

## CSREES GOAL 1

**TITLE:** Improving Profitability in Tobacco Production

**ISSUE:** The production of tobacco has been the main source of total farm revenue for Example County farms for over 100 years and generates in excess of \$5 million annually to the local economy. However, recent quota reductions have forced tobacco growers to find ways to decrease cost while increasing leaf quality and maintaining profitability for their farms to remain viable. In addition, some tobacco growers are looking for assistance with alternative crops.

**WHAT HAS BEEN DONE:** The agent -

- Worked through a team effort of area agents to plan and conduct programs such as the Winter Tobacco Production Meetings in Example and three other Tennessee counties.
- Developed news articles and newsletters focused on cutting production costs.
- Visited over 40 growers to assist with tobacco variety, fertility, budgeting, and labor management issues and assisted 23 growers with insect and disease control problems in the field and using UT distance diagnostic equipment.
- Secured grant funds for demonstrations of soil moisture meters in Example Multi-Counties, three Dark-Fired tobacco variety test plots with three growers and one test plot for Nitrosamine. A multi-county field day was conducted to share research with local growers.
- Partnered with agricultural chemical and tobacco company representatives, UT Experiment Station and state specialists to conduct these programs.
- Assisted six growers in starting or expanding their alternative crops.

**IMPACT:**

1. 10 growers increased leaf yield by over 200 pounds per acre, increasing income by a combined \$80,000
2. 22 growers reduced Blank Shank losses by using recommended practices and improved varieties, with a loss reduction value of \$75,000.
3. 15 growers reduced losses by other insect and disease problems by over \$40,000 through in field diagnosis and by using the UT Digital Diagnostics System.
4. 8 growers increased labor efficiency. After the agent taught migrant laborers to strip and class Wrapper tobacco, one grower received an extra \$20,000 for his crop.
5. 32 growers indicated in an end-of-year survey that Extension programming efforts had made a combined impact of \$134,000 in their tobacco operations.
6. 6 tobacco producers sold a combined \$51,000 in products with their alternative agricultural crops.

**FUNDING:** Regular Extension Funds, Hail & Cotton, Inc., US Tobacco Co., US Smokeless Tobacco Manufacturing Limited Partnership.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: [exampleagent@utk.edu](mailto:exampleagent@utk.edu).

***Evaluation:***

We should strive to evaluate our programs at the highest possible level of program performance. The agent used two measures for this program: dollars earned (SEEC) and practices adopted. SEEC and practice adoption are the two highest levels of program performance.

***Suggestions for Improvement:***

Some indication of how the impact data was collected would be helpful. The agent most likely worked in other areas besides tobacco during face-to-face contact with clientele. These other areas may have included beef, forages, or even 4-H youth development. However, the agent does not report those other program areas here because that effort did not support the need to maintain tobacco profitability.

## CSREES GOAL 1

**TITLE:** Improving Profitability in Tobacco Production

**ISSUE:** The production of tobacco has been the main source of total farm revenue for Example County farms for over 100 years and generates in excess of \$5 million annually to the local economy. However, recent quota reductions have forced tobacco growers to find ways to decrease cost while increasing leaf quality and maintaining profitability for their farms to remain viable. In addition, some tobacco growers are looking for assistance with alternative crops.

**WHAT HAS BEEN DONE:** The agent worked through a team effort of area agents to plan and conduct programs such as the Winter Tobacco Production Meetings held in four counties. The agent developed news articles and newsletters focused on cutting production costs. The agent visited over 40 growers to assist with tobacco variety, fertility, budgeting, and labor management issues and assisted 23 growers with insect and disease control problems in the field and using UT distance diagnostic equipment. Grant funds were secured for demonstrations of soil moisture meters in four counties, three tobacco variety test plots and one test plot for Nitrosamine. A multi-county field day was conducted to share research with local growers. The agent assisted six growers in starting or expanding alternative crops. The agent partnered with agricultural chemical and tobacco company representatives, UT Experiment Station and state specialists to conduct these programs.

**IMPACT:**

- 10 growers increased leaf yield by over 200 pounds per acre, increasing income by a combined \$80,000.
- 22 growers reduced Blank Shank losses by using recommended practices and improved varieties, with a loss reduction value of \$75,000.
- 15 growers reduced losses by other insect and disease problems by over \$40,000 through in field diagnosis and by using the UT Digital Diagnostics System.
- 8 growers increased labor efficiency. After the agent taught migrant laborers to strip and class Wrapper tobacco, one grower received an extra \$20,000 for his crop.
- 32 growers indicated in an end-of-year survey that Extension programming efforts had made a combined impact of \$134,000 in their tobacco operations.
- Six tobacco producers sold a combined \$51,000 in products with their alternative agricultural crops.

**FUNDING:** Regular Extension Funds, Hail & Cotton, Inc., US Tobacco Co., US Smokeless Tobacco Manufacturing Limited Partnership.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu.

***Evaluation:***

Good job! We should strive to evaluate our programs at the highest possible level of program performance. The agent used two measures for this program: dollars earned (SEEC) and practices adopted. SEEC and practice adoption are the two highest levels of program performance.

***Suggestions for Improvement:***

Some indication of how the impact data was collected and determined would be helpful. Was the increase in leaf yield over last year's production? Over a five-year production average?

The end-of-year survey is a good fit for this program especially if the survey participants were the 40+ growers who were visited.

Please note the agent's logical approach to tobacco profitability. The agent most likely worked in other areas besides tobacco. Yet, the agent only reports those efforts that maintained tobacco profitability.

## CSREES GOAL 1

**TITLE:** Example County Forage Producers Using Recommended Practices

**ISSUE:** Through Extension contacts, Example County's 261 livestock producers are utilizing their 50,000 acres of forages better than ever before, however, more needs to be taught on how to best manage their fescue and warm season grasses. Adding clovers, rotational grazing, forage testing, and using warm season grasses to improve feeding practices are the areas of greatest need for these producers.

**WHAT HAS BEEN DONE:** The agent worked 23 days on this issue with over 600 contacts. The agent:

- assisted in conducting one nine-county Forage Field Day (88 producers).
- conducted two county field days on warm season grass production, hay storage, and feeding (78 producers).
- conducted 22 demonstrations related to forage renovation, weed or insect control in warm season grasses and stockpiling KY31 fescue for winter.
- conducted 84 forage farm visits and sent quarterly forage newsletters.
- conducted three meetings in weed control, warm season grasses and hay storage (68 producers).
- assisted producers in re-seeding 3300 acres of pasture with 50% cost-share assistance through FSA/NRCS (72 producers), and worked with FSA to report estimates so that producers could receive drought assistance for their forage production loss (206 producers).

**IMPACT:** *51 forage producers have adopted recommended practices. They increased their forage yields by 500 lbs./acre or more by using warm season grasses with their KY31 fescue. They are getting 60 more days of grazing during the summer months, and this has increased calf weaning weights on the average of 40 lbs./calf or \$32 per head! They are now using recommended herbicides for weed control which has increased their Bermudagrass hay value and yield for the horse market. The price of small bales increased 50% on 160-bales-per-acre or \$80 more per acre. Of the 51 producers, 15 are using no-till to plant winter annual grasses in Bermuda for extra grazing and cutting in the Spring saving \$500 in feed costs for each farm every winter. 72 forage producers have renovated their pastures. \$500,000 was saved by these producers using FSA programs to reseed clovers and grasses in their pasture. 20 producers estimate their calves are 50 lbs. heavier this year due to the new sowing. 40 of these producers stockpiled fescue this fall and calves were 80 lbs. Heavier at market time this year compared to last year. Hay losses were reduced by \$600/producer/year as 15 new hay barns and 14 hay pads were built to store and feed hay in the winter.*

**FUNDING:** Regular Extension Funds.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

### *Evaluation:*

Good job! This impact statement includes lots of different data sources.

### *Suggestions for Improvement:*

This statement could be more logical. The impacts are strong, however, if data had been collected on rotational grazing and forage testing, the statement would be stronger. These two issues were identified in the issue statement as areas of greatest need. Yet, Extension showed no response to these needs.

Some indication of adoption rate would be helpful. Does this represent new adoption in one year or multiple years?

## CSREES GOAL 2

**TITLE:** Safe Food for Tennessee Families

### ISSUE:

Foodborne illness, disease transmitted to people by food, has both health and economic consequences. An estimated 76 million people in the United States become ill, 325,000 people require hospitalization and 5,000 die each year as a result of foodborne illness. Five major pathogens alone cost at least \$6.9 billion annually due to medical costs, productivity losses from missed work, and an estimate of the value of premature deaths.

### WHAT HAS BEEN DONE:

Food safety education for consumers was provided through two programs that target limited resource audiences, the Expanded Food and Nutrition Program (EFNEP) and the Tennessee Nutrition and Consumer Education Program (TNCEP). In addition, education was provided to other audiences that included members of 4-H and Family and Consumer Education (FCE) organizations. Food preservation training was conducted for consumers who wanted to preserve foods safely at home.

### IMPACT:

In the EFNEP program, 6,592 adults and 21,582 youth received food safety education with the following impacts. Of 4,204 adults surveyed:

- 65% (2,732) showed improved practices in food preparation and safety.
- 27% (1,124) no longer left perishable foods at room temperature for more than two hours.
- 60% (2,506) began thawing frozen foods using recommended practices.

In the TNCEP program, 49,386 adults and youth received food safety education.

- Over 95% (47,106) of participants reported their intention of washing hands before and after handling food.
- 100% of 16,969 individuals surveyed reported they would cook foods to a safe temperature.
- 99% (15,819) intended to separate raw, cooked and ready-to-eat foods while storing and preparing foods.
- 100% of 16,668 surveyed intended to refrigerate perishable food promptly.
- 100% of 13,480 intended to preserve food safely.

**FUNDING:** USDA Smith Lever 3(d) funds, Extension Base Program funds, TN Dept. of Human Services nutrition education funds and community education funds (cooking school)

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

#### *Evaluation:*

Good job! Inputting data in MIS is important. MIS data can be combined into these impressive statewide impact statements.

#### *Suggestions for Improvement:*

Tell how the survey was conducted, such as "pre and post-survey."

When preparing an impact statement for stakeholders, many may not know the recommended practice. Replacing "refrigerate perishable food promptly" with the specific recommendations taught could be valuable for some stakeholder groups.

## *Examples of Tennessee Extension Program Impact Statements*

### **CSREES GOAL 3**

**TITLE:** Example County's Response to Food Stamp Families - TNCEP

**ISSUE:** In 2003, 1100 individuals in Example County received food stamps. While the non-poor population spends about 16% of total expenses on food, individuals living in poverty spend 32% of their total expenses on food. Individuals living in poverty are at an increased risk for health problems caused by a poor diet. These two factors make it imperative that they gain the skills and knowledge necessary to provide healthy meals for their families. TNCEP Coalition members identified the need for limited resource clientele to make healthier food choices and choose a diet that follows recommended dietary guidelines.

**WHAT HAS BEEN DONE:** The agent -

- taught 20 participants the *Cooking Today* series over six weeks to the Adult Basic Education classes, which included Families First participants.
- taught 35 participants in the *Recipes for a Nutritious Life* series of 14 sessions over a three-month period at the Tennessee Technology Center and the Career Center.

#### **IMPACT:**

##### *Cooking Today*

- Of the 20 *Cooking Today* participants, 16 (80%) indicated they planned to adopt one or more of the recommended dietary practices related to eating more fruits and vegetables, more whole grain foods, and eating fewer high-fat foods.
- A three-month follow-up survey using phone calls, personal observations, and personal visits found that 10 participants (50%) had adopted one or more of the recommended practices.
- According to one participant, "I now shop with a grocery list and read the labels to select low-fat foods, and I am saving \$15 per week at the grocery store."
- Reports from five other participants (33%) found them saving about \$40 per month or a combined savings of \$2,880 per year.

##### *Recipes for a Nutritious Life*

- 35 participants (100%) were able to name a low-cost, nutritious food they could purchase.
- A three-month follow-up survey found that 18 participants (49%) had adopted recommended practices related to increasing fruits, vegetables, and whole grains in their diet.

**CONTACT:** Example Agent, Extension Agent, Street Address, City, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

#### **Evaluation:**

This impact statement is a terrific example of clientele follow-up. The reader has no doubt what the participants are now able to do as a result of the Extension program. As this agent has done, the impact statement reports should focus on the outcomes.

#### **Suggestions for Improvement:**

In this county, the 1100 individuals receiving food stamps represent more than 10% of the total population. Yet, only 55 contacts (0.5% of the target audience) were reached in this program. Explain in the issue statement that the purpose of this program is to target early adopters who will spread the message. Also, during the follow-up, ask participants for family size, inquire how their family may have benefitted from this program, and report the impact.

### CSREES GOAL 3

**TITLE:** Improving Lives of Food Stamp Families - TNCEP

**ISSUE:** Example County has 1300 families receiving food stamps according to the Department of Human Services. U.S. Census Bureau reports that 20% of Example County's population are living in poverty. According to Example County Department of Education, 50% of school age children receive free or reduced-price lunches. Surveys conducted by the Example County Health Council found that nutrition education were priority program needs for the county. Lack of funds and lack of nutrition knowledge are two reasons why this target audience does not follow good dietary and nutrition practices. The TNCEP coalition targeted nutrition, food buying, and food preparation skills as major program needs.

**WHAT HAS BEEN DONE:** The Agent and Program Assistant:

- taught food safety to 35 seniors at the Senior Citizen Center.
- conducted Example Cooking Class, a five-part course, at the commodity site for 200 recipients.
- conducted Managing Food Resources, a four-part course, with 25 parents of Head Start children.
- taught Health Works to 20 classes of elementary youth.
- conducted Eating Right/Eating Healthy, a four-part course, for 15 child care providers.

**IMPACT:** Of the 200 commodity recipients:

- 50% (100) gained greater knowledge of healthy food choices.
- 25% (50) used low-fat cooking methods.
- 25% (50) read labels and purchased low-fat foods.

Of the 35 senior citizens,

- 100% gained knowledge of how to cook foods to safe temperatures.
- 100% gained knowledge of storing food properly.
- 28% (10) checked refrigerator temperatures and used labels to identify how long food was stored in the refrigerator.

Of the 25 Head Start parents, 100% gained knowledge of money management, managing food resources, and cooking food from scratch.

Of the 400 elementary students, 80% (320) gained knowledge of food groups and recommended number of servings.

Of the 15 child care providers, 100% teach food groups and recommended servings to children. Three child care centers established nutrition centers.

**FUNDING:** TNCEP Grant

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: [exampleagent@utk.edu](mailto:exampleagent@utk.edu)

#### *Evaluation:*

Good job! Notice that the agent and program assistant targeted their evaluation to the most important question: Did the target audience make changes in KASA and/or practices (behaviors)?

#### *Suggestions for Improvement:*

Some indication of how the evaluation was conducted would be helpful:  
Show of hands?  
Interview?  
Survey?  
Other method?

### CSREES GOAL 3

**TITLE:** TNCEP in Example County

**ISSUE:**

According to the USDA, Food and Nutrition Service website (April, 2002), Tennessee ranks 9<sup>th</sup> in the nation in the number of monthly participants in the food stamp program. According to the Department of Human Services, there are 1,700 Food Stamp households in Example County (December, 2002). These individuals and families need education to implement healthy eating practices, handle food safely, and maximize food dollars. A number of organizations and agencies serve this audience. A TNCEP Coalition was not in place to coordinate services and address the needs of local clientele.

**WHAT HAS BEEN DONE:**

Agent invited individuals representing over 15 agencies and organizations who work with Food Stamp eligible families and/or in the area of food and nutrition education to form the Example County TNCEP Coalition. Extension faculty from the state and district levels met with the group to conduct a needs assessment for nutrition education in Example County. A \$5,000 TNCEP Grant Proposal was funded.

**IMPACT:**

The Example County TNCEP Coalition meets monthly and has members from 17 different agencies. The Coalition is led by a chair and secretary with extension serving in an advisory capacity. Four members participated in the 2002 State TNCEP Celebration. Coalition accomplishments include:

\*Portable Kitchen was equipped at Example Elem. School where 63% of student population qualifies for a free or reduced-price meals. It was used 40 times for experiential nutrition education activities involving 700 students.

\*Commodity Foods Distribution: Coalition members assembled and distributed recipes highlighting food products in the distribution during September and November. Samples were prepared by the hospital and school food service departments and served by coalition members to approximately 50 recipients at the Senior Citizens Center.

\*Pre-School in a Bag: The Coalition provided food/nutrition related information and activities for approximately 50 four-year-olds and their families participating in this program facilitated by Example County Adult Education.

\*The Coalition has written a mission statement and developed a detailed plan of action for the remainder of current funding cycle. To date, over \$8,000 of in-kind match has been reported through the coalition in addition to almost \$4,000 from Extension. A value of over \$1,600 has been reported in bonus match from individuals who are supported through private funding sources or serve as volunteers.

**FUNDING:** TNCEP; Regular Extension Funds.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

**Evaluation:**

A coalition should make many future impacts. Notice that a coalition was formed in this county:

Network = shared information or ideas.

Collaborate = jointly planned, coordinated, and implemented an activity, training, or event to reach the target audience.

Coalition = shared or exchanged tangible resources.

**Suggestions for Improvement:**

Plan evaluation as the program continues to be implemented. Plan ways to get short-term, medium-term, and long-term impacts. Short-term impacts show knowledge gain: "40% identified eating fruits and vegetables as one of the best ways to reduce one's risk of colon cancer."

Medium-term impacts show the participants' actions or behaviors, like eating at least five fruits and vegetables daily. Long-term impacts show that conditions change, such as a decrease in number of persons with heart disease.

## CSREES GOAL 4

**TITLE:** Pine Loss Recovery for Private Landowners

**ISSUE:** Over 70% of the land in Example County is covered in forests, with 13% of the total forested area being yellow or white pine. A Southern Pine Beetle Infestation over the past three years has killed practically all of the pine. The State and Federal government has \$3 million available for cost-share for helping landowners re-forest pine-beetle-killed areas. Additionally, many landowners have questions about writing pine beetle losses off of their taxes as a casualty loss.

**WHAT HAS BEEN DONE:** The Extension Agent:

- partnered with other agencies to plan and conduct educational programs for affected landowners.
- educated landowners about how to re-forest Southern Pine Beetle killed areas, cost share programs available, and how to prepare casualty losses in the future.
- conducted a mass media blitz with 15 radio programs and six news articles to promote cost-share and the need to set-up the books to claim losses from beetles, ice storms, etc.
- developed and distributed a one-page fact sheet.
- conducted two “Options for Dealing with the Southern Pine Beetle Killed Areas” group meetings with 65 landowners attending.
- conducted “Timber Tax” workshop with 30 attending.
- conducted numerous office visits and on-site visits.

**IMPACT:** A follow-up survey of 65 landowners attending the Southern Pine Beetle meetings revealed that because of this program:

- 100% became fully aware that a new cost-share program was available for re-forestation.
- 80% of participants were either participating or considering participation in the cost-share program.
- 60% increased their knowledge of three specific re-forestation site preparation management practices.
- 80% indicated that their knowledge increased quite a bit.

A follow-up survey of 30 Timber Tax workshop participants showed that:

- overall knowledge of timber tax increased by 19.2%.

In addition, 45 landowners visited the Extension Office to obtain more information about the cost-share program, 25 landowners were assisted in writing pine beetle damage off their taxes, and 50 referrals were made to area and consulting foresters.

**FUNDING:** Regular Extension funds, County Forestry Association, and Forest Industry sponsorship.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

### *Evaluation:*

Good work! Long-term impact such as environmental benefit or acres re-forested was most likely not available in the same year the program was conducted.

### *Suggestions for Improvement:*

The measures are at the KASA level, but most likely a measure of economic improvement (SEEC) could have been calculated from the timber tax workshops.

In subsequent years, the following question should be answered:

“Was the 13% loss in pine acreage restored in Example County?”



## CSREES GOAL 5

**TITLE:** CHARACTER COUNTS! in Example County

**ISSUE:** Interviews with school guidance counselors and the Director of Schools revealed poor adoption of character education in the Example County School System. The Extension 4-H Agent conducted a survey of 120 6th graders in an Example County school. The students were asked to name a "person of character." Less than 30% identified an adult role model in their lives such as a parent, grandparent, or teacher. About 10% identified an American leader such as President George Bush. The majority identified a student in their school (50%) or could not understand the question (10%). The County 4-H Advisory Council identified character development, especially citizenship and leadership, as major needs among the county's youth.

**WHAT HAS BEEN DONE:** The Agent assisted 15 teen and adult leaders to plan and conduct a Leadership and Character Development Camp for thirty 6th, 7th, and 8th grade youth. The Agent also conducted a teacher inservice for 34 teachers in the Giles County Public Schools.

**IMPACT:** Surveys of participants conducted at the close of camp revealed that:

- 94% learned more about being a good citizen.
- 87% gained self-confidence at this camp.
- 100% worked as part of a team at camp.
- 100% learned about being a good leader.

In addition, when asked to name the most important thing learned at camp, 46% said "to be a leader" and 23% indicated a character trait such as responsibility, respect, friendship, and determination. Of the participants, 9% indicated the most important thing they learned was to "treat everyone equally."

Teachers were asked to rate how helpful the CHARACTER COUNTS! (CC!) training was to them on a five-part scale were 1 indicated "not applicable" and 5 indicated "helpful." The teachers indicated that the training helped them to:

- Explain the CC! movement (4.91).
- Describe how CC! makes an impact for youth (4.94).
- Utilize the "Six Pillars of Character" to build stronger character in youth (4.82).
- Gain new ideas for teaching character (4.82).

100% of teachers indicated that they will use CC! in their classrooms this year. Written comments from teachers included: "Great ideas for the classroom" and "Interesting-fun-motivational-informative."

**FUNDING:** Camp was funded by a \$1500 Seeds of Service grant matched dollar-for-dollar with local contributions; regular Extension funds.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

### *Evaluation:*

This impact statement relied on end-of-program surveys.

### *Suggestions for Improvement:*

The baseline data from the 6<sup>th</sup> grade class was not followed up. A more logical evaluation would answer the question, "Are any more youth able to identify people of character?"

The comments from teachers about their training are purely reactions. These show quality of work, but little else.

Comments which are meaningful help to qualify the data you present. Ideally, those comments should show positive changes in KASA, practices (behavior), and/or SEEC.

## CSREES GOAL 5

**TITLE:** CHARACTER COUNTS! in Example County

**ISSUE:** Interviews with school guidance counselors and the Director of Schools revealed poor adoption of character education in the Example County School System. The Extension 4-H Agent conducted a survey of 120 6th graders in an Example County school. The students were asked to name a "person of character." Less than 30% identified an adult role model in their lives such as a parent, grandparent, or teacher. About 10% identified an American leader such as President George Bush. The majority identified a student in their school (50%) or could not understand the question (10%). The County 4-H Advisory Council identified character development, especially citizenship and leadership, as major needs among the county's youth.

**WHAT HAS BEEN DONE:** The Agent assisted 15 teen and adult leaders to plan and conduct a Leadership and Character Development Camp for thirty 6th, 7th, and 8th grade youth. The Agent also conducted a teacher inservice for 34 teachers in the Example County Public Schools.

**IMPACT:** Surveys of participants conducted at the close of camp revealed that:

- 94% learned more about being a good citizen.
- 87% gained self-confidence at this camp.
- 100% worked as part of a team at camp.
- 100% learned about being a good leader.

In addition, when asked to name the most important thing learned at camp, 46% said "to be a leader" and 23% indicated a character trait such as responsibility, respect, friendship, and determination. Of the participants, 9% indicated the most important thing they learned was to "treat everyone equally."

Teachers were asked to rate how helpful the CHARACTER COUNTS! (CC!) training was to them on a five-part scale where 1 indicated "not applicable" and 5 indicated "helpful." The teachers indicated that the training helped them to:

- Explain the CC! movement (4.91).
- Describe how CC! makes an impact for youth (4.94).
- Utilize the "Six Pillars of Character" to build stronger character in youth (4.82).
- Gain new ideas for teaching character (4.82).

100% of teachers indicated that they will use CC! in their classrooms this year. Written comments from teachers included: "Great ideas for the classroom" and "Interesting-fun-motivational-informative."

**FUNDING:** Camp was funded by a \$1500 Seeds of Service grant matched dollar-for-dollar with local contributions; Regular Extension Funds.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

### *Evaluation:*

Good work! This impact statement relied on end-of-program surveys.

### *Suggestions for Improvement:*

The baseline data from the 6<sup>th</sup> grade class was not followed up. A more logical evaluation would answer the question, "Are any more youth able to identify people of character?"

The comments from teachers about their training are purely reactions. These show quality of work, but little else.

Comments which are meaningful help to support and color the data you present. Ideally, those comments should show positive changes in KASA, practices (behavior), and/or SEEC.

## CSREES GOAL 5

**TITLE:** Financial Management For Youth

**ISSUE:** Through meetings with the School Guidance Counselors and 4-H Advisory Groups, financial management was identified as essential if youth were to succeed in the 21<sup>st</sup> Century. The advisory groups found that very little if any financial management programming was conducted in area schools. West Tennessee continues to lead the state in the number of bankruptcy filings. Example County has 454 families in the third year of paydown. One way to begin curtailing this bankruptcy rate is to educate students at a younger age before they become young adults with jobs. Our goal is to teach financial management skills to every 6th-8th grade youth in our county.

**WHAT HAS BEEN DONE:** After discussions with the Example County Middle School administration and guidance counselors, it was decided to conduct the ON MY OWN simulation with the 6th-8th graders during the Spring. Students gained valuable insight into:

- job descriptions.
- calculation of gross monthly income.
- subtraction of taxes and insurance to get net income.
- how to write a check correctly.

A rotational schedule was created for two groups to participate in the simulation each hour of the school day. The ON MY OWN simulation was conducted through the volunteer efforts of FCE Club members, bank officials, and extension agents.

**IMPACT:** 500 Example County youth participated in the ON MY OWN program. Post-program surveys were conducted with 100% of the youth, and the following impacts were found:

- 80% learned how to write a check correctly.
- 80% learned the deductions from your paycheck.
- 80% learned how much money it takes to live.
- 80% learned that using credit costs more in the long run.
- 80% noted that this program helped them make the connection between occupation and lifestyle.

Comments from the students included:

“I enjoyed this opportunity to learn new things.”

“It was nice to see what the real world is like.”

“This made me change my mind about buying the big stuff.”

Teachers are still commenting on the success of the program and how students are still talking about what they learned through the program. Teachers also commented that there has never been a program conducted at Lauderdale Middle School that has impacted students in such a positive way.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

### *Evaluation:*

This program was evaluated at the KASA level which is most likely the highest level possible with financial management programs involving hundreds of youth. The agent used a post-program survey to measure change which is the best method since youth this age would most likely over-estimate their prior knowledge.

### *Suggestions for Improvement:*

This is a terrific example of a program that could provide for different experiences over time, for example first year participants could be limited to checks and second year participants might learn about and use credit as well as checks in the simulation. The program outcomes could also become more sophisticated and perhaps savings could be measured.

## CSREES GOAL 5

**TITLE:** Improving Lives of Food Stamp Families - TNCEP

**ISSUE:** Example County has 1300 families receiving food stamps according to the Department of Human Services. U.S. Census Bureau reports that 20% of Example County's population are living in poverty. According to Example County Department of Education, 50% of school age children receive free or reduced-price lunches. Surveys conducted by the Example County Health Council found that nutrition education were priority program needs for the county. Lack of funds and lack of nutrition knowledge are two reasons why this target audience does not follow good dietary and nutrition practices. The TNCEP coalition targeted nutrition, food buying, and food preparation skills as major program needs.

**WHAT HAS BEEN DONE:** The Agent and Program Assistant:

- taught food safety to 35 seniors at the Senior Citizen Center.
- conducted Example Cooking Class, a five-part course, at the commodity site for 200 recipients.
- conducted Managing Food Resources, a four-part course, with 25 parents of Head Start children.
- taught Health Works to 20 classes of elementary youth.
- conducted Eating Right/Eating Healthy, a four-part course, for 15 child care providers.

**IMPACT:** Of the 200 commodity recipients:

- 50% (100) gained greater knowledge of healthy food choices.
- 25% (50) used low-fat cooking methods.
- 25% (50) read labels and purchased low-fat foods.

Of the 35 senior citizens,

- 100% gained knowledge of how to cook foods to safe temperatures.
- 100% gained knowledge of storing food properly.
- 28% (10) checked refrigerator temperatures and used labels to identify how long food was stored in the refrigerator.

Of the 25 Head Start parents, 100% gained knowledge of money management, managing food resources, and cooking food from scratch.

Of the 400 elementary students, 80% (320) gained knowledge of food groups and recommended number of servings.

Of the 15 child care providers, 100% teach food groups and recommended servings to children. Three child care centers established nutrition centers.

**FUNDING:** TNCEP

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: [exampleagent@utk.edu](mailto:exampleagent@utk.edu)

### *Program Effectiveness:*

If one assumes that the senior citizens and Head Start parents were also commodity recipients, then this program reached 600 different people. Meeting attendance is not the outcome, but it can be an important ingredient in achieving community change.

### *Evaluation:*

Note that the agents evaluated KASA and practice change.

### *Suggestions for Improvement:*

Some indication of how the evaluation was conducted would be helpful.

## CSREES GOAL 5

**TITLE:** Preparing Youth for the World of Work

### **ISSUE:**

Research has shown that 94% of teenagers use their parents as a financial information source, yet Tennessee continues to be a national leader in personal bankruptcies. Additional research shows that 34% of students report that their parents rarely or never discuss setting financial goals, including savings or investment, with them. Additionally, the Example 4-H Advisory Council and school principals in four Example County schools confirmed that workforce development and financial education were major needs for the county's youth.

### **WHAT HAS BEEN DONE:**

A 4-H school enrichment program was targeted to 7th and 8th grade youth. This program used the TIRES model (Trends, Interests, Relocation, Education, and Salary Goals). More than 500 7th and 8th graders in Example County received five hours of workforce preparation instruction, culminating with the ON MY OWN simulation. In cooperation with the Example Extension Family and Consumer Science Agent, more than 10 volunteers were recruited and trained to assist with the ON MY OWN simulation. Seven teachers and guidance counselors were recruited and trained to assist with the ON MY OWN simulation and to conduct the evaluation and follow-up with the students.

### **IMPACT:**

Teachers and guidance counselors surveyed 183 youth participants (almost 40% of all participants) after the ON MY OWN simulation. Intact classes of participants were randomly selected for the surveys. These impacts were reported:

78% thought more about or changed their future plans as a result of this program.

39% learned how to write a check and keep a checkbook register.

70% learned the amount of deductions from your paycheck.

63% learned some factors to consider in relocating.

50% learned the connection between occupation and lifestyle

58% learned "how much money it takes to live."

49% learned how a family makes a difference in finances.

43% learned the connection between education and their future career.

During the ON MY OWN simulation, one young man found that he could not meet his basic needs for food, clothing, and shelter because of a sports car payment. "I have learned that you cannot eat motor oil and gasoline," he said. Another student commented, "I have learned not to waste money on stuff I don't need."

### **FUNDING SOURCES:**

Supported through regular Extension funds.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

### *Evaluation:*

When working with more than 100 youth in different classrooms, there's no need to survey every student. Instead, select the classes at random (draw class names or meeting times out of a hat) and survey every child in the selected classes. This impact also used classroom teachers to collect the post-program surveys.

### *Suggestions for Improvements:*

This impact statement should be more logical. The problem was that parents do not discuss financial goals with their children. So the post-program survey should ask, "After you completed ON MY OWN, did you discuss financial management with your parents?"  
-or- "How often do your parents discuss setting financial goals with you?"

- Rarely
- Never
- Sometimes
- Often
- Don't Know

## CSREES GOAL 5

**TITLE:** Preparing Youth for the World of Work

### **ISSUE:**

Research has shown that 94% of teenagers use their parents as a financial information source, yet Tennessee continues to be a national leader in personal bankruptcies. Additional research shows that 34% of students report that their parents rarely or never discuss setting financial goals, including savings or investment, with them. Additionally, the Example 4-H Advisory Council and school principals in four Example County schools confirmed that workforce development and financial education were major needs for the county's youth.

### **WHAT HAS BEEN DONE:**

A 4-H school enrichment program was targeted to 7th and 8th grade youth. This program used the TIRES model (Trends, Interests, Relocation, Education, and Salary Goals). More than 500 7th and 8th graders in Example County received five hours of workforce preparation instruction, culminating with the ON MY OWN simulation. In cooperation with the Example Extension Family and Consumer Science Agent, more than 10 volunteers were recruited and trained to assist with the ON MY OWN simulation. Seven teachers and guidance counselors were recruited and trained to assist with the ON MY OWN simulation and to conduct the evaluation and follow-up with the students.

### **IMPACT:**

Teachers and guidance counselors surveyed 183 youth participants (almost 40% of all participants) after the ON MY OWN simulation. Intact classes of participants were randomly selected for the surveys. These impacts were reported:

78% thought more about or changed their future plans as a result of this program.

39% learned how to write a check and keep a checkbook register.

70% learned the amount of deductions from your paycheck.

63% learned some factors to consider in relocating.

50% learned the connection between occupation and lifestyle

58% learned "how much money it takes to live."

49% learned how a family makes a difference in finances.

43% learned the connection between education and their future career.

During the ON MY OWN simulation, one young man found that he could not meet his basic needs for food, clothing, and shelter because of a sports car payment. "I have learned that you cannot eat motor oil and gasoline," he said. Another student commented, "I have learned not to waste money on stuff I don't need."

### **FUNDING:**

Supported through Regular Extension Funds.

**CONTACT:** Example Agent, Extension Agent, Street Address, City or Town, TN Zip, phone: 123-555-1234, fax: 123-444-1234, email: exampleagent@utk.edu

### *Evaluation:*

Way to go! Using classroom teachers to collect post-program surveys was a good idea. When working with more than 100 youth in different classrooms, there's no need to survey every student. Instead, select the classes at random (draw class names or meeting times out of a hat) and survey every child in the selected classes.

### *Suggestions for Improvements:*

This impact statement should be more logical. The problem was that parents do not discuss financial goals with their children. So the post-program survey should ask, "After you completed ON MY OWN, did you discuss financial management with your parents?"  
-or- "How often do your parents discuss setting financial goals with you?"

- Never
- Rarely (yearly)
- Sometimes (monthly)
- Often (weekly)
- Don't Know