

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

**Outcome #11**

**1. Outcome Measures**

Participants receiving relationship enrichment instruction indicate an increased knowledge regarding harmful behaviors.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	50	239

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

**Issue (Who cares and Why)**

Many people in relationships today feel that even violence in the mildest form is acceptable. This has led to a high rate of domestic violence in West Virginia, with many incidents resulting in death.

**What has been done**

Healthy Relationship classes were provided to people in four different counties utilizing the Within My Reach curriculum. This curriculum teaches how to recognize dangerous behaviors in others and how to safely leave a harmful relationship. The effects of violent behaviors on children is also taught.

**Results**

Post class questionnaires indicate that the participants learned about safety in relationships and that they plan to use the communication techniques that were taught to keep arguments from turning violent. These communication skills were also demonstrated through role play scenarios in class.

**4. Associated Knowledge Areas**

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

**Outcome #12**

**1. Outcome Measures**

Adults completing parenting education programs will indicate an increase in knowledge about beneficial parenting techniques.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	20	79

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

**Issue (Who cares and Why)**

Many parents today report being unable to control to their children as well as being unable to talk them. Also, due to changes in society, many parents feel they cannot discipline their children due to getting in trouble for abuse or neglect. West Virginia has a very high number of open abuse/neglect cases with Child Protective Services.

**What has been done**

Parenting education classes were offered to parents with children ages birth to six years old and for parents of children ages six to twelve years old. These classes were offered in four different counties to participants in a Department of Health and Human Resources workforce readiness program.

**Results**

Participants completed pre and post class questionnaires to note their current parenting techniques and any changes in parenting style as a result of the class. Over half the parents reported learning beneficial things that they could use with their children to address misbehaviors and improve discipline methods and communication techniques.

**4. Associated Knowledge Areas**

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

### **Outcome #13**

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

Adults completing parenting education programs will indicate an increase in knowledge regarding effective communication with their child(ren).

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

- 1890 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	30	79

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

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

Parents today often report that communication with their child or children usually consists of yelling or screaming. Studies have shown that this can have a long lasting effect on the parent/child relationship and often results in the child growing up to repeat the parents negative behavior.

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

Parenting education classes were offered in four different counties to parents with children of various ages. The parenting curriculum implemented had a specific chapter on communicating with your child, as well as video vignettes and worksheets with scenarios that allowed the participants to practice implementing the skills.

##### **Results**

At least half of the parents who participated in the classes reported trying the new skills they had learned with their children. Most of the parents also reported they were very pleased with the results and their children were very receptive to them when using positive communication techniques.

#### **4. Associated Knowledge Areas**

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

## **Outcome #14**

### **1. Outcome Measures**

Participants completing adult literacy programs will report being able to recognize an increase in reading comprehension skills.

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

- 1890 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	20	8

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

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

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

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

To emphasize closer on this problem, the extension agent for adult and family education developed a program entitled "More Than Words". Within this methodology, the staff member is able to develop program and offer materials necessary to provide reading enrichment to adult learners. Implementation can be provided through group interactions or one-on-one sessions, to better assist the client(s) with meeting their respective needs to feel empowered. Program tools address lessons on reading comprehension, handwriting, spelling, letter/word recognition and various other topics that learners may require. This program is guided by a series of Pre/Post testing that allow the agent to determine what supplemental materials will be beneficial, to help the students learn more effectively.

#### **Results**

This past year, the staff member served individuals that provided continuous feedback about the new skills being developed. Considering this program operates based upon the response of the learner; times and sessions are developed typically by the students. The extension agent meets with the learners for several sessions each week of enrollment. Following the initial assessments, the learners may not move forwards or begin a new lesson until they have acquired a basic or increased knowledge of that particular topic area. At the end of the experience, the students report having a better sense of confidence because they, have actually learned more than they knew before participating in the program.

#### 4. Associated Knowledge Areas

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

#### Outcome #15

##### 1. Outcome Measures

Participants completing adult literacy programs, will use a writing assessment to report having learned more grammatical applications or grammatical structures.

##### 2. Associated Institution Types

- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	25	10

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

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

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

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

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###### **Results**

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new skills being developed. Consider this program operates based upon the response of the learner, times and sessions are developed typically by the students. The extension agent meets with the learners for several sessions each week of enrollment. Following the initial assessments, the learners may not move forwards or begin a new lesson until they have acquired a basic or increased knowledge of that particular topic area. At the end of the experience, the students report having a better sense of confidence because they, have actually learned more than they knew before participating in the problem.

**4. Associated Knowledge Areas**

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

**Outcome #16**

**1. Outcome Measures**

Participants will use a questionnaire to report using skills that were developed following the completion of the adult literacy program.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	20	7

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

**Issue (Who cares and Why)**

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

**What has been done**

To emphasize closer on this problem, the extension agent for adult and family education developed a program entitled "More Than Words". Within this methodology, the staff member is



able to develop program and offer materials necessary to provide reading enrichment to adult learners. Implementation can be provided through group interactions or one-on-one sessions, to better assist the client(s) with meeting their respective needs to feel empowered. Program tools address lessons on reading comprehension, handwriting, spelling, letter/word recognition and various other topics that learners may require. This program is guided by a series of Pre/Post testing that allow the agent to determine what supplemental materials will be beneficial, to help the students learn more effectively.

**Results**

This past year, the staff member served individuals that provided continuous feedback about the new skills being developed. Consider this program operates based upon the response of the learner, times and sessions are developed typically by the students. The extension agent meets with the learners for several sessions each week of enrollment. Following the initial assessments, the learners may not move forwards or begin a new lesson until they have acquired a basic or increased knowledge of that particular topic area. At the end of the experience, the students report having a better sense of confidence because they, have actually learned more than they knew before participating in the program.

**4. Associated Knowledge Areas**

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

**Outcome #17**

**1. Outcome Measures**

Participants will use a questionnaire to report recognizing that their reading comprehension skills strengthened.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	10	7

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

**Issue (Who cares and Why)**

In WV, 20 percent of the adult population reads at a low-literacy level. These individuals could

find it difficult to read basic information, which in turn may lead to a magnitude of frustration and a sense of hopelessness within themselves. Ultimately inconsistencies with meeting their basic needs or those of the family may tend to become an overwhelming challenge for become successful achievers.

**What has been done**

To emphasize closer on this problem, the extension agent for adult and family education developed a program entitled "More Than Words". Within this methodology, the staff member is able to develop program and offer materials necessary to provide reading enrichment to adult learners. Implementation can be provided through group interactions or one-on-one sessions, to better assist the client(s) with meeting their respective needs to feel empowered. Program tools address lessons on reading comprehension, handwriting, spelling, letter/word recognition and various other topics that learners may require. This program is guided by a series of Pre/Post testing that allow the agent to determine what supplemental materials will be beneficial, to help the students learn more effectively.

**Results**

Following the completed sessions, participants use questionnaires to provide feedback about their experience. More than 65 percent of the learners, report that they feel more comfortable with comprehension skills after, in comparison to when the initially became involved in the program.

**4. Associated Knowledge Areas**

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

**Outcome #18**

**1. Outcome Measures**

After completing adult basic education programming, adults will use a survey to report an increase in comfortable level about taking their GED exam.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	10	20

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

**Issue (Who cares and Why)**

Communities and families in WV are similar to many other places experiencing difficulty during this time of economic strain in our country. WV is one of the leading states in the nation experiencing issues related to low literacy rates, poor nutrition and health, and financial difficulties resulting from families requiring more programs that enrich personal finance management practices. The high school drop out rate among the youth in the state of West Virginia has increased dramatically over the past six years. In 2006, Kanawha County which is the major service area for WVSU Extension Service was ranked 53 out of 55 counties within the state that had the highest occurrence of teens dropping out of high school. Many of these children have a very low level of literacy skills and sense of accomplishment. For some of these children, family support is stagnated and often times extinct. Some of these youth are basically heading their homes because they are tasked with major responsibilities including caring for a younger sibling. Basic life skills are fundamental assets necessary for many of the family members to maintain a sense of self reliance.

**What has been done**

More than Words-GED Program assists individuals ages 16 and older in transitioning to a better place in their family, job or community. These workshops include print and non-print resources that complement instruction to extend learning. This program was piloted mid August 2006 in a low income housing site. It began with direct contact for approximately five individuals. Currently ?More Than Words? is positioned at two additional sites, each located within low income Community Centers in Charleston.

**Results**

Approximately 20 people have attended, with 5 people completing the program; this includes one that has successfully obtained the GED this past year.

**4. Associated Knowledge Areas**

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

**Outcome #19**

**1. Outcome Measures**

After completing the adult basic education programs, students will graduate with their GED during the next fiscal year.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	5	1

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

**Issue (Who cares and Why)**

Communities and families in WV are similar to many other places experiencing difficulty during this time of economic strain in our country. WV is one of the leading states in the nation experiencing issues related to low literacy rates, poor nutrition and health, and financial difficulties resulting from families requiring more programs that enrich personal finance management practices. The high school drop out rate among the youth in the state of West Virginia has increased dramatically over the past six years. In 2006, Kanawha County which is the major service area for WVSU Extension Service was ranked 53 out of 55 counties within the state that had the highest occurrence of teens dropping out of high school. Many of these children have a very low level of literacy skills and sense of accomplishment. For some of these children, family support is stagnated and often times extinct. Some of these youth are basically heading their homes because they are tasked with major responsibilities including caring for a younger sibling. Basic life skills are fundamental assets necessary for many of the family members to maintain a sense of self reliance.

**What has been done**

??More than Words? GED Program assists individuals ages 16 and older in transitioning to a better place in their family, job or community. These workshops include print and non-print resources that complement instruction to extend learning. This program was piloted mid August 2006 in a low income housing site. It began with direct contact for approximately five individuals. Currently ?More Than Words? is positioned at two additional sites, each located within low income Community Centers in Charleston.

**Results**

Approximately 5 people have completed this program; this includes one that has successfully obtained the GED this past year.

**4. Associated Knowledge Areas**

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

**Outcome #20**

**1. Outcome Measures**

After completing the health literacy workshop, participants will continue to use the personal health history journals.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	100	250

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

**Issue (Who cares and Why)**

The most important factor related to positive health status is health literacy skills. That is why clear communication between the patient and health care providers is critical. The breakdown in communication is costing the health care system upwards of \$236 billion per year. Improve the patient/physician communication skills and lower the cost to the patient, insurance and providers

**What has been done**

Programs were conducted which reached 760 individuals who completed the adult "Can You Repeat That Please?" program. Skills gained from this program gave the participants knowledge and skills that would help them to

1. Improve on their quality of health.
2. Manage a chronic disease if they or a loved one would have such a diagnoses.
3. Feeling more secure having improved the communication with their health care providers.
4. Be more confident in navigating the health care system when advocating for themselves and/or members of their family.

**Results**

Two hundred sixty individuals participated in "Can You Repeat That Please"? As a result they were empowered to:

1. Recognize the need for better communication skills when talking with their health care providers

2. Be better prepared and equipped to discuss their health concerns with their medical providers.
3. Gain the knowledge to complete their personal health journal and take it with them to their medical appointments.
4. Prepare and take a list of the questions / concerns they have with them to their doctor.
5. Leave their appointments understanding the recommendations the doctor has made for treatment, tests, and/or procedures.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

**Outcome #21**

**1. Outcome Measures**

After completing the health literacy workshop, participants will begin writing down their medical questions before attending a scheduled doctor's appointment.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	100	250

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

**Issue (Who cares and Why)**

The most important factor related to positive health status is health literacy skills. That is why clear communication between the patient and health care providers is critical. The breakdown in communication is costing the health care system upwards of \$236 billion per year. Improve the patient/physician communication skills and lower the cost to the patient, insurance and providers.

**What has been done**

Many of the numbers which have been reported are those programs which WVSU has had no control. Other institutions have purchased the used the program and have only reported number of participants. However this reporter has had feedback too numerous to mention. One such testimonial related was a lady who had taken her elderly parents on vacation, she had packed their completed health history journals and just by chance her Dad became very ill and was taken to the hospital. She was able to provide accurate information to the medical providers which in turn enabled them to treat the mediacial problem more effectively and with more confidence.

**Results**

Improved quality of the health of Military Families will depend on their willingness to take time to complete the health history journals for each family member, taking time to make a prioritized list of health concerns prior to going to a medical appointment and most importantly their willingness to become an advocate for themselves and members of their family.

**4. Associated Knowledge Areas**

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

**Outcome #22**

**1. Outcome Measures**

After completing the health literacy workshop, participants will leave a scheduled doctor's appointment with better understanding of their condition and the plan for treatment of that condition.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	120

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

**Issue (Who cares and Why)**

The most important factor related to positive health status is health literacy skills. That is why clear communication between the patient and health care providers is critical. The breakdown in communication is costing the health care system upwards of \$236 billion per year. Improve the

patient/physician communication skills and lower the cost to the patient, insurance and providers.

**What has been done**

Many of the numbers which have been reported are those programs which WVSU has had no control. Other institutions have purchased the used the program and have only reported number of participants. However this reporter has had feedback too numerous to mention. One such testimonial related was a lady who had taken her elderly parents on vacation, she had packed their completed health history journals and just by chance her Dad became very ill and was taken to the hospital. She was able to provide accurate information to the medical providers which in turn enabled them to treat the mediactal problem more effectively and with more confidence.

**Results**

Of the participants that were delevered this program, more that 70% report that system provided them with a most effective way to monitor their health. There are also typical reports from them that specify, without this program trips to the doctor may have continued being difficult for them. The continuous feedback from participants is the fact, of keeping the health history journal as a form a efficient record keeping and it serves to enhance the dialouge with their health care providers. Overall trips to the doctor are much easier and more comprehensive, than prior to receiving this service.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

**Outcome #23**

**1. Outcome Measures**

After completing the diabetes education workshop, participants will report changing certain eating habits to include more healthy snacks.

Not Reporting on this Outcome Measure

**Outcome #24**

**1. Outcome Measures**

After completing the diabetes education workshop, participants will reduce the number of days they will eat fried foods.

Not Reporting on this Outcome Measure



**Outcome #25**

**1. Outcome Measures**

After completing the diabetes education workshop, participants will increase the numbers of fruits and vegetables that they consume.

Not Reporting on this Outcome Measure

**Outcome #26**

**1. Outcome Measures**

After completing the diabetes education workshop, participants will increase their consumption of non-fat or low-fat dairy products.

Not Reporting on this Outcome Measure

**Outcome #27**

**1. Outcome Measures**

After completing the diabetes education workshop, participants will show improved blood pressure and HBA1C levels.

Not Reporting on this Outcome Measure

**Outcome #28**

**1. Outcome Measures**

After completing the diabetes education workshop, participants will use less sodium, unhealthy fats, and added sugars in their food preparation.

Not Reporting on this Outcome Measure

**Outcome #29**

**1. Outcome Measures**

After completing the active lifestyle programs, participants will use questionnaires to report incorporating at least 1 new physical activity component in their daily life.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	200

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

**Issue (Who cares and Why)**

Regular physical activity is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight. In 2010, West Virginia ranked 4th in the nation for having the most obese population of adults in the United States. Additionally, the childhood obesity rates the state average as having the 10th heaviest population among youth.

**What has been done**

WVSUES, provided a host of programs to increase and promote active living and a better quality of life. Through our programmatic initiatives; we offered a series of programs to enhance physical activity among the senior population. The staff has provided training, for individuals with arthritis, limited mobility, nursing home residents, and people that have previous experience with falls. These programs are designed to increase strength, resistance, and confidence for populations; that may not participate in these activities otherwise.

**Results**

Over the past year, our program initiatives centered around these, issues have received exceptional reviews. As a result, there have been increased interests and referrals made begin implementation of active lifestyles programs in 3 additional counties throughout the state. Additionally, the 12 week arthritis program, was extended to a 3 month initiative. Due to the increased level of interest, the active lifestyles programming requires additional funds to help sustain and continue expanding these programs.

**4. Associated Knowledge Areas**

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

**Outcome #30**

**1. Outcome Measures**

After completing the active lifestyle programs, participants will report the addition of better weight management practices.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	81

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

**Issue (Who cares and Why)**

Regular physical activity is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight. In 2010, West Virginia ranked 4th in the nation for having the most obese population of adults in the United States. Additionally, the childhood obesity rates the state average as having the 10th heaviest population among youth.

**What has been done**

Was a 7 week Worksite Wellness Program which was implemented to challenge participants to not gain weight over the holiday season. Each of the 14 participants weighed in before Thanksgiving and then re-weighed after New Year's. They all received a survival guide for all three holidays along with a food diary to help them maintain their weight. There was also an event that was held for staff that allowed them to receive free health screenings, in partnership with the employee benefits program.

**Results**

The goal was to maintain within 3 pounds of the pre-weigh in. Out of the staff that participated, more than half of the individuals were able to achieve their desired goal for maintain their respective weight. Staff members enjoy taking part in these forms of activities. It provides them with a sense of motivation and helps them redirect their personal goals to become more active, healthy and physically fit.

**4. Associated Knowledge Areas**

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

**Outcome #31**

**1. Outcome Measures**

After completing active lifestyle programs, participants will report using an exercise method a minimum of two times per week.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	80	150

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

**Issue (Who cares and Why)**

Regular physical activity is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight. In 2010, West Virginia ranked 4th in the nation for having the most obese population of adults in the United States. Additionally, the childhood obesity rates the state average as having the 10th heaviest population among youth.

**What has been done**

WV Geriatric Olympics (G.O.). This, past year's G.O., was the largest of its tenure, with over 250 nursing home or assisted living residents, from around the state that competed in the 2010 event. During the event; that participants competed in a variety of Olympic style athletic events including bowling, basketball and wheelchair races and new additions of, hands-on events for the athletes, like golf, clothes pin stacking and target shooting.

**Results**

According to the questionnaires, the majority of the residents and volunteers has a very rewarding experience. The activities directors, expressed an interest in developing some training programs; that will be used to assist residents in preparing for next year's event. Although a tiring event for most of them, approximately 20 % of the residents begin training for the upcoming olympics immediately following the previous. This allows them to focus on being more active, instead of sedintary or unmotivated.

**4. Associated Knowledge Areas**

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

**Outcome #32**

**1. Outcome Measures**

Youth participating in the SFSP will receive one serving of dairy per meal.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	8006

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

**Issue (Who cares and Why)**

WV has a high rate of poverty, including a multitude of children. Children may receive adequate nutrition if they participate in the School Breakfast and Lunch programs at school. However, when school ends, these children may often go hungry without proper nutrition for growth, development, and energy.

WVSU sponsors the Summer Food Service Program, which helps WVSU provide a well-balanced, nutritious meal every day during the summer months at participating Summer food sites.

**What has been done**

Two specialists at WVSU run the SFSP through WVSUES to plan, organize, implement, coordinate, and evaluate the program. WVSUES contracts out AVI Food Services to prepare meals according to menus developed by a registered dietitian.

Hired temporary drivers transport the boxed lunches from the food service establishment to the sites to be administered to the low-income children.

Each site has a supervisor who monitors the program at the site and fills out required paperwork, which is returned to the sponsor representative to be reported back to the Office of Child Nutrition for reimbursement purposes.

**Results**

Each child who partakes in the program receives one serving (8 fl oz.) of low-fat white or chocolate milk every day.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

### **Outcome #33**

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

A minimum of 90 youth will receive 2 ounces of protein per meal.

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

- 1890 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	150	8006

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

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

WV has a high rate of poverty, including a multitude of children. Children may receive adequate nutrition if they participate in the School Breakfast and Lunch programs at school. However, when school ends, these children may often go hungry without proper nutrition for growth, development, and energy.

WVSU sponsors the Summer Food Service Program, which helps WVSU provide a well-balanced, nutritious meal every day during the summer months at participating Summer Food sites.

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

Two specialists at WVSU run the SFSP through WVSUES to plan, organize, implement, coordinate, and evaluate the program. WVSUES contracts out AVI Food Services to prepare meals according to menus developed by a registered dietitian.

Hired temporary drivers transport the boxed lunches from the food service establishment to the sites to be administered to the low-income children.

Each site has a supervisor who monitors the program at the site and fills out required paperwork, which is returned to the sponsor representative to be reported back to the Office of Child Nutrition for reimbursement purposes.

### **Results**

Each child participating in the SFSP received at least one meal containing the following:

- 8 fl oz. low fat milk
- 2 oz. protein
- 3/4 cup fruit and or vegetables
- 1 oz. grains

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

**Outcome #34**

**1. Outcome Measures**

Youth participating in the SFSP will receive one serving of grain per meal.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	150	8006

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

**Issue (Who cares and Why)**

WV has a high rate of poverty, including a multitude of children. Children may receive adequate nutrition if they participate in the School Breakfast and Lunch programs at school. However, when school ends, these children may often go hungry without proper nutrition for growth, development, and energy.

WVSU sponsors the Summer Food Service Program, which helps WVSU provide a well-balanced, nutritious meal every day during the summer months at participating Summer Food sites.

**What has been done**

Two specialists at WVSU run the SFSP through WVSUES to plan, organize, implement, coordinate, and evaluate the program. WVSUES contracts out AVI Food Services to prepare

meals according to menus developed by a registered dietitian.  
Hired temporary drivers transport the boxed lunches from the food service establishment to the sites to be administered to the low-income children.  
Each site has a supervisor who monitors the program at the site and fills out required paperwork, which is returned to the sponsor representative to be reported back to the Office of Child Nutrition for reimbursement purposes.

**Results**

Each child participating in the SFSP received at least one meal containing the following:  
8 fl oz. low fat milk  
2 oz. protein  
two servings of fruit and/or vegetables  
1 oz. grains

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

**Outcome #35**

**1. Outcome Measures**

Youth participating in the SFSP will receive two servings of fruits and vegetables per meal.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	100	8006

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

**Issue (Who cares and Why)**

WV has a high rate of poverty, including a multitude of children. Children may receive adequate nutrition if they participate in the School Breakfast and Lunch programs at school. However, when school ends, these children may often go hungry without proper nutrition for growth, development,



and energy.

WVSU sponsors the Summer Food Service Program, which helps WVSU provide a well-balanced, nutritious meal every day during the summer months at participating Summer Food sites.

**What has been done**

Two specialists at WVSU run the SFSP through WVSUES to plan, organize, implement, coordinate, and evaluate the program. WVSUES contracts out AVI Food Services to prepare meals according to menus developed by a registered dietitian.

Hired temporary drivers transport the boxed lunches from the food service establishment to the sites to be administered to the low-income children.

Each site has a supervisor who monitors the program at the site and fills out required paperwork, which is returned to the sponsor representative to be reported back to the Office of Child Nutrition for reimbursement purposes.

**Results**

Each child participating in the SFSP received at least one meal containing the following:

- 8 fl oz. low fat milk
- 2 oz. protein
- two servings of fruit and/or vegetables
- 1 oz. grains

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

**Outcome #36**

**1. Outcome Measures**

By attending EFNEP, participants will report changing certain eating habits to include more healthy snacks.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
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2010

100

150

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

**Issue (Who cares and Why)**

ONLY YOUTH PARAPROFESSIONAL HAS REPORTING NUMBERS AS ADULT PARAPROFESSIONAL DID NOT GRADUATE ANY OF HER 12 PARTICIPANTS PRIOR TO SEPTEMBER 30, 2010.

Childhood obesity is the latest epidemic that we are facing as a country. According to the newly released report from the Robert Wood Johnson Foundation and Trust for America's Health, West Virginia ranks as the third most obese state, behind Mississippi (first) and Alabama and Tennessee (tied for second).

**What has been done**

Adults: Participants are experientially learning through the Cent\$ible Nutrition Curriculum. This programming intends to create positive behavior change through education, awareness and outreach using evidence-based curricula and outcome measures.

Youth: Show Me Nutrition curriculum is used for middle-school age youth. Children are taught in school settings, in after-school programs, and summer camps. Topics include: MyPyramid, health snacking, increasing physical activity, food safety practices, food labels, and food budgeting.

In the program, kids have been given healthier options (such as super skim milk rather than Vitamin D)

**Results**

ONLY YOUTH PARAPROFESSIONAL HAS REPORTING NUMBERS AS ADULT PARAPROFESSIONAL DID NOT GRADUATE ANY OF HER 12 PARTICIPANTS PRIOR TO SEPTEMBER 30, 2010.

The kids have been very accepting to the healthy options. They look forward to the healthy snacks every class. This is proof that kids will eat healthy when they are only given healthy choices.

**4. Associated Knowledge Areas**

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

**Outcome #37**

**1. Outcome Measures**

By attending the EFNEP, participants will be able to choose foods according to the MyPyramid recommendations.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	150

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

**Issue (Who cares and Why)**

ONLY YOUTH PARAPROFESSIONAL HAS REPORTING NUMBERS AS ADULT PARAPROFESSIONAL DID NOT GRADUATE ANY OF HER 12 PARTICIPANTS PRIOR TO SEPTEMBER 30, 2010.

Childhood obesity is the latest epidemic that we are facing as a country. According to the newly released report from the Robert Wood Johnson Foundation and Trust for America's Health, West Virginia ranks as the third most obese state, behind Mississippi (first) and Alabama and Tennessee (tied for second). In addition the youth paraprofessional noticed that most of the kids didnt really know what foods were in each group (except fruits, vegetables, and meat and beans group). They also didnt know how much they were supposed to eat daily.

**What has been done**

The youth participants have focused on the food pyramid extensively. The students were even required to make a menu for a day based on the My Pyramid recommendations.

**Results**

The students have excelled in their knowledge of the food pyramid and its recommendations. When fruit is brought to class, some students have said, I just got one of my 2 cups of fruits already. The students have also learned how to eyeball a serving (palm of hand for oz. and a fist/baseball for cup).

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle

**Outcome #38**

**1. Outcome Measures**

By attending EFNEP, participants will report an increase of physical activity in their daily lives.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	120	150

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

**Issue (Who cares and Why)**

Childhood obesity is the latest epidemic that we are facing as a country. According to the newly released report from the Robert Wood Johnson Foundation and Trust for America’s Health, West Virginia ranks as the third most obese state, behind Mississippi (first) and Alabama and Tennessee (tied for second). In addition, according to the CDC (Center for Disease Control), the prevalence of obesity in adolescents aged 12 to 19 years old has from 5.0% to 18.1% in the past 30 years.

**What has been done**

Activities have included: team relay races to encourage competition and ultimate Frisbee; youth participants have also learned about different exercises for strength.

**Results**

The kids really enjoy the physical activity component. They all participate and enjoy competing against each other. Participation is important because physical activity is not only a stress reducer, but plays a good role in helping us look and feel good.

In addition to learning from the Show Me Nutrition curriculum, the youth also participate in a physical activity component. They also taught how important physical activity is. The students report that they participate in at least 60 minutes of physical activity every day.

**4. Associated Knowledge Areas**

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

**Outcome #39**

**1. Outcome Measures**

By completing EFNEP, participants will be able to explain safe food handling practices.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	150	150

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

**Issue (Who cares and Why)**

Food-related diseases affect tens of millions of people and kill thousands. CDC estimates that each year roughly 1 out of 6 Americans (or 48 million people) gets sick, 128,000 are hospitalized, and 3,000 die from foodborne diseases.

In addition to the obesity epidemic, some students were unaware of what foodborne illness was and also that meat should not be thawed out on the counter or in sink. Most of their replies were ?My mom/dad does it all the time.?

**What has been done**

All paraprofessionals are expected to become certified in ServSafe in order to effectively instruct participants in the key areas - food inspection at the grocery stores; cleaning food properly, separating foods to prevent cross-contamination; cooking to the appropriate temperatures, chilling food safely and quickly, leftovers, and knowing when to throw food away.

**Results**

Students were able to tell what FBI (foodborne illness) is and how to avoid it. Students learned that bacteria thrives in warm temperatures and that it is unsafe to thaw meat on the counter or put cooked meat on the same as raw meat.

**4. Associated Knowledge Areas**

**KA Code    Knowledge Area**

703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

#### **Outcome #40**

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

By attending EFNEP, participants will be able to demonstrate their ability to make good decisions with regard to budgeting for food purchases.

Not Reporting on this Outcome Measure

#### **Outcome #41**

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

By completing EFNEP, participants will be able to demonstrate their ability to prepare nutritious, affordable meals.

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

##### **Brief Explanation**

As with most institutions in this current climate; the most impactful external factor affecting the FCS Program Area is funding. As a system, we rely on the extramural funds to help support the basic operational needs. In this unit, there is a great demand for additional staff members to provide services to a larger clientele. This past year, has been very rewarding with expanding the geographical service area for our programs. The challenge in doing so creates overwhelming situations for staff members as we receive referrals daily to further our partner base. We will continue to seek funding support by eternal mean; through establishing further partnerships, and exercising our abilities to save staffing costs seeking external funding sources.

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

## **Evaluation Results**

The FCS Programs are typically evaluated through the use of Pre and Post testing, using surveys and questionnaires. Personal interviews and testimonials of life changing impacts also provide us a more subjective approach, with providing first hand insight to program effectiveness. For the nutrition education programs, weekly data is collected and database for disseminating information related to knowledge and behavior changes regarding food choices that families select. This past year, there has been a different method for evaluation of one particular physical activities program. The FCS Extension Agent for Active Lifestyles participated in a 12 weeks study that was a part of a research cohort. This program measured the endurance and positive changes in behaviors of seniors citizen's with arthritis and limited mobility. The result of this research has been collected and disseminated to the Principal Investigators for the project. In turn, when it comes to evaluating the family side of extension program, it has been concentrated with certain areas to monitor, such as parenting and family financial management. There must be a more inclusive system or way of reporting data related to family resource management programs.

## **Key Items of Evaluation**

There is also a genuine need as a regional level and beyond, to adopt and a more structured but unified system of accountability for all extension programming. The larger issue of evaluation is; being able to collect mainstream data among the national extension system, for being able to allocate key indicators and unified data exhibiting the true magnitude of our relationship with our stakeholders. In the Southern Region PLN, it has been a strong consideration to adopt a similar system as being provided by the extension system at the University of Tennessee. Upon incorporating such a mechanism, WVSUES will also have a more concise and consistent methodology of monitoring the impact of our work.

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

**Program # 2**

**1. Name of the Planned Program**

Agriculture and Natural Resources

**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%		
111	Conservation and Efficient Use of Water		10%		
124	Urban Forestry		10%		
131	Alternative Uses of Land		10%		
403	Waste Disposal, Recycling, and Reuse		10%		
405	Drainage and Irrigation Systems and Facilities		10%		
721	Insects and Other Pests Affecting Humans		10%		
806	Youth Development		10%		
902	Administration of Projects and Programs		10%		
903	Communication, Education, and Information Delivery		10%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	4.0	0.0	0.0
Actual	0.0	4.0	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
0	168270	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	134070	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	9614	0	0

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

**1. Brief description of the Activity**

WVSU Extension Service personnel delivered educational hands-on workshops and trainings during the calendar year involving issues such as .

- Urban Forestry
- Urban and Suburban Green Space Development
- Community Gardening
- Home Horticulture Management
- Stormwater Management,
- Utilization of Contemporary Management Practices in Commercial Agriculture, and
- Crop Diversification

Horticultural consulting and assesments with homeowners and producers were carried out as requested. The staff partnered with various agencies including USDA, West Virginia University and the WV Department of Agriculture.

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

The target audience for this program is land-owners, farmers, and residential home owners through West Virginia.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	300	5000	300	4000

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
Actual	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Both urban/rural clientele will receive information on research-based horticultural management.

Year	Actual
2010	400

**Output #2**

**Output Measure**

- Adult volunteers and youth will receive training in horticulture and agriculture through JMG and other training opportunities.

Year	Actual
2010	50

**Output #3**

**Output Measure**

- workshops targeted to alternative agriculture practices will be held in targeted counties.

<b>Year</b>	<b>Actual</b>
2010	6

**Output #4**

**Output Measure**

- WVSU Extension staff will generate media articles and stories related to alternative agriculture.

<b>Year</b>	<b>Actual</b>
2010	6

**Output #5**

**Output Measure**

- Local sustainable agriculture members of a bio-diesel cooperative will participate in energy-focused programming.  
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	municipalities and government organizations will adopt best practices in urban forestry
2	volunteers will exhibit increased knowledge of providing age-appropriate agriculture programs to youth.
3	Extension clientele will exhibit knowledge gained from interactions with Extension staff.
4	farmers/growers will demonstrate expanded knowledge of alternative agriculture.
5	Residents will adopt the utilization of bio-diesel and participate in production process thereby re-using expended yellow grease in creation of usable fuel product.

**Outcome #1**

**1. Outcome Measures**

municipalities and government organizations will adopt best practices in urban forestry

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	2	2

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

**Issue (Who cares and Why)**

Municipalities and government organizations struggle with best management practices when dealing with their respective urban forestry plant materials. Poor management leads to lessened air quality, more erosion, and expanded problems with storm water management.

**What has been done**

the staff of WVSU extension service have worked to deliver educational workshops and face-to-face advising, as well as hands-on demonstrations for two municipalities. A partnership with the West Virginia Department of Forestry (WVDOP) continues to be broadened and has proven very successful as it relates to our urban forestry initiatives.

**Results**

As a result of our educational outreach with the two new municipalities, their respective staff have begun to adopt best management practices in urban forestry. Through utilization of these management practices, new green spaces have been established in downtown areas providing access to them for the citizenry. Additionally, tree management systems have been implemented that will, over time, increase quality of forestry materials and reduce management costs for the municipalities.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
124	Urban Forestry
131	Alternative Uses of Land
902	Administration of Projects and Programs
903	Communication, Education, and Information Delivery

**Outcome #2**

**1. Outcome Measures**

volunteers will exhibit increased knowledge of providing age-appropriate agriculture programs to youth.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	50

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

**Issue (Who cares and Why)**

Numerous adult volunteers have expressed an interest in age-appropriate agriculture programs for youth. Great interest lies within the horticulture field (JMG curriculum) and a growing interest in alternative agriculture continues to develop within the non-agricultural urban clientele. Additionally, by providing youth the skills they need to garden from a young age, it is hoped that they will increased their access to fresh vegetables and fruits.

**What has been done**

Volunteers have been trained with the JMG curriculum; in areas like literature in the garden, wildlife gardener, and to date over 30 adults have participated and become trainers/educators in classroom and community center sites across West Virginia. volunteers have also been provided training in the area of alternative agriculture through embryology, small farm livestock enterprises, and small fruit production to name a few.

**Results**

As a result of the trainings 50 volunteers are exhibiting increased knowledge of age-appropriate agriculture programs through their outreach efforts to more than 400 youth directly served.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
124	Urban Forestry
131	Alternative Uses of Land
403	Waste Disposal, Recycling, and Reuse

405	Drainage and Irrigation Systems and Facilities
721	Insects and Other Pests Affecting Humans
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

Extension clientele will exhibit knowledge gained from interactions with Extension staff.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	60	80

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

**Issue (Who cares and Why)**

Extension clientele continue to request classes and workshops in the areas of horticulture and homeowner conservation topics. Horticulture topics include container gardening, landscape design and maintenance, community gardening, plant pest management and disease control. The ever increasing interest in conservation management has brought about classes like composting, water conservation (irrigation), and the use of various mulch types.

**What has been done**

Ten classes have been taught by our extension staff and 80 Extension clientele participated in the various classes. These classes have focused on both basic management practices for residential homeowners (such as annual selection, rain gardens, and potted flower demonstration) and more advanced topics for small agricultural business endeavors (such as high tunnel utilization, cut flower growing, crop diversification through introduction of bramble crops).

**Results**

The Extension clientele are being observed changing their actions as they relate to the various classes from which they gained knowledge from interactions with Extension staff.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
124	Urban Forestry
131	Alternative Uses of Land
403	Waste Disposal, Recycling, and Reuse
405	Drainage and Irrigation Systems and Facilities
721	Insects and Other Pests Affecting Humans
806	Youth Development
902	Administration of Projects and Programs
903	Communication, Education, and Information Delivery

**Outcome #4**

**1. Outcome Measures**

farmers/growers will demonstrate expanded knowledge of alternative agriculture.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	10	12

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

**Issue (Who cares and Why)**

Farmers/growers continue to request classes and workshops in the areas of horticulture and homeowner conservation topics. Alternative agriculture topics include small fruit production, vegetable production, cut flower production, high tunnel construction, and pest/disease management.

**What has been done**

Six classes have been taught by our extension staff and 12 farmers/growers participated in the various classes. These classes are designed to assist famers and growers in diversifying their operations and provide more resilient income protection in tough economic times.



**Results**

The farmers/growers are being observed changing thier actions and adopting practices as they relate to the various classes from which they gained knowledge from interactions with Extension staff.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
131	Alternative Uses of Land
405	Drainage and Irrigation Systems and Facilities
721	Insects and Other Pests Affecting Humans
903	Communication, Education, and Information Delivery

**Outcome #5**

**1. Outcome Measures**

Residents will adopt the utilization of bio-diesel and participate in production process thereby re-using expended yellow grease in creation of usable fuel product.

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

**Brief Explanation**

The summer of 2010 was droughty and presented farmer/growers with limited crops to sale. The west virginia economy is hitting bottom with unemployment rising. Federal apropriations have decreased again and more time is allocated to grant writing.

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

**Evaluation Results**

**Key Items of Evaluation**

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

**Program # 3**

**1. Name of the Planned Program**

Community and Economic 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
501	New and Improved Food Processing Technologies		5%		
502	New and Improved Food Products		5%		
503	Quality Maintenance in Storing and Marketing Food Products		5%		
504	Home and Commercial Food Service		5%		
602	Business Management, Finance, and Taxation		50%		
608	Community Resource Planning and Development		30%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	12.0	0.0	0.0
Actual	0.0	11.0	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
0	370194	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	404738	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	136953	0	0

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

### **1. Brief description of the Activity**

Community Revitalization: Six of the CED staff worked in the area of community revitalization where they provided regional support in rural southern West Virginia as well as the capital city of Charleston. They worked in collaboration with partners that included the county Economic Development Authorities, local government, non-profit agencies, the school systems, and other partners to provide numerous trainings, events, and fundraising for project support and development of operational plans and strategies. The services provided by CED staff also included facilitating community needs assessments and community strategic planning. They also provided implementation support for projects resulting from this assessing and planning. This included conducting workshops and meetings with local and state officials and entrepreneurs to provide instructions on utilizing revitalization as a tool for economic development. They also provided training and support to local entrepreneurs and property owners on the various community revitalization opportunities. WVSUES also hosted a regional forum attended by over 120 individuals who were provided with a clearinghouse of products and resources available for various community revitalization projects. Staff also facilitated counseling with architects and historical preservationists to assist property owners in designing historically correct aesthetically pleasing renovations for their building; identified and developed a data base of property that is available and appropriate for re-development in two communities; participated in two sustainable community fairs and served on a county sustainability team. They also developed funding applications for community revitalization efforts that resulted in???? Grants ranging in size from?? to ??, that provided support for projects that included community gardens, pocket parks, sidewalks and street revitalization, dilapidated building removal, building facade improvement grants and other projects centered around community revitalization.

Micro-Enterprise Development: Four staff worked regionally on small business development efforts. They provided a variety of workshops and meetings related to business retention and expansion; delivered services such as resource fairs and incubation for emerging entrepreneurs; develop products, curriculum, and resources related to business retention and expansion; provide training for entrepreneurs on management strategies, marketing, new markets for product, and integration of technology; provided counseling on collaborative development; assessments of current business plans, strategies, and expansion possibilities; partnered with various agencies including USDA, West Virginia Development Office, WVU Extension Services and the local Economic Development Authorities to promote business retention and expansion; and received funding for the development of a specialized incubator and training center for digital and social media entrepreneurship. In addition, a new retail co-op was formed in a rural county to provide support to approximately nineteen local artisans and crafters and a new state-wide co-op was launched entitled WV Made. This co-op held its first annual trade show with WVSUES organizational and financial support, and is now fully operational serving as a collaborative buying and selling entity for artisans. The annual Recipe Challenge, offered in partnership with the WV Dept of Agriculture was held and the winning new food producer was provided with start-up assistance through this \$10,000 prize package of services and expense support.

Workforce Education and Individual Resource Development: In partnership with the WV Women's Works Program and the Department of Transportation's On-the Job Training program workshops, training programs and applied placements were done in the construction industry at the WVSUES Economic Development Center. Targeted for these programs were low-income minority and women that were seeking certification that would allow them to work as carpenters, welders, heavy machinery operators and other related fields. The programs provided training to 110 women and minorities through the Women's Work effort, of which approximately 90% were placed in positions averaging \$18.00 per hour. The OJT

program also had very positive results, with 20 served and a 95% placement rate

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

The populations served by the CED program area support included: business operators, property owners, community development organizations, volunteer organizations, elected officials, unemployed, under-employed and retirees, youth and recent college graduates, existing small businesses, specialty food producers, minorities, artisans, farmers, individuals needing additional income or training, Department of Health and Human Resource clients, and Workforce West Virginia clients

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	571	3650	0	0

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

Year: 2010  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Business operators and property owners will receive revitalization assistance.

Year	Actual
2010	51

**Output #2**

**Output Measure**

- Stakeholders will participate on a community or economic development work group.

<b>Year</b>	<b>Actual</b>
2010	279

**Output #3**

**Output Measure**

- Stakeholders will receive regular updates on community or economic development efforts.

<b>Year</b>	<b>Actual</b>
2010	608

**Output #4**

**Output Measure**

- Residents will receive classes on relevant community or economic development issues.

<b>Year</b>	<b>Actual</b>
2010	188

**Output #5**

**Output Measure**

- Businesses will receive assistance through an extension BREAD initiative.

<b>Year</b>	<b>Actual</b>
2010	126

**Output #6**

**Output Measure**

- New partnerships that add financial resources for the expansion of programming efforts will be added.

<b>Year</b>	<b>Actual</b>
2010	19

**Output #7**

**Output Measure**

- Grants or other financial awards will be received to support community and economic development initiatives.

<b>Year</b>	<b>Actual</b>
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2010

14

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

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

O. No.	OUTCOME NAME
1	Business operators and property owners will make improvements to their buildings
2	Business operators and property owners will demonstrate knowledge gained of revitalization procedures and effects.
3	New business will relocate to formerly abandoned buildings in the city's and town's main street areas.
4	Small businesses will report start-up success, stabilization or limited growth.
5	Employers will hire candidates who have been referred to them through the WVSU workforce education programs
6	Regular updates will result in increased participation in community and economic development related initiatives.
7	Participants will report an improvement in their economic viability as a result of their participation in at least one program.

**Outcome #1**

**1. Outcome Measures**

Business operators and property owners will make improvements to their buildings

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	15	14

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

**Issue (Who cares and Why)**

The downtowns are vital contributors to the economic stability of most rural communities. In large part, the communities we work with are blighted and have significant numbers of vacant store fronts. Those that are operational are often dated in their appearance, which is having a negative impact on the traffic into the establishment which in turn, impacts the revenues generated by the business.

**What has been done**

The CED program area has worked with the downtown associations, civic groups, and the mainstreet programs in three communities to provide assistance in renovating the facades and begin a general revitalization effort.

**Results**

During this past year, CED staff have assisted 11 businesses with improvements totalling \$114,100. They have also facilitated five professional design visits with architects / renovation specialists and provided funding support for facade renovations for two businesses.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development



**Outcome #2**

**1. Outcome Measures**

Business operators and property owners will demonstrate knowledge gained of revitalization procedures and effects.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	36

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

**Issue (Who cares and Why)**

The local small business facilities and adjacent housing in many of our service communities are run-down, some to the point of being safety hazards. The general appearance of a community is a consideration for businesses as well as individuals considering a re-location. For many of our communities, the population has aged and the youth and families have re-located. This has had a very negative impact on the tax base and subsequent viability of these communities.

**What has been done**

CED staff have worked with numerous community action groups to address this issue in several ways. This includes conducting workshops and forums on revitalization techniques. It also includes helping communities secure funds to develop dilapidated building programs as well as improvement funds.

**Results**

Two communities have active programs for addressing this issue; CED Staff coordinate the VISTA that was hired to provide the manpower for this effort. The CED program area, in conjunction with a regional economic development authority and the electric company, sponsored a day-long educational forum on this subject. In support of this effort, CED staff also compiled a regional resource handbook and distributed it to representatives from the leadership team from a 9 county area. This resource book provided educational resources on this topic (how-to's) as well as the contact information on the county, state and federal resources to assist the communities with their efforts.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**Outcome #3**

**1. Outcome Measures**

New business will relocate to formerly abandoned buildings in the city's and town's main street areas.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	10	10

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

**Issue (Who cares and Why)**

The downtown business corridors in our small rural communities have lost significant numbers of small businesses over the past several decades. As a result, the corridors are often depressing and in some cases, dangerous because of the lack of business related traffic.

**What has been done**

Working with the WV Development office and its Mainstreet Program and On-Trac program, WVSUES CED staff are taking active leadership roles in the movement of new businesses to the formerly abandoned buildings in Oak Hill, Mt Hope and Charleston Westside.

**Results**

As a result of the this on-going efforts, the communities have developed strategic plans and are working systemically to revitalize their downtowns. During this past year, 10 businesses have relocated to abandoned buildings, a trend that WVSUES CED staff will continue to support during the upcoming POW.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**Outcome #4**

**1. Outcome Measures**

Small businesses will report start-up success, stabilization or limited growth.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	78

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

**Issue (Who cares and Why)**

For a rural state such as West Virginia, with a population of less than 2 million, and a declining industrial base, small businesses are the backbone and the future of our economy. Unfortunately, there is only sporadic support for start-up businesses and very limited access to capital for which to get these new businesses launched.

**What has been done**

WVUES CED developed a business start-up program with support from a regional foundation entitled Opening Soon. The program provides a training, mentoring and incubation component.

**Results**

The program continues to provide intensive support, which includes not only the traditional training / mentoring but also an agent that provides loan development support. The CED program has also sponsored a retail incubator for artisans that assisted 19 small start-ups as well as the Recipe Challenge program that launched another new food entrepreneur.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
502	New and Improved Food Products
504	Home and Commercial Food Service
602	Business Management, Finance, and Taxation
608	Community Resource Planning and Development

**Outcome #5**

**1. Outcome Measures**

Employers will hire candidates who have been referred to them through the WVSU workforce education programs

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	50	40

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

**Issue (Who cares and Why)**

The economy of West Virginia has made this an employers market -- meaning that there are more available workers than positions available. As a result, it is important that potential employees have the best skills available to bolster their hiring chances.

**What has been done**

WVSUES CED office operates an Economic Development Center (EDC) located in the distressed urban economic area of the capital city. This center was designed to provide small business development and workforce development assistance to low-income minority populations.

**Results**

Working in collaboration with the WV Women's Works Program and the Department of Transportation's On-the-Job Training Program, two in-depth workforce training programs are operating at the EDC. These programs have successfully trained participants in welding, electrical, and heavy machinery. As a result of this knowledge change, forty individuals have been placed in full-time positions in the highway and / or general construction industry; both of which are higher wage positions.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**Outcome #6**

**1. Outcome Measures**

Regular updates will result in increased participation in community and economic development related initiatives.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	400	269

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

**Issue (Who cares and Why)**

For community revitalization efforts to be effective buy-in from the community as a whole is needed. It is not always easy to get this support. Apathy is often considered to be the reason for limited participation in community development efforts. The CED program area thinks that while apathy may be a factor, another major factors is the lack of knowledge of the initiative.

**What has been done**

Several new efforts have been deployed to try to address this lack of knowledge of events. These new efforts include the creation of a website, newsletters, blogs and media blasts

**Results**

As a result of the enhanced visibility of the programs, almost 300 additional people have become volunteers or active participants in CED programs this past year. In the short-term, this improvement in numbers has had a positive affect on the program outcomes. In the long-term it is anticipated that by continuing to grow community involvement the communities will have a better chance of prospering.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
501	New and Improved Food Processing Technologies
502	New and Improved Food Products
503	Quality Maintenance in Storing and Marketing Food Products
504	Home and Commercial Food Service
602	Business Management, Finance, and Taxation

**Outcome #7**

**1. Outcome Measures**

Participants will report an improvement in their economic viability as a result of their participation in at least one program.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	250	269

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

**Issue (Who cares and Why)**

The communities themselves and the individuals in our small rural communities have been hard hit by this tough national economy.

**What has been done**

CED staff have developed very grass roots efforts to provide opportunities for both individual sustainability as well as community based sustainability. This includes efforts in both workforce development and business development support.

**Results**

In addition to providing data on the completion of individuals in CED programs, the participants have indicated that they have translated this training into an increase in their personal viability. This may be through having the skills for a new job or having the skills and mentor that provided the ability to launch a new business. For example, 24 start-up businesses completed the OSI program and 110 un-employed or under-employed successfully completed workforce training and have positively improved their economic viability.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
602	Business Management, Finance, and Taxation

## **V(H). Planned Program (External Factors)**

### **External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Populations changes (immigration, new cultural groupings, etc.)

### **Brief Explanation**

The downturn turn of the national economy impacted the State of West Virginia. This impact has been wide-spread, and can be measured in a cycle that includes the loss of businesses operating in the state, which in-turn affected the labor force negatively, which affected the stability of the small businesses reliant on local economies, which affected the housing market, etc. This tight business development environment had an impact on our projections for assistance to new start-ups and our retention efforts as predicted.

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

### **Evaluation Results**

### **Key Items of Evaluation**

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

**Program # 4**

**1. Name of the Planned Program**

Positive Youth 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
806	Youth Development		100%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	10.0	0.0	0.0
Actual	0.0	8.4	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
0	370194	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	337376	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	556750	0	0

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

1. Brief description of the Activity

Programming included after-school, in-school, and summer based enrichment opportunities. A population of programs was held to address the growing needs that youth have in developing life skills and becoming more productive members of society. The WVSU Extension Service staff focused on program initiatives that was concentrated in workforce development, promoting healthy lifestyles, literacy enrichment, and civic engagement.



*Creative Arts and Hip Hop Camp:* Provided activities were delivered as components of the Hip Hop genre including music production, DJ, dance, song writing, recording, and visual arts. In addition, through partnerships with community organizations, youth had exposure to instrumentation, technology and national and local artists and business people in arts and business.

*Youth /Family Literacy:* Activities included after-school and in-school enrichment opportunities such as entrepreneurship, media literacy, health literacy, traditional literacy, and financial literacy. Programs also emphasized opportunities to promote more parents spending time reading and working with their children. Professional in the Youth Development Program Area will provide programs that target the importance of children exercising appropriate personal hygiene techniques. Through this initiative, the youth professionals used a mobile simulation unit for demonstrations and educational lessons to enhance the level of learning for the participants. This program was conducted traditionally in the local service area of the community but was offered in two additional counties during the upcoming fiscal year.

*Germ City:* Through this initiative, youth were taught the value of cleanliness with particular focus on hand-washing. The program was offered at Kanawha County Schools and Afterschool sites as part of a regular health initiative

*FasTrack to Health:* Through this health literacy program kids learned how to make healthy and economic food choices, based upon their nutritional value. They also learned how to budget a monthly income in order to save money but also purchasing healthy selections at the grocery store. Meals preparations were another important concept of the program. With this component, youth learn how to use appropriate portion control when preparing meals and snacks. Fast Track was expanded to several new sites and developed into a summer day camp model also.

*Science, Technology, Engineering, and Mathematics (STEM):* It was the overall mission of the national 4-H administration for youth to become more involved with programs that have science, engineering, and technology focus. Currently, the number of college students seeking majors in these fields has tremendously declined. It is the mission of the WVSU Extension Service to provide model programs that will serve to enhance student motivation about careers in the SET specific areas.

*4-H Arts and Leadership Academy:* This program was designed to provide youth with access to participate in civic engagement opportunities. Through this model, youth that were interested in exploring leadership assets and careers were welcomed to participate in this program. Youth also having an interest in becoming more engaged with the community and helping their peers equally benefited from this experience. Promoting effective leadership through this initiative is another means for young people to understand these significant social factors. Activities included community service activities and leadership development training sessions.

*4-H Youth Development Recruitment and Orientation Programs:* Were designed to educate new volunteers and participants about the mission and programs associated with 4-H. The sessions covered recruitment and retention of new volunteers through the implementation of an effective volunteer management system and collaboration with the University and student leaders. Participants were educated about the mission and principals of the national 4-H office, opportunities that are available through 4-H, and how model programs can help them become better citizens for their community. The program components will be delivered through trainings, workshops, forums, the use of telecommunications, or service learning opportunities.

WVSU Extension Service staff members developed the Crime Solvers Program in 2008 and have delivered it continuously since then. The Crime Solvers Program was designed to motivate youth about careers related to crime scene investigation work, using laboratory experimental designs, mathematical concepts, and life skills to enhance a sense of belonging and engagement among their peers. This

initiative is geared towards exposing youth to workforce development opportunities in the science, engineering, and technology fields. Students involved in the after school Crime Solvers group will take part in various activities that focus on topics in Forensic Science including Chromatography, DNA Analysis, Fingerprint Analysis, Questioned Documents, and Crime Scene Analysis.

Programming with the WVSU Center for the Advancement of Science, Technology, Engineering, and Mathematics (CASTEM) continued and included the following: 8<sup>th</sup> - 11<sup>th</sup> graders attended both the summer Pre-College Math and Science and the Summer Transportation Institute for a combined three weeks of programming. The summer camps exposed the students to the STEM disciplines, life management skills, and career opportunities. CASTEM also provided K-12 educators with various professional development activities with the goal of enhancing their math and science curriculum, and increasing their students' interest in the STEM disciplines.

NASA SEMAA programming provided programming on Saturdays and Summers for youth K-12 in Charleston and Beckley. This experiential program allows youth to explore a variety of careers related to NASA (and the science behind them) through flight simulators, drop towers, robotics

Kids Investigating Science and Engineering was implemented with the Third Base Afterschool sites for youth in 3-5 grades and introduces them to the National Youth Science Day experiments. The research facility of the Anaerobic Digester and Bioplex were visited by youth 3-12 grade who were given an informational tour by the Primary Investigator lead researchers to show them opportunities for career development in agriculture.

Junior Master Gardener Programming was implemented at several of our community sites for youth and families. This experiential youth-based agriculture program allows youth in K-8 to experience the joys (and frustrations) of growing their own food. Hydroponic, aeroponic, raised bed, and traditional growing methods were used in the delivery of this program.

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

The target recipients of these programs will be mostly youth 4th through 12th Grade. Frequent events were also provided to promote parent and child enrichment opportunities. The JMG and KITE programs targeted youth under 3rd grade also. Volunteer and adult workers were the focus group of professional development and program sustainability.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	50	200	1000	1200

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

Year: 2010  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
Actual	1	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Through creative arts programming, youth will receive 40 hours per month of art enrichment.

Year	Actual
2010	60

**Output #2**

**Output Measure**

- Youth will receive 48 hours per month of literacy enrichment.

Year	Actual
2010	100

**Output #3**

**Output Measure**

- Youth will receive four hours per month of media literacy.

Year	Actual
2010	60

**Output #4**

**Output Measure**

- Youth will receive four hours per month of entrepreneurship literacy enrichment.

Year	Actual
2010	40

**Output #5**

**Output Measure**

- Youth will receive four hours per month of financial literacy enrichment.

<b>Year</b>	<b>Actual</b>
2010	0

**Output #6**

**Output Measure**

- Youth will receive four hours per month of health literacy enrichment.

<b>Year</b>	<b>Actual</b>
2010	60

**Output #7**

**Output Measure**

- Youth will receive three hours per month of programs promoting personal health choices.

<b>Year</b>	<b>Actual</b>
2010	60

**Output #8**

**Output Measure**

- Youth participants will receive four hours per month of programs about being better consumers and making healthier lifestyle choices.

<b>Year</b>	<b>Actual</b>
2010	60

**Output #9**

**Output Measure**

- During the one-week camp, the students will participate in ten hours of physical activity.

<b>Year</b>	<b>Actual</b>
2010	30

**Output #10**

**Output Measure**

- Throughout the one-week camp, youth will experience ten hours of actual hands-on cooking time.

<b>Year</b>	<b>Actual</b>
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2010 30

**Output #11**

**Output Measure**

- During the one-week camp, the students will participate in five hours of nutrition education.

<b>Year</b>	<b>Actual</b>
2010	30

**Output #12**

**Output Measure**

- The students will view five hours of cooking demonstrations by local area professional chefs.

<b>Year</b>	<b>Actual</b>
2010	30

**Output #13**

**Output Measure**

- Students who attend the HSTA Forensic Summer Institute will participate in discussion groups or current topics in Forensic Science for a total of 6 hours per week.

<b>Year</b>	<b>Actual</b>
2010	90

**Output #14**

**Output Measure**

- Students will participate in laboratory activities in the following topics: Blood typing and DNA analysis; handwriting analysis and thin layer chromatography; drug toxin identification; and fingerprint identification for a total of twenty hours per week.

<b>Year</b>	<b>Actual</b>
2010	90

**Output #15**

**Output Measure**

- Students will participate in leadership workshops for a total of four hours per week.

<b>Year</b>	<b>Actual</b>
2010	90

**Output #16**

**Output Measure**

- Students in the after-school Crime Solvers component will participate in 2 hours of Forensic Science activity per week for eight weeks.

<b>Year</b>	<b>Actual</b>
2010	15

**Output #17**

**Output Measure**

- Youth attending CASTEM camps will receive four hours per week of life skill techniques over a three week period.

<b>Year</b>	<b>Actual</b>
2010	30

**Output #18**

**Output Measure**

- Youth attending CASTEM camps will receive four hours per week of math enrichment.

<b>Year</b>	<b>Actual</b>
2010	30

**Output #19**

**Output Measure**

- Youth attending CASTEM camps will receive four hours per week of science based enrichment.

<b>Year</b>	<b>Actual</b>
2010	30

**Output #20**

**Output Measure**

- Youth attending CASTEM camps will receive four hours per week of enrichment about STEM careers and related professional fields.

<b>Year</b>	<b>Actual</b>
2010	0

**Output #21**

**Output Measure**

- Youth will be trained in the processes surrounding establishing a Teen Court system.  
Not reporting on this Output for this Annual Report

**Output #22**

**Output Measure**

- Youth will participate in community service related to Teen Court roles.

Not reporting on this Output for this Annual Report

**Output #23**

**Output Measure**

- Youth will participate in activities related to community coalition activities.

Not reporting on this Output for this Annual Report

**Output #24**

**Output Measure**

- Youth participants will receive training regarding the principals surrounding 4-H.

<b>Year</b>	<b>Actual</b>
2010	100

**Output #25**

**Output Measure**

- New adult volunteers will be recruited and retained beyond one episodic program.

<b>Year</b>	<b>Actual</b>
2010	40

**Output #26**

**Output Measure**

- Adult volunteers will receive training regarding the principals surrounding 4-H Youth Development.

<b>Year</b>	<b>Actual</b>
2010	30

**Output #27**

**Output Measure**

- Extension professionals in other states will serve to provide program development opportunities with the 4-H youth development staff at WVSU.

<b>Year</b>	<b>Actual</b>
2010	5

**Output #28**

**Output Measure**

- Youth will attend the Hip Hop Boot Camp to be instructed in various aspects of expressive arts.

<b>Year</b>	<b>Actual</b>
2010	70

**Output #29**

**Output Measure**

- Youth and Families were involved in science experiments in elementary schools

<b>Year</b>	<b>Actual</b>
2010	600

**Output #30**

**Output Measure**

- Youth and Families will be involved in NASA SEMAA activities

<b>Year</b>	<b>Actual</b>
2010	1000



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

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

O. No.	OUTCOME NAME
1	Following participation in creative arts programs, youth will self-report an increased knowledge in their area of choice.
2	Youth will report an increased knowledge of 4-H after camp, which will be measured through a question on the post-camp satisfaction survey.
3	Campers attending the previous year's summer camp will return next year. This will be measured through a question on the post-camp satisfaction survey.
4	Youth in the production area will create an instrumental CD of their own compositions.
5	Youth in the song writing class will create at least one lyric composition.
6	Youth participating in the camp's dance class will be able to choreograph a short dance production.
7	Youth in the DJ class will be able to explain the concepts of scratching, blending, and beat matching.
8	Youth in the visual arts class will create at least one work of visual art using techniques taught in class.
9	Traditional literacy - Youth will report an increase in the frequency and duration in time spent reading independently. This will be measured through observation and reading assessments.
10	Traditional literacy - Parents will report an increase in the frequency and duration in time spent reading with their children.
11	Media literacy - Using a questionnaire, youth will be able to identify media bias.
12	Media literacy - Using a questionnaire, youth will be able to identify the critical components of messages conveyed through the media.
13	Entrepreneurship - Youth will understand the process necessary to start and sustain a small business.
14	Entrepreneurship - Youth will complete the steps to start a small business.
15	Financial literacy - Youth will create an accurate monthly budget.
16	Financial literacy - Youth will be able understand the steps necessary to establish good credit. This will be measured by using a post survey.
17	Financial literacy - Youth will be able to balance a simple checking account.

18	Financial literacy - Youth will understand the importance of meeting financial obligations.
19	Health Literacy-Youth will report increasing their knowledge about making positive health choices. This will be measured through a health improvement survey.
20	Health Literacy-Youth will report making better choices about eating healthy food.
21	Health Literacy-50% youth will report an increase in daily physical activity.
22	Health Literacy-Youth will report making better choices about spending at the grocery store. This will be measured through pre and post surveys.
23	Following the camp experience, participants will use questionnaires to report eating breakfast daily.
24	Following the camp experience, will use questionnaires to report an increase in their consumption of fruits and vegetables.
25	Following the camp experience, will use questionnaires to report an increase in their use of dairy products.
26	Following the camp, youth will be able to accurately interpret a food label.
27	Following the camp experience, youth will report an increase in moderate to vigorous physical activity.
28	After completing the program, youth indicated that they learned 'a lot' or 'quit a bit' about each of the major Forensic topic areas in a post test survey.
29	Youth will report that attending the summer institute has had either a 'very high' or 'high' impact on increasing their interest in pursuing a health, science, or technology-related career.
30	Following the Crime Solvers program, youth will use questionnaires to report an increase in knowledge about explaining the scientific method.
31	Youth in the Crime Solvers group will be able to accurately identify the various patterns of fingerprints and at least two methods for fingerprint collection.
32	Youth in the Crime Solvers group will be able to identify at least three characteristics of handwriting patterns.
33	Youth attending CASTEM camps will use questionnaires to report they learned 'a lot' or 'quit a bit' about life skill techniques.
34	Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about math enrichment.
35	Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about science based enrichment.
36	Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about enrichment about STEM careers and related professional fields.
37	Youth will demonstrate a better understanding of the judicial system.

38	Youth will demonstrate a better understanding of organizational structures and processes of the judicial system.
39	The number of hours per month dedicated to addressing status offenders by police will decrease by 20% in the areas surrounding schools hosting Teen Courts.
40	Youth will use surveys to report gaining an increase in knowledge about 4-H.
41	Adults will use questionnaires to report having an increase in knowledge about the volunteer process.
42	Volunteers will participate in more than one 4-H activity or program in a one year period.
43	WVSU youth development extension staff will report an increase number of multi-state or integrated programs during a one-year period.

**Outcome #1**

**1. Outcome Measures**

Following participation in creative arts programs, youth will self-report an increased knowledge in their area of choice.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	60	60

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

**Issue (Who cares and Why)**

Limited resource youth needed exposure and validation for interest in various arts which is often absent in our society, especially in environments where more basic life amenities are often difficult to achieve. The popularity of urban genre will be utilized to capture the interest of youth.

**What has been done**

Youth have been given opportunities to explore potential areas of skill development in various visual and performance arts. This experience has been created within the arts incubator at the community center at the heart of a distressed community and also in an outdoor, residential camp experience.

**Results**

Youth reported more mastery in areas of interest related to their particular artistic tendencies. They also gained valuable life lessons from the behavior and professionalism modeled by counselors, teaching artists and Extension Staff that devoted their energy and expertise to improving their artistic, and social skills.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2**

**1. Outcome Measures**

Youth will report an increased knowledge of 4-H after camp, which will be measured through a question on the post-camp satisfaction survey.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	70	70

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

**Issue (Who cares and Why)**

For the majority of youth participating in our camping experiences, this opportunity may be their first exposure to traditional 4-H style programming. With the advent of many programs being developed in 4-H and some of the national partnerships being forged with various agencies, the rebranding and marketing of valuable 4-H assets to at risk youth will prove vital to their quality of life and the development of responsive 4-H programming.

**What has been done**

Camp participants are provided a broad variety of information through print, oral, and experiential items/programs that increase their knowledge of the land-grant system and its tie to the 4-H program. They become part of a broader 4-H audience.

**Results**

Youth participating in the camping experiences expressed increased knowledge of the land-grant university system and 4-H Youth Development and they also participated with youth from various backgrounds which transcend the traditional 4-H model.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

Campers attending the previous year's summer camp will return next year. This will be measured through a question on the post-camp satisfaction survey.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	70

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

**Issue (Who cares and Why)**

This measure reflect the satisfaction of the youth and desire to return to experience additional programming through 4-H Youth Development. Many of our youth are transient and don't have the support system in their families and communities to encourage the longevity of the relationship which could prove valuable to them on a number of different levels: Professionally, Socially and Academically

**What has been done**

We have made the returners our priority at each camp and showcase their heightened skills through various opportunities throughout camp. They also serve as junior counselors at the camps and junior ambassadors to the community to promote it.

**Results**

The returners are our junior mentors who help orient the newcomers and its has helped increase our retention of these, mostly non-traditional, 4-H members. They also learn skills in public communication which adds to their social competencies and self-confidence.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #4**

**1. Outcome Measures**

Youth in the production area will create an instrumental CD of their own compositions.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	15	15

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

**Issue (Who cares and Why)**

A tangible measure of their proficiency and talent is often a necessary attraction for youth in performance arts programs. The production of their own piece helps create a sense of mastery and the process exposes them to working with an engaged adult for an extended period of time.

**What has been done**

Youth were able to work in 4-H production studios on site at one of our community locations and develop their own CDs of original spoken word and instrumental creations. They are also given feedback by producers who are on staff and consultants that give the critique a sense of relevance to its marketability.

**Results**

Youth had a product to present to their family and talent promotion artists. Additionally, youth had a product to develop for their portfolios as they increase their mastery of their art form.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #5**

**1. Outcome Measures**

Youth in the song writing class will create at least one lyric composition.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	15	15

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

**Issue (Who cares and Why)**

Youth needed to develop sense of mastery in the craft of the vocal music category. Often, this area is one of the most challenging for youth because of the potential for embarrassment at a failed attempt. However, through the process of developing a confident musical and rap style and persona they value the experience for the role it serves as an expression and extension of themselves and their life's experience.

**What has been done**

Youth focused on lyrical development for portfolios and created tracks of their own vocal performances. They developed a performance style and command of the stage that will help them in any public performance role.

**Results**

Youth had a product to showcase to family friends and talent through the creation of their own CD. It also helps strengthen their brand and regional style which will eventually lead to more indigenous work being produced in Appalachia.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #6**

**1. Outcome Measures**

Youth participating in the camp's dance class will be able to choreograph a short dance production.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	10	15

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

**Issue (Who cares and Why)**

Youth needed to develop a sense of mastery in craft with regards to dance and choreography. Dance is a creative and physical outlet which can lead to better health, more focus and improved confidence with ties to WV Department of Education Content Standards and Objectives.

**What has been done**

Through pairing youth with caring adults, they were able to focus on developing products for their portfolios in choreography and dance. They realized the benefits of teamwork in the creative process, honed their skills at envisioning the product and developing a program that was not only exciting but showed true artistry and athleticism.

**Results**

Youth developed full production for presentation for family friends and for talent promotions and demonstrated mastery of basic dance forms including many different contemporary styles.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development



**Outcome #7**

**1. Outcome Measures**

Youth in the DJ class will be able to explain the concepts of scratching, blending, and beat matching.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	5	5

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

**Issue (Who cares and Why)**

Youth need to develop mastery in their craft in the area of "DJ" skills. Many youth from limited resource environments lack exposure to the technical equipment needed for high end production values in this day and age. With the development of video games which take the artform to a competitive level, this talent has gotten recent attention for the skill and timing it demonstrates

**What has been done**

Youth developed skills to present craft to friends and develop performances for the public. They learned all the basic steps, the rise of this technique in a historical context and that they are youthful caretakers of the 'lost art'.

**Results**

Youth developed presentation for family friends and talent and showcased their stage personas and knowledge of the history of hip hop.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #8**

**1. Outcome Measures**

Youth in the visual arts class will create at least one work of visual art using techniques taught in class.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	15	15

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

**Issue (Who cares and Why)**

Youth need a sense of mastery in their lives and can be taught various skills through utilizing various visual arts techniques. Graffiti art was the concentration within this genre and it was essential that the artistic aspect be emphasized over that of the criminal.

**What has been done**

Youth were able to develop skills in mural design through a five day class on the topic and the production of individual art pieces. They were also exposed to the development of graffiti as part of a continuum of large scale mural development from it's origins in ancient and tribal art to the post modern era which unveiled it.

**Results**

Youth were able to create prominent murals for display and express their own mastery of the art. They developed an understanding for traditional elements of balance and composition, chiaroscuro and contrast and came up with their own tags.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #9**

**1. Outcome Measures**

Traditional literacy - Youth will report an increase in the frequency and duration in time spent reading independently. This will be measured through observation and reading assessments.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	50	50

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

**Issue (Who cares and Why)**

Low literacy rates are a predominant problem in rural and urban settings throughout the country. Lack of sufficient literacy levels limits a youth's participation and success in school environments, which eventually leads to downward spiral of school drop out, lack of workforce skills, and low levels of potential future success.

**What has been done**

Innovative literacy tools were utilized with youth throughout the city of Charleston. Included in these activities were literacy in the garden, computer literacy classes, and various other modalities designed to engage and inspire youth in becoming more literate.

**Results**

Youth were introduced to new literature and enhanced their skills in reading through the daily after school sessions offered by WVSU Extension Service and our community partners.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #10**

**1. Outcome Measures**

Traditional literacy - Parents will report an increase in the frequency and duration in time spent reading with their children.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	20	20

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

**Issue (Who cares and Why)**

Family literacy is proven to enhance youth literacy job readiness and economic vitality. Higher literacy rates for youth also translate to improved school performance and greater potential for future income.

**What has been done**

Programs that include family in literacy experiences have been developed and implemented. These include various take home books with questionnaires, book giveaways and opportunities for parents to learn skills needed to improve youth literacy.

**Results**

Family interaction has improved as a side benefit to literacy enhancement and greater family satisfaction was documented.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #11**

**1. Outcome Measures**

Media literacy - Using a questionnaire, youth will be able to identify media bias.

Not Reporting on this Outcome Measure

**Outcome #12**

**1. Outcome Measures**

Media literacy - Using a questionnaire, youth will be able to identify the critical components of messages conveyed through the media.

Not Reporting on this Outcome Measure

**Outcome #13**

**1. Outcome Measures**

Entrepreneurship - Youth will understand the process necessary to start and sustain a small business.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	40	40

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

**Issue (Who cares and Why)**

Economic vitality and community development is dependent on youth business sense. Youth need a basic understanding of business skills in order to foster their budding entrepreneurial ideas.

**What has been done**

Financial literacy and business discussions were conducted with small groups and individually throughout the year.

**Results**

Participants were given skills for personal and business financial budgeting and planning and several began to develop their own business models around the arts and entertainment sector.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #14**

**1. Outcome Measures**

Entrepreneurship - Youth will complete the steps to start a small business.

Not Reporting on this Outcome Measure

**Outcome #15**

**1. Outcome Measures**

Financial literacy - Youth will create an accurate monthly budget.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	70	70

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

**Issue (Who cares and Why)**

Many youth from low and moderate income families do not understand the fiscal pressure endured by their families. This lack of understanding causes increased tension with adults in caregiving roles as the youth are unable to understand what it means to have a budget for their monthly living.

**What has been done**

Real money Real World was presented for groups of youth throughout central WV. This program teaches lessons related to tying a fictional income to the participants ability to survive throughout

a fictional month.

**Results**

Youth understood the realities of money management for their futures and their parents. Youth developed budgeting through financial literacy program

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #16**

**1. Outcome Measures**

Financial literacy - Youth will be able understand the steps necessary to establish good credit. This will be measured by using a post survey.

Not Reporting on this Outcome Measure

**Outcome #17**

**1. Outcome Measures**

Financial literacy - Youth will be able to balance a simple checking account.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	30	30

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

**Issue (Who cares and Why)**

Youth need to understand the basic money management principle of balancing a checking account in order to gain insight into the reason their parents must take money management strategies.

**What has been done**

Youth participated in Real Money Real World simulations to learn this skill.

**Results**

Participants gained a better understanding of money management. Youth developed budgeting skills through the financial liteacy program.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #18**

**1. Outcome Measures**

Financial literacy - Youth will understand the importance of meeting financial obligations.

Not Reporting on this Outcome Measure

**Outcome #19**

**1. Outcome Measures**

Health Literacy-Youth will report increasing their knowledge about making positive health choices. This will be measured through a health improvement survey.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	40	40

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

**Issue (Who cares and Why)**

Obesity and other health disparities are prevalent in WV. The onset of these conditions in childhood has negative implications for the lifelong health of the youth affected.

**What has been done**

Nutrition literacy was introduced to youth through various programs in Kanawha and Cabell County. These programs highlighted positive food selection and preparation.

**Results**



Youth know about better choices of healthy food selections and can make them at home and in restaurants.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #20**

**1. Outcome Measures**

Health Literacy-Youth will report making better choices about eating healthy food.

Not Reporting on this Outcome Measure

**Outcome #21**

**1. Outcome Measures**

Health Literacy-50% youth will report an increase in daily physical activity.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	40

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

**Issue (Who cares and Why)**

Childhood obesity and other health disparities are prevalent in WV. Many times these conditions are linked to lack of physical activity.

**What has been done**

Demonstrations of exercises and information about BMI and weight were introduced.

**Results**

Participants were more active and informed through participation in the program.

#### 4. Associated Knowledge Areas

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

#### Outcome #22

##### 1. Outcome Measures

Health Literacy-Youth will report making better choices about spending at the grocery store. This will be measured through pre and post surveys.

##### 2. Associated Institution Types

- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	40	40

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

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

Many communities don't have grocery stores that sell fresh food. These "food deserts" often leave youth with poor alternatives left to find quality food buying choices.

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

Participants were given information about the benefits of including more fresh fruits in diet and how to identify these options in the outlets available to them.

###### **Results**

Participants showed an increase in their conscientiousness about food purchases

#### 4. Associated Knowledge Areas

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #23**

**1. Outcome Measures**

Following the camp experience, participants will use questionnaires to report eating breakfast daily.

Not Reporting on this Outcome Measure

**Outcome #24**

**1. Outcome Measures**

Following the camp experience, will use questionnaires to report an increase in their consumption of fruits and vegetables.

Not Reporting on this Outcome Measure

**Outcome #25**

**1. Outcome Measures**

Following the camp experience, will use questionnaires to report an increase in their use of dairy products.

Not Reporting on this Outcome Measure

**Outcome #26**

**1. Outcome Measures**

Following the camp, youth will be able to accurately interpret a food label.

Not Reporting on this Outcome Measure

**Outcome #27**

**1. Outcome Measures**

Following the camp experience, youth will report an increase in moderate to vigorous physical activity.

Not Reporting on this Outcome Measure

**Outcome #28**

**1. Outcome Measures**

After completing the program, youth indicated that they learned 'a lot' or 'quit a bit' about each of the major Forensic topic areas in a post test survey.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	100	100

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

**Issue (Who cares and Why)**

The science fields need more participants especially youth from previously under-represented backgrounds including racial minorities and females.

**What has been done**

Exposure to science concepts made those options more viable and taught the rudimentary skills designed to illicit an interest in these career track options.

**Results**

Students had more confidence and skills to pursue STEM fields and reported an increased interest in those careers.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #29**

**1. Outcome Measures**

Youth will report that attending the summer institute has had either a 'very high' or 'high' impact on increasing their interest in pursuing a health, science, or technology-related career.

Not Reporting on this Outcome Measure

**Outcome #30**

**1. Outcome Measures**

Following the Crime Solvers program, youth will use questionnaires to report an increase in knowledge about explaining the scientific method.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	50	50

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

**Issue (Who cares and Why)**

There needs to be more interest in STEM careers because of the low numbers of US college graduates currently entering these career fields. This condition is especially prevalent in ethnic minorities and women.

**What has been done**

Participants given exposure to using scientific methods in k-12 grades through a variety of programs throughout the year including robotics, astronomy, and forensics.

**Results**

Science is more accessible to youth and they are viewing it as a more viable career choice.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #31**

**1. Outcome Measures**

Youth in the Crime Solvers group will be able to accurately identify the various patterns of fingerprints and at least two methods for fingerprint collection.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	50	50

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

**Issue (Who cares and Why)**

Students need hands on practice in science methods to inspire them in pursuit of careers in the STEM fields.

**What has been done**

Professionals demonstrated proper fingerprinting techniques

**Results**

Students gained understanding of applications to solving crimes

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #32**

**1. Outcome Measures**

Youth in the Crime Solvers group will be able to identify at least three characteristics of handwriting patterns.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
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2010                      50                      100

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

**Issue (Who cares and Why)**

There needs to be more interest in STEM careers because of the low numbers of US college graduates currently entering these career fields. This condition is especially prevalent in racial minorities and women. One way to garner interest is to teach youth hands on experience in handwriting analysis techniques

**What has been done**

Professionals demonstrated application of techniques in simulationas.

**Results**

Students more proficient in technique usage to problem solve and increased interest in forensics.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #33**

**1. Outcome Measures**

Youth attending CASTEM camps will use questionnaires to report they learned 'a lot' or 'quit a bit' about life skill techniques.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	40

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

**Issue (Who cares and Why)**

Youth need to develop better social competencies in dealing with peer groups and others as part of the social-emotional development.

**What has been done**

Interaction with peers and mentors in outside environments was emphasized

**Results**

Students developed relationships to build social competencies and teambuilding

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #34**

**1. Outcome Measures**

Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about math enrichment.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	40	25

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

**Issue (Who cares and Why)**

Math proficiency among at risk youth is not at a level equivalent to their peer groups from non-at-risk status.

**What has been done**

Math enhancement activities were introduced to CASTEM participants

**Results**

Youth developed a better understanding of math concepts and improve their ability to succeed in formal schooling.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development



### **Outcome #35**

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

Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about science based enrichment.

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

- 1890 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	40	40

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

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

Science proficiency among youth is not at parity with other industrialized countries throughout the world. This lack of proficiency is leading to a gap in achievement of US youth compared with their foreign counterparts.

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

Science enhancement activities were demonstrated by professional researchers, scientists, and university professors in cooperation with the youth.

##### **Results**

Participants felt more capable of abilities in science methods and demonstrated increased knowledge of the scientific method.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

### **Outcome #36**

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

Youth attending CASTEM camps will use a questionnaire to report an increase in knowledge about enrichment about STEM careers and related professional fields.

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

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	40

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

**Issue (Who cares and Why)**

Youth are not as interested in pursuing careers in science which will keep nation globally competitive and economically vital.

**What has been done**

Participants were introduced to professionals and science fields and given pathways to career development

**Results**

More students will be choosing careers in STEM fields given steps and expectations to achieve aspirations

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #37**

**1. Outcome Measures**

Youth will demonstrate a better understanding of the judicial system.

Not Reporting on this Outcome Measure

**Outcome #38**

**1. Outcome Measures**

Youth will demonstrate a better understanding of organizational structures and processes of the judicial system.

Not Reporting on this Outcome Measure

**Outcome #39**

**1. Outcome Measures**

The number of hours per month dedicated to addressing status offenders by police will decrease by 20% in the areas surrounding schools hosting Teen Courts.

Not Reporting on this Outcome Measure

**Outcome #40**

**1. Outcome Measures**

Youth will use surveys to report gaining an increase in knowledge about 4-H.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2010	100	150

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

**Issue (Who cares and Why)**

Many urban youth are unaware of the 4-H Youth Development program or the potential benefits of participation. As such, they are missing a prime opportunity to experience increased life skills in various subject matter areas.

**What has been done**

Exposure to relevant 4-H principles and opportunities will increase resources for success for participating youth, so a variety of awareness and engagement activities were planned and executed throughout the year. These activities exposed youth to skill building opportunities through the 4-H Youth Development program.

**Results**

More youth are joining 4-H programs and clubs in urban Appalachia

**4. Associated Knowledge Areas**

**KA Code    Knowledge Area**

806 Youth Development

**Outcome #41**

**1. Outcome Measures**

Adults will use questionnaires to report having an increase in knowledge about the volunteer process.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	40

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

**Issue (Who cares and Why)**

Adults in urban areas aren't familiar with volunteer opportunities in 4-H Youth Development.

**What has been done**

We gave adults opportunities to volunteer and resources for training in traditional and non-traditional 4-H programs.

**Results**

More adults were interested in volunteering to teach prescribed and developed curriculums and skills.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #42**

**1. Outcome Measures**

Volunteers will participate in more than one 4-H activity or program in a one year period.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	40	40

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

**Issue (Who cares and Why)**

Adults weren't willing to maintain involvement for long periods. One of the foundations of 4-H and an essential element is long-term exposure to a caring adult volunteer. This left youth lacking role models in this area.

**What has been done**

Student credit and internships and incentives introduced to recruit more dedicated volunteers

**Results**

Experiencing an upsurge in volunteer has created an opportunity to expand programs offered to our youth clientele.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #43**

**1. Outcome Measures**

WVSU youth development extension staff will report an increase number of multi-state or integrated programs during a one-year period.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	2	2

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

**Issue (Who cares and Why)**

More regional integrated programs are needed to build capacity and tackle regional issues. These multi-state and integrated opportunities provide better utilization of federal and state funding and leverage private funding in a more efficient manner.

**What has been done**

Developed capacity building grant proposals with TSU FAMU and the Teen Leadership ECOP to make concerted effort to combat problems facing youth audiences.

**Results**

More combination of financial and creative resources has resulted increased multi-state programming outside of the confines of grant generated programs.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

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

**Brief Explanation**

Funding has been a major issue with regard to personnel and programmatic expansion. We were successful however in developing new resources to replace some federal cuts. Additionally, there was some personal turnover in 2010 and with the small size of our staff, it lead to some programmatic alterations.

Childhood Obesity also became a prominent issue on both the national, regional and

state levels and many programmatic changes addressed this vital concern.

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

#### **Evaluation Results**

Evaluation of our programs will continue to be an essential component to programmatic development. We will continue to partner with University staff who have technological and expert resources in both quantitative and qualitative analysis and access to other aggregate data which can result in advocacy for youth development programs.

#### **Key Items of Evaluation**

Evaluation of the effects of Childhood obesity programs has been an ongoing priority to enhance replication and ensure validity and reliability of all measurement tools. Other program areas will maintain that standard of evaluation.

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

**Program # 5**

**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		100%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Actual	0.0	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
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	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

An extension component to the on-going WVSU research program is currently in the planning stages, however, there are not any extant programming efforts in this area.

2. Brief description of the target audience



West Virginia residents.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	0	0	0	0

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- No effort in this area  
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	No reported effort in this area.

**Outcome #1**

**1. Outcome Measures**

No reported effort in this area.

Not Reporting on this Outcome Measure

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

**Brief Explanation**

{No Data Entered}

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

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}

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

**Program # 6**

**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
601	Economics of Agricultural Production and Farm Management		100%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Actual	0.0	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
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	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

An extension component is currently in the planning stages, however, there are not any extant programming efforts in this area.

2. Brief description of the target audience

West Virginia residents.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	0	0	0	0

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- No effort in this area.  
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	No reported effort in this area.

**Outcome #1**

**1. Outcome Measures**

No reported effort in this area.

Not Reporting on this Outcome Measure

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

**Brief Explanation**

{No Data Entered}

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

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}

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

**Program # 7**

**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
132	Weather and Climate		100%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Actual	0.0	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
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	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

An extension component is currently in the planning stages, however, there are not any extant programming efforts in this area.

2. Brief description of the target audience



West Virginia residents.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	0	0	0	0

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Not reporting on this area.  
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	Not reporting on this area.

**Outcome #1**

**1. Outcome Measures**

Not reporting on this area.

Not Reporting on this Outcome Measure

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

**Brief Explanation**

{No Data Entered}

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

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}

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

**Program # 8**

**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
724	Healthy Lifestyle		100%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Actual	0.0	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
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	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

An extension component is currently in the planning stages, however, there are not any extant programming efforts in this area.

2. Brief description of the target audience

West Virginia residents.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	0	0	0	0

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Not reporting on this area.  
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	Not reporting on this area.

**Outcome #1**

**1. Outcome Measures**

Not reporting on this area.

Not Reporting on this Outcome Measure

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

**Brief Explanation**

{No Data Entered}

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

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}

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

**Program # 9**

**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
703	Nutrition Education and Behavior		100%		
	<b>Total</b>		100%		

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Actual	0.0	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
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	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

An extension component is currently in the planning stages, however, there are not any extant programming efforts in this area.

2. Brief description of the target audience



West Virginia residents.

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	0	0	0	0

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Not reporting on this area.  
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	Not reporting on this area.

**Outcome #1**

**1. Outcome Measures**

Not reporting on this area.

Not Reporting on this Outcome Measure

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

**Brief Explanation**

{No Data Entered}

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

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}