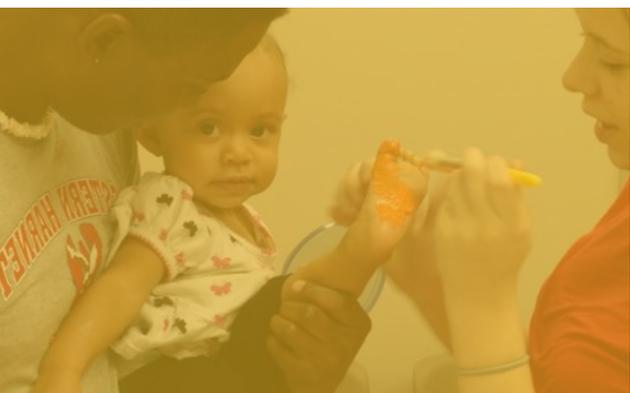


CYFAR

Children, Youth, and Families At Risk



2014
Annual Report

2014 CYFAR Annual Report

The Children, Youth and Families at Risk (CYFAR) Program is funded by the National Institute of Food and Agriculture (NIFA) to support the collective collaboration of the land-grant system to ensure the positive programmatic outcome of children, youth and families placed at risk. This 2014 CYFAR Annual Report will highlight the programming efforts, program outcomes and impacts of CYFAR.

The CYFAR mission is to marshal resources of the Land-Grant and Cooperative Extension Systems so that, in collaboration with other organizations, they can develop and deliver educational programs that equip youth who are at risk for not meeting basic human needs with the skills they need to lead positive, productive, contributing lives. The CYFAR Program is based on research on effective programs for at-risk youth and families and on the human ecological principle of working across the lifespan in the context of the family and community.

Nationally, the CYFAR Program supports both CYFAR Sustainable Community Projects (SCP) and the Professional Development and Technical Assistance (PDTA) Center. There are 46 CYFAR Sustainable Community Projects functioning in 36 states, addressing the needs of 97 SCP Community Sites. The PDTA Center, which is operated by the University of Minnesota, provides proactive technical assistance, evaluation support, resources, and tools. CYFERnet, as a part of the PDTA Center, is a national network of land-grant university faculty and county Extension educators working to support community-based educational programs for children, youth, parents and families. The PDTA Center therefore provides a “national network” of expertise. The technical assistance needs of the SCP states is provided by the PDTA Coaches.

The SCP Programs align with the United States Department of Agriculture (USDA)/Research, Education and Economics (REE) mission areas of Education and Science Literacy and Rural-Urban Interdependence and Prosperity. For 2015, CYFAR projects are encouraged to support NIFA Strategic Goals, one of which is, ***Science sub goal 1:5: Combat childhood obesity by ensuring the availability of affordable, nutritious food and providing individuals and families science-based nutritional guidance.***

The CYFAR Program demonstrates at the individual, family, and community levels what can occur when funds are invested for change to improve lives by marshalling resources.

Sincerely,



Bonita Williams, PhD
National Program Leader
Vulnerable Populations
National 4-H Headquarters, National Institute of Food and Agriculture
United States Department of Agriculture

By the Numbers : 2014

Number of Volunteers

837

Thank you for your support!

Total Hours Contributed

19,364

Volunteers dedicate their time, talents, and energy to making a difference

Hours Contributed
by **Youth**

7,426

38% of all volunteer hours

Hours Contributed
by **Adults**

11,938

62% of all volunteer hours

Value of Hours
Contributed by Adults

\$275,410

Based on valuing by
Independent Sector, 2014

Minority Volunteers

60%

Represents an 18% increase in minority
volunteer involvement from the previous
year

Youth Residing in Poverty

CYFAR Participants

80% of the youth participants in CYFAR Projects reside in poverty

20% of the adult participants in CYFAR Projects reside in poverty

US Statistics

Over 16 million (22%) children in the US reside in poverty
(National Center for Children in Poverty, 2015)

Over 27% of custodial parents reside in poverty
(Department of Health and Human Services, 2011)

" Risks are greatest for children who experience poverty when they are young and/or experience deep and persistent poverty. "

-National Center for Children in Poverty, 2015

Poverty Rates of CYFAR Participants by National Outcome

Early Childhood **81.07%**

School-Age **68.56%**

Teen **89.47%**

Parent/Family **74.45%**

Poverty Rates of CYFAR Participants by Geographical Location

Central City **79.04%**

Rural/Small Town **72.63%**

Suburb **54.81%**

Town/City **92.68%**

2014 Budget

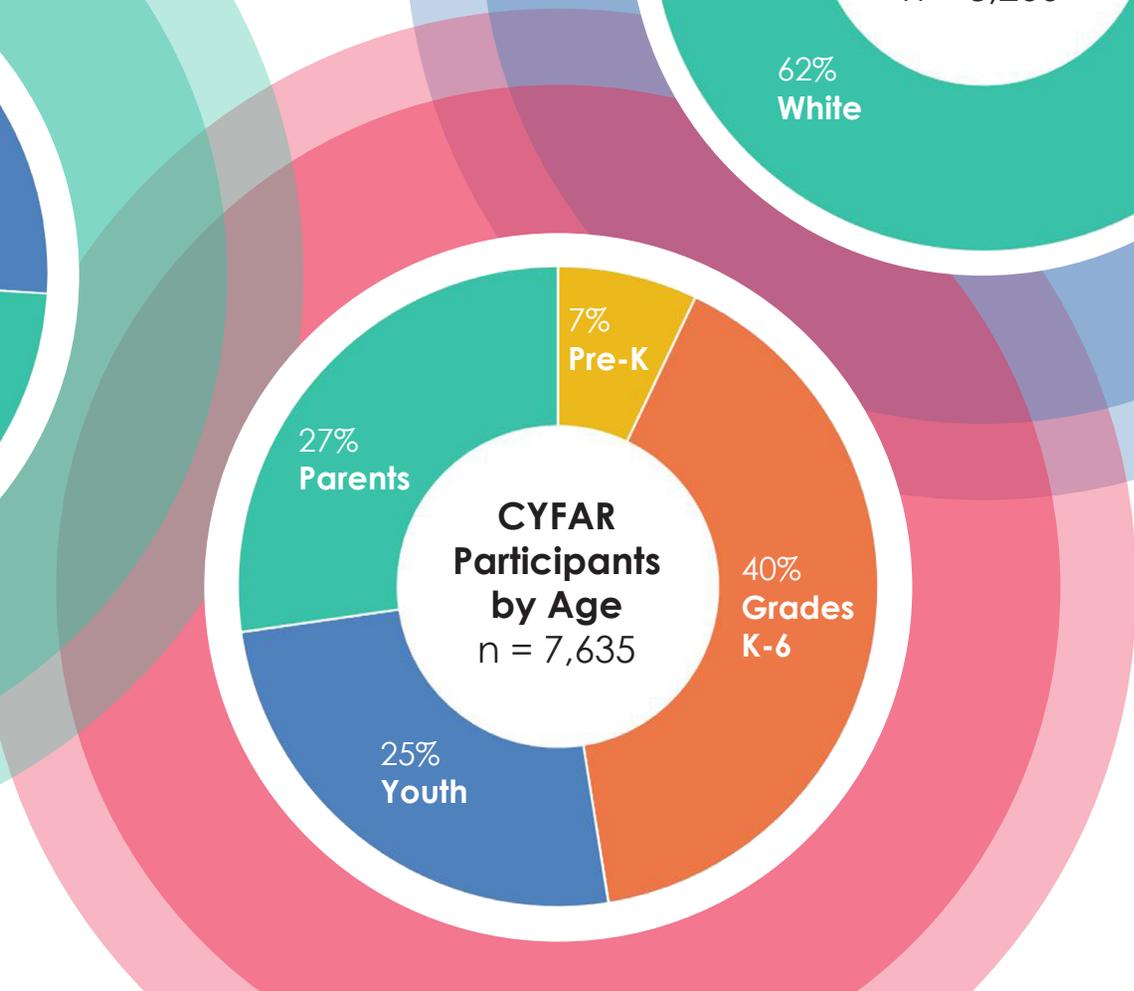
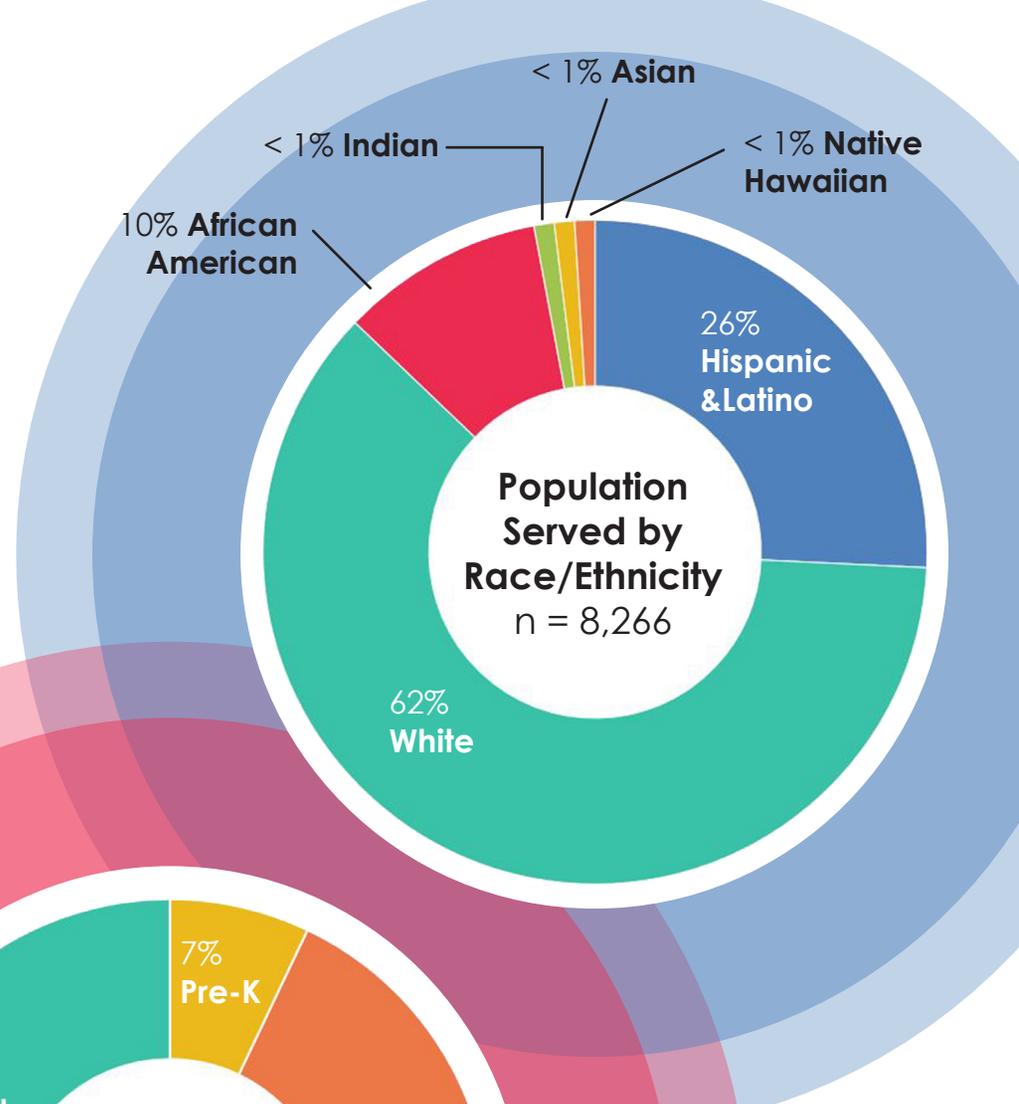
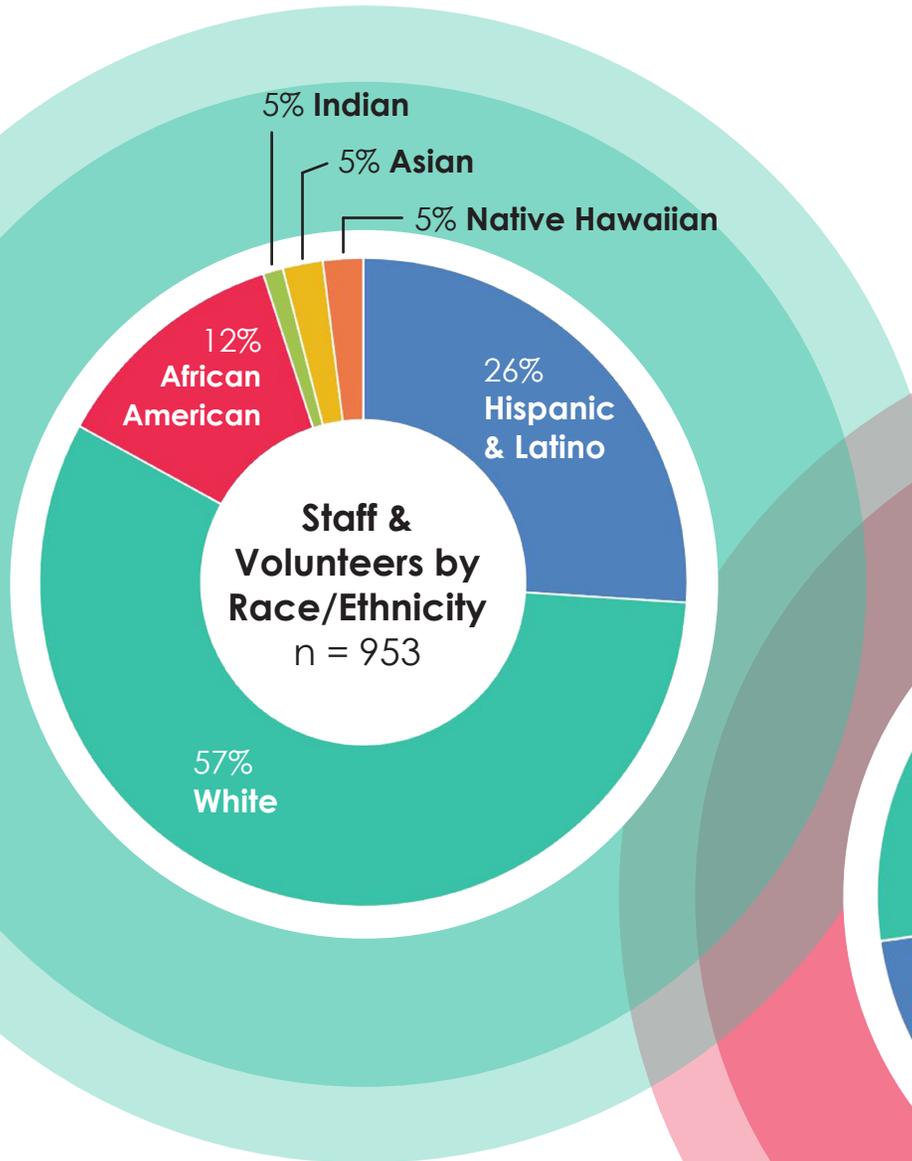
The total budget for the CYFAR Program totaled \$8.395 million. For 2014, 22 new Sustainable Community Projects (SCP) and 28 SCP continuations were awarded for a total of 50 projects. The SCP projects represent 39 state supported community programs typically with two sites per project. Of the 50 total projects, 50% of the funding was devoted to continuation projects and 27% of the funding was devoted to new community projects. The funds were awarded to the eligible institutions: 1862 and 1890 Land-grant universities. Military programs were bolstered by \$600,000 (7%) of CYFAR funding. Funds provided for military programs supported county 4-H professionals providing programming for military youth programs in all states.

Some 12% (\$995,425.00) of the 2014 CYFAR funding provided a wide range of technical assistance and professional development support to CYFAR staff and programs through the Professional Development and Technical Assistance Center (PDTA). The PDTA provided support through coaches, training and evaluation tools. As well, the PDTA coordinated the CYFAR Professional Development Workshop for CYFAR Grantees. The remaining 4% was devoted to NIFA overhead.

2014 Demographic Data

In 2014, CYFAR Awarded 22 New Sustainable Community Projects (SCP) and 32 Continuation SCP Projects. The Sustainable Community Projects represent 38 states and supported two sites per project reaching 8,266 participants inclusive of (75%) youth and (25%) parents. CYFAR participants include a total of 8,266 participants (inclusive of race/ethnicity). Of the participants, 7% were Pre-Kindergarten, 40% were Kindergarten through Sixth Grade, 25% were youth grades 7-12; and 27% were parents.

Demographics



CYFAR Impact: State Spotlight

University of Nevada

- Parents and children read together more often (increase of 25 minutes a day, on average).
- 43% of parents reported not reading to their children at the start of the program but **96% were reading to their children daily** six months after the program.
- The number of books for children in the home **increased 87%** from one book or less at the start of the program to an average of 35 books per home six months after the program.

University of Maine

- Students created a well-reasoned, research-based proposal to have cigarettes removed from one of their community stores.
- Following the presentation the Co-Op Board of Directors unanimously **voted to remove cigarette's from the store's inventory.**
- A weekly farmers Market was established on the elementary school grounds.

CYFAR Impact: State Spotlight

Kansas State University

Goal: Improved Food Preparation Skills. Youth will be able to understand basic principles of food safety; able to identify the parts of a recipe; prepare a nutritional snack; express positive attitudes toward cooking.

- **71% improved** in their responses to: Washed my hands before eating?
- **65% improved** in their responses to: Wash fruit and vegetables before eating?
- **59% improved** in their responses to: Foods back in the refrigerator within 2 hours?
- **73% improved** in their responses to: Using measuring cups and spoons?
- **71% improved** in their responses to: Following directions in a recipe?

Florida A&M University

- Once the agricultural science interests of participants develop, they will be linked to relevant departmental units and Centers, for example Agro-business, Biological, Agricultural Science and Engineering – (BASE) and Water Quality, and Animal Science.
- The expectation is that these students will be followed through their secondary education to increase likelihood of them becoming future CAFS students, graduates and making career choices in agriculturally related fields.
- As a result, CAFS will have a sustainable infrastructure to develop a continuous pool of youth with interest in pursuing agricultural careers.

CYFAR Impact: State Spotlight

Cornell University



Nosa Akol joined CITIZEN U, New York's CYFAR SCP, in 2011 when she was 14 years old. Today she is in college and recipient of the 2015 Youth in Action Award and a \$10,000 scholarship. CITIZEN U is a civic engagement and workforce development program conducted by Cornell University, New York State 4-H Office and Cornell Cooperative Extension of Broome County. Throughout her two-year commitment to CITIZEN U, a requirement of the program, Nosa sought out every opportunity to grow personally and professionally, and to be involved in projects benefiting her community and the world.

As a CITIZEN U Teen Leader, Nosa served as Broome County delegate to 4-H Capital Days in Albany. Nosa helped design and carry out two health and wellness projects at Theodore Roosevelt Elementary School in Binghamton, where over 57% of the students are at risk for childhood obesity. As part of CITIZEN U's Say Yes to Healthy Living and Be a Super Hero, Be Healthy, Nosa collaborated with UnitedHealthcare and nutrition educators from Cornell to deliver Eat4-Health curriculum to over 200 elementary students. Nosa spearheaded the Great Pothole Solution (GPS) Project, in which CITIZEN U Teen Leaders used GPS/GIS to map the location of potholes throughout the City of Binghamton and presented their pothole remediation plans to the City of Binghamton's mayor, Commission of Public Works and Binghamton City Council.

In 2013, Nosa was selected by Cornell University as a delegate to the World Food Prize Global Youth Institute in Des Moines, Iowa. Through her

involvement in the World Food Prize, Nosa committed herself to ending world hunger. In 2014, Nosa received a Wallace Carver Fellowship and a paid internship as a biological science aid at the Robert W. Holley Center for Agriculture and Health at Cornell University. Later Nosa was invited to serve as a panelist at the Norman Borlaug Symposium held at the USDA in Washington, DC, where she had an opportunity to present her research to with Secretary of Agriculture Thomas Vilsack on how microfarming in South Sudan, her native country, could be used to address human rights inequities. In 2015, Nosa was selected as the Youth in Action Award winner, National 4-H Council's highest youth honor. The Youth in Action Award honors one exceptional youth who embodies the life-changing impact of 4-H.

This fall, Nosa was tapped by 4-H National Headquarters to represent 4-H on American Graduate Day (AGD). AGD 2015 is part of PBS's continuing commitment to helping communities address the nation's high school dropout crisis, while also preparing students for sustainable success. On October 3, Nosa appeared live on national public media stations broadcast of AGD.

"Nosa is a true 'agent of change,' " Kelly Mabee, CITIZEN U Community Project Coordinator explains, "and she is continuing this path of leadership in every single thing that she does."

Nosa Akol will continue to change the lives of others in her community and around the world simply because of the life-changing experience 4-H has offered her.

"My four years in CITIZEN U 4-H has been incredible," Nosa says. "Honestly, I could not imagine where I would be in life without the experiences CYFAR and 4-H have given me."

CYFAR Impact: State Spotlight

Alabama A&M University

- An analysis of the data determined that **79% of teens** that participated in the Alabama CYFAR Program **developed coping skills** by adopting the recommended practices taught throughout the TMI curriculum.
- These positive results suggest that participants are demonstrating a **greater sense of self-worth** and higher levels of self-esteem.
- The successful adoption of this positive mindset will lead to greater coping skills and also **positive self-images** for underserved and at-risk youth in Alabama.

Preliminary Outcomes of CYFAR Common Measures

Parenting items revealed large differences across groups on a variety of parenting behaviors, including:

- Time spent with child
- Parent-child communication
- Positive discipline and trust

In addition, parents in the post-test group were more likely than members of the pre-test group to find great satisfaction in their children.

Linking Youth to Agriculture and Environmental Practices using STEM Technologies

Montana State University-Bozeman
Outcome Area: School Age (K-8)

Program Report

This project teaches Native American youth about science using technology. In order to make the information relevant, the project focuses on community needs as identified by project coordinators, teachers and other community members. The current project is working with two sites in Montana; Pretty Eagle School on the Crow Indian Reservation and Two Eagle River School on the Flathead Indian Reservation. During this year, subcontracts were set up, meetings were scheduled with stakeholders, field trips were planned, and an academic calendar was established; monthly site visits were scheduled for training, support, and relationship-building. Specifically, the Pretty Eagle site is learning to use GPS units, mapping, geocaching, aerial photography, and how to identify invasive plant species from photographs and computer software. The Two Eagle River site is learning to create videos using iPads with the intention of producing short science films that they will showcase to the public.

"I've never seen the kids be so engaged"

- 8th grade science teacher

Program Sustainability

Sustainability is built into the project as we continue to strengthen the relationships we have established with one of our sites (Pretty Eagle) and forming those relationships with our other site (Two Eagle River). In particular, working with schoolteachers in their classrooms builds sustainability because they see the benefit of using the technology and lessons we bring to them. In addition, as they are trained to use specific technologies, they are equipped with knowledge and technology supplies that they will use with other kids in upcoming years.



From left to right: (1) Montana State University film student (CYFAR team member) teaches 8th graders at the Two Eagle River School on the Flathead Indian Reservation how to edit their videos in iMovie utilizing an iPad; (2) A 6th grade student at the Pretty Eagle School on the Crow Indian Reservation takes pictures of a farm animal scene to learn how aerial photography works and how to create maps of stitched photos; and (3) Where is north? With help from the CYFAR Technology Coordinator, students from Pretty Eagle learn to use a compass and identify where North is on their mini scene animal farm.

University of California Sustainable Community Project

University of California Agriculture and Natural Resources

Outcome Area: School Age (K-8)

Program Report

The California CYFAR Sustainable Communities Project provides intensive engagement of at-risk youth, teens, families, afterschool program staff and other stakeholders. Stakeholders include resident volunteers, school administrators, local government officials, farmers, 4-H teen leaders, cooperative extension staff, and others. Sites use innovative technology applications, hands-on activities, positive youth development practices, place-based and service learning, and youth-adult partnerships to address childhood obesity issues.

Curricula and activities focus on nutrition, cooking, gardening, physical activity and agriculture literacy to enhance youth self-efficacy and increase life skills related to healthy living. CYFAR programs were implemented in four communities during the 2014 FY. Over 200 youth, grades K-6th, participated in their respective CYFAR sites in either a once per week program, a series of classes, or a camp. They were informally mentored by 18 teens and 2 adult volunteers who delivered curriculum activities. These teens and volunteers were recruited and trained by site staff in nutrition, fitness, food preparation, gardening, and on the curriculum. The curricular focus was healthy living, specifically on topics pertaining to gardening and nutrition.

"When I volunteer at the elementary school and we tell them what we've been doing and teaching them and they probably teach their parents what they learned at school that day. So that will make their parents apply to their lifestyle and it will be like a chain of just passing on."

– Teen Participant



Teens demonstrating healthy cooking.

Program Sustainability

To ensure sustainability, sites focused on increasing the capacity of volunteers and teens to lead high quality health education and on the development of partnerships in the community. The ongoing recruiting and training of adults and teens strengthens the entire community as people participate in programing. To strengthen partnerships, organizations and individuals are invited to invest resources and time thereby increasing their stake in the continuation of these programs.

The Oregon State University Sustainable Community Project

Oregon State University

Outcome Area: School Age (K-8)

Program Report

The “4-F” Fabulous Food Fitness and Fun Program delivers after school/summer programs at community sites including middle schools and community organizations in Benton and Linn counties. Our current community partners are: The Boys and Girls Club of Corvallis (Benton County) and the Calapooia Middle School in Albany (Linn county). While the primary target audience is Latino youth, all youth in grades 6-8 are welcome. The program features a core healthy living curriculum that focuses on food, nutrition, and physical activity with teamwork as a learning strategy. These two community partners provide the space and support so our 4-H educators can go into the locations and promote evidence based healthy living practices. Our 4-H youth development staff educators work with the youth who are enrolled in the program to cook delicious “Food Hero” recipes and also promote physical activity! Our enrolled youth have access to gym and a soccer program before entering the “4-F” program. The recipes that we cook match a planned nutrition message. Some examples are: “The benefits of calcium and how to add more foods rich in calcium in our diets”, “how to read food labels”, “How to be smart- media teens”, “Adding more veggies to our meals”, and “Eating healthy at the mall”. As an engagement strategy we created a “hashtag game” Youth posted their healthy foods on Instagram, tagging it with #4hfood.



Program Sustainability

A critical aspect of sustaining the participation of Latino youth and families in Oregon 4-H is the presence of bilingual, bicultural staff and/or volunteers. Additionally, Oregon State University students have been recruited as program volunteers and student workers to provide role models for project participants. The project also practices an inclusiveness strategy of educating participants (who are considered 4-H members) and their families about the many activities 4-H offers and encouraging their involvement in the broader 4-H program. For financial sustainability, Project Co-Directors will develop and/or assist with proposals for additional program funding.

From left to right: (1) 4-F Fabulous Food, Fitness and Fun program participants are demonstrating their cooking skills they have learned in the program; and (2) 4-F Fabulous Food, Fitness and Fun program participants are having fun with a salad that they made in a bag.

Heart & Shield

University of Nevada Reno

Outcome Area: Parent & Family

Program Report

The purpose of the Heart & Shield program is to create an environment that allows Intimate Partner Violence (IPV) child and adult victims to obtain resources/skills necessary to break the cycle of IPV. Based upon extensive community needs assessments, staff developed prevention-based curriculum to meet site needs. Several approaches were reviewed before deciding on a family strengthening approach targeting parents with children ages 0-8. Curriculum development took longer than anticipated as an agreement between the two sites on one common program was a major goal.

Fallon Site: In 2014 an MOU was signed with a Tribal site to implement CYFAR education. In addition to the parents and children ages 0-8, older youth received program education through targeted 4-H activities and Family Night Out events to promote and enhance healthy, respectful, and non-violent relationships.

The Elko site is finalizing the parent and child curriculum and is accepting program referrals for a cohort. Key stakeholders were contacted during the planning phase of the project and are providing program referrals. Trained program staff are involved in curriculum development and program referrals. Evaluation instruments follow CYFAR Common Measure protocol. An evaluation plan was approved by the UNR IRB review board. The Curriculum drafted is based upon a comprehensive literature review related to family trauma. The law enforcement training evaluation protocol was updated and approved.

Program Sustainability

This program recognizes the need to create safe, supportive environments for victims of IPV in which parents take responsibility for children's physical, social, emotional and intellectual needs and provide moral guidance and direction. Community agencies work with Heart & Shield faculty to promote program goals and support prevention efforts, review existing structures and develop new policies and procedures to enhance victim/family resiliency.

By integrating participants into existing programs that promote positive youth development and foster relationship development, youth and adults learn to move past trauma and experience healthy, productive lives. Program collaborations between Heart & Shield faculty and agencies create the foundation to seek and obtain additional funding to hire staff to deliver the program beyond the five-years of CYFAR funding. The curriculum that we develop and pilot will be useful with both sustainability at current sites and expansion to additional sites.

"The thing I am most excited about is that this program focuses on prevention and not just intervention."

– Program Staff

Fostering Youth to a Revolution of Responsibility

University of Alaska Fairbanks
Outcome Area: Teen

Program Report

“Fostering Youth Towards a Revolution of Responsibility” is positive life skill development program that focuses on delivering workforce preparation through life skill development ideals in competence, confidence, connection, caring/compassion, and character. These lead to contribution, and are the essential life skills necessary to become a contributing individual to self, family, community, and institutions of a civil society based on the National 4-H Program Logic Model for Health Living - Social/Emotional Health and Well-Being. “Fostering Youth towards a Revolution of Responsibility’s” long term goal seeks to reduce the homeless rate of teens aging out of state custody through developing skills necessary to enter the workforce, especially in technology fields, and to be healthy, productive and effective adults. This program will be measured using the Common Measures for Workforce Prep, 15 item tool.

Breaking the cycle through a “Revolution of Responsibility”... building life skills with teens in state custody to create positive core values in social justice, spirituality, and the importance of education.

Program Sustainability

The project PI and co-PI have a long track record (18 years combined) of successfully securing grant funds to sustain programs. Because both of our sites are run by the State of Alaska and state agencies are continually seeing their budgets slashed, we anticipate that our role in program provision to both the Independent Living Program and the Youth Facility will continue well beyond the five years of this grant. Additionally, it is evident from state personnel with whom program personnel work at both sites that they are impressed with the quality and breadth of our programming, and value our contributions as positive assets to their agencies (Office of Children Services and Fairbanks Youth Facility).

Auburn University Sustainable Community Project (AU-SCP)

Auburn University

Outcome Area: Parent & Family

Program Report

The Auburn University Sustainable Community Project (AU-SCP) uses the PROSPER model (PROmoting School-community university Partnerships to Encourage Resiliency) to build youth assets (problem-solving, decision-making skills, school liking and engagement, and positive parent-adolescent relationships) and reducing problem behaviors (alcohol and drug use, delinquent activity) among middle school students in Bibb, Clarke, and Lawrence counties. AU-SCP engages families and schools to recruit participants for the Strengthening Families Program (SFP) 10-14. SFP is offered to all students in the 6th grade during the months of January through March. The communities engage families and children in evidence-based programs (66 families). The benefit is greater parent involvement, reduced youth behavior problems, improved youth skills, enhanced parenting skills, reduced exposure to substance use and an increase in family cohesion and well-being. The SFP program is held for seven consecutive weeks (2 hour sessions). Part 2: Our program also involves 7th graders who will receive the in-school youth program (270 students participated: 44% male/55% female). Each school will continue with the selected evidence-based program chosen during the year. The program is conducted by trained facilitators. Outcomes: Students whose parents had more knowledge of activities reported less delinquent behaviors. Students who perceived more school bonding reported less delinquent behaviors.

Program Sustainability

The project has gotten the attention of many in the community, those on the city council, juvenile judges, school superintendents, and local businesses. The idea of involving the community and the schools in the decision making has captured the interest of other supporters. Many of the surrounding communities have asked, "How do we get this for our kids?" We share a budget and explain what is needed. The larger part of sustainability will be from the current and past participants. They are volunteering and investing in the sustainability of this program. The parents have teamed with schools and are working with local funders and business to maintain. I, the PI, am also seeking partnerships with state funders to support continuing the program.



From left to right: (1) Group Photo of the graduating class from the Strengthening Families Program in Clarke County. This photo includes the facilitators, volunteers, community leader, parents, and students; (2) Parents in Lawrence county are working during the session with the facilitators to complete an activity. The parents and children are separated for the first hour of the two hour session; and (3) Bibb County family session for Strengthening Families as the parents and children work together to complete the activity assigned for that lesson.

Minnesota Sustainable Community Project

The University of Minnesota

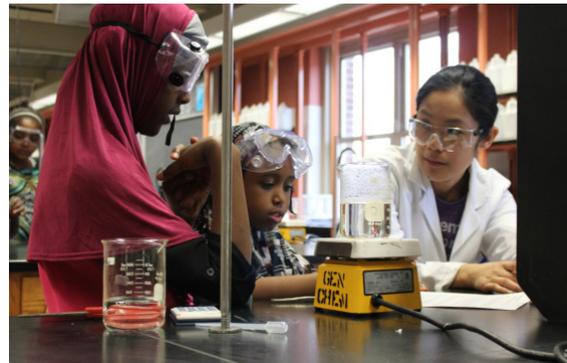
Outcome Area: School Age (K-8)

Program Report

Urban 4-H STEM Clubs are intended to ignite middle school aged youths' interests in learning about Science, Technology, Engineering and Mathematics (STEM) while preparing them for higher education. The clubs are designed for young teens living in Minneapolis and St. Paul who experience educational barriers. During the school year, the clubs meet weekly for four contact hours over 26 weeks and are facilitated by adults who work in partnership with youth participants and their families. In the clubs, youth apply their learning to solving practical and scientific engineering problems by learning how to ask questions, imagine solutions, plan things out, create new ideas, optimize designs and improve practices. Youth also engage in a sequence of activities that equip them with the mindset and personal leadership skills needed to pursue higher education and careers. In the summer youth participate in a University of Minnesota campus immersion where they learn about student life, explore academic interests, identify the steps toward college readiness, and meet faculty and students in STEM fields. Throughout the program, youth develop a portfolio that captures their growth over time and present it at public showcase events.

Program Sustainability

The Youthprise board of directors approved a \$70,000 award for us to work with Ka Joog and established a MOA for one year. This funding supports staff salary for one Ka Joog employee to work with Urban 4-H Youth Development/Extension - in particular with the CYFAR project. The MOA will be renewed in Year 3 at \$35,000 in March 2015. We are grateful for Youthprise's support of the Extension-Ka Joog partnership and their continued financial support. We also established a program agreement with Minneapolis Community Education to clarify and support our partnership. More broadly our sustainability plan includes building youth leadership with in the program design and family involvement. We are also working strategically with community partners to building sustainability components into the foundation of our partnership agreements and joint long-term program planning. We also aligned this program model with our state STEM program model.



From left to right: (1) Working in a University of Minnesota lab. Campus field trip; and (2) Working in a University of Minnesota lab. Campus field trip.

MSU Extension Sustainable Communities Project

Michigan State University

Outcome Area: Parent & Family

Program Report

The MSUE SCP is designed to provide parent education and critical support to MI's high-context parents of children ages 0-3 through traditional face to face group educational sessions, on-line "virtual" classes and live virtual meetings. Through these venues participants will learn key parenting skills and early childhood development information, as well as find friendships and grow critical community supports designed to encourage discussion of real life situations, moderated by a trained Extension Educator.

2014 kicked off the workshop series for both virtual and face-to-face classes. Our virtual class ran one completed 8-week series with 17 enrolled participants, and 12 fully completed the series. Our face-to-face sites ran three completed 8-week series, with a total of 16 enrolled participants. For the remainder of 2014, we plan to recruit more participants and run at least one more 8-week series at each of our three sites. In addition, the website was completed and content continues to be added to keep the site fresh and relevant to parents. The planning team continues to meet to discuss improvements to both the virtual and face-to-face workshops as well as trouble-shooting any issues that may come up at our sites.

Program Sustainability

From the beginning of the program we have built in sustainability of the program by connecting with existing systems and infrastructures at the university level. For the comprehensive website we connected the information and structure with our existing early childhood website to ensure that it becomes part of the programming that is offered by the early childhood team.

In addition, one staff has already utilized the programming model to obtain local funding through the Children's Trust Fund in order to offer classes to those that do not qualify for the CYFAR funded program in the Saginaw County area. This will allow us to expand the reach of the program and allow for additional evaluation data to be collected with a different population.

“ That learning about emotions is something that children should learn about very early. That words matter; using words to voice their emotions gives them power and helps them understand and not to act out in inappropriate ways. Words comfort, words encourage, words direct. That temper tantrums aren't toddlers being bad! I had no idea what caused tantrums and am so thankful that I received this information early on in my daughters life. ”

– Class Participant

Integrating Nutrition Education into Full Service Community Schools

University of Rhode Island

Outcome Area: School Age (K-8)

Program Report

The URI CYFAR project, Integrating Nutrition Education into Full Service Community Schools in Providence RI, focuses on students in grade 3 and parents attending literacy classes. Project goal is to teach low-income children and their parents – through direct education and digital technology – about behaviors and skills to reduce obesity risk. Influencing the school environment via student education in class and after school, and targeting the home environment via parent education is yielding positive impact.

Treatment school for Year 2 was Bailey Elementary in Providence, RI. Program activities included:

- **In-class education:** Evidence-based curriculum Body Quest: Food of the Warrior from Auburn U. in AL was delivered to three third-grade classrooms over a 13-week period. Students received weekly, 1-hr lessons on topics including MyPlate food groups, fruits and vegetables, fast food and healthy snacking. The Body Quest app was used to reinforce lessons; 70 students completed the pre- and post-surveys.
- **After-school programming:** Three after-school series were delivered to third-graders involved in the YMCA after-school program at Bailey. Classes were 45-60 minutes for 8-9 weeks and included a short interactive nutrition lesson, cooking activities and iPad activities, with a focus on fruits and vegetables.
- **Parent programming:** A successful 6-week parent program included a weekly family meal, parenting and nutrition lessons, and activities for the children; iPad surveys.

Program Sustainability

The iPads with the “Body Quest” app and other applications will be available for continued usage by the schools.

Utah State University Sustainable Community Project

Utah State University

Outcome Area: School Age (K-8)

Program Report

USU-Utah County 4-H has added STEM clubs to the existing thriving 4-H Afterschool program at three elementary schools. These schools each offer a minimum of 1 STEM club a day during the 10 week trimester. These STEM clubs are engaging and offer a variety of STEM opportunities for youth to explore. The 4-H Afterschool program provides a sense of belonging, independence, generosity through service projects and mastery of new skills and ideas while providing a safe, secure, and healthy environment for children during afterschool hours.

Program Sustainability

We will be able to sustain a quality project beyond our 5 years through 3 main modes. First, the training we are able to offer our staff and club leaders at this time with the added resources is amazing. The knowledge and skills that our adult leaders obtain will continue to carry over as they stay with the program beyond the 5 years, but also as they share their knowledge and skills with new staff and leaders. Secondly, with the added resources we are able to purchase club sets of STEM resources that can be used from year to year. Additionally, the added staff has allowed us (and will continue to allow us) to develop and write new peer reviewed curriculum that will be able to be used from year to year as well, far beyond our 5 year grant cycle.

Growing Real Opportunities for Work and Life in Agriculture (GROWL)

University of Georgia
Outcome Area: Teen

Program Report

Project GROWL is a four year youth development program in the urban communities of East Point and Riverdale. Project GROWL will provide urban youth with skills that will prepare them for the workforce, increase their understanding of the importance of agriculture in their community and encourage positive youth-adult partnerships. The project will run year-round, with after-school programs during the school year, and service learning projects and conferences during the summer. Each year of the project will focus on a different theme and will continue to build on the previous year's skills. Those themes include (consecutively): advocacy and communication, agriculture, environment, and policy and governance. Youth will focus on communication, self-efficacy, natural resource systems, conservation, and policy and governance issues affecting urban communities. Fifteen to twenty seventh graders from at-risk families will be recruited to apply and interview for the program every year until the end of the project. Recruitment for the project will begin May, 2015 and the project will be implemented in both communities beginning August, 2015.

Program Sustainability

UGA GROWL is working with community and state partners to identify funders to assist with future financial support for the program within the two pilot sites. The project directors will also transfer and intergrate components of the GROWL to 4-H base programing in Georgia as a way of sustaining and extending the project.

Tools for Healthy Living

University of Connecticut
Outcome Area: School Age (K-8)

Program Report

The Tools for Healthy Living Project in Connecticut is an 11 week curriculum for youth grades 4-6 in afterschool sites in Hartford and New Britain. The curriculum focuses on healthy home topics such as mold, pests, smoking, lead, asthma, and food safety. Youth participate in interactive lessons weekly at each school site. Evaluations have been done pre and post to assess knowledge gained and skills learned. Youth have been able to integrate concepts learned to their home environment. Family newsletters are sent home to match the topic covered for each week.

Program Sustainability

We are building urban 4-H clubs at each of the locations that we provide this project. Once the Tools for Healthy Living Project is completed at sites, youth continue to be enrolled as urban 4-H members and our Urban 4-H Coordinator assists in sustaining the club. She identifies adult and youth volunteers to continue the clubs. Our goal after 5 years with this project is to have at least 1 Urban 4-H club at all the participating schools. We will continue to provide programmatic support to these sites after this project is completed - additional programming could be Robotics, STEM, and other areas of interest.

Texas A&M Sustainable Communities Project

Texas A&M University
Outcome Area: Teen

Program Report

The goal is to improve the health of at-risk teens and their families in two low-income inner city communities while also providing experiences related to the array of Extension careers in urban programs. Staff, faculty, and students from two community-based organizations, Extension programs, several four-year universities, and volunteers from supporting organizations will partner to mentor, recruit, and enroll 210 students for the five years into college studies.

The objectives include teens learning about gardening, to become “college ready” via college student mentoring, and Extension careers through job shadowing and internships. Teens will be provided with real-world challenges, hands-on experiential Extension-service learning, first generation minority college goers, strong mentoring, and opportunities to network with university faculty.

Year one included planning and securing schools that will integrate their 4-H chosen interdisciplinary curriculum to science classes to maximize learning. Summer activities include 4-H camps and students, volunteers, and staff are ready to commence the school year to learn and participate in the myriad of planned activities.

A heightened awareness in schools of the 4-H benefits has been promoted that has generated collaboration from county staff. The impact has also garnered a great deal of interest and support from administration for the innovative approach provided to the target population that can often be overlooked.

Program Sustainability

At both sites, the activities are being planned for the second year of the project, which starts in Fall of 2015. At both locations, thoughtful and careful explorations are being given to sustain the project beyond the five year grant.

At St. John Berchmans Catholic School, the project will be sustained by Principal Abbott’s commitment to the success of this opportunity with the help of students, volunteers, and parents. At Cristo Rey, similar efforts are expected since there seems to be more participation from students and parents. Both seek community support via small business to help with supplies to maintain the garden. The harvest from the garden will serve two-fold: to learn and use in their lunch where a sense of pride will be instilled because the student’ cared and tended the garden. Community buy-in and increased awareness of the benefits will serve to generate financial support and the needed manpower to sustain the gardens for the Sustainable Community Projects.



From left to right: (1) Gardening has its benefits! Teens built garden, planted, watered, and had an opportunity to reap the benefits of their harvest; and (2) Teens are following a recipe for the “Cheesy Broccoli & Ranch Smashed Potatoes” from the 4-H Learn Grow Eat & Go! Curriculum.

Teens Advocating Sustainable Change

University of Arizona
Outcome Area: Teen

Program Report

Teens Advocating Sustainable Change (TASC) recruits and trains high school students to act as healthy-living ambassadors who work to improve the nutrition and physical activity behaviors of their peers. TASC uses a positive youth development approach that provides youth with opportunities to teach peers or younger youth, act as role models for others, and support positive behavioral changes among group members, while learning leadership skills. Healthy Living Ambassador Teams are formed at each participating high school through which students receive training in leadership, nutrition, physical activity, and seed-to-table concepts. They then disseminate what they learn through events at school and in the community such as health fairs, online social media, and one-on-one contact with friends and family.

Program Sustainability

Sustainability of the TASC project is an ongoing effort. To promote the continuation of Healthy Living Ambassadors, one location in Pima County is in the process of creating a 4-H Club/Group. Another location is attempting to establish the program as an elective class. In addition, we have incorporated lessons from the United HealthCare Eat4Health grant into the TASC project to make the most use of our resources. Grants have been obtained to increase resources to for TASC projects including Fuel Up To Play 60 grants and a Tohono O'odham grant to build Hoop Houses to grow fresh / fruits and vegetables at local schools.

DSU Sustainable Community Project

Delaware State University
Outcome Area: Parents/Family

Program Report

The DSU Sustainable Community project is a Healthy Lifestyles program that will be conducted in Kent and Sussex counties in Delaware. The program incorporates the Gardening Process that will include Food safety, proper nutrition and physical activity. Food will be harvested from the garden and weekly workshops will be held to properly cook and prepare nutritious meals while teaching about safe food handling and cross contamination. In addition, family fun physical activities workshops will be held to incorporate a lifestyle change among it's participants. Physical activity workshops will include Zumba, the Hula hoop and gardening activities. This is year one for the project so our time has been spent getting everything in place to to conduct our program in year 2.

Program Sustainability

The project has incorporated our community partners from the start. DSU Extension has been offering a gardening service for at least 10 years where we have been tilling the ground for at risk private citizens and providing seeds and bedding plants for them to start and maintain a vegetable garden. We believe that the best way to sustain a program like this is to give ownership to the community making it a part of their food and healthy lifestyle goals. We widely broadcast our program successes so other communities seek us out and want to incorporate this program into their respective communities.

Juntos

NC State University
Outcome Area: Teen

Program Report

The Juntos program provides intensive long-term support for Latino youth via four major components: 1) Needs and assets assessment and one-on-one academic and life coaching by a local Success Coach; 2) The 6-week Juntos family workshop series and subsequent family nights; 3) The Juntos 4-H Life Skills Club; and 4) The Juntos Summer Academy experience and youth events. This program model was developed over the last 8 years, based in the extant evidence-based practice literature and our experience working with Latino youth and families in 53 communities, from 6 states. County extension FCS and 4-H staff will provide additional training and regular support for local Success Coaches and the four components of this program.

The JUNTOS program was highlighted this year at National 4-H Council's annual staff event for its successes serving Latino youth. Additionally, the program was selected this year as the program of focus by National 4-H Council for their push to increase 4-H participation among Latino youth across the country and they have sought additional large external donors to take the program to a national scope. New York Life has decided to fund the program as part of a 2 million dollar grant to expand 4-H/programming with Latino audiences. Additionally, National 4-H Council is interested in exploring how to make the JUNTOS program an option for all 50 states by way of additional funding streams.

Program Sustainability

Careful steps have been taken to ensure Juntos can be sustained over time. It requires effective collaboration between community partners, extension, and school teachers, principals, and administrators. Schools provide institutional support such as school office space, classroom use, data access, and teacher and counselor recommendations will be provided across sites. We use Marke & Mancini's (2007) approach to evaluate program sustainability as measured by: leadership competence, effective collaboration, understanding community, demonstrating and disseminating program impact, strategic funding, staff involvement and integration, and program responsiveness.

We have been fortunate to have received over \$12 million for 16 grant funded projects in the last 8 years, and have helped numerous other entities write grants and get funded for their own Juntos programs. In addition, the experience, program products, and rigorous evaluation results gained through the first years of this grant will be utilized for sustainability.



180 Juntos youth play on soccer teams paired with college students from around the state. This is our winning team with their 3-D Printed Trophy!

Positive Parenting Practices

Mississippi State University
Outcome Area: Teen

Program Report

The purpose of the Positive Parenting Practices program is to provide pregnant and parenting teens with education on parenting and responsible living. Throughout this first year of the project, we have accomplished the following activities: (1) Searched and hired an Extension Associate that will participate in project planning, implementation, and evaluation at project sites; (2) Integrated existing curricula and developed additional lessons that will be delivered through the program; (3) Identified/developed evaluation tools, in addition to CYFAR core questions/common measures; (4) Trained project personnel on curricula that will be delivered through the program; (5) Marketed the program to decision-makers and potential participants at local community-based agencies, such as Early Head Start Centers, as well as public middle and high schools; (6) Recruited pregnant and parenting teens to participate in the program; (7) Sought and obtained IRB approval from Mississippi State University (MSU) Human Research Protection Program to collect evaluation data; and (8) Recruited 10 Steering Committee Members (in each participating county) who will identify, develop, and promote community-based support that addresses needs of pregnant/parenting adolescents and their children.

Program Sustainability

Project personnel are developing a collaboration with existing MSU Extension programs—specifically, the Mississippi Early Years Network. The network is administratively located within MSU Extension. The network provides high quality early care and education experiences for Mississippi’s children. Because network already serves project counties, project personnel reached out to family educators in the network. The Extension Associate hired for this project and a family educator from the network have co-recruited participants for the Positive Parenting Practices program. Moreover, the Extension Associate has “shadowed” the family educator during implementation of the Nurturing Parenting curriculum, a component of the Positive Parenting Practices program and program delivered by the Early Years Network. In year two of this project, project personnel will continue to explore ways to complement program efforts of the network and collaborate with network staff.

U Connect: Universities Connecting with Young People for Educational Success

The University of Minnesota & Tennessee State University Joint SCP Project
Outcome Area: School Age (K-8)

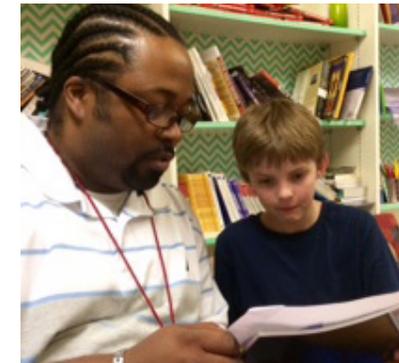
Program Report

U Connect: Universities Connecting with Young People for Educational Success, is a comprehensive program based on the Check and Connect (C&C) framework, an evidence based student engagement intervention that promotes young people's self-regulation, intrinsic motivation, and persistence, leading to on-time grade progression, high school graduation, and preparedness for post-secondary education. The U Connect program incorporates the C&C model within afterschool programs by promoting relationships with caring adults, skill building within a safe environment, and cognitive engagement with school and learning. U Connect also includes 4-H Tech Wizards, teaching youth skills related to technology, Youth Active and Media Savvy, a program that offers knowledge and skill development in nutrition and health, and Partnering for School Success, a model of parent education and engagement.

From June to August, 2014, U Connect formed partnerships in Minnesota between the University of Minnesota-Twin Cities and Keystone Community Services/West 7th Community Center, and Kwanzaa's 21st Century Middle School Academy; in Tennessee between Tennessee State University and the McFadden Community Center and the Hadley Park Community Center. In September, 2014, Site Coordinators, Mentors, and Extension Agents met in Minneapolis, MN to share common goals, best practices, and receive training on C&C, 4-H Tech Wizards, and Youth Active and Media Savvy.

Program Sustainability

Through the pilot, we have already seen sites integrate the core U Connect components into their everyday workings, which is key for sustainability. They are working to make sustainable adjustments, for example partnering with SNAP Ed for nutrition education, which can be a long term relationship building technology into their curriculum planning, as well as the monitoring forms becoming part of their regular work. We expect this to continue to grow as we move towards full implementation.



From left to right: (1) Student at West 7th Community Center in St. Paul, MN working on a technology activity in U Connect; (2) Girls Circle at West 7th Community Center in St. Paul, MN in the U Connect model; and (3) Tyshawn, mentor at Kwanzaa 21st Century Learning Academy in Minneapolis, MN with student Gunnar.

U Connect: Universities Connecting with Young People for Educational Success

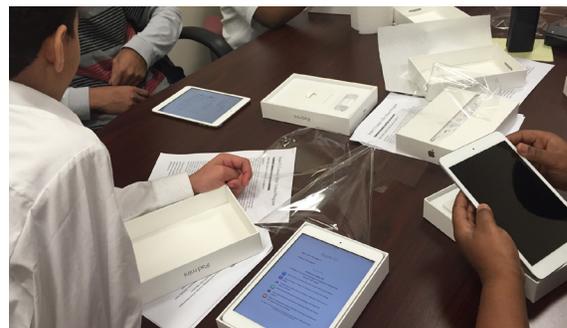
Kentucky State University
Outcome Area: School Age (K-8)

Program Report

Over the past two decades, students' engagement at school has emerged as the critical preventive factor across hundreds of dropout prevention and recovery programs in the U.S. (Christenson et al., 2008). Student engagement is a multidimensional construct involving both behavioral and psychological engagement (National Research Council, 2004). U Connect integrates the process of engagement so that participation leads to successful performance, promoting feelings of identification, and engagement with schools that in turn promotes ongoing participation. The evidence-based program based on the Check and Connect (C&C) framework is an intervention that promotes student engagement, young people's self-regulation, intrinsic motivation, and persistence leading to on-time grade progression, and high school graduation. The U Connect program incorporates the C&C model within afterschool programs by promoting relationships with caring adults, skill building within a safe environment, and cognitive engagement with school and learning. U Connect includes 4-H Tech Wizards that teach young people skills related to technology, Youth Active and Media Savvy, a program that offers knowledge and skill development in nutrition and health, and Partnering for Parent Success, a parent education and engagement model. We formed partnerships between Kentucky State University (KSU), Imani, Leestown Middle School and Lexington Traditional Magnet School. Site coordinators, mentors, agents met in MN.

Program Sustainability

This program model builds in sustainability in multiple ways. The identification of community-based afterschool programs offers a foundation from which to build sustainability. The leadership within the afterschool program, youth, and parents will all receive leadership training as part of the U Connect program. These individuals will all remain as part of the community and thus have the ability to continue the U Connect program when the SCP program is concluded. At the conclusion of the SCP program, a model will be in place for how the community can continue and expand U Connect. Specifically, as evaluation and program data becomes available, SCP staff will publish in peer reviewed journals, present at local, regional, and national conferences and at other professional organizations, to help disseminate the findings and ensure sustainability.



From left to right: (1) Participants begin the pilot program; (2) New iPads arrive. Participants open them with excitement; and (3) Participants engaged in a nutrition session.

Fast Track

West Virginia State University
Outcome Area: Teen

Program Report

The Fast Track program assists students in becoming more confident with their eating choices as well as preparation of healthy foods and snacks, plus developing ways of having a more active lifestyle. Youth in the Charleston area, who are enrolled in middle school, learn about cooking, kitchen safety, safe food handling, basic nutrition, consumer literacy and fitness activities, including swimming, tennis, and golf. The Fast Track program is designed to achieve improved awareness of nutrition and improved knowledge of healthy options when eating away from home; increased knowledge and performance of physical fitness activities that are accessible and affordable on a consistent basis; and improved self-esteem by developing positive relationships with professional role models. The program is delivered as a six week afterschool program and a week-long summer day camp. The afterschool sessions are designed to reach 20 youth with 36 hours of instruction within a 6-week period. The week long day camp is also implemented for 36 hours of instruction.

"The Fast Track program has encouraged my grandson to cook for the family. He is so excited to fix me a healthy breakfast."

– Participant Family Member

Program Sustainability

Our program will continue as an after school club. Most of our supplies purchased with grant funds can be used for several years, if proper care is taken. Most of the food used for cooking demonstrations can be grown in raised garden beds and the food that cannot be grown can hopefully be donated by local farmer's markets or grocery store chains who donate to the community. We are also seeking small grants to purchase the food staples.



Teaching kitchen safety, the Fast Track Culinary Assistant is showing a participant the proper way to hold a knife and cut an onion.

Strengthening Families

The University of Arizona
Outcome Area: Pre-K

Program Report

The Strengthening Families program is a family program for parents with young children 3-5 years of age offered in two low-income, rural counties in Arizona. The program offers activities for parents and children separately, as well as “family time.” The parent curriculum teaches parents developmentally-appropriate behavior management strategies as well as the building blocks of positive parent-child relationships. The children’s curriculum teaches children about emotions and social skills, including following rules. Each week, families attend the 2-hour session at one of three different community centers. Families enjoy dinner together, and all children (even those older than 5 and younger than 3) are invited to attend. The parents and children each receive their curriculum separately, and then come back together to share what they have learned. After 14-weeks of classes, all families are invited to attend a graduation, which celebrates the progress they have made and helps solidify their feelings of family pride. Since 2011, over 110 families have completed the program. Both parents and facilitators complete surveys on children’s development. Evaluation findings indicate positive effects for children’s social development, reductions in parenting stress and increased feelings of family strength and pride. Families have consistently reported very high satisfaction with the program, and parents often re-enroll as their younger children reach preschool age.

The children from the Rio Rico program site perform the song, “You’re Wonderful” for their parents using sign language.

Program Sustainability

The program, itself, is designed to induce sustainable change in the family. The program includes “booster sessions” offered 6-months after each 14-week session ends. This promotes sustainability in the social skills, parenting behaviors and family strengthening techniques that are at the core of this program. In terms of financial sustainability, all the sites have garnered local support in the form of donations of time and money. These have helped ease the financial burdens throughout the program, but will also allow the program to be offered for at least one additional time in 2 sites in Arizona after the program ends its CYFAR grant cycle. The community remains interested, and even when donations of time and money are unavailable, the Cooperative Extension agents are finding ways to keep staff funded in order to offer the program for at least a limited time. We continue to explore other grant funding opportunities.



Juntos: Together for a Better Education and Success for At-Risk Youth in Iowa Communities

Iowa State University
Outcome Area: Teen

Program Report

This project sites, Des Moines and Muscatine, have low graduation rates for Latinos and African-American. In 2013, Iowa's overall high school graduation rate was 89.63%. The rate was significantly lower for Latinos 79.5% and African-Americans 73.2%. This project equips identified teens to graduate from high school and pursue college. Project components include: establishment of a local advisory committee; academic coaching; family focused workshop series and Family Fun Night sessions; 4H youth activities/clubs; and Youth Summer Academy (YSA). The YSA will begin in year 3.

Memorandum of understandings have been developed between schools and county extension councils. Project staff have been trained on the curriculum, evaluation tools and techniques. Staff meet regularly to share ideas and strategies, and have access to participants' school records. Schools provide space and recruit participants. Sites have engaged 4-H in helping implement positive youth development strategies.

The Des Moines site's recruitment kick-off event resulted in the enrollment of a cohort of 16 youth and their families who have completed the workshop series, and academic mentoring is underway. Latino university students assisted with the kick-off event and the workshop series. In Muscatine, seven families are enrolled in the project and the workshop series is underway. Family nights will begin this summer and coaching will begin in the fall. The advisory committee has started to meet.

Program Sustainability

Polk County Extension (Des Moines) hired a full time Extension educator to support this project and to provide additional programming to Latinos in Des Moines. The position is support via federal funding (CYFAR), County Extension budget, and a local grant.

From top to bottom: (1) Father and son work together to create their educational action plan during the Juntos workshop series; (2) Families work together to build a bridge between Middle School and High School; and (3) Youth complete an activity during the afterschool 4-H club.



North Carolina 4-H Very Important Parents Sustainable Community Project

North Carolina State University
Outcome Area: Parents/Family

Program Report

The 4-H Very Important Parents (VIP) program delivers technology-assisted parent education to parents ages 15 to 22 in Greene, Lenoir, and Harnett Counties in North Carolina. Participants attend 12 weekly meetings followed by 9 monthly meetings. Technology-assisted educational content is delivered throughout the program via Google Hangouts, Facebook groups, blogs, Youtube, and other internet-based platforms. The 4-H VIP program merges research and best practices from parenting, child development, and relationship education with critical input from adolescent parent focus groups to create a program for young parents grounded in the realities of what it means to be a young, vulnerable parent. Lesson topics include positive parenting, stress management, maintaining healthy relationships, child safety, financial planning, sexual health, job search tips, and many more. To date, 67 adolescent parents have enrolled in the 4-H VIP Program. Results from the pre and post CYFAR Common Measures for these participants show growth in positive social norms, nurturing attitudes and appropriate parenting practices, opportunities for skill building, supportive relationships, critical thinking, character, support for efficacy and mattering, and decision making. Participants attribute positive life changes to 4-H VIP such as re-enrolling in school, gaining employment, and enrolling in early college and GED program. One father reported leaving a gang because of the 4-H VIP program's impact on his life.

Program Sustainability

As no other agencies provide technology-based adolescent parent education, the program avoids duplication of services and fills an unmet need. Changes in NC Cooperative Extension reflect greater support for agriculture and youth development programs. This creates a challenge for 4-H VIP to find a niche to survive without support of state dollars or agents. Community partnerships are being developed as funding streams and collaborative grant writing opportunities are being explored. Current efforts are focused on finding funding to sustain the leadership team for the program so that the program can continue beyond CYFAR funding. The move to an online format makes it possible to reduce program costs and maintain programming for adolescent parents while moving toward serving a more diverse parent population.



From left to right: (1) Parents are taught how to use literacy to build language and other skills with their children using books and manipulatives; (2) The use of technology allows participants to be active in the VIP program while they parent their children; and (3) Team work is important for parents. This family is working together to create their family t-shirts during a VIP class.

CYFAR Sustainable Communities Project

West Virginia University & Iowa State University
Outcome Area: School Age (K-8)

Program Report

The joint West Virginia University and Iowa State University CYFAR Sustainable Communities Project implements the “PROMoting School-community-university Partnerships to Enhance Resilience” Model (PROSPER) in two West Virginia communities and two new Iowa communities. The PROSPER community engagement system uses evidence-based programs with middle school aged youth (ages 11-13) and their families. PROSPER has been scientifically proven effective with increased positive outcomes for high-risk populations.

Joint efforts across both states have focused on 4 areas: Team training with 7 online PROSPER training sessions; community capacity building with the development of key partnerships and local PROSPER collaborative groups in Iowa and West Virginia communities; team development with the establishment of monthly, joint Iowa and West Virginia team meetings and bi-weekly state team meetings in each state; and engagement with an existing State Advisory Council in Iowa and a State Advisory Council under development in West Virginia. Technology has been used to provide training for teams in the PROSPER Model, to facilitate online and telephone meetings among team members in both states, to provide access to the online library of PROSPER resources, and to access the online PROSPER reporting system.

Program Sustainability

This CYFAR project utilizes the PROSPER Model which is based on third generation research. PROSPER is currently listed as evidence based on the Evidence Based Social Policy listing and as promising on the Blueprint list. Within one year of their creation, 100% of PROSPER teams obtained local funding to support their efforts during the research phase of this project. Current PROSPER groups have been sustained through a variety of sources including support from local organizations and private contributions. Fiscal support of local teams consistently garners in-kind contributions from the community including staff time and program incentives. PROSPER research has shown that these steps toward long-term sustainability are due, in part, to the expertise provided by Prevention Coordinators and the State Management Team. We believe that since we are dedicated to implementing the evidence based model as designed, we can expect to find similar outcomes in our communities.



From left to right: (1) Elkins Middle School in Elkins, WV, site of Randolph County Collaborative team meetings and PROSPER implementation school; and (2) The Sioux County IA team hard at work! Jim Hansen, guidance counselor, West Sioux Community School District. Donna Mills, PROSPER Team Leader, Sioux County Extension Office.

Healthy YOUTH...Strong Communities

Louisiana State University

Outcome Area: School Age (K-8)

Program Report

The Healthy YOUTH...Strong Community program plans to provide a series of lessons and activities designed to develop the leadership skills of youth and adults through the use of hands on learning experiences. The experiences will target two age groups with the younger group focusing on gardening and nutrition education, and the older group using the garden to develop their communication, technology and leadership skills. Youth and adult partnerships will be developed through a series of advisory meetings and volunteer trainings designed to develop ownership and increase knowledge of participants.

The goal of the program is for participants to sustain positive changes in attitude, involvement, and behavior related to healthy life choices, community involvement and their future. At this time a series of meetings have been held to determine expectations, a specific timeline, meeting agendas and training materials for both youth and adults.

Plans for evaluation have been developed. A Memorandum of Understanding has been developed outlining expectations for the LSU AgCenter and the sites identified for the program. Advisory meetings have been held with community stakeholders and potential collaborators, and the Spring Kick Off events have been held at the 3 community sites. These events were conducted as a recruitment tool for the youth and adult program participants. Weekly lessons will begin June 1, 2015 at each site.

Youth enjoy exercising and learning about nutrition as they prepare healthy smoothies using the Blender Bikes during the Healthy YOUTH.... Strong Communities kick off event.

Program Sustainability

As we work to develop sustainability our goal is to begin by identifying and training adult and youth volunteers. By developing their leadership skills and involving them in program planning and development they will become engaged in the program and feel comfortable continuing and enhancing the program. Efforts are also being made to engage governing bodies and community financial collaborators and educational resources necessary to provide a foundation that will make it possible to sustain the program beyond the grant period.



Strong Dads, Resilient Families

University of Kentucky
Outcome Area: Parents/Family

Program Report

Using the National Extension Parent Education Model (NEPEM) as the program model and 24/7 Dad® as the primary curriculum, the project aims to strengthen parenting skills of fathers/father figures and their families as a means to promote family resiliency. The audience is fathers/father figures ages 18 and up in Todd (western) and Wolfe (eastern) counties. Long term objectives are father/father figures will: increase the application of effective parenting skills; increase their involvement in the lives of children; and increase their involvement with Extension and the community.

The primary outcome accomplished in 2014 was hiring and training of paraprofessionals for each grant site between January and June 2014. Secondly, the paraprofessionals began developing and implementing their first programs. The primary programs that have developed in Todd County are a fatherhood program for incarcerated fathers and a “donuts for Dad” program. The primary programs that have begun in Wolfe County are an early childhood fatherhood program in collaboration with Head Start and a “Laugh and Learn playdates for Dads” program.

When comparing pre- and post- surveys, all respondents became more positive toward their experiences as parents and stated they had positive experiences toward their parenting skills and characteristics.

Fathers and their children paint birdhouses together during a Fatherhood program in Wolfe County.

Program Sustainability

Partnering coalitions and organizations receive updates to better understand the new fathering initiative to learn how to reach out to fathers to engage them in volunteer and organization work. In time, these organizations will learn how to better utilize their own programming to reach out to a more diverse population of dads/men. The Todd County paraprofessional is housed in the Todd County Middle School. It is hoped that the school will begin to lean on this individual as a liaison between students and their fathers. They will begin to see the need for such a liaison and will buy into the need to continue these fatherhood initiatives either through funding a new assistant or adopting the practices in working with the fathers through parent programs. After the grant ends, Wolfe County intends to move the paraprofessional into a full 4-H assistant position if funds will allow as this seems like the best fit concerning the involvement of fathers and children in these two program areas.



SCRATCH

West Virginia State University

Outcome Area: School Age (K-8)

Program Report

The SCRATCH Program, standing for Sustaining Community Revitalization in Appalachia Through Children’s Hands, was created in 2011 turning blighted urban properties into beautiful learning centers for children. The program was created by the West Virginia State University Extension Service to teach children in Huntington, WV to not only become garden experts, but also savvy young business people. By combining sustainable gardening with business entrepreneurship, science, technology, engineering, and mathematics, Huntington kids are participating in the local economy as successful “agripreneurs” selling to local restaurants, farmers markets and other retail outlets. Last fall, the Black Sheep Burritos and Brews Restaurant made a special batch of beer made from sweet potatoes grown, harvested and sold by SCRATCH. Butter it Up, a local health food café, now proudly offers a variety of menu items made from SCRATCH produce. Additional proof of the program’s success is the development of the children’s latest business venture, the Insane Café, which is creating additional product lines to sell in the local marketplace. The skills, knowledge and practical experience the children are receiving are expected to translate one day into many new business ventures that in turn will create more jobs and stronger and healthier communities.

Program participants showing the food they grew in the SCRATCH program.

Program Sustainability

In order for the SCRATCH Program to be sustained, a formal Sustainability Plan has been created that outlines strategies, resources and the methodology for the Program to not only be sustained, but to be able to expand to other areas throughout West Virginia. Elements of the plan include, but are not limited to: 1. The creation of a corporate sponsorship program 2. A fundraising plan that includes an annual private event that engages community stakeholders with SCRATCH children 3. The identification of additional grant programs that could maintain the existing program and 4. The methodology and approach that would be utilized to expand the Program into new communities.



Partnering for School Success with Latino Families

University of Minnesota Family Development
Outcome Area: Parents/Family

Program Report

This project is a partnership with University of Minnesota Extension and Triton (Dodge Center), and Faribault Middle Schools focusing on two of the major factors related to academic achievement for Latino families—family and school environments. The project includes three integrated components: 1) Family Strengthening Education, 2) Family-School Partnerships (FSP) and 3) the use of Latino School Navigators who act as a liaison between parents, school and resources in the community. This year 31 parents participated in parent education on how they can be engaged in school so their child will graduate and continue their education after high school, 29 parents attended booster sessions on computer skills and 16 parents participated in Open Doors with Higher Education – how parents and youth can work together to plan financially for education beyond high school.

Field trips to 3 institutes of higher education showed almost 70 parents and youth that higher education is within their grasp. Technology is emphasized with the use of iPads/Chromebooks training, using technology to connect with the school and search colleges and related information using technology. Youth whose families are in the program took part in afterschool sessions focusing on STEM and used the iPads/Chromebooks in their classes. School staff and parents worked together on action plans to develop Latino partnership groups at their school, and participated in leadership workshops together.

CYFAR participants on the University of Minnesota campus.

Program Sustainability

Effort was placed on the Family/School Partnership portion of the project to provide sustainability for the project, emphasizing the shared partnership component and working on Action Plans developed in the first year. Continuous learning and growing for navigators is a “value-added” to the local community. Navigators noted that any knowledge and skills they learn through CYFAR professional development conference and their work with CYFAR will remain in the community and will add to the skill-set for the Latino community. Both navigators live, work and raise children in their respective CYFAR communities. A concrete example is the navigators being trained to deliver the parent education program, which will be implemented in Year 4. This has a reciprocal benefit in which the navigators are learning to teach a key parent education curricula, while Extension is benefiting by improving the likelihood of sustaining the program beyond the tenure of the CYFAR grant.



CYFAR and 4-H Military Partnerships

Through the CYFAR and 4-H Military Partnerships, military connected youth have the opportunity to participate in 4-H clubs and 4-H experiences that provide connections to others, consistency in belonging, and an opportunity to develop life skills as they move throughout the world. 4-H opportunities help develop and strengthen the resiliency of geographically dispersed military connected youth of National Guard and Reserve service members as well as youth of active duty members who experience the stresses of deployments and reintegration. “My daughter has become more self-motivated and responsible for her own education. She learned the patience necessary for a multi-step project that takes weeks and months to complete.” This comment, from the parent of a military connected youth, supports the outcome of the 4-H Military Connected Youth Program Logic Model that youth will gain knowledge and develop and demonstrate life skills as they grow and become thriving, healthy, and successful emerging adults, and contributing and engaging citizens.

The 4-H Military Partnerships represent a collaboration of the U.S. Department of Agriculture (USDA)-National Institute of Food and Agriculture (NIFA)-4-H National Headquarters, Army Child, Youth and School Services, Navy Child and Youth Programs, Air Force Child and Youth Programs, and National Guard, Reserve, and Coast Guard. The partnership relies on Land Grant University Extension faculty as Extension 4-H Military Liaisons to serve as project directors and provide leadership within their state for 4-H military programs. The CYFAR 4-H Military Partnership project supports funding to Land Grant universities for training, evaluation, reporting, and research

components of the Partnerships. Engaging the latest social/emotional positive youth development research, a national design team identified the potential changes in 4-H’ers social/emotional skill development based on their participation in 4-H experiences. Additional information about the 4-H Military Partnerships can be found on the website: www.4-hmilitarypartnerships.org.

“ My daughter has become more self-motivated and responsible for her own education. She learned the patience necessary for a multi-step project that takes weeks and months to complete. ”

– Participant's Parent

4-H Military Partnerships funding enables Extension to support this collaborative effort with personnel (37 funded positions, 77,000 hours) to enhance staff professional development training and expand youth engagement in 4-H Clubs and other 4-H

educational programs. 4-H, through its state and local staffing, has embraced this partnership with Extension staff contributing 305,760 hours in support of military programming. Volunteers have contributed 35,753 hours of time at a value of \$820,692 (Independent Sector’s Value of Volunteer Time, http://independentsector.org/volunteer_time). Additionally, community partners and State 4-H Foundations contributed an additional \$104,721 by providing curriculum and other resources.

The 4-H Military Partnerships Grant Program expands opportunities for military connected youth to participate in 4-H programs that include Citizenship, Healthy Living, and Science education while focusing on leadership and community service activities in a safe and fun environment. Military staff are able to participate in 4-H professional development opportunities. These programs support the overall goals of having youth become thriving, healthy, and successful emerging adults who are contributing and engaging citizens. Forty-five states

CYFAR and 4-H Military Partnerships

and two territories received grants in 2014 supporting almost 50,000 military 4-H members on installations and in communities.

Examples of programming for professional development, Citizenship, Healthy Living, and Science: Nearly 5,000 military personnel and volunteers participated in **4-H professional development** opportunities. Utilizing the 4-H Experiential Learning Model and 4-H 101 training, Military Child and Youth program staff developed skills in using 4-H Positive Youth Development Principles to teach life skills and subject matter content.

- **Virginia** works with Military Child and Youth Directors at 14 military sites in the state, offering hands-on youth development training. Their professional development goal was to train staff to create positive learning experiences for all youth.

Citizenship programs empower young people to be well-informed citizens who are actively engaged in their communities.

- Eighty-seven percent of military youth are geographically dispersed throughout the state of **Pennsylvania**. A state-wide 4-H marketing campaign created the opportunity for more than 600 4-H and military youth to engage in community service projects together and develop a sense of “belonging”. Military youth were able to work side-by-side with other local youth while becoming engaged in their community. Together they provided 213 community service hours at local food banks, Ronald McDonald House, and various community based events.

Health is one of the foundations of the 4-H Pledge. 4-H’s goal for **Healthy Living** is to help youth learn how to lead lives that balance physical, emotional, and social health and make decisions that lead to positive well-being for the individual and the community in which they live.

- In **New Mexico** youth learned how their own kitchen is a science laboratory as they develop skills in chemistry, biology, math, and understand the importance of their own diet. Youth gained skills in interpreting instructions, measuring and mixing ingredients, using kitchen utensils, and appliance safety. “The boys even help with dinner now.” Parent

With 40% of U.S. companies reporting difficulty in filling positions due to a lack of **Science, Engineering, Technology, and Math (STEM)** skills (<http://www.4-h.org/youth-development-programs/4-h-science-programs/>), it is essential for today’s youth to develop skills in this area. 4-H programs prepare youth by engaging them in a process of discovery and exploration through a project-based learning approach.

- The number of STEM campers (75 youth) doubled in **Delaware** as past campers recommended the camp to their friends. Eighty-five percent indicated they gained an interest in STEM and 87% indicated they learned new knowledge. This strong interest in STEM led to the creation of Afterschool Clubs focused on Robotics and Photography/Videography.

4-H’s tradition of providing high quality youth development programs for youth of varying backgrounds and needs is captured with the 4-H Military Partnerships projects. 4-H provides stability, predictability and quality programming for military connected youth allowing service members to concentrate on their mission.

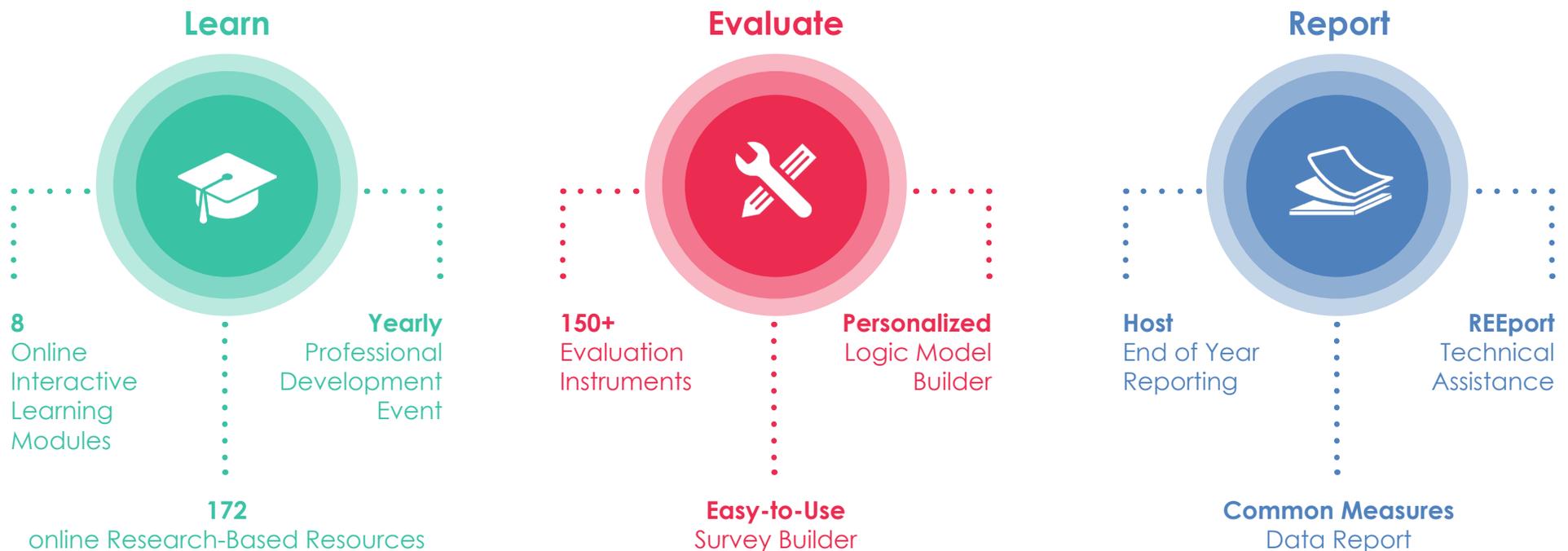
CYFAR Professional Development and Technical Assistance (PDTA)

The Children, Youth, and Families at Risk (CYFAR) Professional Development and Technical Assistance (PDTA) Center, co-led by the University of Minnesota and Penn State University serves as a mechanism to support the success of the CYFAR initiative. Through the development and provision of proactive technical assistance, coaching, resources, trainings, and tools, the team builds the capacity of CYFAR grantees with the overarching goal of increasing the overall positive impacts of the CYFAR Initiative's efforts.

The CYFAR PDTA Team is working with Subject Matter Experts, Evaluation Experts, and CYFAR coaches to ensure that all CYFAR SCP projects are supported. To this end, the team provides ongoing, individualized and system-level training and technical assistance through the yearly

professional development event, monthly CYFAR webinars, and other in-person workshops. These trainings are provided at in-person workshops, as well as monthly CYFAR webinars. In addition to monthly phone calls with each SCP site, the PDTA coaching model assures that a minimum of 1/3 of all CYFAR SCP sites receive an annual in-person site visit from a CYFAR coach.

The newly designed www.CYFAR.org serves as a streamlined single-source for all CYFAR-related tools, resources, and reporting. The website is organized into three sections: **Learn, Evaluate, and Report.** The PDTA is proud to provide the CYFAR initiative with the following tools, resources, and trainings:



CYFAR

Children, Youth, and Families At Risk

2014

Annual Report