

2011 West Virginia State University Extension Annual Report of Accomplishments and Results

Status: Accepted

Date Accepted: 06/25/2012

I. Report Overview

1. Executive Summary

Extension and outreach programs are currently offered by WVSU Extension Service in an on-going basis in approximately 30 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).

In 12 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 2011 programs placed a majority emphasis on serving individuals, youth, families and communities with regard to the perisisting financial crisis facing the country and the affiliated concerns that accompany the crisis including economic and food.

One example of this expanded portfolio is WVSU Faculty and Staff working with the Northeast Regional Center for Rural Developmen and The West Virginia USDA Rural Development Office on the USDA Rural Development program Strengthening our Economies Together (SET) . This program is designed to deliver regional economic development programs to multi-county clusters. In West Virignia, five separate multi-county regions in the state were selected for service. Twenty-nine counties, comprising the five clusters, received information related to emerging industry clusters and sustaining regional partnerships.

Additionally, the Family and Consumer Science unit worked closely with the WV Department of Health and Human Services to expand the Healthy Families, Healthy Children effort into five additional counties over the previous year. This program places an emphasis on parenting education, personal financial management, tax preparation for low resource audiences and technology access for low-resource families. In 2011 WVSU entered into a partnership with the Department of Defense to serve military families in a 6 state region with the Health Lliteracy Program. This expanded the program to a higher level, impacting 748 military personnel and 746 military children.

Also, the 4-H Youth Development program continued to expand its reach in West Virginia through partnership with the WVSU Center for the Advancement of Science, Technology, Engineering, and Mathematics (CASTEM). Through working together, WVSU youth development programs focused on STEM education were delivered to more than 2,000 youth. Many of these youth also got to experience a NASA aerospace education laboratory built through grant dollars in Beckley, WV and serving as a hub of youth development activity for the university. The skills gained by these youth will help prepare them for careers in our technology and science driven world.

Finally, hundreds of farmers were able to expand their operations and more adequately sustain their lands by using alternative crops and planting methods due to the WVSU Extension Service Agriculture and Natural Resource area. From promoting alternative crops such as shitake mushrooms and brambles, to new ways of expanding the growing season such as high tunnels and cold frames, small farmers were taught new ways of profitting in agriculture.

Total Actual Amount of professional FTEs/SYs for this State

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	37.0	0.0	0.0
Actual	0.0	29.0	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 2011 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 Research and 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 level advisory councils guide program implementation at the local level.

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
- Other (Use of publicationa and local media to promote awareness of program efforts.)

Brief explanation.

WVSU Extension Service utilized multi-faceted approaches to encourage stakeholder input and participation in developing and implementing programs in Federal Fiscal Year 2011. 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.

Some of our greatest successes in FFY 2011 came from the CED area who actively engaged multi-county regions in five parts of the state to discuss regional economic development. These meetings have helped plot a course from programming development and delivery efforts in the various clusters of counties engaged. One of these projects lead to the complete restructuring of a CED position to allow for it to become focused on regional economic development related to the hardwood products industry. Other, less obvious effects, have included shaping the work of several CED agents in southern West Virginia.

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 tools included the WVSU Research and Extension Advisory Council (REAC), an external panel of stakeholders and peers representing both research and extension interests. Also, 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. These valuable sessions introduced new areas for program emphasis (low resource urban youth outreach in agriculture) and expanded others (tax preparation assistance for low resource and public housing residents).

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. While this effort is always a work in progress, as the program continues to grow, more of these sessions are being held and broader constituencies identified.

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 Service stakeholders are valued as 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. While 2011 represented the first full year of REAC integration, some valuable feedback from volunteers is currently helping shape Extension and Research efforts and directions as we grow the programs together. This process has included analyzing current shared positions and the development of new integrated positions that have Extension and Research appointments. These efforts were a direct stated desire of the REAC members.

In addition in late 2011, a review team external to the University and the REAC were brought to town to do an intensive 2 day review of Extension and Research programs. The participants, for the most part, had prior experience with WVSU Extension and Research at some level but most did not have any recent knowledge of the program. The stakeholders had two days to hear reports, visit facilities, and interact with administrators and program staffers. They later submitted a report which is helping re-shape Extension and Research paradigms at the University. One of their strong recommendations, being put into place this for 2014 is that the REAC be involved in writing, not just approving, the Plan of Work. The reason for the one year delay is the timing of meetings and lining them up with the POW process.

Brief Explanation of what you learned from your Stakeholders

One of the primary lessons re-enforced in 2011 was the need for even greater integration of Extension and Research efforts. While we each have been focusing on areas of significance for our audiences, there was a strong voice that more effort needed to be integrated for us to magnify the effects of our work.

As such, Extension and Research administrators have begun to have a series of staff meetings that address the need for cross-area programming and research. Additionally, each has committed to growing staff in a manner that will complement the strengths of the other area at WVSU.

Additionally, we learned that there is still great need for economic recovery programming as it relates to families, farms, and communities. The combined efforts of Extension and Research are needed to address these societal issues.

IV. Expenditure Summary

1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)			
Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	1340865	0	0

2. Totaled Actual dollars from Planned Programs Inputs				
Extension			Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	0	1235881	0	0
Actual Matching	0	1212400	0	0
Actual All Other	0	1716274	0	0
Total Actual Expended	0	4164555	0	0

3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous				
Carryover	0	268680	0	0

V. Planned Program Table of Content

S. No.	PROGRAM NAME
1	4-H Youth Development
2	Agriculture and Natural Resources
3	Community and Economic Development
4	Family , Wellness and Nutrition Education

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

4-H 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%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	10.0	0.0	0.0
Actual Paid Professional	0.0	10.0	0.0	0.0
Actual Volunteer	0.0	15.0	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	213095	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	275863	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	695786	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 variety of distinct programs were facilitated to address the growing needs that youth have in developing life skills and becoming more productive members of society.

Expressive Arts: Provided activities were delivered as components of the Hip Hop and classical genres including music production, DJ, dance, song writing, recording, creative writing, and visual arts. In addition, through partnerships with community organizations, youth had exposure to instrumentation, theater and costume design.

Youth /Family Literacy: Activities included after-school and summer 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. Professionals in the Youth Development Program Area provided programs that target the importance of enhancing youth literacy. Through this initiative, the youth professionals used the Junior Master Gardener curriculum, Literature in the Garden, to enhance the level of reading and physical fitness by implementing gardening and craft activities.

FastTrack 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. Meal preparation was another important concept of the program. With this component, youth learned how to use appropriate portion control when preparing meals and snacks. The participants also had relationships with health conscious mentors and program assistants from many professional sectors.

Science, Technology, Engineering, and Mathematics (STEM): STEM programs have become a national priority and one of the 4-H Mission Mandates is exposure to Science, Engineering, and Technology (SET) programs. The goal of this effort is for youth to become more engaged by programs that have science, engineering, and technology focus. Programs were provided to K-12 youth through various activities with the goal of enhancing their math and science curriculum, and increasing their interest in the STEM disciplines. Additionally, WVSU Extension Service and the Center for Advancement of Science Technology Engineering and Mathematics (CASTEM) at WVSU worked to provide a summer program designed to encourage middle school aged youth to continue in the STEM pipeline.

4-H Mentoring Program: This in school enrichment mentoring program was designed to match local members of the community with middle school youth who displayed a need for direction and guidance. We educated new volunteers and participants about the mission and program objectives associated with the essential elements of 4-H.

2. Brief description of the target audience

The target recipients of these programs will be mostly youth 4th through 12th Grades in our service areas of central and southern West Virginia..

Additional programs will focus on youth in the Kindergarten through third grade range.

Frequent events will also be provided to promote parent and child enrichment opportunities. Volunteer and adult workers will be the focus group of professional development and program sustainability.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	370	2667	5209	10438

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

Year: 2011
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	0	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. Not reporting on this Output for this Annual Report

Output #2

Output Measure

- Youth will receive ongoing exposure to adult service providers around a variety of educational topics including expressive arts, media literacy, 4-H SET, and STEM pipeline programs.

Year	Actual
2011	2084

Output #3

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.

Year	Actual
2011	94

Output #4

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.

Year	Actual
2011	94

Output #5

Output Measure

- Youth attending CASTEM camps receiving life skill, math and science skills over a three week period.

Year	Actual
2011	25

Output #6

Output Measure

- Youth participants receiving training regarding the principles surrounding 4-H.

Year	Actual
2011	120

Output #7

Output Measure

- New adult volunteers recruited and retained

Year	Actual
2011	30

Output #8

Output Measure

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

Year	Actual
2011	30

Output #9

Output Measure

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

Year	Actual
2011	73

Output #10

Output Measure

- K-12 youth receiving STEM-related education through NASA-centered programming.

Year	Actual
2011	2157

Output #11

Output Measure

- K-12 educators receiving STEM-related training.

Year	Actual
2011	200

Output #12

Output Measure

- Middle school youth attending the Fast Track program will demonstrate improved food safety and preparation skills.

Year	Actual
2011	120

Output #13

Output Measure

- Youth attending the Fast Track program will be engaged in at least 3 hours of physical activity during the six week program.

Year	Actual
2011	120

Output #14

Output Measure

- Youth increased weekly physical activity.

Year	Actual
2011	127

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth attending expressive arts programs will demonstrate mastery of their creative art.
2	Youth will report an increase in the frequency and duration in time spent reading independently.
3	Parents will report an increase in the frequency and duration in time spent reading with their children.
4	Youth will demonstrate increased ability identify media bias and other critical components of messages conveyed through the media..
5	Youth will understand the process necessary to start and sustain a small business.
6	Youth will demonstrate financial literacy skills including budgeting, fiscal record keeping, and understanding financial management principles.
7	Youth will make positive health choices including selection of healthy foods and increasing active lifestyle activities.
8	Youth will make better choices about spending at the grocery store.
9	Youth will report an interest in pursuing a health, science, or technology-related career.
10	Youth will demonstrate knowledge of the scientific method.
11	Youth in the Crime Solvers group will be display forensic information gathering knowledge.
12	Youth attending CASTEM camps will exhibit increased knowledge of math, science, and life-skills.
13	Youth attending CASTEM camps will express greater interest in STEM careers and related professional fields.
14	Youth and adult participants will report an increase in knowledge about 4-H and its relationship to the land-grant university system and USDA.
15	Volunteers will participate in more than one 4-H activity or program in a one year period.
16	K-12 teachers incorporating more experiential STEM-learning activities for students.

Outcome #1

1. Outcome Measures

Youth attending expressive arts programs will demonstrate mastery of their creative art.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	73

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With cuts to in school arts programs, youth have less access to arts programming than ever before. Expressive arts is a necessary tool to aid in creativity.

What has been done

Through our program efforts, youth are given the opportunity to participate and master different areas of the creative arts spectrum in the after school and summer camp settings.

Results

100% of youth who have participated in our creative arts programming efforts have completed at least one creative arts project each year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Youth will report an increase in the frequency and duration in time spent reading independently.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	14

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth in our community view reading in a negative way and, therefore, do not engage in the act during leisure time. Reading only when necessary is the common practice for most youth.

What has been done

The Literature in the Garden curriculum pairs fun and engaging activities with award winning books in order to associate reading with fun.

Results

More youth have reported an increase in reading while at home for their own enjoyment. This increase in individual reading will most likely lead to an improvement in school performance.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Youth will demonstrate increased ability identify media bias and other critical components of messages conveyed through the media..

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Youth will demonstrate financial literacy skills including budgeting, fiscal record keeping, and understanding financial management principles.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	120

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

An increased amount of college students and adults are persuaded or forced into debt due to poor management of funds and unnecessary spending. Credit card and student loan debt are increasingly high. Our economy is in a financial state of panic.

What has been done

Students are exposed to a mock bank account and check register, which will allow them to preform record keeping skills. Students are given ?Fast Bucks?, which act as money, for performing task and completing class assignments. Students are challenged with budgeting, managing, planning, saving and making purchases with their ?Fast Bucks?.

Results

80% of the Fast Track participants displayed an understanding and increase in knowledge of the financial component of the program through the completion of the financial literacy activities without assistance.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #7

1. Outcome Measures

Youth will make positive health choices including selection of healthy foods and increasing active lifestyle activities.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	120

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With obesity being a major problem in the State of West Virginia, many local schools, officials, state organizations, community leaders and health care industries are taking steps to combat the issue of obesity. The Fast Track program can aid concerns of those who care about wide spread obesity issues by giving students valuable information on health and nutrition that can be used to stay healthy. This information is encouraged to be shared with family and friends.

What has been done

The Fast Track program delivers health, fitness and nutrition information to middle school aged students in after school and summer camp settings. Students are instructed in the basics of healthy meal preparation from a low fat, low calorie menu. Over the course of the Fast Track program, students prepare healthy snacks and entrees that can be replicated in the home. The students also take part in physical fitness activities and are shown how they the can take steps to fight obesity.

Results

80% of students who completed the Fast Track program reported that they would be less likely to choose unhealthy snacks and drinks like chips, sweets, and soda and more likely to choose healthy snacks like fresh fruit and yogurt. 90 % of students demonstrated that they were more equipped to prepare a healthy meal without parental supervision. 70% of students reported that they are likely to choose a fast food menu option that was healthier. Students in the Fast Track have become more health conscious and aware that they can make a big impact on their lives by making healthier meal decisions and getting daily exercise.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Youth will make better choices about spending at the grocery store.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	120

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Funds are limited for many of our community members. The funds that are available are used to purchase less healthy food options because it is believed that all healthy food is expensive. This lack of knowledge is a major contributor of obesity.

What has been done

Students were shown the layouts of grocery stores and were instructed on where the healthiest options are in the store. They are also given information on how to obtain the best value while shopping. Tools such as newspaper ads and commercial circulars were provided to the Fast track students so they may review the ads and make an informed decision on how to construct a grocery list and save money in the process. Students were challenged to find the best value and obtain the most for their money.

Results

100% of the Fast Track participants exhibited an increased level of knowledge on grocery store shopping. By the closing of the program, they were more conscious of the value of their money while shopping and appeared to use the information they obtained to increase savings. Students also showed that through the mock shopping exercises, they could purchase items similar to the name brand item they originally sought. Fast Track students were shown how ?house brand? or ?generic? items compared to name brand items in ingredients, taste, and value.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #9

1. Outcome Measures

Youth will report an interest in pursuing a health, science, or technology-related career.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	101

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Interest in careers and courses in the health sciences fields is declining in our nation. Only 5% of current United States college graduates earn science, engineering, or technology degrees compared to 66% in Japan and 59% in China.

What has been done

The HSTA Forensic Summer Institute and 4-H Crime Solvers programs were implemented to middle and high school youth to give them the experience of life on a college campus and the forensic science field. A crime scene was investigated through various lab techniques. Furthermore, 4-H is working to reach one million new youth in science programs by 2013.

Results

Through pre and post surveys, 80% of the youth participating in HSTA reported a growing interest in the science fields. Through the same method of evaluation, 100% of the participants showed an increased interest in science at the completion of the program.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #10

1. Outcome Measures

Youth will demonstrate knowledge of the scientific method.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	693

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Students receive less science instruction in elementary school due to a disproportionate focus on improving math and english standardized test scores. Youth are not given the opportunity to receive the science skills that they need before middle school.

What has been done

WVSU's 4-H program provides experiences that will prepare the next generation of science, engineering, and technology leaders.

Results

The seven participants in Crime Solvers Forensics Day Camp completed a survey demonstrating knowledge of the scientific method. The 336 youth completing the National Youth Science Day experiment demonstrated the scientific method. The 350 youth in 3rd Base after school clubs demonstrated the scientific method.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #11

1. Outcome Measures

Youth in the Crime Solvers group will be display forensic information gathering knowledge.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	7

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Students receive less science instruction in elementary school due to a disproportionate focus on improving math and english standardized test scores. Youth are not given the opportunity to receive the science skills that they need before middle school.

What has been done

WVSU's 4-H program provides experiences that will prepare the next generation of science, engineering, and technology leaders.

Results

The seven participants used forensic techniques to gather information and complete activities in fingerprinting, chromatography, hair analysis, shoe print analysis, tire tread analysis, and hand writing analysis.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #12

1. Outcome Measures

Youth attending CASTEM camps will exhibit increased knowledge of math, science, and life-skills.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	3040

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The US/federal government is aware of the need to improve math and science scores and maintain a position of leadership in world economy.

What has been done

The CASTEM programs assist with this by increasing the talent pool and improving K-12 mathematics and science education; strengthening the commitment to long-term basic research; develop, recruit, and retain students in STEM; and promoting the United States as the premier place in the world for innovation. We have implemented programs utilizing state-of-the-art STEM technology and curricula, and exposed students to STEM careers and opportunities not readily available to them in the traditional public school setting. These programs include NASA SEMAA, LSAMP and TREK/LA.

Results

Over 2000 students have participated in STEM programming through the CASTEM Office. Based on the pre and post survey administered 80% of the participants have an increased interest in STEM and/or plan on pursuing a STEM major or career.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #13

1. Outcome Measures

Youth attending CASTEM camps will express greater interest in STEM careers and related professional fields.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	3040

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The US/federal government is aware of the need to improve math and science scores and maintain a position of leadership in world economy.

What has been done

The CASTEM programs assist with this by increasing the talent pool and improving K-12 mathematics and science education; strengthening the commitment to long-term basic research; develop, recruit, and retain students in STEM; and promoting the United States as the premier place in the world for innovation. We have implemented programs utilizing state-of-the-art STEM technology and curricula, and exposed students to STEM careers and opportunities not readily available to them in the traditional public school setting. These programs include NASA SEMAA, LSAMP and TREK/LA.

Results

Over 2000 students have participated in STEM programming through the CASTEM Office. Based on the pre and post survey administered 80% of the participants have an increased interest in STEM and/or plan on pursuing a STEM major or career.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #14

1. Outcome Measures

Youth and adult participants will report an increase in knowledge about 4-H and its relationship to the land-grant university system and USDA.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	150

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The ongoing implementation of 4-H programming and values is greatly dependent upon volunteer recruitment and retention. The need to recruit volunteers and increase their knowledge of 4-H and it's importance to the community is crucial to the future of 4-H Youth Development.

What has been done

Recruitment of mentors and volunteers through the 4-H Mentoring program gave us an opportunity to educate the individuals on the essential elements of 4-H and offer additional opportunities to volunteer in other 4-H programs. Additional partnerships with community organizations and outreach activities have provided volunteers, parents, and youth information and knowledge about 4-H and the land grant system.

Results

70% of the volunteers and mentors have agreed to continue serving in some capacity with the 4-H programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #15

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 Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	30

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The ongoing implementation of 4-H programming and values is greatly dependent upon volunteer recruitment and retention. The need to recruit volunteers and increase their knowledge of 4-H and it's importance to the community is crucial to the future of 4-H Youth Development.

What has been done

Recruitment of mentors and volunteers through the 4-H Mentoring program gave us an opportunity to educate the individuals on the essential elements of 4-H and offer additional opportunities to volunteer in other 4-H programs.

Results

70% of the volunteers have agreed to serve in some capacity of 4-H programming in the future.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #16

1. Outcome Measures

K-12 teachers incorporating more experiential STEM-learning activities for students.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

Limited staff and volunteers are major hindrances to all 4-H programming efforts. For some of our programs, location affects the amount of participants and volunteers present. Some of our sites are located in neighborhoods where crime is at an all time high. Limited resources also deter a large amount of our programs from reaching a larger audience. Additional training courses and conferences on topics related to our programs would assist in the improvement of our 4-H efforts. And the most alarming external factor lies with the youth. Youth in our community do not show an interest in organized programs and activities. Furthermore, parents or guardians of our youth do not encourage them to attend activities or programs outside of school. Adults do not aid in transportation to and from programs, and report a lack of time to volunteer.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

As per the objectives listed, the progress is quite satisfactory. Mind, Body, and Goals program showed large increases in the youth pre and post test results. On time management (pre 1.33, post 5.00) and teamwork (pre 1.33, post 4.33) along with notable increases in other tested areas.

Fast Track participants reported an increased understanding of the meaning of BMI and the recommended number of calories needed per day. They reported a decrease in the weekly consumption of fast food. Surveys showed they were more likely to report improvements in personal characteristics like self-esteem, effective problem-solving, self-confidence, goal setting, creative self-expression, healthy risk-taking, locus of control, and competence to make healthy choices after attending the program. Levels of resiliency were also improved.

100% of youth in the Crime Solvers Forensic day camp increased knowledge and interest in science.

80% of the youth participating in the Mentor Program completed the program. The 20% who did not complete the program graduated and transitioned to high school over the summer.

80% of the mentors and volunteers in the Mentor program were retained over the year.

Key Items of Evaluation

Gain in knowledge and Skills
Attitudes toward STEM
Healthy Food Selection
Safe Meal Preparation

Specifically:

92% of Expressive Arts programs participants showed an increase () in knowledge and skill in all areas through the performance by youth at the closing program.

75% of youth surveyed in the 3rd Base after school science clubs increased their interest in science.

66% of HSTA students reported the desire to pursue a career in the health sciences fields.

80% of Fast Track participants reported that they were less likely to choose unhealthy snacks and drinks like chips, sweets, and soda and more likely to choose healthy snacks like fresh fruit and yogurt.

90% showed the skill and confidence to prepare a healthy meal without supervision.

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%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	4.0	0.0	0.0
Actual Paid Professional	0.0	4.0	0.0	0.0
Actual Volunteer	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	170406	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	142255	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	12963	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

WVSU Extension personnel assisted in the development of alternative agricultural endeavors to assist farmers increasing their revenues. The green spaces in our urban centers and municipalities continued to grow. Many local governing bodies sought information on preservation and expansion of their urban forests. WVSU worked with these entities to utilize the best management practices in the field of cultivation, selection, and maintenance. WVSU Extension focused on small-scale producers with education to increase knowledge levels in alternative enterprises that would expand their profits for small farm operators. Home landscape beautification and vegetable gardening continue to be at the center of this heightened resurgence of interest in horticulture.

Commercial growers in the areas of greenhouse and nursery management, cut flower production, and fruit and vegetable production sought out marketing and production related advice in order to satisfy growing consumer demands. Some of the projects that were the most often asked about were the identification and/or eradication of plants and pests, the growing cycles of plants, plant maintenance, and alternative gardening techniques. WVSU taught youth from pre-k to age 18, a variety of opportunities to be exposed to plant and animal education. Program emphasis was centered around the Junior Master Gardener program.

2. Brief description of the target audience

Targeted audience included: homeowners, small-farm operators, volunteer organizations, municipal government, various segments of the youth population, minority farmers and landowners, underserved rural communities, WVDA staff, USDA staff and other agricultural and natural resource focused agencies.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	300	5000	400	800

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

Year: 2011
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	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
2011	300

Output #2

Output Measure

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

Year	Actual
2011	30

Output #3

Output Measure

- Workshops targeted at alternative agriculture endeavors will be held in targeted counties.

Year	Actual
2011	10

Output #4

Output Measure

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

Year	Actual
2011	12

Output #5

Output Measure

- Grants or other financial awards will be received to support Agriculture and Natural Resources initiatives.

Year	Actual
2011	2

Output #6

Output Measure

- Urban clientele, municipalities and government organizations will receive information on the Urban Forestry initiative.

Year	Actual
2011	20

Output #7

Output Measure

- Through the Agritourism initiative participants will create new or develop existing enterprises to increase their sustainability.

Year	Actual
2011	10

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Urban clientele, municipalities and government organizations will adopt best practices in urban forestry management.
2	Volunteers will exhibit increased knowledge of providing age-appropriate agriculture programs to youth.
3	Extension clientele will implement best practices in agriculture and natural resources based on research-based knowledge.
4	Farmers/growers will utilize best practices alternative agriculture to diversify their income portfolio.
5	Through the Agritourism initiative participants will create new or develop existing enterprises to increase their sustainability.
6	Expanded program delivery will result from external funding sources.

Outcome #1

1. Outcome Measures

Urban clientele, municipalities and government organizations will adopt best practices in urban forestry management.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	15

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Homeowners as well as local municipalities and governmental organizations are in need of urban forestry management education.

What has been done

During this reporting year three urban forestry management educational workshops were held in central and southern West Virginia in order to offer urban forestry management knowledge to the clientele base.

Results

As a result of the urban forestry management educational workshops ten individual homeowners gained the needed knowledge to properly manage their respective urban forest properties. An additional result was five municipalites also gained the needed knowledge to properly manage their respective urban forestry properties.

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
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	Actual
2011	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers and Teachers alike are in need of Junior Master Gardener curriculum training.

What has been done

This past year the annual Junior Master Gardener curriculum training workshop was held on the campus of WVSU.

Results

Twenty volunteers and teachers were trained in the Junior Master Gardener curriculum. These volunteers are now equipped to deliver and utilize the Junior Master Gardener curriculum with youth around the State of West Virginia.

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 implement best practices in agriculture and natural resources based on research-based knowledge.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	100

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Homeowners and Farmers alike are requesting advice on best management practices in agriculture and natural resources based enterprises and topics.

What has been done

Educational lecture and hands-on workshops were delivered to the public on best management practices in agriculture and natural resources based enterprises and topics based on research-based knowledge.

Results

Over 100 people attended the educational workshops that were delivered off campus. 40% of those attending have changed their management practices in the respective enterprise or topic area based on research-based knowledge.

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

- 902 Administration of Projects and Programs
- 903 Communication, Education, and Information Delivery

Outcome #4

1. Outcome Measures

Farmers/growers will utilize best practices alternative agriculture to diversify their income portfolio.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	10

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farmers are in need of alternative agricultural enterprises to diversify their income portfolios.

What has been done

Alternative agricultural enterprise workshops were held around the state for Farmers/growers. Workshop topics included Brambles, Shitake Mushrooms and vegetable production.

Results

as a result of the educational workshops ten farmers/growers have adopted and are utilizing best management practices with their chosen alternative agricultural enterprise that they have added to their total farm operation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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

Through the Agritourism initiative participants will create new or develop existing enterprises to increase their sustainability.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is an increasing awareness of rural landowners to develop Agritourism initiatives on their farms and within their communities to increase customer base and build their own sustainability.

What has been done

New participants are continually being sought out to participate in the "Quilt trail" Agritourism initiative in the six targeted counties. This initiative is being developed to build a core group of participating farms or properties that can be listed in a tourism style brochure that will increase their customer base.

Results

Through the continued development of the "Quilt trail" Agritourism initiative 20 new participants have added a "Quilt Square" to their farm property.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
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 #6

1. Outcome Measures

Expanded program delivery will result from external funding sources.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farmers are in need of alternative agricultural enterprises to diversify their farming operations. Small Fruit production is a reoccurring topic for educationl workshops from landowners in central and southern West Virginia.

What has been done

Two WVDA Specialty Crop Block Grants were received to expand the ANR program delivery in the topic areas of Small Fruit Production and Blackberry Production.

Results

Over 90 individuals from across the state made application to participate in the Blackberry Demonstration & Research project and the grant only funded five participants. Three demonstration small fruit gardens have been installed within different regions of the state to serve as educational venues for hands-on classes in upcoming years. Five educational classes on small fruit production are scheduled to be delivered in the next programming year.

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
902	Administration of Projects and Programs
903	Communication, Education, and Information Delivery

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

The past years economy had considerable impact on this programs's ability to acheive the intended outcomes because attendance was down and a few classes were cancelled due to no registered participants.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

As per the objectives listed, the progress is quite satisfactory. There was an increase in the demand for mini-series style educational workshops and demonstration of knowledge gained.

Key Items of Evaluation

Participant Interest and Attention
Repeat Service Given to Participants
Number of Attendees

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
502	New and Improved Food Products		5%		
503	Quality Maintenance in Storing and Marketing Food Products		5%		
602	Business Management, Finance, and Taxation		50%		
608	Community Resource Planning and Development		40%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	10.0	0.0	0.0
Actual Paid Professional	0.0	10.0	0.0	0.0
Actual Volunteer	0.0	12.2	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	426190	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	491508	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	371076	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Community Revitalization: Facilitated community needs assessments; Facilitated community development strategic planning and implementation efforts; Conducted workshops and meetings with local and state officials, as well as entrepreneurs, to instruct them on the value of community revitalization as a tool for economic development; Delivered services to local entrepreneurs and property owners to instruct them in taking advantage of community revitalization opportunities; Developed products and resources that assisted property owners, elected officials, and entrepreneurs in understanding the complexities of community revitalization; Conducted facility counseling with architects and historical preservationists to assist property owners in designing historically correct, aesthetically pleasing renovations for their building; Assessed the property that is available and appropriate for re-development

Micro-Enterprise Development: Conducted a variety of workshops and meetings related to business retention and expansion; Delivered services such as resource fairs and incubation for emerging entrepreneurs; Developed products, curriculum, and resources related to business retention and expansion; Provided training for entrepreneurs on management strategies, marketing, new markets for product, and integration of technology; Provided counseling on collaborative development; Conducted 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;

Workforce Education and Individual Resource Development: Conducted workshops and meetings that provide an opportunity for employers to meet and discuss needs; Facilitated services to local employers who will take advantage of WVSU's Economic Development Center to meet and interview potential employees; Develop and/or obtain products, curriculum, and resources that will assist in the development of a skilled workforce; Provided training to residents receiving public assistance in an attempt to assist them in obtaining employment with a livable wage; Facilitated counseling for job seekers through partnerships developed with the local Workforce Investment Boards and the WV DHHR;

2. Brief description of the target audience

Targeted populations 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.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	540	2500	42	350

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

Patent Applications Submitted

Year: 2011
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Business operators and property owners will receive revitalization or expansion development training and / or assistance.

Year	Actual
2011	215

Output #2

Output Measure

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

Year	Actual
2011	65

Output #3

Output Measure

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

Year	Actual
2011	830

Output #4

Output Measure

- Classes, workshops and other training opportunities will be made available to residents or local businesses on relevant community or economic development issues.

Year	Actual
2011	12

Output #5

Output Measure

- Businesses will receive assistance through an extension BREAD (business retention, expansion and development) initiative.

Year	Actual
2011	141

Output #6

Output Measure

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

Year	Actual
2011	41

Output #7

Output Measure

- Farmers markets, community gardens and other green projects will be developed within the service region to support revitalization and food production efforts.

Year	Actual
2011	5

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Downtown residential and commercial buildings will have their physical structure improved.
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	Program participants will have developed plan to respond to disasters that impact their operational ability.
6	Community gardening and farmers market participants will report an improvement in their productivity / economic viability as a result of their participation in at least one program.

Outcome #1

1. Outcome Measures

Downtown residential and commercial buildings will have their physical structure improved.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	3

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The downtown business corridor has suffered due to out-migration of businesses leaving a high percentage of empty storefronts. Many of these storefronts remain empty because they are in dis-repair.

What has been done

Grant funding has been sought to support the re-development of the business corridor, including matching funds for businesses that have the capacity to provide 50% of the cost of their renovation costs.

In addition, staff worked with the town of Mullens to remove dilapidated homes, cleaned up the playground and decorated store-fronts.

Results

During this year, two businesses were successful in accessing these grant funds and staff worked with them on utilizing historical preservation standards for revitalizing their facades.

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	Actual
2011	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Much of the historic architecture found in our downtowns are in bad condition and are being demolished for new construction or green space.

What has been done

Staff members are working in partnership with the National Trust for Historic Preservation in providing training on methods of preserving the architecture. Staff has also written grants to support feasibility and mediation work for historical structures important to the local community.

Results

\$83,000 was awarded in grant funds to an affiliate program of the extension service for downtown revitalization efforts, which was matched by \$70,000 in private investment. These funds were used for facade renovations and a phase one environmental studies. An Extension program won the WV Preservation Alliance 2011 award for downtown historic preservations.

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	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In many of the small rural towns in the service region of the CED program area, the downtown areas have become much less active. It is not uncommon to see upwards of 25-50% vacancy rates. This loss of business in the downtown corridors significantly affects the over-all quality of life for the community, as empty areas become blighted, crime often increases, tax revenues are diminished, etc.

What has been done

The CED program area has targeted three pilot communities, and is working with partners such as the WV On-Trac, Main Street programs, and community led groups to revitalize downtown corridors through a strategy of relocating new businesses to formerly abandoned buildings.

Results

With much volunteer support (over 2900 individuals), community clean-ups have been implemented. This is the first step in making these communities enticing for businesses to relocate and customer traffic to return. New businesses have begun to relocate, and the over-all first impressions for the communities have begun to improve.

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 Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	141

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The failure rate for small business start-ups exceeds 50%. Many people leave their failed businesses with depleted savings, outstanding loans and considerable other debt.

What has been done

Staff have developed training programs and provided one-on-one consultation to small business start-ups to assist them with assessing their business plan, developing realistic operational strategies, maximizing opportunities and securing financing.

Results

Staff provided 90 potential small business with loan development assistance of which 27 loan applications were submitted for approval. From this, 23 loans were closed in 2011 for a total of \$660,540.

4. Associated Knowledge Areas

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

Outcome #5

1. Outcome Measures

Program participants will have developed plan to respond to disasters that impact their operational ability.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Community gardening and farmers market participants will report an improvement in their productivity / 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

Year	Actual
2011	5

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Locally grown food continues to be both a food safety and a food accessibility issues nationally as well as among our service area. One accepted approach for addressing these needs is local gardening and farmers markets supported by regional growers. However, it requires expertise in the formation of both the markets and the local crops to better ensure viability.

What has been done

Working with the WV Department of Agriculture and various other partners, staff have written grants, developed training materials, and provided hands-on assistance for the development of local farmers markets.

Results

During this past year, a new urban farmers market was established in a poor neighborhood through a partnership with a local business owner. In addition, over \$30,000 in funding was secured by extension staff for the further development of this market and movement to a permanent location with fixed facilities and utilities. Staff are also working with 4 other existing markets on expansion, increased marketing, and other operational needs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation

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
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Budgetary cuts had a significant impact on the delivery of our planned disaster education component. One empty position was frozen and a staff member shifted to cover those duties. Eventually that staff member was displaced by a reduction in force that was implemented with the extension service.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

As per the objectives listed, the progress is quite satisfactory. Communities are being served and additional businesses and entrepreneurs are coming to WVSU looking for assistance.

Key Items of Evaluation

Entrepreneurs Served
Community Interest in Programs
Community Revitalization Projects Completed

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Family , Wellness and Nutrition Education

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	10.0	0.0	0.0
Actual Paid Professional	0.0	8.0	0.0	0.0
Actual Volunteer	0.0	22.0	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	426190	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	302774	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	636449	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The services being offered by the WVSU Extension Service are comprehensive and impacting initiatives to promote a better sense of overall health and well-being. When introducing positive skills into a person's daily regiment, eventually they should begin to develop skills to enable their self sufficiency. Through the Families and Consumer Sciences Program Area, programs being offered through the following mechanisms.

Helping Our Undergraduates Succeed in Education (H.O.U.S.E.) /Phase II: The West Virginia State University H.O.U.S.E. program is the only program of its kind in the nation. The H.O.U.S.E. program is composed of two initiatives. The first component assists six at-risk 17-24 year olds with transition into college life; by providing for them with a residence in a small family home setting for their first four semesters. The second component assists three female victims of domestic violence or homelessness, who wish to succeed by graduating from college. Residents of the H.O.U.S.E. program are referred from local and state agencies as well as departments within the university. The H.O.U.S.E. program accepts residents from throughout the state as well as the nation. The goal of the HOUSE program is to see at least 80 percent of all residents obtain college degrees. This will allow them to be productive, employed, and contributing members of society.

Tax Preparation: The federal Earned Income Tax Credit (EITC) is the nation's largest cash program directed at low-income families. It reduces the amount of income tax low- to moderate-income working families (with annual incomes of up to roughly \$35,000) are required to pay, and provides a wage supplement to some families. Free tax preparation is available to help workers fill out their tax returns.

Within My Reach: PREP Couple Workshops are typically 6 to 12 hour classes. The class may be conducted all on one day (such as a Saturday Workshop) or it may be offered over a period of weeks, such as 6 weeks for 2 hours per week. There will be one or more leader and a number of couples in the group. There is time for practical exercises. There is no sharing of personal problems with the group. PREP Workshops are designed to be fun and educational, they are not therapy sessions.

Relationship Enrichment: Teens will participate in activities to identify the characteristics of healthy relationships. They will be required to provide care for an infant simulator for a three day period to learn the difficulties of being a teen parent. Teens cared for the infants overnight. Healthy relationship classes will also be offered through this initiative. A new relationship curriculum, "No jerks" has been added to our program model.

Parenting Education: Parenting education classes were offered on topics such as discipline, cooperative parenting during divorce, how to address your child's diagnosis, interacting with the school, and other topics as they are deemed necessary. Classes will be offered weekly for 4-8 weeks, depending on the audience and topic.

Adult Literacy: The goal of "More Than Words" Adult Literacy Program is to provide opportunities for adult learners to transition to a better place in their family, work and community life by getting a high school credential or diploma, preparing for college, or sharpening skills for current or advanced employment. Hours will be flexible and students will meet approximately twice a week at a location of their choosing. These sessions are designed to provide intensive skill instructions in order to help raise their reading levels. The workshops will include print and non-print resources that complement instruction, extend learning and provide the means to educate adult readers. Financial literacy and other family resource management will be provided through this initiative.

Adult Basic Education/GED Preparation: The General Educational Development (GED) Test is

composed of five (5) tests designed to help adults to get a diploma that have not graduated from high school. The sessions are designated to provide participants with intensive instruction in order to help raise their skill levels. The workshops will include print and non-print resources that complement instruction to extend learning. Currently there are two GED programs located in low income areas in Charleston.

Can You Repeat That Please?: "Can You Repeat That Please?" is a program that teaches participants how to open the lines of communication with their health care provider(s). Participants are supplied with a Health History Journal to take with them to doctor's appointments, which includes individual sections on family and personal health history, medications, insurance, etc.

Dining with Diabetes: The "Dining with Diabetes" program is designed to educate individuals with diabetes, those who have been diagnosed with pre-diabetes and family members about the fundamentals of nutrition; how to prepare foods by reducing carbohydrates, sugar, and salts; and how to be more aware of proper serving sizes.

Resistance Training Program: The Strong Women Program is a strength training program for middle age women and women 55 and over. It is designed to increase the number of women participating in safe and effective strength training. With and without weights this program will increase strength, muscle mass, and bone density.

Summer Food Service Program for Children (SFSP): The Summer Food Service Program (SFSP) is a federally funded program designed to provide children in low-income communities with nutritious and well-balanced lunches during the summer months when they are out of school. West Virginia State University Extension is one sponsor of SFSP. WVSUE currently partners with AVI Food Systems, Inc. to distribute reimbursable lunches to at least 12 different Summer Food sites.

EFNEP: West Virginia State University Extension Service's EFNEP program offers two curricular: "Cent\$ible Nutrition," for adults and "Show Me Nutrition" for youth. "Cent\$ible Nutrition" was developed by the University of Wyoming and "Show Me Nutrition" was developed by the University of Missouri. Both curricula consist of a variety of lessons focused on nutrition, health, food safety, food resource management, and/or physical activity. Food demonstrations are conducted during each lesson so that participants can try new and more healthful foods.

2. Brief description of the target audience

The population in receipt of these programs were residents from low to moderate income level communities. Individuals experiencing difficulty with family resource management practices, health or nutrition issues, or other at risk factors. The target age for this population was adults (age 18 and over) and youth in middle to high school.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	4535	11588	1814	5756

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

Year: 2011
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	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.

Year	Actual
2011	17

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.

Year	Actual
2011	850

Output #3

Output Measure

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

Year	Actual
2011	54

Output #4

Output Measure

- Participants will be served through Strengthening Families programs.

Year	Actual
2011	589

Output #5

Output Measure

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

Year	Actual
2011	163

Output #6

Output Measure

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

Year	Actual
2011	88

Output #7

Output Measure

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

Year	Actual
2011	588

Output #8

Output Measure

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

Year	Actual
2011	61

Output #9

Output Measure

- Youth served through high school financial literacy programs.

Not reporting on this Output for this Annual Report

Output #10

Output Measure

- Participants obtaining a GED over a one year period.

Year	Actual
2011	2

Output #11

Output Measure

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

Year	Actual
2011	5

Output #12

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 #13

Output Measure

- Number of clients receiving health history journals.

Year	Actual
2011	833

Output #14

Output Measure

- Number of individuals will be provided with tools for making better decisions about their dietary and active lifestyle choices through the diabetes education program.

Year	Actual
2011	23

Output #15

Output Measure

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

Year	Actual
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2011

240

Output #16

Output Measure

- Number of attendees (youth and adult) at summer wellness camps and workshops.
Not reporting on this Output for this Annual Report

Output #17

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.

Year	Actual
2011	8839

Output #18

Output Measure

- Participants graduating EFNEP learning opportunities.

Year	Actual
2011	440

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 indicate an increased knowledge of their personal financial management skills.
4	Adults receiving relationship enrichment instruction demonstrate violence prevention strategies and harmful behaviors avoidance.
5	Adults completing parenting education programs will indicate an increase in knowledge about beneficial parenting techniques.
6	Participants completing adult literacy programs, will use proper grammatical structures and reading comprehension skills strengthened..
7	After completing the adult basic education programs, students will graduate with their GED during the next fiscal year.
8	After completing the health literacy workshop, participants will continue to use the personal health history journals and demonstrate improved patient physician interaction.
9	After completing the diabetes education workshop, participants will report changing certain eating habits to include more healthy snacks and reduced intake of fried foods.
10	After completing the diabetes education workshop, participants will show improved blood pressure and HBA1C levels.
11	After completing the active lifestyle programs, participants will report the addition of better weight management practices including additional physical activity.
12	Youth participating in the SFSP will receive one balanced, nutritionally correct meal per day.
13	By attending the EFNEP,participants will be able to choose foods according to the MyPyramid recommendations and an increase of physical activity in their daily lives.
14	By completing EFNEP, participants will be able to explain safe food handling practices.
15	By attending EFNEP, participants will be able to demonstrate their ability to make good decisions with regard to budgeting for food purchases.

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	Actual
2011	15

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Students who maintain a 2.0 GPA have a greater possibility of successfully obtaining a bachelor's or associate degree with the ultimate goal of becoming productive, independent, financially stable, members of society. This is the reason many school counselors, juvenile institutions, court systems and others refer students to the HOUSE program.

What has been done

Students have been provided with weekly case management and other programs such as: financial management, food safety, time management, and all students complete an individual independent living assessment. The results of the assessment determine what deficits each student needs addressed.

Results

Fifteen students maintained a 2.0 GPA at the HOUSE program. There have been three HOUSE students to graduate. Two with bachelor degrees and one with an associate degree. All of them have found jobs in their chosen fields.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

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

Year	Actual
2011	17

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many of the HOUSE residents who come to WVSU from the foster care or juvenile justice system lack many, if not all, basic living skills. In order for the students to be successful as adults, they must learn all of the required skills one needs for day to day living.

What has been done

Every student upon entry into the HOUSE program completes the Daniel Memorial Independent Living Assessment. That assessment is reviewed and a plan is tailored to each student's individual deficits. After working individually with each resident, a post test is given approximately one month after the student has demonstrated knowledge of said skill.

Results

Residents in the HOUSE program have shown an 18% increase in their basic living skills knowledge when comparing pre and post test assessments.

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Teens/adults participating in the financial literacy programs will indicate an increased knowledge of their personal financial management skills.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	147

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The massive U.S. budget deficit is the gravest threat facing the economy, topping high unemployment and the risk of inflation or deflation. According to the National Association for Business Economics, it was estimated for the 2011, the federal deficit will move to \$1.4 trillion, from \$1.1 trillion in its previous survey in November. A University of Arizona analysis of college students' reported, financial strategies before and after the recession found significant increases in "risky" coping strategies, such as dropping classes or postponing health care. The number of students who used one credit card to pay off another increased by 26%. In addition, many graduates will have to cope with student loan payments. In 2008, the average college student graduated with more than \$23,000 in student loan debt, according to the National Center for Education Statistics.

What has been done

Staff in the FCS Program Area provides ongoing financial education programs to youth, adults and families. The existing financial literacy program is geared toward budgeting, appropriate spending and increasing overall savings. It is offered over the course of a six week period, with programs being delivered once a week. WVSU's goal is to increase the confidence for individuals to manage their money efficiently while gaining the understanding of financial risks and benefits of saving. Individuals or families will benefit from learning new skills to assist them with saving more money and developing better spending habits. Staff assisted preparation of tax returns for participants to ensure that eligible workers and families claim valuable tax credits. Providing low income families with more effective ways to receive tax credits and beneficial avenues for gaining more money from their current tax returns.

Results

The financial management workshops provide education to individuals about the importance of making good financial decisions. As a result of these efforts; approximately 78 sessions were

delivered throughout four different counties- targeting the south west and western portions of the state. In total, 147 adults have been served using financial management programs, over the previous fiscal year.

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Adults receiving relationship enrichment instruction demonstrate violence prevention strategies and harmful behaviors avoidance.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	589

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The WV DHHR Bureau for Children and Families via the national Healthy Children/Healthy Families movement, wishes for as many of their TANF recipients as possible to participate in some type of healthy relationship curriculum. WV also has one of the highest domestic violence related death rates in the U.S.

What has been done

WVSU Extension Service provided 63 Within My Reach, healthy relationship classes, resulting in a total of 203 sessions, to WV residents. The people who participated in the sessions were in TANF related educational programs such as SPOKES or EXCEL, residents of a homeless veteran's shelter, day report centers, juveniles in correctional settings as well as Upward Bound program participants.

Results

In WV there were 589 people who received healthy relationship education. On post class surveys, many indicated they had learned new skills to use in their relationships that would increase positive interactions and communications. Participants were also made aware of agencies in their areas that help address domestic violence issues.

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

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

Year	Actual
2011	163

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

West Virginia has a very high rate of child abuse incidents, as well as child abuse incidents that result in death. As part of the Healthy Families/Healthy Children national movement, WVSU Extension service offers parenting education to make parents aware of appropriate ways to interact with their children.

What has been done

WVSU Extension provided 27 parenting education workshops, totaling 75 sessions. Parents were able to attend workshops based on their children's ages, 0 to 6 years old, 6-12 years old, and then teenagers.

Results

As a result of the workshops provided, 163 parents learned about the following: discipline vs. punishment, praise vs. encouragement, the 3 parenting styles, how to listen and talk to your child, the importance of self-esteem and how to build it, how to encourage cooperation, and understanding emotional and social development.

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 completing adult literacy programs, will use proper grammatical structures and reading comprehension skills strengthened..

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	4

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Adult Literacy Program/GED programs provided by WVSUE, targeted individuals located in downtown Charleston where individuals are at the lowest income level. They live in mostly urban areas of the state and are subject to risk factors that include random acts of violence (i.e. drive by shootings and robberies) that frequently occur in many respective neighborhoods. The two sites identified are located in these primary focus locations. Carroll Terrace is located in the heart of downtown Charleston and the Micro-Economic Development Center is sited in the section of Charleston's West Side. According to Charleston Demographics only 36% in these areas had completed an education level of the 12th grade. The National Adult Literacy Survey (NALS) findings indicated that overall nearly two-thirds of the adults who performed at the lowest literacy level had not completed high school. In addition 17% of West Virginia's adults have significant difficulty with literacy tasks related to everyday life and work, while an additional 32 % face some degree of difficulty with certain literacy skills.

What has been done

The Adult Literacy/ABE programs were designed to provide participants with intensive skill instruction in order to help raise their skill levels. The workshops included print and non-print resources that complement instruction to extend learning. The sessions were also designated to provide participants with intensive skill instruction in order to help raise their literacy skill levels.

Results

As a result of the GED/Literacy Program individuals transition to a better place in their family, job or community. The program encourages better decision making for people seeking to prepare for college, or sharpening skills to support current employment advancement. When the program is completed each individual has the confidence to further his/her education. Two students have completed the Cursive Writing portion of the program. One person whom completed the Literacy piece has since moved away and is now using his cursive writing to write checks and currently writes home to his mother. In addition the other person can now successfully write checks and sign their name.

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

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	Actual
2011	4

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Adult Literacy Program at WVSUES targeted individuals located in downtown Charleston where individuals are at the lowest income level. They live in mostly urban areas of the state and are subject to risk factors that include random acts of violence (i.e. drive by shootings and robberies) that frequently occur in many respective neighborhoods. The two sites identified are located in these primary focus locations. Carroll Terrace is located in the heart of downtown Charleston and the Micro-Economic Development Center is sited in the section of Charleston's West Side. According to Charleston Demographics only 36% in these areas had completed an education level of the 12th grade. The National Adult Literacy Survey (NALS) findings indicated that overall nearly two-thirds of the adults who performed at the lowest literacy level had not completed high school. In addition 17% of West Virginia's adults have significant difficulty with literacy tasks related to everyday life and work, while an additional 32 % face some degree of

difficulty with certain literacy skills.

What has been done

Over the past five years; the adult and family extension agent has been delivering GED assistance for individuals; meeting low to moderate income guidelines. It was anticipated, that through the GED/Literacy Program; individuals will transition to a better place in their family, job or community. Our hope is to encourage better decision making for people seeking to prepare for college, or sharpening skills to support current employment advancement. When the program is completed each individual will have the confidence to further his/her education. During the sessions, the agent assist individuals with pretesting, sharpening skill deficiencies, accessing test scores, and complete preparation for taking the GED examination.

Results

Each student served by the WVSUES Adult Basic Education programs; graduated with their GED in the past fiscal year.

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

After completing the health literacy workshop, participants will continue to use the personal health history journals and demonstrate improved patient physician interaction.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	556

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

When a Military member is deployed his/her family is faced with many day to day challenges. One such challenge is the management of the family's health care. During the span of deployment there is added burden on the spouse that remains on US soil thus they are without support that is

often needed, particularly when there is a health crisis.

What has been done

In 2010 an opportunity transpired and WVSUES, was invited to become one of few institutions to apply and provide direct service as a partner for the USDA NIFA's Extension Military Partnership. WVSUES's proposal was funded and \$250,000 was designated over a 1 year period to work with deployed military families within WV and six other states; to provide them with health history journals and other resources to assist them with keep better records for their family's health care. Also these funds made it possible to finally produce the Birth to 18 Health History program and published journal for "My Growing Gains and Pains". This opportunity marked the first multi-state FCS partnership for West Virginia State University Extension Service. Participating partner states included- Delaware, South Carolina, North Carolina, Virginia, Alabama and West Virginia.

Results

556 families were reached (including 746 children), with 748 face-to-face actual contacts being made. This information was extracted from number of youth and adult journals that were distributed statewide and reported by the partners. In a recent evaluation report for WVSUES, prior to the training; participants in West Virginia, rarely kept personal up-to-date medical records or adequately prepared for doctor's visits. Additionally, data was collected using a 10-item-survey that accessed the level in which military personnel prepare for with their physicians and recordkeeping practices. The results indicate that, prior to participating in the program, 86.8% of parents did not have an organized system for keeping health information for their children; 63.2% did not have a record of their family's history; and 58.8% did not have a prenatal history of their child/children documented. 100% of the program participants received a copy of the health history journals for the adults and children in their family. Out of 233 participants a total of 83.2% found the program to be extremely or very helpful in assisting them with recording and tracking the health care needs 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 #9

1. Outcome Measures

After completing the diabetes education workshop, participants will report changing certain eating habits to include more healthy snacks and reduced intake of fried foods.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	23

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research suggests that low-income communities of color have the highest risk of developing these diseases. Due to greater inherited risk, African-American and Latino children have an up to eight-fold higher risk of developing obesity and diabetes than Caucasians. Low socioeconomic status further increases the risk. Interventions that prevent obesity and diabetes are vital in preserving a future for ourselves, our children, and our families.

What has been done

Demonstrations were conducted using recipes that will be easy and affordable for the participants. These healthy recommendations were provide for the participants, to replicate at home thus helping them to modify exosting behaviors, to improve their overall health as it relates to their diabetes.

Results

Impact:Demonstrations conducted using recipes that will be easy and affordable for the participants to replicate at home thus empowering them to modify their behaviors to improve their overall health as it relates to their diabetes. Two months after the completion of the cooking school our staff was invited by 18 program participants to return as guests for covered dish lunch at which time they demonstrated what they had learned from the Diabetes Cooking School and what they had been practicing at home. As a result of the programs, the participants reported:

- 3% of participants stated they used the modified recipes.
- 94% of participants improved awareness of reading food labels.
- 55% of participants reported regularly eating a balanced breakfast
- 4% of participants reported following a diabetes meal plan.
- 33% of participants reported using less salt in their cooking.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior

724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #10

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 #11

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	180

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to data collected by the CDC; during the past 20 years, there has been a dramatic increase in obesity in the United States and rates remain high. In 2010, no state had a prevalence of obesity less than 20%. Thirty-six states had a prevalence of 25% or more; 12 of these states (Alabama, Arkansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Oklahoma, South Carolina, Tennessee, Texas, and West Virginia) had a prevalence of 30% or more.

What has been done

In 2011, the first annual collaborative worksite wellness program was established on the campus of WVSU. Group members were organized in a constructive but competition environment, to achieve the most beneficial health results among the program participants. Each week in a dual trainer capacity; instruction was provided to the attendees, while monitoring the weekly progress

for each of the individuals on a personal level. These services also included assisting WVSU faculty and staff with developing personal (health) goal planning, helping them for incorporation of skills to maintain a better quality of life.

Results

According to Post-Test results, 77% of the participants reporting confirmed that their expectations were met by the trainer working with that particular group. The participants stated in their evaluation they have learned something new or it has confirmed what they did know about having a healthy diet as part of a lifestyle. Additionally they also, changed their view on exercise due to being shown that it can be done without necessarily going into a gym or workout facility. Also through this assessment weight loss was reported to occur by each of the attendees. In additional, participants did learn about putting together a healthy meal plan to help in their efforts to maintain a healthy lifestyle. On the other hand, 66% of them did state that they will incorporate some form of exercise into their daily routine. As a result; the entire 77% of the participants reporting; they had learned that cardio is important to weight loss and to get the body moving. Through this program; faculty and staff also have the opportunity to participate in free health screening, each spring semester that is provided in collaboration, with the WV Public Employees Insurance Agency (PEIA). Empahsizing on the program results; in 2011; there were 85 participants that received a health screening during the on-campus event and in 2012; there were 78 employees from WVSU that participated. Also, the first annual wellness program, played haost to 17 individuals over the course of 10 weeks.

4. Associated Knowledge Areas

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

Outcome #12

1. Outcome Measures

Youth participating in the SFSP will receive one balanced, nutritionally correct meal per day.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	8839

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Good nutrition is essential to learning; and children are growing, learning, and evolving 365 days of the year. SFSP provides an opportunity to continue a child's physical and social development while providing nutritious meals during long vacation periods from school. It helps children return to school ready to learn.

What has been done

WVSUES works with the WVDE Office of Child Nutrition and other agencies to set up summer feeding sites so children can have access to free nutritious meals during the summer months.

Results

WVSUES contracted with AVI Foodsystems, Inc. to serve first and or second meals to at least 8,839 children ages 2-18. The outcome of this program is ensuring that these children received at least 1 healthy, nutritionally appropriate meal per day during out of school time periods.

4. Associated Knowledge Areas

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

Outcome #13

1. Outcome Measures

By attending the EFNEP, participants will be able to choose foods according to the MyPyramid recommendations and an increase of physical activity in their daily lives.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	988

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Education and socioeconomic status are two primary indicators of health status. The Expanded Food and Nutrition Education Program was created to help limited resource families and youth improve their knowledge, skills, and attitudes with relation to nutrition and health lifestyles to improve the overall nutritional quality of the family diet.

For every \$1 invested in EFNEP, up to \$10 is saved in health care costs. The benefits of EFNEP were characterized as dollars estimated to be saved on health care costs by the potential delay/avoidance of chronic diseases and conditions as a result of EFNEP participants adopting optimal food, nutrition and lifestyle behaviors such as increasing fruit and vegetable intake, decreasing salt intake, improving food safety and being more active.

What has been done

WVSUES provided youth EFNEP in Kanawha County and adult EFNEP in Cabell County. The youth curricula is Show Me Nutrition by the University of Missouri and the adult is Cent\$ible Nutrition from University of Wyoming. Both curricula aim to produce the same desired outcomes:
Improved diets and nutritional welfare
Increased knowledge of the essentials of human nutrition
Increased ability to select and buy food that satisfies nutritional needs
Improved practices in food production, preparation, storage, safety and sanitation
Increased ability to manage food budgets and related resources such as food stamps

Results

Youth:

81 percent of teens increased their knowledge about food choices.
61 percent reported better practices in regards to physical activity and better food selections.
25 percent reported eating more variety of foods.

Teens learned to weigh their options and make healthy lifestyle choices and participated in hands-on activities that relate to things that interest preteens and teens, such as appearance and fitting in with their peers. Issues for preteens, such as getting enough calcium and making healthy fast-food choices, were covered in a kid-friendly format. Since six-through-eighth graders are beginning to make more food choices, shop for food and cook meals, lessons included instruction in planning healthy meals using MyPyramid, shopping, food safety and food preparation.

Hands-on activities helped teens learn to deal with issues like body image, what to eat at fast-food restaurants and plan a vegetarian diet consistent with MyPyramid. Each lesson included a fitness break and snack ideas.

Adult:

The Cent\$ible Nutrition Program (CNP) educator provided hands-on learning opportunities, services and information as part of the West Virginia State University Extension Service, and in collaboration with the Cabell County Housing Authority, Prestera, and other county and local service providers. Through a series of lessons (8-11), participants were able to improve knowledge, skills, and attitudes on nutrition and health through cooking classes, presentations, field trips, and yoga classes.

4. Associated Knowledge Areas

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

Outcome #14

1. Outcome Measures

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

Not Reporting on this Outcome Measure

Outcome #15

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

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 means; through establishing further partnerships, and exercising our abilities to save staffing costs seeking external funding sources.

V(I). Planned Program (Evaluation Studies)

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 is a new programmatic approach being taken with examining global food security, local access to foods, and reducing the number of food deserts; impacting families. 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 family financial management, relationship building and providing benefits to first time college students. FCS staff continuously works on systemized approaches; to reporting data related to the family resource management programs.

Hightlighting the Extension Military Partnership: military families are reporting; their communication skills with medical providers are getting better. Also learning to keep better health records, is extremely important given their experiences with multiple deployments and frequent relocations while serving in the military. Maintaining continuity of care, while constantly changing medical providers, can be a real challenge for these families. The current lack of good recordkeeping among military families is reflected in the West Virginia sample where about 87% indicated that they had no organized system of journaling their children's health prior to participating in the health literacy training program, and about 67% said that had no record of their family's health history overall. Overwhelmingly, families in all the states indicated that the information and resources provided to them as part of this training would change the way they viewed that importance of keeping good health records and the way they would prepare for doctors' visits in the future .

Key Items of Evaluation

- Safe Food Preparation
- Healthy Food Selection
- Parenting Skills Developed
- Health Records Kept
- Relationship Management Skills Developed
- Financial Management Skills Developed