

CYFAR

Children, Youth, and Families At-Risk



2018

Annual Report

The Children, Youth, and Families At-Risk (CYFAR) Program is funded by the National Institute of Food and Agriculture (NIFA) to support collaborative programming with the nation's land-grant college and university system. The three types of land-grant Institutions, 1862, 1890 and 1994 Institutions are eligible for CYFAR funding. The 1994 land-grant colleges are now eligible through authorization of the 2018 Farm Bill. Section 3(d) of the Smith-Lever Act of 1914 administered by NIFA provides the funding. The 2018 CYFAR Annual Report features the highlights of these programmatic activities, outcomes, and impacts.

CYFAR overall is aligned with USDA's Goal 4: facilitate rural prosperity and economic development; the Research, Education, and Economics (REE) Action Plan Goal 4 and 6: nutrition and child obesity and education and science literacy; and, the NIFA Strategic Plan Goal 1: science: catalyze exemplary and relevant research, education, and Extension programs. The alignment is affirmed in evidence-based projects ranging from gardening entrepreneurs to nutrition education to STEM to parent-child reading enhancement, just to name a few.

CYFAR program engagement by the 43 Project Directors, in 41 states and U.S. Territories, includes two to four program sites. Funding also includes the valuable work of the CYFAR Professional Development and Technical Assistance (PDTA) Center of both the University of Minnesota and Pennsylvania State University and the Military PDTA Program operated through Kansas State University.

The CYFAR Evaluation Study (University of Minnesota and Pennsylvania State University) found the following differential associations: Programs where young people scored higher in skill building were associated with greater change from pre- to post-test in youth outcomes on measures of social conscience and personal values. The final outcome of the study suggests that **while comprehensive quality should still be the ultimate goal, youth may still benefit from programming that is conducted within a safe and respectful environment, even when other aspects of program quality are missing.**

The outcome study highlighted in this CYFAR Annual Report indicates the measured impacts on youth, families, and communities placed at risk, from coast to coast in rural and urban communities; in Tribal communities and small towns; and in schools and community buildings/centers through the informal education of the Extension system. Overall, the Report shares the skills developed, knowledge gained, and life trajectories positively impacted by the Extension system marshalling its resources for the good of America's citizens.

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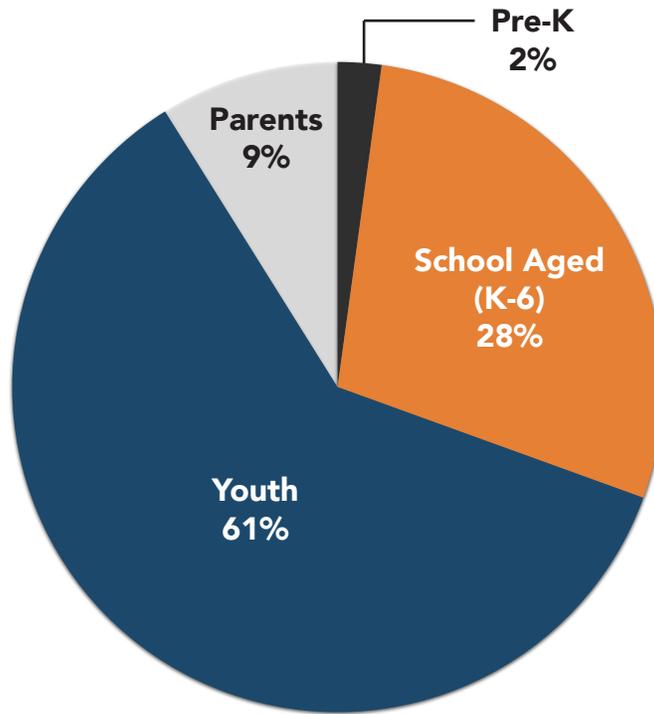
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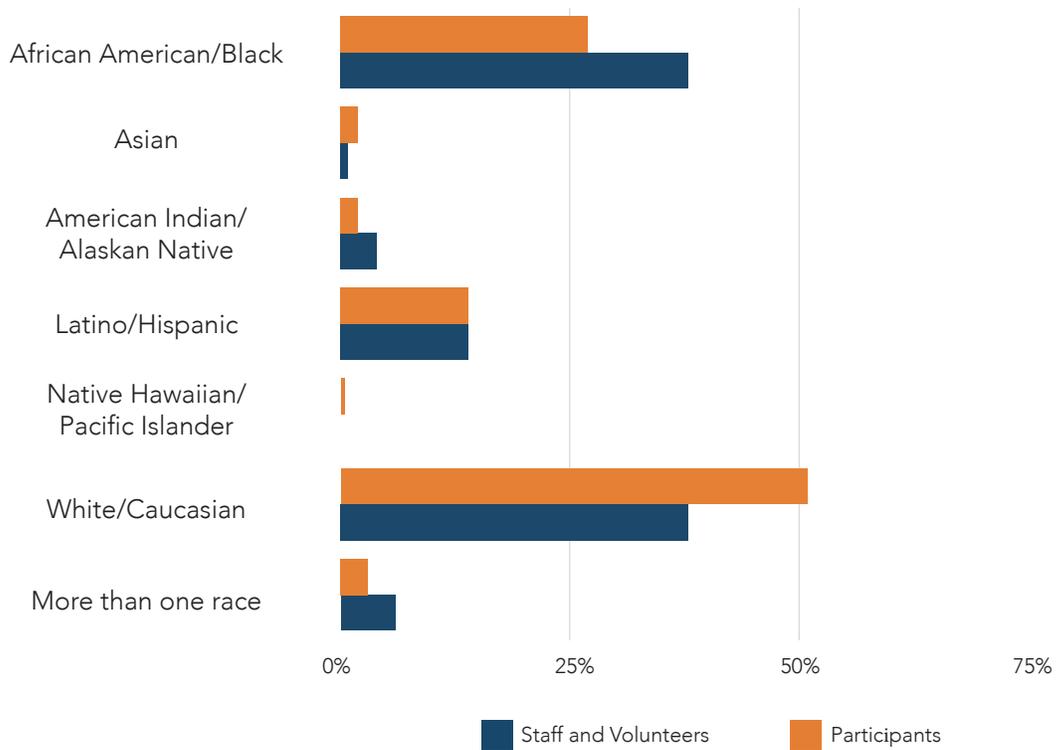
Findings

“While comprehensive quality should still be the ultimate goal, youth may still benefit from programming that is conducted within a safe and respectful environment, even when other aspects of program quality are missing.”

CYFAR Participants by Age (N=11,522)



Race and Ethnicity of Participants (N=12,404), Staff and Volunteers (N=1,565)



Projects With 50% of Participants Residing in Poverty

State	Project Name	Poverty Rate
Alabama	<i>Alabama A&M (AAMU) SCP: Parent and Child Reading Enhancement Program</i>	72%
Alaska	<i>Fostering Youth Towards a Revolution of Responsibility</i>	100%
Delaware	<i>Delaware State University SCP</i>	67%
Georgia	<i>GROWL: Growing Real Opportunities in Work and Life</i>	100%
Indiana	<i>4-H PALS Purdue University Sustainable Community Project</i>	63%
Kentucky	<i>Youth Engagement and Support (YES)</i>	96%
Louisiana	<i>Louisiana State University Sustainable Community Project</i>	94%
Maine	<i>4-H Community Central</i>	65%
Michigan	<i>Michigan State University Extension (MSUE) Sustainable Community Project (MSUESCP)</i>	60%
Minnesota	<i>Fostering Achievement & Connections to Engage Students (FACES)</i>	83%
Minnesota and Tennessee	<i>U-Connect</i>	86%
Missouri	<i>4-H Youth Futures College Within Reach (YF)</i>	66%
Montana	<i>Linking Youth to Agricultural and Environmental Practices Using STEM</i>	81%
Nebraska	<i>WeCook: Fun with Food & Fitness - Nebraska</i>	73%
Nevada	<i>Stepping into STEM</i>	100%
New Jersey	<i>Rutgers Sustainable Community Project</i>	82%
New York	<i>New York 4-H Youth Community Action Network (Youth CAN)</i>	85%
North Carolina	<i>4-H STEM Education and Science Literacy: Developing the Next Generation of Scientists</i>	75%
North Carolina and Idaho	<i>The Juntos Sustainable Community Project</i>	85%
Ohio	<i>Southside Simple Suppers Scale-up (S4): Expansion of a Validated Family Meals Program for At-Risk Children and Youth</i>	75%
Ohio	<i>Urban G.E.M.S. (Gardening Entrepreneurs Motivating Sustainability)</i>	94%
Ohio	<i>Food for a Long Life: A Community-based intergenerational Project</i>	100%
Oregon	<i>Oregon Sustainable Community Project</i>	73%
Pennsylvania	<i>Penn State Sustainable Community Project</i>	100%
Texas	<i>Texas A&M University Sustainable Community Project</i>	72%
Texas	<i>Growing U</i>	78%
U.S. Virgin Islands	<i>Healthy Youth Leading the Way in the VI</i>	100%
West Virginia and Iowa	<i>West Virginia University/Iowa CYFAR Sustainable Community project</i>	64%
West Virginia	<i>Sustainable Community Revitalization Through Children's Hands (SCRATCH)</i>	96%
Wisconsin	<i>Wisconsin SCP</i>	93%

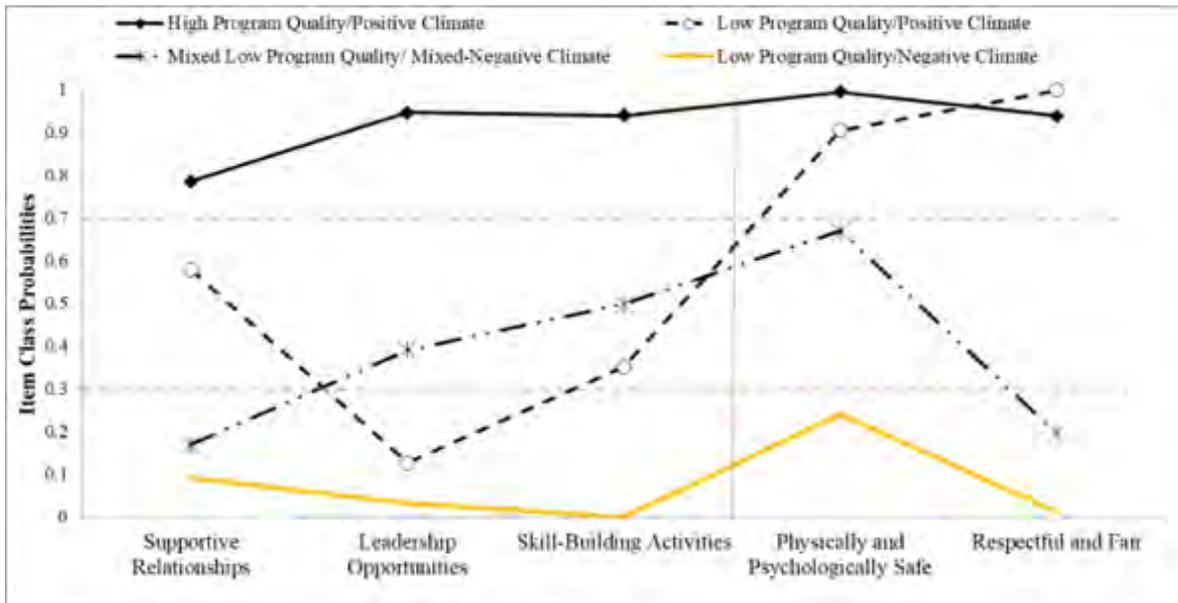
2018 CYFAR Budget

The total budget for the CYFAR Program equaled \$8,395,000, representing 43 Sustainable Community Projects (SCP). These SCP represented 80% (\$6,680,000) of the budget; this is inclusive of both new and continued awards. Eligible universities included both 1862 and 1890 Institutions; both type of land-grant institutions could subaward to 1994 Institutions. Funds provided support to County 4-H Professionals for military youth programs in all state programs; the amount of funding for Military Programs was \$500,000 or 6% of the budget. The professional development and technical assistance for the CYFAR SCP represented \$872,900 or 10% of the budget dedicated to the Professional Development and Technical Assistance Center. Panel costs were \$6,300 or <1% of the budget. The remaining 4% (\$335,800) was devoted to NIFA overhead.

CYFAR Evaluation Study

The CYFAR Evaluation Study (University of Minnesota and Pennsylvania State University) found the following differential associations: Programs where young people scored higher in skill building were associated with greater positive change from pre- to post-test in social conscience and personal values. Programs where young people scored higher in positive social norms were associated with greater change in personal values, decision making, and critical thinking.

The greatest differences were between the high and low classes: youth in the High Program Quality/Positive Context class had significantly higher levels of critical thinking, personal values, and social conscience at posttest relative to youth in the Low Program Quality/Negative context class. However, youth who participated in programs that achieved positive climate despite struggling with overall program quality had significantly higher levels of caring relative to youth in the Low Program Quality/Negative context class. ***This suggests that while comprehensive quality should still be the ultimate goal, youth may still benefit from programming that is conducted within a safe and respectful environment, even when other aspects of program quality are missing.***



Conditional Item Probability Profile Plot for the 4-class Model of Youth Program Quality (N = 998)

Note. The High Program Quality/Positive Climate class included 317 youth (31.7%), the Low Program Quality/Positive Climate class included 122 youth (12.2%), the Mixed Low Program Quality/Mixed Negative Climate class included 260 youth (26%), and the Low Program Quality/Negative Climate class included 300 youth (30%).



Program Reports

Youth Engagement and Support (YES)

Kentucky – University of Kentucky

USDA Strategic Goal 1 | CYFAR Common Measures: Workforce Preparation



Program Report: The Youth Engagement and Support (YES) program aims to provide life skills education (e.g., workforce prep, communication, conflict resolution) to homeless and unstably housed youth ages 12 to 24 years. Participants completed an adapted common measures pre-survey (workforce preparation) in which they indicated a need to acquire more skills to be career ready. During this reporting period, 581 group and 76 one-on-one life skills lessons were provided. Staff worked with 566 youth and young adult participants at two grant sites (Shelter House and Youth Development Center [YDC]) with 3,979 contacts during the year. Youth were given an option to create a monthly personal development plan that outlined their self-sufficiency goals and steps to reach their goals. Between both sites, a total of 247 youth created development plans. CYFAR staff, Shelter House staff, interns, volunteers, community partners, and youth taught classes. Approximately 89% of the youth who participated in the Shelter House site successfully returned home. At the YDC site, 33 youth completed job applications, and 22 found employment through the program. Eleven homeless young adults gained access to stable housing. Two youth accepted referrals to a GED program, and one obtained their GED, and 11 participants attended higher education classes. By the end of the reporting period, 35 of the 40 young adults still active at the YDC site were working or attending school.

Sustainability: The project will be sustained through the YMCA Safe Place of Louisville, Kentucky. They have been the primary collaborator on the grant since its inception and will continue the life skills programming implemented through the grant at both the Shelter House and the Youth Development Center.

Outcomes: As a result of YES, nearly 70 youth gained employment through the program; more than a dozen have gained housing; and 18 have obtained education (either completing their GEDs or enrolled in higher education institutions). In addition, the grant has strengthened coalitions in the Louisville area, allowing organizations to leverage their efforts to better provide for a very vulnerable population.

“Since I first met Corbin (grant coordinator) in 2016 when I was homeless and fresh out of high school, I’ve learned a lot through the Life Skills class, [including] learning how to use available opportunities and resources, how to budget, prepare for an interview, and managing emotions. Without these valuable life skills, I don’t think I’d be where I am now.”

– Program Participant

Project GROWL: Growing Real Opportunities in Work and Life

Georgia – University of Georgia

USDA Strategic Goal 1 | CYFAR Common Measures: Science & Workforce Preparation

Program Report: Project GROWL provides urban after-school based agricultural and environmental education programming to middle and high school youth. Youth met after school twice a month and programming consisted of five themes: advocacy and communication, urban agricultural education, urban environmental education, policy and governance, and leadership and sustainability. Desired outcomes are increased self-efficacy, enhanced workforce readiness and goal-setting skills, improved teen-adult and peer-to-peer relationships, and a deeper understanding on the part of teens of the vital role agriculture plays in their urban economy and environment. Project GROWL objectives are linked to Georgia Standards of Excellence for middle and high school as well as the 4-H Mission Mandate areas of Civic Engagement, Healthy Living, and Science. In addition to supporting the 4-H Mission Mandates, Project GROWL activities allow youth to experience the 4-H Essential Elements of Independence, Belonging, Mastery, and Generosity as they progress throughout the program. Project GROWL supports teen decision-making and empowerment at all levels of the program and actively encourages youth-adult partnerships as a key component of the learning process.

“She’s grown more confidence than anything. She trusts herself a little bit more. I see her mingling with people more; it’s making [it] easier [for her] to make friends...before GROWL, the friend thing was not working. Making friends, mingling, and everything—it was kind of tough.”

– Parent

Sustainability: The program’s sustainability committee, which includes parents and community partners, meets biweekly to discuss sustainability. As a committee, they are actively seeking grant opportunities to sustain the garden and support programming for participants.

Outcomes: One of project GROWL’s evaluations looked at the differences between how an individual youth ranks themselves in

terms of maturity and how their peers rank them. Participants rated themselves as slightly mature ($M = 7.03$, $SD = 1.04$), and rated their peers as slightly mature ($M = 7.22$, $SD = 0.88$). These results indicate that peers stated participants were slightly more mature than the individual thought they were.



4-H Science Pathways Program

New Jersey – Rutgers, The State University of New Jersey

NIFA Strategic Goal 1 & USDA Strategic Goal 1

CYFAR Common Measures: Leadership Development, Science, Technology, & Workforce Preparation

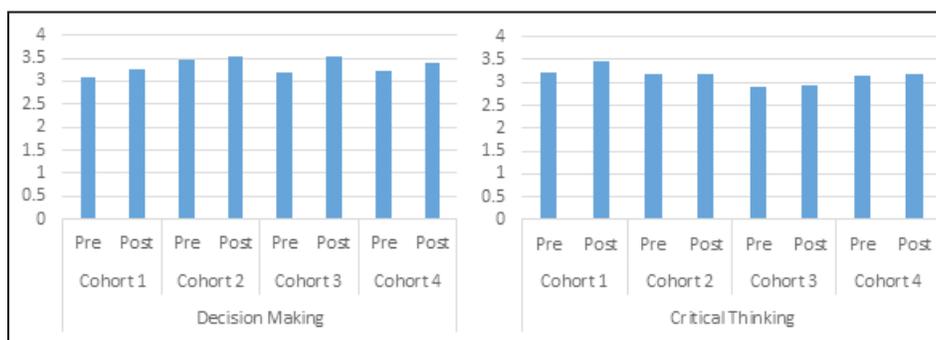
Program Report: The goal of the New Jersey 4-H Science Pathways Program is to develop leadership, service, and life skills in urban teens, while exposing them to various science, technology, engineering, and math (STEM) fields. This is accomplished through fun hands-on science activities in a makerspace setting at a local Boys and Girls Club. Teens from the urban cities of Paterson and Trenton are recruited to the New Jersey 4-H Science Pathways Program prior to their freshman year of high school and remain in the program throughout high school. All teens recruited for the program come from low-income families, receive free or reduced-price lunches at school, and are traditionally underrepresented minorities in STEM. Teens meet multiple times a week at their respective sites, and each year their focus changes from learning STEM activities, to teaching STEM programs to younger youth in their community. Youth are encouraged to teach at local libraries, county 4-H Science Days, and after-school and summer camps. After years one and two in the program, they also begin to work on additional leadership opportunities while focusing on future goals and career interests. Teens participate in other 4-H events, including public presentations; attending leadership conferences (North/South Jersey Teen Conference); and plan for future programs for urban teens.

“I have been with the Science Pathways Program from year 1, and 4-H is like a family to me. Greg is always there for us, and even when there’s no program, he is always a text or call away. I can always count on my friends in 4-H to cheer me up when I’m down. It’s been a fun ride, working with Greg and the other cohorts these past 4 years. 4-H Science Pathways has helped me better myself. Not only in school and work but it has helped me teach back to my community and apply for colleges.”

– Program Participant

Sustainability: Sites are planning to continue through the county 4-H program (Passaic/Mercer) and hosting the program in their new locations. Program materials will move to the new sites; the plan is to keep the program site coordinators as well. Continued programming at both sites will look a little different, with less programming time but continued integration into the county 4-H program. Site coordinators will be responsible for other urban STEM programs. At this time, sustainability funding will come from new grants the team has received to continue this type of programming.

Outcomes: Teens increased decision-making skills and critical thinking skills in all cohorts.





Helping Vermont Youth PROSPER

Vermont – University of Vermont

USDA Strategic Goal 1 | CYFAR Common Measure: Workforce Preparation

Program Report: PROSPER (PROmoting School-university-community Partnerships that Enhance Resilience) is an evidence-based partnership model that facilitates the delivery of evidence-based, substance-abuse-prevention-focused program, *Strengthening Families for Parents and Youth Ages 10-14 and Lifeskills*. Teams of community stakeholders cooperate to deliver the programs for fifth through seventh graders. The Family program, offered to fifth and sixth graders, encourages supportive relationships through youth and parent sessions that focus on family strengths and encourage mutual appreciation and the family program provides meals and childcare for younger children so families can attend the evening sessions. The program builds protective factors, helping youth learn to navigate peer pressure and reduce risky behaviors. At the same time, parents learn effective communication and parenting skills and build a network that reinforces that participants are not alone. All seventh graders participate in *Botvin's Lifeskills* curriculum during the school day. This program year, the family program saw a 96% graduation rate with a fidelity score of 92%. A pre-/post-evaluation survey showed that 60% of parent/caregiver participants now try to see things from their child's point of view, while 58% can explain to their child the consequences of not following rules concerning alcohol use. Being able to communicate and empathize with children goes a long way in building protective factors. Of youth participants in the family program, 65% now know one-step to take to reach one of their goals. Goal setting is an important skill that builds resilience, an important protective factor.

“[I have learned] to remember to NOT project my feelings and emotions on my child's problems and to put myself in their shoes. Empathy can be really hard sometimes.”

– Parent Participant

Sustainability: The team continues to work towards sustainability by training as many facilitators for the programs as possible, including state-based trainers to assist with future trainings. PROSPER and the Strengthening Families and Lifeskills programs were listed as options for grantees to choose from in grant applications with both the Vermont Department of Health and the Agency of Education. Community presentations are made to raise awareness about the impact PROSPER has in a community and to seek out local health care grant funding.

U Connect

Kentucky – Kentucky State University

USDA Strategic Goal 4

CYFAR Common Measures: Leadership Development, Nutrition, Physical Activity, Science, & Technology

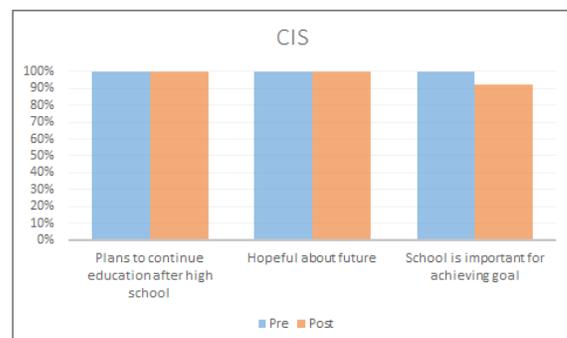
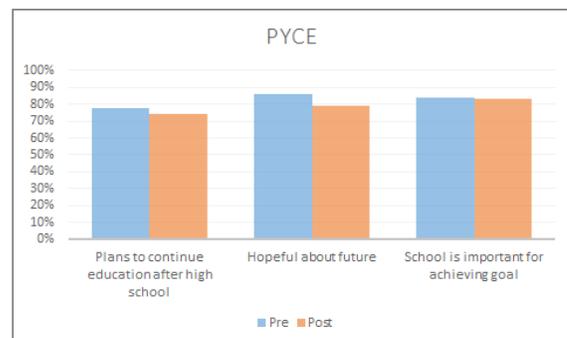
Program Report: The U-Connect program, designed to address educational disparities for at-risk youth, operated at two sites: at the Promising Youth Center for Excellence (PYCE) in the “Please Call Me Mister” program, located at Kentucky State University (KSU) in Frankfort, Kentucky, and at the Community Inspired Solutions Program (CIS), located at St. Peter and Paul School in Lexington, Kentucky. U-Connect serves as an after-school mentoring program for minority middle school youth and families at risk. Thirty-five participants were enrolled in the program this academic year (12 girls and 23 boys; 13 sixth graders, 15 seventh graders, and 7 eighth graders; 8 Hispanic youth, 26 African American youth, and 1 White youth). The program content involves education and activities related to health and wellness, conflict resolution, goal setting, college readiness, career development, mental health counseling, violence prevention, and includes the *Check & Connect* curriculum. Youth at PYCE participated in community projects, including the campus and cemetery cleanups, and donating canned goods and socks to local families in need. Youth at CIS participated in an adapted Conquest Leadership program. The educational intervention, mentoring, and engagement resulted in improved grades, behavior, participation in extracurricular activities, and parent involvement in community service events and parent sessions. Parents were engaged through daily communication and quotes through the PYCE Facebook page and/or email along with a group chat where parents could discuss concerns about the program. Monthly parent meetings were planned to discuss students’ progress and expectations.

“My children love the program and come home every day eager to tell me what they learned. The engagement sessions are a good chance for us parents to talk about issues our children are struggling with and share ideas on how to better them.”

– Parent

Sustainability: At PYCE, the U-Connect activities will continue by merging with ongoing after-school programs at KSU. At CIS, the program continues to operate under CIS itself, a non-profit, volunteer-based organization that has collaborated and engaged with Extension programs. The director of CIS serves on the KSU Extension advisory council and will insure that the program continues.

Outcomes: Participation in U-Connect had a positive impact on several program goals: development of positive behaviors, skills, and attitudes; future educational aspirations and personal values; self-efficacy around healthy eating; and family support for learning. The majority of students have positive future and academic goals.





U-CONNECT

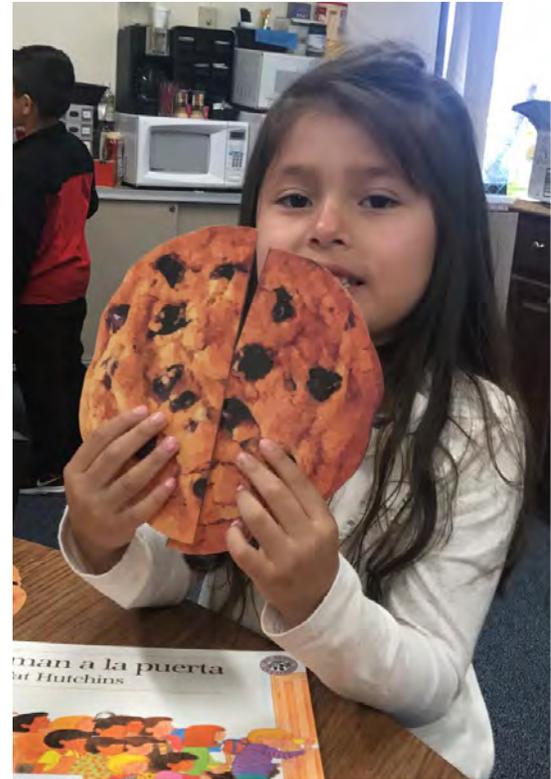
Minnesota & Tennessee – University of Minnesota & Tennessee State University
USDA Strategic Goal 4 | CYFAR Common Measure: Nutrition

Program Report: The four program sites in Minnesota and Tennessee implemented U-Connect, a comprehensive program based on the *Check & Connect* framework developed at the University of Minnesota’s Institute on Community Integration with program enhancements from nutrition education, STEM education, and parent engagement. The foundation program, *Check & Connect*, is an evidence-based student engagement intervention that promotes young people’s self-regulation, intrinsic motivation, and persistence. This intervention supports positive youth development by promoting relationships with caring adults and peers, skill-building within a safe environment, and cognitive engagement with school and learning. U-Connect targets middle school-aged youth in rural and urban communities.

“I learned that there are adults who care about us students.”

– Program Participant, TN

for middle school youth based on the *Check & Connect* model as well as nutrition and STEM education sessions in collaboration with local partner organizations and University Extension systems. Participating in U-Connect has allowed program sites to build strong partnerships in their communities and further strengthen the reputation of the sites’ after-school programs.



Stepping into STEM

Nevada – University of Nevada

NIFA Strategic Goal 1 & USDA Strategic Goal 1 | CYFAR Common Measure: Parenting

Program Report: Spring of 2018 involved developing and pilot testing the curriculum, with revision over the summer, and full program implementation in the fall. Using the pilot curriculum, 42 workshop sessions were presented, with 176 Spanish-speaking families participating at seven community sites in Nevada. The program consists of seven weekly, 1 ½ hour parent-child workshops consisting of two science, one technology, one engineering, two math, and the final summary and evaluation session. Each session includes a brief mini-lesson for parents on the importance of STEM and parents' roles in their children's interest in and learning of STEM-related topics, multiple hands-on activities for children and parents, a featured book for families to take home, and additional materials and instructions for more STEM activities at home. Evaluation procedures and forms were modified and expanded based on the pilot program. All materials were translated into Spanish. The revised workshops were presented in the fall of 2018 at 17 sites—targeted at-risk elementary schools, family resource centers, and libraries—reaching 148 Spanish-speaking families. Families attended an average of 5 of 7 sessions for 1,110 hours of direct contact teaching time. In addition to program implementation, staff established connections with community sites for family workshops.

Sustainability: Since this is a new project, progress on sustainability has occurred primarily through collaborations with community partners and in discussions with the project's CYFAR PDTA coach. There have been initial discussions with the Cooperative Extension Director and other administration about continued funding in the future and the team is exploring train-the-trainer avenues to expand to other communities in Nevada.

Linking Youth to Agricultural and Environmental Practices Using STEM

Montana – Montana State University

NIFA Strategic Goal 1 & USDA Strategic Goal 1

CYFAR Common Measures: Technology & Workforce Preparation



“Being challenged is amazing.”

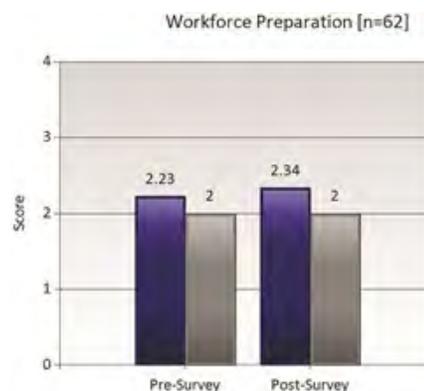
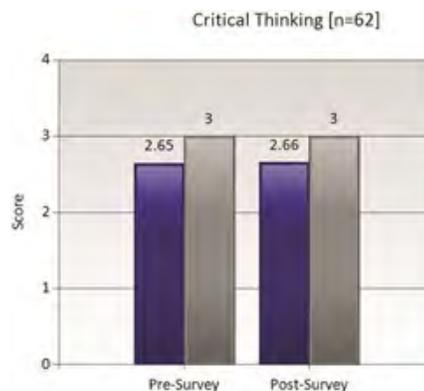
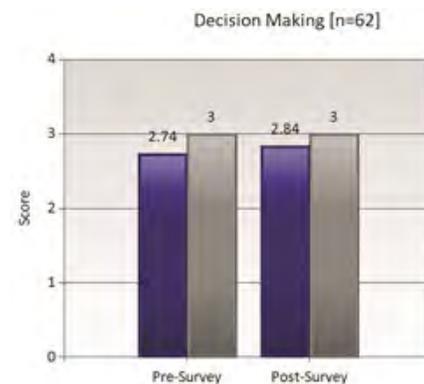
– Program Participant

Program Report: The Montana CYFAR program, Linking Youth to Agricultural and Environmental Practices Using STEM Technologies works with fifth through eighth grade students from Pretty Eagle Catholic Academy (PECA) in St. Xavier on the Crow Indian Reservation, middle and high school students at the Polson Middle School, and an after-school

4-H club on the Flathead Indian Reservation. Montana State University and private industry technical experts worked with school teachers to implement a high-level STEM program that includes education on computer-aided design (CAD), geospatial technologies (e.g, GPS, GIS), drones, and filmmaking, and encourages critical-thinking skills. Students at PECA used CAD to design and build a shed and doghouse, and learned about global information systems (GIS) with a visit from a tribal member whose work focuses on story maps. Younger students reverse-engineered small foam core doghouses, and collaborated to figure out the steps necessary to move from product to enhanced design. In addition, they learned about GPS through geocaching activities and from creating clay topographical maps. The students at the Flathead site learned how to make movies using iPads, and about flying drones and their utility in locating noxious weeds and other invasive plants. In addition, after first learning to read a physical map, students learned about GPS through a geocaching app on their phones.

Sustainability: Because the project is fully integrated into PECA’s curriculum and teachers are fully trained, the project is sustainable. The school has the equipment it needs to continue the project and the administration is committed to its continuation as part of the science and math curricula. Area schools are familiar with and interested in implementing a similar project, and the PECA students are trained to act as mentors to other students. The Flathead site is less sustainable because it is not integrated into the school system; however, the Flathead Reservation Extension office staff is committed to continuing a version of the project after the grant cycle ends. The CYFAR project has existed at PECA for 10 years, a primary reason for its success and sustainability. Working in Indian Country requires a long-term approach of building trust and relationships in which indigenous partners are part of the building process rather than just recipients of grant funds.

Outcomes: Data from both quantitative and qualitative analysis showed positive results on life skills (decision making, critical thinking, and workforce preparation) and attitudes towards STEM.



■ Mean
■ Median

Healthy YOUth's Strong Communities

Louisiana – Louisiana State University

USDA Strategic Goal 4 | CYFAR Common Measure: Leadership Development

Program Report: Healthy YOUth's Strong Communities program targets school-age youth who reside in low-income neighborhoods, face the risk of childhood obesity, and are challenged by limited access to nutritious food. After-school and summer programming provide gardening and nutrition information to elementary youth. In-school programming teach middle and high school youth about nutrition, physical fitness, science, leadership, workforce preparation, career exploration, and money management. Elementary youth participated in weekly garden-based nutrition education programming at two community center sites, participated in two Family Fun Nights with their families, and provided nutrition education and recipe tastings to the neighborhood at two community events. Collaborators participated in community events by offering health-focused information and screenings to attendees. Teens were involved in nutrition, financial literacy, and physical health programming. The Living Your Financial Experience (LYFE) curriculum taught 267 seventh and eighth graders about careers that would match their personality types, how to read a paycheck, writing goals, insurance, and what services banks provide customers. Fifty high school students attended the Youth Leadership Summit at Louisiana Tech University.

"With CYFAR there are no limits to our imagination."

– Annie (Science Teacher)

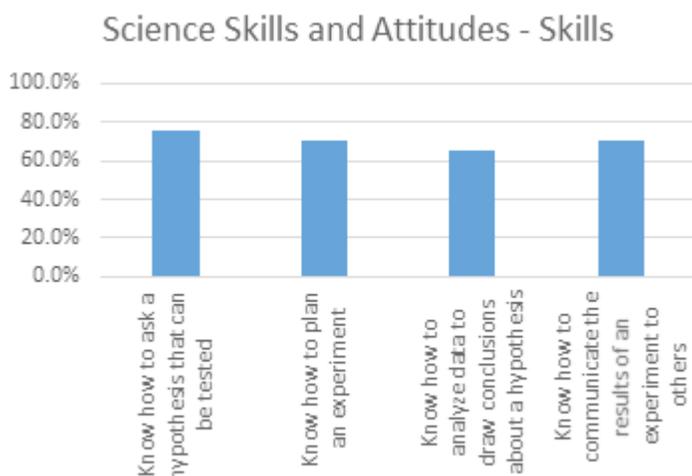
Sustainability: The CYFAR program has afforded several professional development opportunities that provide a knowledge base for faculty and community members to implement the programs throughout the school year. The curriculum developed through the CYFAR grant will provide faculty and staff the tools to implement these lessons campus wide at the conclusion of the CYFAR grant funding. Connecting each school to an existing community garden is a big step towards sustainability of the program. Staff will engage the youth and their parents in various events and programs at the community gardens spring and

summer of 2019. Discussions have started with two neighborhood associations about providing on-going support of the program. The project offered two "Community Conversation" training sessions to project staff, volunteers, and collaborators. These trainings provided strategies and tools for increasing community engagement as well as opportunities to strengthen the relationships between people involved in the development and implementation of the programs. These strong relationships create a foundation for insuring that the program will be sustainable after the funding cycle ends.

Outcomes: Students particularly appreciated the hands-on experiments series taught as part of the biology classes. Topics included DNA, viruses, and proteins. Students showed their understanding of the scientific method during classroom discussions and in-lab reports, and indicated positive impacts on science skills and attitudes on the Common Measure Science Skills and Attitude Evaluation. See graphs on next page.



Outcome Graphs for Healthy YOUTH's Strong Communities (from previous page)



Urban Community Sustainability

Texas – Texas A&M University

USDA Strategic Goal 4 | CYFAR Common Measures: Nutrition

Program Report: The goal of Urban Community Sustainability is to improve the health of at-risk teens and their families in two low-income, inner-city communities while providing experiences related to Extension careers. Staff, faculty, and students from community-based organizations, two county Extension programs, and three four-year universities and volunteers from two supporting organizations partner to mentor, recruit, and enroll 210 students in college studies. Teens learn nutrition and food preparation by teaching others; apply science, math, and reading through planning, caring, and harvesting demonstration home gardens; become “college ready” through mentoring by college students; and learn about the array of Extension careers through job shadowing and internships. Five nontraditional and innovative aspects distinguish this effort: tailoring to real-world lifestyles and challenges of low-income populations; a hands-on, experiential Extension service-learning approach; a strong “near peer” mentoring component (minority first-generation college student mentors); strong mentoring and funding by Extension; and the opportunity to network with university faculty and students from three important disciplines: human nutrition, horticulture, and agriculture education.

Sustainability: A dynamic project website has increased visibility and enhanced potential for continuity and expansion beyond the grant terms. Collaborative efforts with Texas A&M San Antonio for future 4-H programming will solidify the bonds of the Texas A&M University system as it supports the presence of 4-H on their campus to serve minority youth and prepare them for college.

Outcomes: As a result of participating in 4-H, students and families are more aware of healthier food options, and students have increased their knowledge about key aspects of being prepared for post-secondary education via college readiness exposure.

“Children really need their parents to support them in reaching their academic goals, and it’s good that 4-H encourages parent-student communication and emphasizes education. Students have to keep up their grades to participate in 4-H activities, and that motivates them to study and take their schoolwork seriously.”

– School Principal

4-H PALS

Indiana – Purdue University

USDA Strategic Goal 4 | CYFAR Common Measure: Physical Activity

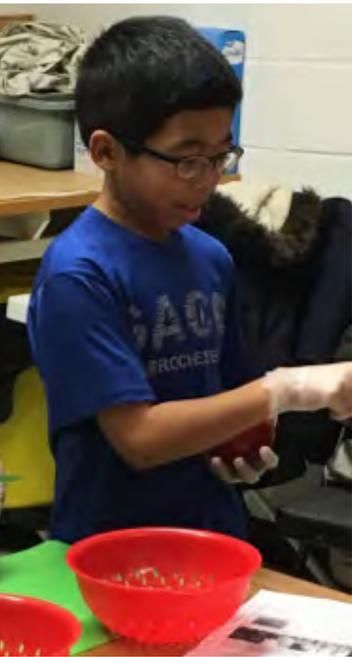
Program Report: The Indiana 4-H PALS Project connects 4-H clubs operating after school with the Purdue University PALS summer program conducted by the Department of Health and Kinesiology on the Purdue University campus each summer. The 4-H clubs operate at an elementary and intermediate school in the Lafayette School Corporation and are the first after-school 4-H clubs established in Indiana with a specific focus on healthy living activities. Over the past year, both 4-H clubs have continued their focus on age appropriate physical activities while incorporating key pillars such as responsibility, kindness, fairness, and caring along with learning to prepare healthy snack choices. Community instructors have been engaged to teach the basics of judo and rock climbing at a local activity center. The older youth also learned how to do arboreal climbing with harnesses and ropes and participated in a spelunking experience on a weekend caving trip. Parental response has been very positive; more parents are engaging as volunteers and providing additional assistance when needed. Both clubs have a focus on encouraging service to their communities. Youth also engage in brainstorming service projects, resulting in the creation of an enhanced “spirit of community” among the club members.

“Clubs meet with the goal of developing life-long fitness and learning habits with a focus on ‘recreational health’ and everyday ways to maintain basic fitness.”

Sustainability: Teachers from each of the schools serve as approved 4-H volunteers in the Indiana 4-H Program. Staff focus on parents assisting as volunteers with special events and activities to build parents capacity to serve. The teachers/volunteers worked to lift the visibility of the 4-H clubs by assuring the club is involved in every family activity each school offers. Both 4-H clubs invite members of the community to serve as activity facilitators for club meetings to enhance community engagement opportunities for youth. Staff focused on purchasing resources that are reusable and will remain with the 4-H club and school beyond the final year of the award and worked with both schools to identify potential partners within their schools and communities that can help them sustain the club in the future.



Outcomes: Data suggest that involvement in 4-H PALS has a positive effect on some intrapersonal factors. Youth showed significant increases in social attachment (up 0.38 points on a 4-point scale), global self-worth (up 0.18 points on a 4-point scale), hope (up 0.19 points on a 4-point scale), and prosocial bystander behavior (up 0.52 points on a 4-point scale).



Fostering Achievement & Connections to Engage Students (FACES)

Minnesota – University of Minnesota

USDA Strategic Goal 4 | CYFAR Common Measures: Nutrition & Physical Activity

Program Report: The FACES (Fostering Achievement & Connections to Engage Students) program provides opportunities for youth to connect with caring adults, in an effort to develop the strategies and skills needed to increase academic achievement and holistic well-being. The long-term objective of the University of Minnesota (UMN) and Fond du Lac Tribal and Community College joint project is to reduce the education and employment disparity for minority youth in underserved communities in Minnesota. The FACES program engages youth through interactive lessons and events that shine a light on the importance of developing healthy habits in the areas of nutrition, physical activity, and financial wellness. There were four program sites in 2018: Fond du Lac Ojibwe School, Carlton Middle School, Bolder Options Minneapolis, and Bolder Options Rochester. At the Bolder Options, Rochester, Minnesota site, there were sessions on finances, nutrition, and physical health, and more than doubled the number of mentor-youth matches. At the Bolder Options, Minneapolis, Minnesota site, staff explored outdoor activities (e.g., snowshoeing); and after the success of Lucy’s Garden last year, the staff and youth planned for its second season by growing seeds indoors prior to the ground thawing. The canned and frozen produce from the previous season provided ingredients for cooking nights through the winter months. Fond du Lac Ojibwe School and Carlton School incorporated Native American culture into financial and nutrition lessons in partnership with UMN Extension Educators. Educators created and piloted a series of lessons based on Ojibwe stories and legends used to reinforce financial education concepts. A SNAP-Ed Educator incorporated traditional seasonal foods into health and nutrition lessons to fully engage youth.

Sustainability: Two sites have established a strong foundation for continuing the program beyond the grant period. Sites have recognized the need to project future expenses with a plan to generate income to cover the additional programming, document project reach and positive participant outcomes, and communicate their success stories in an effort to attract new stakeholders while retaining current supporters, with the ultimate goal of sustaining a vibrant positive youth development community.

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

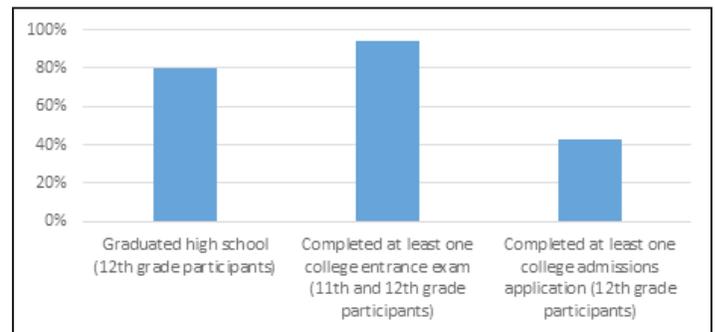
Iowa – Iowa State University

USDA Strategic Goal 1 | CYFAR Common Measure: Workforce Preparation

Program Report: The Juntos: Together for a Better Education (TBE) program is being implemented to increase high school graduation rates and college applications among Latinx youth who are at risk for not completing high school in Des Moines and Muscatine, Iowa. Juntos was implemented through a 6-week TBE Family Workshop Series, bi-monthly family fun night booster sessions, academic coaching based on individualized student success plans, 4-H and other youth focused activities focused on helping youth strengthen their self-confidence and life skills, and family visits to community colleges and universities to help youth and their parents/caregivers gain a sense of college life. Among youth, risky behaviors that can be barriers to positive development decreased, and behaviors that can lead to completion of high school and enrollment in higher education increased. Problem-solving, critical-thinking skills, and self-efficacy increased among youth. Families increased their engagement in their youth’s education, parents’ observations of conduct problems among their youth decreased, and parents’ sense of hope for their children’s futures increased.

components. Continued site coordination will be key to sustainability.

Outcomes: See graph.



“The Juntos program is not just a program that will help with grades and school; it will also help you improve your relationship with your children, be a better parent to your children, understand how important education is, and [helps youth] search for the right path in their lives.”

– Juntos Parent

Sustainability: The County Extension Council’s support of financial and human resources are in place as well as strong potential for ongoing support in infrastructure and funding from the school districts and local community colleges. Culturally competent program leaders and volunteers are in place to support Juntos family interactions and educational





Southside Simple Suppers Scale-Up (S4): Expansion of a Validated Family Meals Program for At-Risk Children and Youth

Ohio – Ohio State University

USDA Strategic Goal 4 | CYFAR Common Measure: Nutrition

Program Report: In the Southside Simple Suppers Scale-Up (S4) project, a multidisciplinary team is conducting a five-year, scale-up project of the Simple Suppers program. The Simple Suppers program is “a 10-week multicomponent, multilevel family meals intervention aimed at eliciting positive changes in child dietary intake and health” in Head Start centers located in multiple settings on the Southside of Columbus, Ohio. The team has completed pilot testing of the program at one of the three Head Start sites. At baseline, 13 caregiver-child dyads enrolled. The average child age was 3.8 years old, and mean BMI was 1.0 kg/m² (1.3); 69.2% of children were female, and 92% were non-Hispanic Black. The average caregiver age was 31.2 years old, and mean BMI was 36.1 kg/m² (8.9); 83.3% of caregivers were female. Average monthly attendance is five families. In addition to completing pilot testing, a stakeholder committee was developed. Committee members include a physician, public health official, member of a non-profit organization in child health and nutrition, parent representative, and representatives from all participating organizations including Head Start, Columbus Urban League, YMCA, and Ohio State University.

Sustainability: Key elements of program sustainability include leadership competence, effective collaboration, understanding the community, demonstrating program results, strategic funding, staff involvement and integration, and program responsiveness. The S4 program collaborated with Columbus Urban League/Head Start, whose mission is to empower racial minorities and disenfranchised groups through economic, educational, and social progress. Critical feedback from Columbus Urban League/Head Start staff in pilot testing and program implementation was solicited. Finally, this intervention was designed with broad applicability, meaning the approach can be applied to any Head Start site, which has direct implications in future regional and national scale-up.

The Juntos Sustainable Community Project

North Carolina & Idaho – North Carolina State University & University of Idaho
USDA Strategic Goal 1 | CYFAR Common Measure: Workforce Preparation

Program Report: The Juntos Sustainable Community Project is a 4-H life skills, technology-enhanced dropout prevention, and college preparation program with Latinx youth and their parents in North Carolina and Idaho. The project uses a defined curriculum for parents and teens with four wraparound components: family engagement, which includes a five-week middle school or a six-week high school Juntos Family Workshop Series followed by bimonthly family nights to increase parent involvement and school communication; monthly individualized success coaching by a local Juntos Site Coordinator with each student to help them with their academic progress; after-school Juntos 4-H club meetings and activities twice a month throughout the school year; and a week-long summer college experience, 4-H summer programming, full day college family events, soccer tournaments, and other educational events and field trips. Over 300 youth, parents, and volunteers attended Familias Unidas at North Carolina State University (NCSU).



Students participated in a soccer tournament, and families had an opportunity to tour and learn more about higher education. In Jerome County, Idaho, 68 middle and high school students were enrolled in Juntos as an elective class and participated in bi-weekly 4-H clubs during school hours. Thirty-six of these students attended the Idaho 4-H State Teen Association Convention held at the University of Idaho. This event gave students an opportunity to experience college life, explore career opportunities, and visualize new possibilities for their future. Idaho Juntos students also participated in the Hispanic Youth Summit held at Boise State University. This was an opportunity to experience another Idaho university and learn about more resources available to them as Latinx students.

“Catawba County (North Carolina) has recently implemented a strategic plan to attract and retain young professionals. Our county manager and county board of commissioners realize that if we do not have a strong workforce we will not be able to attract business investment. Without business investment our tax base shrinks, making investments, school quality, and services shrink, which makes counties less attractive, which repels rather than attracts young professionals. This vicious feedback loop is referred to as a ‘death spiral’ by our county manager. I believe that this is a common challenge in rural or rural/urban counties.”

– County Extension Director

Sustainability: Catawba County (North Carolina) is setting the sustainability stage for Pender County (North Carolina) and Sampson County (North Carolina). A sustainability guide is being created for other counties as they engage their community around the need for Juntos. Catawba County started its advisory committee and an agenda, checklist, and resources around their experience with community partners are being built. The five-year goal for each county is to self-sustain through a combination of matching funds from various sources.

4-H Community Central

Maine – University of Maine
 NIFA Strategic Goal 1 & USDA Strategic Goal 1
 CYFAR Common Measures: Science & Workforce Preparation

Program Report: Maine 4-H Community Central, is a program offered in Lewiston and Portland, Maine. For the past five years, Community Central and University of Maine Extension staff have partnered with schools, community organizations, and public housing to provide programming focused on serving youth where they live, learn, and play. Community Central increases science, engineering, technology, and math skills of young people in grades three through six through targeted enrichment, program offerings and family events. Community Central staff are located at the public housing sites and form critical relationships with children, adults, and families. Over the past five years, the program served approximately 3,386 at-risk elementary school children and 245 teen leaders. Teen leaders participated in approximately 2,390 hours of training and youth instruction/mentoring. Staff worked with students and teachers in 20 classrooms. These sessions focused on mathematics and STEM enrichment activities.



“The opportunity to engage in hands-on science is not always a major part of school curriculum. 4-H [Community Central] reminds students and teachers alike that there is a lot of learning out there that we must not neglect. It also has been a fabulous outlet for those hands-on learners.”

– Elementary School Teacher

Sustainability: School-based programs are scheduled in a way that allows teachers to be mentored on how to deliver lessons on their own. Teens mentored and taught younger students in their communities, and clubs have been formed. These partnerships are long lasting and can continue without CYFAR funding. Public housing considers this project a partnership and is a champion of its success. The project leveraged funds to pay for teen stipends from other sources, which will allow for the continuation of the teens as the teachers in the summer program.

Indicator	Pre-test Score (mean)	Post-test Score (mean)	Scale Used
Participants perceptions of science	2.03	2.19	Four-point Likert-type scale (0=Never, 1=Sometimes, 2=Usually, 3=Always)
Participants perception of supportive relationships	4.01	4.18	Five-point Likert-type scale (1=Never, 2=Rarely, 3=Sometimes, 4=A lot, 5=Always)
Participants perception of physical and psychological safety	2.01	2.59	

Outcomes: As a result of 4-H Community Central, youth increased their experiential STEM exploration and knowledge, and increased positive relationships as they worked together to accomplish tasks. Teachers noticed an increase in students’ willingness to take risks and learn experientially, and an enhancement in student learning outcomes.



GRANDcares Program

Colorado & Hawaii – Colorado State University & University of Hawaii at Manoa
USDA Strategic Goal 1 | CYFAR Common Measure: Parenting

Program Report: The GRANDcares Program is a systems-based intervention for vulnerable grandparent-headed families. The three-part intervention focuses on strengthening self-care and parenting skills in custodial grandparents, developing communication and leadership skills in grandchildren, and increasing the ability of service providers to meet grandfamilies' needs. A total of 98 grandparents have participated in the program and are showing improvements in depression, more confidence as caregivers, and are aware of services after participating in the intervention. In 2018, trainings were held in Colorado and Hawaii for the GRANDcares youth club for youth program facilitators. After the training, a youth club in Colorado and Hawaii was piloted for grandchildren ages nine to twelve years old, and a total of 14 grandchildren participated. Feedback from the first three cohorts are positive, and youth want the program to continue past the six-week duration. The project continues to work toward achieving the three objectives initially proposed for CYFAR funding.

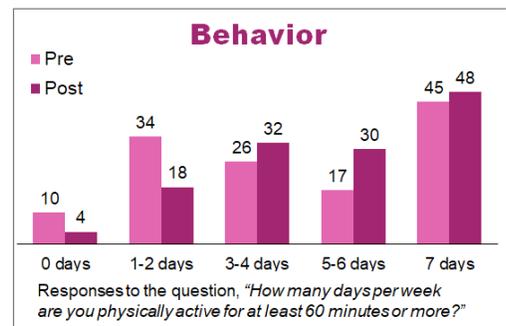
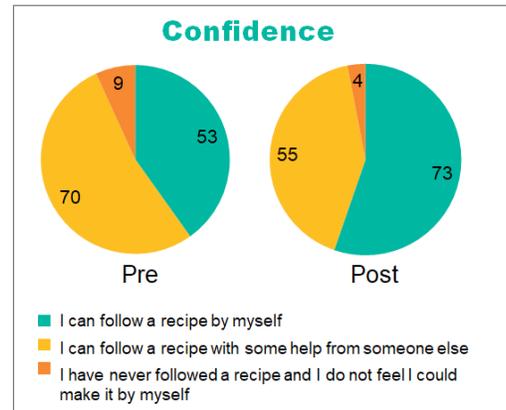
Sustainability: A program report and impact document were created to share the program's successes with the partners. In addition, ways that the youth club can be turned into a 4-H club so Colorado and Hawaii can adopt long-term as well as other extension systems are being considered. In Hawaii, hosting provider meet-and-greets was identified as a good way to spread the word about the GRANDcares Project to potential agencies for sustainability.

WeCook: Fun with Food and Fitness

Nebraska – University of Nebraska

USDA Strategic Goal 4 | CYFAR Common Measures: Nutrition, Parenting, & Physical Activity

Program Report: WeCook was developed to address critical health disparities among Nebraska youth through hands-on, research-based, out-of-school time (OST) programming. Programming began at two Title I schools in Lincoln, Nebraska, and has since expanded to five Title I schools. Research shows youth from at-risk backgrounds are more likely to have poor health habits and face challenges comprehending written materials. These trends illustrate a need for educational programs that teach hands-on nutrition, physical activity, and food preparation in efforts to improve youth’s overall health. WeCook addresses the rise in childhood obesity prevalence, especially focusing on the disparities between at-risk youth and those who are not considered at-risk. Programming aims to improve nutrition knowledge, physical activity levels, and food preparation skills among at-risk youth. Participants consist of fourth and fifth graders and their families. Twice a week, youth participate in 60-minute OST sessions over the 12-week program period. Once per month, families take part in family meal nights where they enjoy a meal prepared by the youth and are provided educational handouts.



Sustainability: A comprehensive curriculum covering all 24 contact hours of the WeCook program passed peer review from the National 4-H Council, was published, and is now available for anyone to order and use in their communities. Publication of this curriculum allows for greater replicability beyond the five years of CYFAR funding at two sites. The costs to implement this program are relatively low. Recipes use lower-cost ingredients, and the equipment needed for programming is used multiple times and is inexpensive to purchase. Volunteers or interns can be used to provide instruction, which also keeps programming costs to a minimum. Continued development of community partnerships addressing youth health issues are important to program sustainability.

Outcomes: Overall data from the four years of grant implementation show increases in nutrition knowledge, self-reported frequency of healthy eating behaviors (such as choosing a healthy snack and eating breakfast), improvements in physical activity knowledge and behaviors, and increased food preparation confidence for both the youth and their parents.

Positive Parenting Practices (PREP-AHEAD - Promoting Responsible & Empowered Parenting)

Mississippi – Mississippi State University

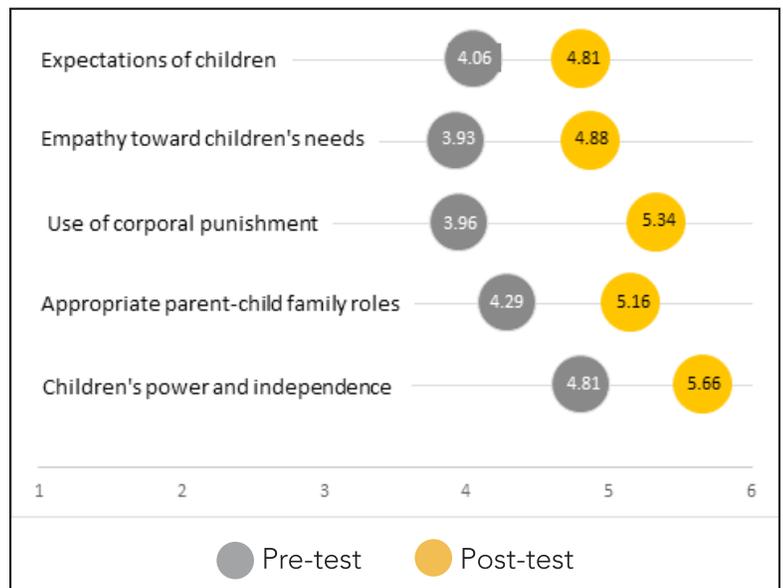
USDA Strategic Goal 1 | CYFAR Common Measures: Parenting & Workforce Preparation



Program Report: Positive Parenting Practices educates pregnant and parenting teens/emerging adults on positive parenting, child development, conflict management, and professional skills. The short-term goals include changing teen attitudes and beliefs around parenting and child-rearing and improving teen workforce preparation skills. The long-term goal is for community organizations to develop a sustained social support system for pregnant and parenting teens. From December 2017 through November 2018, two cohorts completed over 20 hours of face-to-face parenting education in Neshoba County (Mississippi). Participants engaged in 10 group sessions on the transition to parenthood, communication techniques, co-parenting skills, life skills, managing healthy relationships, and healthy sleeping habits. They also attended individual sessions on subjects matched to individual needs. These parents were connected with resources to aid in parenting. Participants completed pre- and post-program surveys that measured parenting attitudes (e.g., expectations of children and use of corporal punishment). All parenting attitudes improved, indicating positive changes in progressive beliefs in participants' parenting and child-rearing attitudes.

Sustainability: Two people will be trained on the Nurturing Parenting Curriculum before the end of the project: a Mississippi State University Extension family life specialist and a community member who has a connection with the Native American community we serve. This will build the capacity of Extension and a Native American community member so parenting education can continue after the conclusion of the project.

Outcomes: The Adult Adolescent Parenting Inventory (AAPI-2) assesses parenting and child-rearing attitudes of adolescents and adults parent and pre-parent populations. It provides an index of risk for abuse and neglectful behavior in five constructs, and the mean score for all five constructs increased significantly for the participants from before to after the program. The increase indicates improvement in parenting and child-rearing attitudes.



Sustainable Community Revitalization Through Children's Hands (SCRATCH)

West Virginia – West Virginia State University

USDA Strategic Goal 1 | CYFAR Common Measure: Nutrition, Science, & Technology

Program Report: Sustainable Community Revitalization Through Children's Hands (SCRATCH) is a program for children in grades K-8 that uses hands-on experiences and inquiry-based science to teach children about science, nutrition, technology, and entrepreneurship. The program uses the *Junior Master Gardener (JMG)* curriculum, which covers subjects such as horticulture, nutrition, and environmental science using hands-on learning. Sixty-six students from Cranberry-Prosperity Elementary School and the YMCA summer programs participated in two groups: kindergarten through second grade, and third through fifth grade. Using the JMG curriculum, students learned about nature and gardening. Gardens were built at the elementary school and at the site for the kindergarten-through-second-grade group with the YMCA.

Sustainability: The YMCA's childcare director has agreed to take on responsibilities of the program and integrate it into the YMCA After-School Program. She is familiar with writing grants and is preparing to take over the programming after the grant ends. Trainings will also be available after the end of the grant.



4-H STEM Education and Science Literacy: Developing the Next Generation of Scientists

North Carolina & South Carolina – North Carolina State University, Clemson University,
& North Carolina A&T State University

NIFA Strategic Goal 1 | CYFAR Common Measure: Science



Program Report: The North Carolina (NC) and South Carolina (SC) 4-H STEM Education & Science Literacy: Developing the Next Generation of Scientists project goals are to increase youth exposure to science and their positive attitudes related to the study of STEM content and to increase teacher efficacy and abilities for teaching STEM content. The project leverages resources at three land-grant universities to serve youth and teachers at program sites in NC and SC. Youth participants in the NC and SC 4-H STEM program reported more positive attitudes related to science abilities post-program. Second- and third-grade youth increased knowledge related to embryology, plants, and soil. Post-program, teacher participants were more confident in their abilities to teach science, explain why math experiments work, and support students' technology use. Teachers also reported greater knowledge of steps required to teach science and math effectively. Confident teachers of STEM are more likely to provide STEM content in their classrooms. Exposure to competent, confident STEM teaching is likely to increase youth interest in STEM, thereby increasing youths' likelihood to pursue higher education and careers in STEM.



Sustainability: Working with elementary teachers is crucial to increase youth interest in STEM careers. The program is adopted into the school culture and teachers at each elementary school site are trained. In 2018, they will deliver STEM curricula to youth in second, third, and fourth grades. Using 4-H curricula allows Extension agents to support the program in the school sites beyond the funding period.

Helping Youth PROSPER and Avoid Opioid Misuse in Virginia

Virginia – Virginia State University

USDA Strategic Goal 1 | CYFAR Common Measure: Workforce Preparation

Program Report: The PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience) Model is being implemented in four Virginia communities. This community engagement system uses evidence-based programs with middle school age youth (ages 11-13) and their families. Programs delivered using PROSPER build youth assets (e.g., problem-solving and decision-making, workforce readiness, and positive parent-adolescent relationships) and reduce problem behaviors (e.g., alcohol and drug use, including opioid misuse; delinquent activity). PROSPER further supports the sustained delivery of evidence-based programs in a way that maximizes the resources of Extension and partner organizations.

Sustainability: PROSPER community teams are being built in each of the four sites that start sustainability planning at the first few meetings. In addition, school-based program are being incorporated into the regular curriculum to institutionalize it for continuity beyond the CYFAR funding

4-H UNITY (Urban Neighborhoods Improved Through Youth)

New York – Cornell University

USDA Strategic Goal 1

CYFAR Common Measures: Leadership Development & Workforce Preparation

Program Report: 4-H UNITY (Urban Neighborhoods Improved Through Youth) uses Cornell Cooperative Extension's 4-H Signature Program, Youth Community Action, with a two-generation approach to address poverty, childhood obesity, and food insecurity in two high-need New York communities. Each community serves two cohorts of 12-15 teens for two years and then repeats the model. The approach focuses on the needs of vulnerable teens and their parents together with the unifying goal of strengthening families, improving the community, and breaking the cycle of generational poverty. UNITY combines 4-H youth development, civic engagement, STEM education, nutrition, and parent education to ensure teens demonstrate the knowledge, skills, attitudes, and behaviors necessary for fulfilling, contributing lives and promotes healthy lifestyles among teens and their parents/guardians. Together, UNITY teen-parent teams become community change agents and conduct community improvement projects addressing critical USDA/NIFA goals. Professors from local colleges and organizations conduct STEM-based seminars to inform these projects. After completing 4-H Public Adventures, the teen-parent teams conduct various projects to combat childhood obesity, promote healthy lifestyles, and increase food access. UNITY teens demonstrate improved leadership and workforce development skills as their community projects, job shadowing, and internships provide opportunities for real-world skill application. Teens gain the skills needed to prepare them for college, careers, and citizenship.

Sustainability: Sustainability begins with the mindful and intentional selection of community partners and implementation of focused plans for the partners' professional development. Staff are working with community partners to identify and secure new funding opportunities, ensure consistent program monitoring, widespread media promotion, provide high-quality professional development, ensure ongoing strategic involvement of key stakeholders, and identify 4-H UNITY champions in the target communities. The program's goal is to establish UNITY Cafés in each of the target communities as an ongoing meeting location. Community partners in both Endicott and Rochester have already offered space to house the cafés. The "multiplier effect" of UNITY's 5-year plan, in which the UNITY teams train youth in other organizations, will extend the reach of the project and create a mechanism for sustained, systemic changes in the target communities.

Urban GEMS (Gardening Entrepreneurs Motivating Sustainability)

Ohio – Ohio State University

USDA Strategic Goal 4

CYFAR Common Measures: Leadership Development, Nutrition, Science, Technology, & Workforce Preparation

Program Report: The Urban GEMS (Gardening Entrepreneurs Motivating Sustainability) program is a multifaceted youth development initiative that aims to enrich the educational, personal, and career development of young people in high-risk communities. The Urban GEMS program operates in various locations on the south side of Columbus, Ohio. By the end of 2018, the team was leading youth in growing food on 48 tower gardens operating in six locations. The primary Urban GEMS implementation sites include a K-8 school, a non-profit youth-serving organization, and a rented Urban GEMS indoor farm space (with support from an Ohio State University [OSU] grant). *The Facets Curriculum*, which takes a holistic approach with culturally responsive lessons (e.g., the science of gardening, entrepreneurship, health and wellness, and teamwork), was developed and pilot testing begun. Data from the Urban GEMS mobile app indicate 177 Urban GEMS learning sessions with groups of five to 45 youth conducted. The two farm locations established in 2017 continued, and a farm at the program's school partner site with a large outdoor garden, as well as year-round crop production indoors on 15 tower gardens, was added.



Youth were exposed to three different methods of producing food: indoor aeroponic vertical growing, outdoor vertical vermicompost container gardening, and square foot gardening in raised beds. The program was awarded a grant from the Battelle Foundation to support humanitarian engineering for food justice. A partnership with the Biomedical Engineering Department at OSU was formed to enlist the assistance from OSU engineering design students for their senior capstone design project. Five OSU engineering students worked on a design challenge to build smaller and cheaper aeroponic vertical grow systems for 12-15 youth to take these new systems home to produce their own food.

Sustainability: The project is taking a multipronged approach to financial sustainability, including generating income through food sales, seeking additional grant funding, leveraging in-kind support from collaborators and partner organizations, and soliciting donations from philanthropic organizations. The program has received two additional grants (from the Aetna Foundation and OSU's Connect and Collaborate Initiative). In addition to external articles and videos, the program's website and social media pages continue to generate interest in the program.

“Personally, it has taught me a lot of things. How to eat healthier, how to grow produce. It's taught me that I can do anything I put my mind to.”

– Program Participant

Healthy Youth Leading the Way in the Virgin Islands

Virgin Islands – University of the Virgin Islands

USDA Strategic Goal 4 | CYFAR Common Measures: Nutrition & Physical Activity

Program Report: The goal of the Healthy Youth Leading the Way in the Virgin Islands project is to prevent childhood obesity. This five-day-per-week after-school program provides evidence-based, targeted, experiential education sessions focused on gardening, nutrition, healthy lifestyles, and physical activity; and is also promotes self-efficacy and confidence in 5- to 14-year-olds.

Along with the computer-based, curriculum-driven, targeted educational sessions, youth receive homework assistance, tutoring, and 4-H programming. Post-hurricanes, the CYFAR program moved from a housing development on St. Thomas to another less devastated location. On St. Croix, the program was located at three different sites: a house of worship, an elementary school, and a housing development. Youth registered for programming and received some elements of the program, but unfortunately, the natural disasters made it difficult to achieve some goals and objectives. The program's Advisory Council continued to meet to discuss and strategize regarding the best approach to offset the devastation experienced, and next year, the sites anticipate return to the previously established plan of work to achieve goals and objectives.

“Resiliency and perseverance are hallmarks of youth still leading the way in pursuing a healthy community in the Virgin Islands.”

– Anonymous

Sustainability: The local housing authority has adopted the program's model, which is delivered throughout the territory at select housing developments. The initial foray into this project met with much enthusiasm because the housing developments did not have this type of programming at the time. Specifically, on St. Croix, a house of worship is now partnering with the elementary school in a low-income community. This particular church has a good reputation for community engagement and sustained involvement with those less fortunate, and therefore, it is anticipated that this will increase the likelihood of sustainability over the years.



Nicianak 4-Health

Wisconsin – University of Wisconsin

USDA Strategic Goal 1 | CYFAR Common Measure: Physical Activity

Program Report: Nicianak 4-Health focuses on the health and well-being of elementary school children living on the Menominee Indian Reservation. Programs provide Native American youth and families the opportunity to create and share nutritious meals, build family relationships, learn and express culture and language, and increase opportunities for safe recreation and physical activity. Three 4-H clubs were established and meet with over 50 youth per month; two clubs meet twice per month with family caregivers and young children, and the third meets weekly with older youth. The family clubs focus on healthy family activities, including physical health through recreation, outdoor activities, and nutrition lessons; cultural development through learning cultural arts, use of Menominee language, and connection with elders; and leadership from both adult caregivers and youth club members. The older youth club meets after school and focuses on learning and teaching language and culture as well as broader adolescent development. Youth and families help lead and participate in community activities, including family day camp, community service, and youth leadership events.



Sustainability: These clubs garnered community support through fundraising and established a parent leadership group to build sustainable human and financial support. New grant funding focused on community health provides continued educational and leadership opportunities to youth and families from CYFAR. Continued staffing support is provided by Extension employees.

“Menominee 4-H reinforces that there are good things in the community.”

– Anonymous

Outcomes: Participants credited the grant program as a place where they engaged in physical activity (100% in post program survey) and ate new foods (71%). Survey results for fruit and vegetable consumption were moderately positive, with 75% reporting they ate vegetables at least some days. 88% ate fruits most days or every day.

Michigan State University Extension (MSUE) Sustainable Community Project (SCP)

Michigan – Michigan State University

USDA Strategic Goal 1 | CYFAR Common Measures: Parenting

Program Report: The Michigan State University Extension Sustainable Community Project (MSUE-SCP) focuses on supporting high-context parents with children that have been exposed to lead during the Flint, Michigan water crisis. Utilizing parenting education and supports for young children (ages 2-8) the project increases parents' ability to respond to their child's emotions appropriately, increase parental knowledge of child development and parenting, increase positive interactions between parent and child, increase perceived informal support, and provide supports to enhance the family dynamic. Families come together once a week for five weeks for two concurrent family focused programs. During the time together, participants share a meal that models foods to fight the effects of lead. Then parents and children are split into different workshops. The parent curriculum, *Guiding Principles for Highly Successful Parenting* (developed in program year 1), focuses on skills to support families such as routine management and respectful language. The child program, *Brain Train*, focuses on increasing children's executive functioning (EF) skills. Volunteers from the Crim Fitness Foundation teach children about mindfulness, and supplement the *Brain Train* curriculum by working with children on deep breathing exercises and yoga poses to control their emotions. The program runs at four locations: at the MSUE location in downtown Flint; at Neithercut Elementary in the south of Flint; at the Flint YWCA; and at Sylvester Broome Empowerment

Village, a community program serving the north of Flint. A total of 31 adult participants with 33 children began the six-community fall series. Results from the CYFAR Common Measures Parenting pre- and posttest show a significant impact of the program on family resilience. Children used an app-based game from Reflection Sciences, Inc. showed a slight increase in EF scores after programming.

Sustainability: The Flint program has developed two key partners to support long-term sustainability. The first is a collaboration with Genesee Health Systems, the Genesee County public mental health provider, which allows staff to attend as volunteers for the children's portion of programming. This collaboration comes at no cost and builds the volunteer base for the program and is integrated into the volunteer selection process. Second, Carriage Town Ministries, a homeless shelter, has incorporated the *Guiding Principles* classes for their families in residence at the Carriage Town Family Center. They include the classes as required for their families, hosts them onsite and provides support for families to attend, such as a meal and childcare.

"My daughter was just unruly and wouldn't listen to me, follow directions, or even follow many rules within my household. Guiding Principles helped me develop small consistent routines that gave me ways to listen to her, give her some independence, and feel a relationship with her again. Getting new routines down and talking with a softer voice [have] given us all a chance to be a close family. My daughter now regularly tells me that she loves me."

– Parent Participant

¡Unidos Se Puede!

Oklahoma – Oklahoma State University

USDA Strategic Goal 1 | CYFAR Common Measure: Workforce Preparation

Program Report: The Unidos Se Puede project increases academic performance, promotes essential life skills, and fosters an entrepreneurial mindset among Latino immigrant youth who are at risk for not completing high school and becoming involved in high-risk behaviors such as school dropout and drug use. Three basic components accomplish program objectives: building family resilience by involving families in a five-week family workshop series and four monthly booster sessions, increasing child social and emotional learning through weekly one-on-one success coaching and monthly after-school entrepreneurship clubs, and positive peer affiliations and exposure to career opportunities through a summer youth academy. In 2018, Unidos Se Puede recruited 50 additional students into the program and has met recruitment goals for two years. During the reporting period, the Unidos Se Puede program conducted ten 2 ½ hour



family workshops and 14 two-hour booster sessions to help families navigate the educational system, advocate for their children, and learn to access available community resources. Success coaches conducted approximately 3,500 coaching sessions. Approximately 110 youth participated in eight weekly activities and a two-day trip to Oklahoma State University.

“Juntos has helped me a lot! I have learned to be a better leader, and it kept me motivated for what I want for my future and to never give up on myself.”

– Program Participant

Sustainability: With a sound reputation, Unidos Se Puede is working towards attaining nonprofit/501(c)(3) status. Unidos Se Puede has developed an active community advisory board and partners with philanthropic and nonprofit organizations, local businesses, and school districts to explore and secure funding opportunities to expand and sustain programmatic efforts.

Clemson-South Carolina State Sustainable Community Project

South Carolina - Clemson University & South Carolina State University

USDA Strategic Goal 4 | CYFAR Common Measure: Science & Technology

Program Report: The faculty and staff of Clemson University and South Carolina State University met to strategize how the project might be implemented between the two universities across the four community sites. Site visits were made so that all personnel from both universities could familiarize themselves with the locations of all four organizations hosting the adoption of the STEM (science, technology, engineering, and math) curriculum. A review of STEM-curriculum literature was updated to include input from the community sites and is currently being revised to include budget estimates. Personnel are being recruited for fall implementation at all four sites, so that during the school year, children in grades three through eight can participate in weekly, two to four hours of STEM activities. During the summer, an estimated 30 students from each of the four sites will participate in Camp Voyager, a one week technology camp.

Sustainability: Community leaders from the four sites met with personnel from Clemson University and South Carolina State University to formulate a strategic plan for how best to sustain the project once CYFAR funding ceases. Consideration was given to the use of volunteers to teach the STEM curriculum and identifying potential community donors for the replacement of STEM supplies used in the curriculum.

United We Can: African American Youth Entrepreneurship Program

Oklahoma – Oklahoma State University & Langston University

USDA Strategic Goal 4 | CYFAR Common Measures: Parenting & Workforce Preparation

Program Report: The United We Can project increases academic performance, promotes essential life skills, and fosters an entrepreneurial mindset among African American youth who are at risk for not completing high school and becoming involved in high-risk behaviors such as school dropout and drug use. Three components accomplish program objectives: (1) building family resilience by involving families in a five-week family workshop series and four monthly booster sessions, (2) increasing child social and emotional learning through weekly one-on-one success coaching and monthly after-school entrepreneurship clubs, and (3) positive peer affiliations and exposure to career opportunities through a summer youth academy. To prepare for the launching of the United We Can model with an African American audience, a program manager was recruited and hired. Program staff interviewed numerous individuals from community organizations and conducted focus groups to assess for potential adaptations to the model and to develop key community partnerships. Data were collected from approximately 100 youth to help inform adaptations to the program model. Youth also participated in summer activities and additional staff were hired to further test program adaptations.

Sustainability: United We Can is working towards attaining nonprofit/501(c)(3) status. Recruitment of a community advisory board has begun and United We Can is partnering with philanthropic and nonprofit organizations, local businesses, and school districts to explore and secure funding opportunities to expand and sustain programmatic efforts.

4-H Youth Futures College Within Reach (YF)

Missouri – University of Missouri

USDA Strategic Goal 1 | CYFAR Common Measure: Workforce Preparation

Program Report: The University of Missouri 4-H Youth Futures CYFAR project is an extensive college readiness program for underrepresented and vulnerable youth. It introduces, adapts, and expands the proven model of 4-H Youth Futures College Within Reach (YF) in two Missouri communities with urgent needs: the city of Ferguson and Jefferson County. The participants in this program are youth who may never have considered or who are not typically encouraged to see attending college as an option. Program components include ongoing mentoring, completion of a curriculum focused on life skills around educational attainment and workforce development, college orientation and campus visits, parent engagement, and meaningful youth leadership opportunities. In the program, youth learn how to write personal statements, hone

interviewing skills, complete college applications, search for scholarships, apply for federal financial aid, and prepare for the ACT. Parents are included in educational opportunities so they know how to support their child.

Sustainability: There are partnerships with organizations to help sustain this project, as well as collaborations with a local school district and community college to have faculty continue the program during the school day, and to have a community college employee work with them. Other collaborations with local youth programs to provide joint programming efforts are being explored.

Food for a Long Life (FFLL): A Community-Based Intergenerational Project

Ohio & Virginia – Ohio State University & Virginia Polytechnic Institute and State University
USDA Strategic Goal 1 | CYFAR Common Measure: Nutrition

Program Report: Food for a Long Life (FFLL) uses a community-based participatory action research (CBPAR) approach with intergenerational strategies to address healthy food access of young children and their families living in the Near East Side of Columbus, Ohio, or Lynchburg, Virginia. Community partners dedicated to child and elder development, food security, and education contribute to the identification of needs, resources, research questions, programming, and evaluation of FFLL. Children attending partner preschool centers, their families, and elder volunteers also contribute to the CBPAR process through intergenerational activities. Site staff are trained to utilize evidence-informed practices in support of food security and intergenerational programming. The CBPAR approach fosters improved access to, knowledge of, and consumption of healthy food while promoting program sustainability.

Sustainability: In Ohio, a site that launched its intergenerational FFLL programming during the reporting period created a new partnership with a senior residential community which sourced older adults joining the programming. In Virginia, a program serving adults also became a partner to the childcare site that began its intergenerational programming during this period. In both states, partnerships with new groups (a local farmer in Ohio and a youth SNAP-Ed program in Virginia) supported the delivery of fresh produce that children could learn about and take home to share with their families. Furthermore, an intergenerational training program with a national expert was offered in Ohio to FFLL partners and other community groups interested in starting intergenerational programming.



Parent and Child Reading Enhancement Program (PCREP)

Alabama – Alabama A&M University

USDA Strategic Goal 1 | CYFAR Common Measure: Parenting

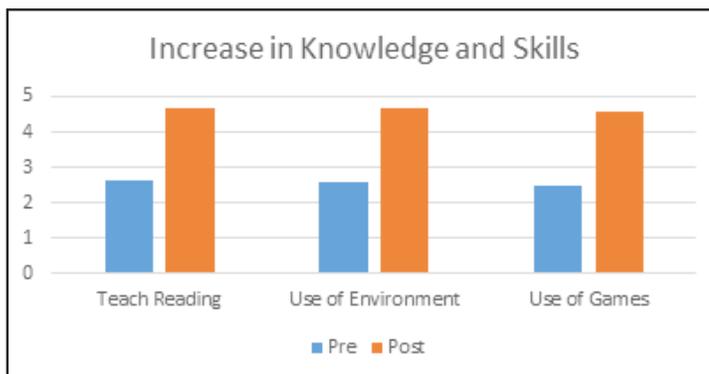
Program Report: The Parent Child Reading Enhancement Program’s (PCREP) goal is to enhance parents’ knowledge and skills in teaching reading to help increase their children’s academic success in reading while helping to narrow the academic gaps that exist throughout the state. This six-week program is offered twice a week for a total of three hours a week to limited-resource parents in Madison County (Alabama). It engages parents in hands-on learning activities related to the five major components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. As parents are taught, service-learning students from Alabama A&M University engage the children in activities related to the five components of reading. The last 30 minutes of each class provide parents the opportunity to demonstrate the acquired skills with their children as they spend quality time together.

Sustainability: In 2019, 11 urban Extension agents of the Urban Affairs New and Non-Traditional Program Unit were trained to implement the program. The PCREP project is now being implemented in six of the nine urban Extension centers throughout the state.

Outcomes: The program increased parents and guardians’ knowledge and skills of how to teach children to read, as well as their attitude towards reading.

“I feel confident in knowing I can assist my child with reading and any other subject after attending the PCREP program.”

– Parent Participant



New York 4-H Youth Community Action Network (Youth CAN)

New York – Cornell University

USDA Strategic Goal 1 | CYFAR Common Measure: Leadership Development & Workforce Preparation

Program Report: New York 4-H Youth Community Action Network (Youth CAN) uses Cornell Cooperative Extension's 4-H Signature Program, *Youth Community Action*, to promote civic engagement and workforce development among high-need teens in Albany and Buffalo (New York). By creating youth-led networks of



community organizations, Youth CAN Teen Leaders (14-18 years old) become community change agents and conduct projects addressing critical NIFA/USDA Research, Education, and Economics goals. In doing so, Teen Leaders gain the skills needed to graduate successfully from high school and prepare for college, careers, and citizenship. All of the Youth CAN Teen Leaders who completed their two years in the program and graduated from high school have gone on to college with full or partial scholarships.

Sustainability: Regular meetings with community partners are held to discuss strategies for continuation of the program

after the grant funding ends. Substantial progress in assuring long-term sustainability of Youth CAN has been made. In Albany County (New York) the Boys & Girls Club of Albany is continuing Youth CAN programming, independent of support from the project staff. In Erie County (New York), Global Concepts Charter High School has adopted Youth CAN and the Youth Community Action program model, integrated Youth CAN into the high school's civic engagement and community involvement curricula, and has fully sustained the program at this charter school.

PRomoting School-community-university Partnership to Enhance Resilience

Pennsylvania – Pennsylvania State University

USDA Strategic Goal 1 | CYFAR Common Measure: Parenting

Program Report: The Pennsylvania PRomoting School-community-university Partnership to Enhance Resilience (PROSPER) project involves the delivery of evidence-based, universal prevention education programs for middle school youth and parents. It uses a community coalition approach that engages stakeholders from schools, community agencies, families, and youth-serving organizations and is led by Extension educators. PROSPER is well-researched and associated with significant, long-term reductions in substance abuse and problem behavior by youth as well as increases in protective factors such as family communication and positive parent-child relationships. It involves delivery of two programs: a school-based curriculum delivered by teachers and an extracurricular program (*Strengthening Families: 10-14*) that targets parents and youth together.

Sustainability: Due to concerns regarding the opioid epidemic, a number of state- and federal-level grant opportunities have arisen that will sustain the Pennsylvania PROSPER initiative for at least two years. These involve grants from the Pennsylvania Commission on Crime and Delinquency as well as from the Substance Abuse and Mental Health Services Administration. Beyond this, the school districts have committed to support PROSPER programs using their Title 1 funding.



4-H Food + Fun Club

Oregon – Oregon State University

USDA Strategic Goal 4 | CYFAR Common Measures: Nutrition & Physical Activity

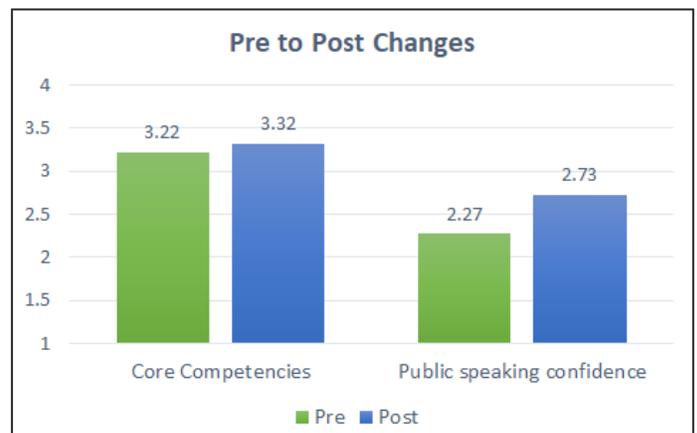
Program Report: The Oregon State University (OSU) 4-H Food + Fun Club takes place through collaborations with local middle schools in Linn and Benton Counties (Oregon). Linus Pauling Middle School in Corvallis and Calapooia Middle School in Albany integrate programming into daily schedules and into an after-school program. The Linus Pauling Middle School site had approximately 120 participants, and the Calapooia Middle School site had about 40 participants. Programming at Linus Pauling Middle School occurred during physical education (PE) classes and during the 4-H Food + Fun Club. The PE classes completed a series of 10 one-hour weekly sessions, structured to include journal entry, a five-minute lesson or demonstration, and a 25-minute physical activity complementing the lesson and encouraging teamwork. Programming focused on experiential learning lessons on nutrition and cooking, journaling, a 5- to 10-minute lesson, and following a recipe that pertained to the lesson. Participants went on a four-part field trip tour including trips to a strawberry farm and trampoline park, the Oregon coast to learn about marine life, Oregon State University Hatfield Marine Science Center, and to the Oregon Oyster Farm. Programming at Calapooia Middle School was similarly structured with journal entry, a short lesson, and experience following the lesson. Lessons focused on cooking and nutrition and utilized the school’s cooking facilities for a 15-week series. Cooking and trying the food was by far youth’s favorite part.

“I like that [the CYFAR program] lets me learn skills and hang with friends while making fun recipes. I learned how to use a knife for cooking in this club, and I know I will use that skill for the rest of my life.”

– Program Participant

Sustainability: Progress on sustaining this program includes attending a grant writing workshop at a promising local foundation, researching grant opportunities, speaking with a 4-H Foundation development officer and OSU campus grant expert, and discussing ways of integrating the program into a county Extension position.

Outcomes: As a result of the program, youth saw an increase in core competencies and an increase in public speaking confidence, although neither increase was statistically significant.



Delaware State University Sustainable Community Project

Delaware - Delaware State University

USDA Strategic Goal 4

CYFAR Common Measures: Leadership Development, Nutrition, Parenting, & Physical Activity

Program Report: The Delaware State University (DSU) Sustainable Community Project (SCP) is a collaborative project between the DSU Extension, DSU Dover Boys and Girls Clubs, Dover Townpoint Elementary School, Millsboro Village, and Wilmington Kingswood Community Center. This project focuses on the three major factors related to childhood obesity prevention among low income families: nutrition education, access to fresh food, and parenting. Parenting education is delivered through food safety, physical activity, and gardening activities. Childhood obesity and proper nutrition are targeted to provide healthy living alternatives for youth and adults. The overall goal is to give youth and adults proper decision-making skills when it comes to nutritious food, the benefits of exercise, food safety, and the hazards of being overweight and obese. These skills improve choices when it comes to food, meal preparation, and overall healthy living. The Expanded Food and Nutrition Education Program (EFNEP) educators, 4-H program educators, and site coordinators in collaboration with community volunteers, co-facilitated healthy lifestyle education sessions. Teaching sessions were held year-round and reached 67 youth in Wilmington, 32 in Millsboro, and 29 in Dover. Approximately 11 community volunteers and six parents were consistently involved. More than 70% of the youth participants increased their knowledge of nutrition and food safety skills; physical activity skills, and acquiring and/or increased gardening skills.

“I have completely given up soda and sugary drinks for plain ole water. I feel better, my skin is clear, and I have more energy.”

- Program Participant

Sustainability: Meetings have taken place with the board of directors for project sites, and all agree that this program will continue to educate and inform youth and adults on the value of healthy living. Most will provide in-kind gifts and funding to help maintain the program.





Growing U

Texas – Texas A&M University & Prairie View A&M University
USDA Strategic Goal 4 | CYFAR Common Measure: Nutrition

Program Report: The Growing U project targets the CYFAR goals of reducing childhood obesity and helping low-income, school-age youth fulfill contributing lives by increasing their skills in nutrition, gardening, and physical fitness while increasing the number of low-income youth in 4-H clubs. Youth learn from the evidence-based *Learn, Grow, Eat, & Go!* (LGEG), *Junior Master Gardener* (JMG), and *Walk Across Texas* (WAT) curricula. Each year, a cohort of 210 children (35 at each of the six sites) participate in a 4-H club with volunteers and staff to support them. Parent volunteers assume the club leader responsibilities and transition each cohort to a community club supported by the 4-H agent. Youth have the opportunity to return to the program the following school year to be trained as youth leaders to help younger participants through the program. Families learn gardening and nutrition skills with their youth through the parent component of the LGEG curriculum creating a community-level factor to help youth with their long-term health decisions.

“I didn’t know gardening was fun.”

– Program Participant

Sustainability: The program is designed with sustainability in mind. Parents are trained to lead 4-H clubs, materials like grow boxes are intended to be used beyond the grant, youth who have completed the program are brought back as youth leaders, and volunteers are paired with an experienced club leader, who will serve as a mentor during the first couple of years of the new club operating.



Key Lessons Learned

Alabama: Parent and Child Reading Enhancement Program (PCREP)

Some parents are cited as not caring about their children's academic success. The PCREP program has shown the staff, educators, and others how some parents want very much to contribute to their children's learning but do not know how. This program has increased parents' knowledge of why reading is so important and how to help teach their children to read. An area for improvement is to engage more with the Hispanic population in the state.

Colorado and Hawaii: GRANDcares Program

There was excitement for the new facilitators who were recruited to lead the adapted Powerful Tools for Caregivers (PTC) sessions. Facilitators were based at the Adams County Colorado Department of Human Services, and no grandparents showed up to the kick-off. After talking to the facilitators, it was speculated that some grandparents might not want to come to the Department of Human Services building out of fear and/or stigmatization. Because of this, other ways of engagement are being brainstormed, possibly at a different site.

Delaware: Delaware State University Sustainable Community Project

It is difficult to change behavior when it comes to food choices and nutrition. Many people in at-risk communities do not eat proper meals and do not value nutritious food. They consider being obese and overweight as a natural or genetic phenomenon.

Georgia: Project GROWL: Growing Real Opportunities in Work and Life

The importance of youth-led programming became clear as the program grew and participants began to express an interest in planning their own programs and activities, and the program coordinator participated in additional training to learn skills and tips to improve the program in this area. The second lesson learned was the importance of being flexible in program planning. There were times when programming was canceled or rearranged due to activities within the school or situations that the youth were involved in that provided a bonus teaching/mentoring moment. The final lesson learned was how important community partnerships can be to program implementation. The right partners or allies can provide opportunities for the program that may not have been possible otherwise. Community partners bring new insight and perspective that leads to effective program planning.

Indiana: 4-H Pals

When project staff worked with the teachers/volunteers to think outside the box, they created a very successful three-week, half-day summer program for the youth that stretched the types of activities they could offer. For example, 4-H members completed 4-H project posters on health topics that were evaluated and exhibited during the 2018 County 4-H Fair.

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

The Iowa CYFAR Juntos program created opportunities to maximize expertise, brainstorm ideas, and share lessons learned. The value and importance of volunteers became apparent as the Juntos program continued to grow in the communities. It is important to have consistent volunteers who are bilingual and can commit to volunteering for an extended period of time.

Kentucky: Youth Engagement and Support (YES)

Life skills are best taught through supportive, caring relationships, and this year staff focused on supporting the development of positive youth-adult relationships. Staff have learned that it is better to be prepared on a wide range of topics so they can provide youth with relevant and timely information when they present a need.

Louisiana: Healthy YOUth's Strong Communities

The collaborative effort with Green Oaks High School has been very beneficial in providing an audience at the teen level. Programming has been incorporated during class time to enhance school instructional efforts and to provide programming in areas that were not being addressed during regular class time. Staff learned that a quality set of curriculum aligned with the project outcomes should have been selected during the planning

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phase and then used throughout the project. Some curricula have been useful to use repeatedly while other curricula needed to change each year. Providing detailed expectations and timelines of curricula to use and surveys to distribute was very helpful for the local project. By plotting a one-year timeline, everyone understood expectations and worked more effectively.

Main: 4-H Community Central

Youth continued to transform the outcomes of this program, and the flexible staff provided talents and opportunities for youth who are often overlooked. Positive youth development and a caring adult is the key for program success and allows for the tailoring of a program based on the needs of the community.

Michigan: Michigan State University Extension (MSUE) Sustainable Community Project (SCP)

At-risk families face many hurdles in regular program attendance. Factors such as sick children, car accidents, and broken vehicles were cited as reasons for inconsistent attendance. Flint families have grown somewhat weary of programs and people that appeared in response to the lead crisis but quickly left the city when funding ran out. MSUE, however, has been in Flint for over 100 years, and families have shared with program staff that they are more likely to attend because it is an MSUE program, both because they trust the content to be valid and they trust the programming to continue as Flint begins to fall out of the nation's focus.

Minnesota: Fostering Achievement & Connections to Engage Students (FACES)

This year, 73 new youth were added to the FACES program from the four sites, bringing the current total number of youth reached to 140. Most youth complete the pre-survey in the fall, as programming gets underway, and complete the post-test in the late spring as the program winds down. Because youth and family schedules are so busy, not all youth are able to complete both the pre- and the post-surveys. Therefore, a direct comparison between the pre- and the posttest results reflects youth perceptions of the program overall rather than the specific changes in youth knowledge or behaviors. Data about core competencies show that the youth who attended these programs had strong personal characteristics such as personal values. One area for improvement is the core competency of social conscience, also known as a sense of responsibility or concern for the problems and injustices of society.

Minnesota and Tennessee: U-CONNECT

Staffing is important, the Keystone Community Center (St. Paul, Minnesota) added an AmeriCorps Promise Fellow to its U-Connect staff to implement *Check & Connect*, which allowed for weekly, individual meetings between a staff member and youth. The resignation of a staff member at Hobgood Elementary School (Murfreesboro, Tennessee) left some gaps as the program adjusted and searched for other options. A second lesson learned was the importance of relationship building with schools and showcasing the education component of U-Connect in recruitment efforts. A third lesson learned was the importance of keeping parents engaged and informed on their student's progress through the Promise Fellow and the *Check & Connect* app and portal. Finally, both sites in Tennessee benefitted immensely from the support and assistance from and collaboration between staff and administrators at the sites and staff from U-Connect. Because of the collaboration, data collection went much more smoothly this year.

Mississippi: Positive Parenting Practices (PREP-AHEAD - Promoting Responsible & Empowered Parenting)

This program became more integrated into existing community agencies and services beyond Extension. For example, programming takes place primarily in a high school whereas in the past, programming was implemented in a juvenile justice center indicating broader community acceptance and integration. In addition, the levels of collaboration between project staff and community organizations moved from Networking to Coordination. This suggests that at least some aspects of the project, such as referrals to relevant resources, will continue to occur after the project ends.

Missouri: 4-H Youth Futures College Within Reach (YF)

Not all organizations who are willing to become good partners would be a good fit for partnership. It is important to make program goals and objectives understood so that the quality and integrity of the program is not

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compromised. It is also important to maintain site leaders as well as have leaders committed to youth and the program. Because youth develop such strong relationships with their leaders, if there is no consistency, a strong program cannot exist; there is no bond and no trust.

Montana: Linking Youth to Agricultural and Environmental Practices Using STEM

Adults need to have content expertise as well as the ability to relate to youth and the patience to see through the activities, even when there are absences. In addition, involving school teachers in planning and implementing activities helps with sustainability because they are vested in the long-term outcomes for their students and their schools. An unanticipated outcome was that students learned more about each other as they worked together for common goals.

Nebraska: WeCook: Fun with Food and Fitness

With the program's two original sites being coordinated through the University, WeCook is afforded resources other community partners are not. For example, supplies for the two original sites are organized and stored in a centralized location where team members are able to collaborate in person almost daily. Both Lincoln Parks & Recreation and Partnership for a Healthy Lincoln require a decentralization of resources, making quality control a challenge. In addition to this, recruiting staff and volunteers for the additional sites while maintaining a low youth-adult ratio for each cohort requires a great deal of work and creativity; all of which is made easier by conducting the program in a city such as Lincoln, Nebraska, where university students are looking for community experiences. Despite all the challenges, the WeCook team continues to grow the program and improve its quality simultaneously.

New Jersey: 4-H Science Pathways Program

With the addition of a dedicated full-time site coordinator, improved recruitment strategies, and personal investment from participants, recruitment and retention have improved. The site coordinators were experts at program facilitation and connecting with youth, but the steep learning curve of technical know-how was too much even though professional development opportunities were regularly attended. Compounding this factor was the lack of continuity in the tech education field between equipment and available manuals, curriculum, and program guides. Finding available resources connected to the equipment and having technical support available regularly has continued to be very challenging. Progress was made on this issue by working with local businesses who specialize in particular science and tech fields to provide support and add to the program.

New York: New York 4-H Youth Community Action Network (Youth CAN)

The leadership and workforce development skills learned by the Youth CAN Teen Leaders through their youth-led community improvement projects and summer employment have enhanced the youth participants' career aspirations. Youth CAN's focus on developing tomorrow's leader's citizenship, civic engagement, and workforce development skills will translate into an increased sense of connectedness to their communities among the Youth CAN Teen Leaders.

Nevada: Stepping into STEM

In 2018, staff developed and piloted the initial curriculum. Based on the evaluation of the pilot, several in-class and take-home STEM activities were revised, added, or dropped. Evaluation procedures and forms were also modified and expanded based on the pilot program. Staff continue to tweak some of the workshop and at-home STEM activities based on feedback from families and feasibility of presenting during the workshops. Evaluation materials may be modified or expanded once the school year is finished.

North Carolina and Idaho: The Juntos Sustainable Community Project

Two hurricanes in a two-month period affected programming in Pender County (North Carolina), where a death also occurred. Three University of Idaho personnel completed Juntos Program Training at NCSU. This training was critical in the implementation of family engagement components and proved an effective addition to the quality of Jerome County (Idaho), Juntos 4-H programming. Another key lesson learned is that active involvement from the county 4-H coordinator (agent) increases access to greater involvement in local and state 4-H activities and access to 4-H curriculum to use in the classroom.

North Carolina and South Carolina:

4-H STEM Education and Science Literacy: Developing the Next Generation of Scientists

Support and collaboration between school sites and state team members is critical to the success of the project; their buy-in sustained the project through staff changes. Turnover in project staff resulted in the loss of a second STEM coordinator, and created a gap in program coverage. New staff are collaborating with experienced staff to get up to speed on the project so that activities can resume

Ohio: Southside Simple Suppers Scale-Up (S4):

Expansion of a Validated Family Meals Program for At-Risk Children and Youth

Face-to-face contact, physical reminders at school, and adding an incentive (e.g., gift card raffle) for families who arrive on time were effective strategies for increasing attendance. As for staffing, having a peer educator from the Head Start site who parents and families know well appears to be key. Having kitchen staff with some culinary or restaurant experience is also beneficial.

Ohio: Urban GEMS (Gardening Entrepreneurs Motivating Sustainability)

This was a year of refinement for the program's curriculum and strategies and of pushing toward publications. Efforts at reflective teaching practice focused on making the program's lessons and interactions culturally responsive and more impactful. Weekly team meetings were essential for reviewing the success of teaching strategies and processes and what can be improved. Implementing the same lesson plans to different audiences several times per week allowed the team and volunteers to strengthen the new curriculum through revisions. The features of Urban GEMS that youth loved most included caring adults, unique activities that are fun, and the program's mission—youth like being part of something that makes their community better.

Ohio and Virginia: Food for a Long Life (FLL): A Community-Based Intergenerational Project

At sites with high turnover, work related to programming and data collection becomes difficult. The focus was narrowed with attendance tracking and reduced group sizes. The work to effectively document input, decisions, and outcomes of responsive programming, such as plans to reduce group size or programming frequency or to introduce new programming components continued. There were positive changes in interactions with staff and families. Cultural humility is a critical component of research with regard to community partnership, and there was feedback from community partners at one site that team members interacted with site partners in ways that demonstrated a lack of awareness and sensitivity to the community. Because of the relationship that the team built with people in the community, the situation was addressed and repaired after the members explained what happened.

Oklahoma: ¡Unidos Se Puede!

A major lesson is the success coaches are fully supported and executing the job description. In the past, Unidos Se Puede employed undergraduate students from the same community as participants as coaches. However, several problems with this model emerged; the turnover rate of student employees, the training requirements, and competing obligations of part-time student employees. A more careful analysis revealed that a full-time employee is able to accomplish more than three times the work of a part-time employee. When a full-time position with benefits is offered, a more capable pool of potential employees is available. The program is currently testing a mixture of full-time and part-time employees to meet program staffing requirements.

Oregon: 4-H Food + Fun Club

Communicating to figure out calendar dates to collaborate with teachers, expectations of the program and partners, and where the program would meet were the main topics of discussion. Each of these situations were resolved with open, clear, and persistent communication with all parties.

Pennsylvania: PROmoting School-community-university Partnership to Enhance Resilience

The Fayette County (Pennsylvania) site is unique in that it has achieved a high level of integration with other community organizations focused on health and wellness, most notably the Fayette County YMCA and the Fayette County Communities that Care (CTC). This has allowed PROSPER to coordinate well with other prevention initiatives in the community and avoid duplication of efforts or working at cross-purposes.

Texas: Growing U

It was determined that no measurable outcomes would be obtained at Ralph Wilson Youth Center after meeting with their leadership team since it would require altering the program design to the extent that it may affect the measures. A new team member was added to the Prairie View A&M University team and brings to the team a wealth of knowledge and youth development experience from a different state. This would not have been possible without the efforts made by the previous agent to train and empower the volunteer teams at each school.

Texas: Urban Community Sustainability

Situations came up that impacted the number of students attending a scheduled 4-H event. Students and parents were committed to attending field trips and events, but then did not show up, impacting food count, transportation, and planned activities. Hiring for a part-time program poses challenges, but can be worked out when one person has been identified. There was also difficulty in receiving required paperwork from students and parents. In the future, hosting more events to showcase project visibility will help parents observe the benefits and encourage participation.

Virginia: Helping Youth PROSPER and Avoid Opioid Misuse in Virginia

A site changed because the local government received substantial funding to address the opioid epidemic, and planned to implement the same curriculum selected by the project. Instead of duplicating the effort with the initial site, the neighboring county, with similar demographics and challenges without the funding, became the new partner. This called for flexibility in the planning phase, as this affected the timing of training and activities. Another lesson learned was that relationships between sites and the Extension office are incredibly important. One community expressed issues with a different research project regarding burden to teachers and so extra time was taken to fully explain the model, evaluation components, burden on school personnel, and expectations. In the end, it was the relationship and trust in the Extension office that allowed the project to be supported in that community.

Virgin Islands: Healthy Youth Leading the Way in the Virgin Islands

Recruiting and maintaining the Advisory Council can be quite time consuming and needs focused, consistent, ongoing staff effort to be successful. There were some difficulties with conducting the evaluation, due to the limited experience of the site staff. Paraprofessionals were hired preferentially because they were from the project's respective communities; however, they sometimes lacked the knowledge and understanding regarding the importance of evaluation. Training helps, and an evaluation to-do list based on the logic model should be considered. It was also quite difficult to meet various programmatic challenges without adding additional grant personnel, unless the University or other community partners can provide periodic staff support.

Vermont: Helping Vermont Youth PROSPER

The team is learning new communication strategies like being present at community events and working through the school to share information.

Wisconsin: Nicianak 4-Health

The integration of Menominee language and culture has been a key strategy for building program engagement and led to outcomes that are meaningful to participants, partners, and community leaders. The culturally grounded approach led to increased awareness of a need for relevant materials and evaluation methods. Another key lesson has been the intentional engagement of staff and participants in program development and evaluation. Listening sessions with parents reinforced the importance of cultural learning, positive relationships, and also led to ideas for expanded programming focused on physical health and the outdoors. These insights were used in a successful Centers for Disease Control and Prevention proposal.

West Virginia: Sustainable Community Revitalization Through Children's Hands (SCRATCH)

Program implementation may better be delivered from the beginning of the school year through November and mid to late February through the end of the school year, due to the wintry weather in Raleigh County (West Virginia). Garden rules for the schools about ownership and responsibilities have turned out to be necessary so that teachers and staff properly understand expectations.



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