



# CYFAR

2015 Annual Report

*West Virginia State University's SCRATCH Project participant prepares to plant a garden bed with beet seeds at the Maudella Taylor Garden in Huntington, West Virginia*

# 2015 Annual Report

The Children, Youth, and Families At-Risk (CYFAR) Program is funded by the National Institute of Food and Agriculture (NIFA) to support the collaborative programming within the Land-grant system. This positive programming ensures the positive programmatic outcome of children, youth, and families placed at-risk. The CYFAR Annual Report will feature the programmatic activities, outcomes, and impacts of the CYFAR Program for 2015.

CYFAR supports two strategic objectives: 1. To support community educational programs for at-risk, low-income children, youth, and families which are based on locally identified needs, grounded in research, and which lead to the accomplishment of one of four CYFAR National Outcomes (early childhood, school-age, teen, and parent/family); and 2. To integrate CYFAR programming into ongoing Extension programs for children, youth, and families – insuring that at-risk, low-income children, youth, and families continue to be part of Extension, and/or 4-H programs, and Family and Consumer Science Programs and have access to resources and educational opportunities.

Nationally, the CYFAR Program supports Sustainable Community Projects (SCP) with 96 local sites in 42 states and U.S. territories. The CYFAR Program supports the Professional Development and Technical Assistance (PDTA) Center which provides technical assistance and professional development to the SCP sites. The PDTA provides a “national network” of support both face-to-face and virtually through CYFAR.org.

CYFAR supports 4-H Military Partnerships, and military-connected youth so they have the opportunity to participate in 4-H clubs and have 4-H experiences which provide connections to others as the military youth develop essential life skills. The SCP Programs are aligned with the United States Department of Agriculture/Research, Education, and Economics mission areas of Education and Science Literacy and Rural-Urban Interdependence and Prosperity. For 2016, CYFAR Projects are encouraged to support NIFA Strategic Goals, one of which is, Science sub goal 1:5: Combat childhood obesity by ensuring the availability of affordable, nutritious food and providing individuals and families science-based nutritional guidance.

Engagement in the CYFAR Program demonstrates that youth, families, and communities are positively impacted and that change occurs when investments are made and positive collaboration occurs among Land-grant partners.

Sincerely,



Bonita Williams, Ph.D.  
National Program Leader  
Vulnerable Populations  
National 4-H Headquarters  
Institute of Youth Family and Community  
National Institute of Food and Agriculture  
United States Department of Agriculture

# CYFAR by the Numbers

Number of Volunteers	1,107	“Volunteer time is more important than ever.” ~Independent Sector
Value of Hours Contributed	\$544,637	Value of hours contributed by volunteers increased by 51% from the previous year.
Hours Contributed by Youth	17,455	43% of all volunteer hours
Hours Contributed by Adults	23,117	57% of all volunteer hours
Number of 4-H Clubs	183	Represents the number of 4-H Clubs CYFAR Started for Youth Placed at Risk.

## 2015 Budget

The total budget for the CYFAR program equaled \$8.395 million representing a total of 48 projects. Of the 48 funded projects, 73% (\$6,155,000) of the funding was devoted to SCP Continuation awards, and 8% (\$640,000) was devoted to New SCPs. Funding was awarded to 1862 and 1890 eligible Land-grant universities. Military programs were bolstered by 5% (\$400,000) of CYFAR funding. Funds provided for military programs supported county 4-H professionals providing programming for military youth programs in all states.

Some 10% (\$850,000) of CYFAR funding provided a wide range of technical assistance and professional development support to CYFAR staff and programs through the Professional Development and Technical Assistance (PDTA) Center. The remaining 4% was devoted to NIFA overhead.

# CYFAR Impact: State Spotlight

## **Michigan State University - Building Early Emotional Skills**

Data analysis reveal positive changes in parents' emotion coaching beliefs and positive, supportive responses to children's expression of anger, fear, and sadness. Participation in Building Early Emotional Skills (BEES) classes also showed a decrease in parents' rejection of children's negative emotions. With parents showing these increases and decreases, the team is hopeful that this trend will continue throughout the project and parents will be able to increase their emotionally-supportive parenting towards their children's emotions.

## **University of Minnesota**

Parents are more prepared and feel more competent in their knowledge of how to help their child prepare for college, where to find resources, how to pay for college, and how to search for colleges and career information. Parents also reported a significant increase for other items such as:

- Knowing how to help their child complete a college application
- Knowing where to find community resources to help Latino students plan for higher education
- Knowing where to find volunteer or intern opportunities

## **North Carolina State University - Very Important Parent Program**

Parents report increases in communication with their childcare providers after participation in the Very Important Parents (VIP) Program compared to before participation in the VIP Program.

# 2015 Demographic Data

In 2015, CYFAR awarded six New Sustainable Community Projects (SCPs) and 35 Continuation SCPs. The SCPs represent 32 states, which supported two sites reaching 9,941 participants. Of the participants, 77% (7,679) were youth and 23% (2,269) were adults/parents. The participants include the following age ranges: Pre K-1%; Children K through 6th grade-43%; Youth grades 7 through 12-33%; and Parents-23%.

Staff and Volunteers by Race/Ethnicity (n=392)	
African American/Black	27%
American Indian/Alaskan Native	1%
Asian	2%
Hispanic/Latino	18%
Native Hawaiian/Pacific Islander	< 1%
White/Caucasian	75%
More than One Race	3%

Population by Race/Ethnicity (n=9,941)	
African American/Black	25%
American Indian/Alaskan Native	3%
Asian	< 1%
Hispanic/Latino	21%
Native Hawaiian/Pacific Islander	< 1%
White/Caucasian	57%
More than One Race	3%

CYFAR Participants by Age (n=9,941)	
Pre-K	1%
School-Age (K-8)	43%
Youth	33%
Parents	23%

# 2015 Poverty Data

## CYFAR Participants

74% of the youth participants in CYFAR Projects reside in poverty.

58% of the adult participants in CYFAR Projects reside in poverty.

## U.S. Statistics

Over 16 million (22%) children in the U.S. reside in poverty (National Center for Children in Poverty).

Over 22% of custodial parents reside in poverty (Department of Health and Human Services).

## Poverty Rates of CYFAR Participants by National Outcome

Early Childhood	79%
School-Age	75%
Teen	88%
Parent/Family	58%

## Poverty Rates of CYFAR Participants by Geographical Location

Central City	89%
Rural/Small Town	65%
Suburb	63%
Town/City	74%

# States Realizing 50% Plus Poverty Rating

Alaska	Fostering Youth towards a Revolution of Responsibility	100%
Arizona	Teens Advocating Sustainable Change (TASC)	72%
California	University of California SCP	80%
Delaware	Delaware State University SCP	100%
Georgia	GROWL: Growing Real Opportunities in Work and Life	100%
Iowa	Juntos	79%
Kentucky	Strong Dads, Resilient Families	61%
Kentucky	U Connect - Kentucky SCP	100%
Kentucky	Youth Engagement and Support (YES)	100%
Louisiana	Louisiana State University SCP	100%
Maine	4-H Community Central	98%
Minnesota	U Connect - Minnesota and Tennessee Joint SCP	100%
Minnesota	University of Minnesota SCP, Ka Joog	100%
Missouri	4-H Youth Futures	91%
Montana	Linking Youth to Agriculture and Environmental STEM	100%
Nebraska	WeCook: Fun with Food & Fitness	57%
Nevada	Heart and Shield: A Program to End Family Violence	57%
New Jersey	Rutgers SCP	100%
New York	Cornell University: CITIZEN U	100%
New York	New York 4-H Youth CAN	100%
North Carolina	North Carolina State - Oklahoma State Joint SCP	85%
North Carolina	North Carolina Very Important Parents SCP	100%
Ohio	Urban GEMS	97%
Rhode Island	CELS: Integrating Nutrition Education	87%
South Carolina	Clemson Sustainable Community Project	77%
South Carolina	Clemson Sustainable Community Project	62%
Tennessee	ExCel Exciting Collaborative Educational Learning	85%
Texas	Texas A&M University SCP	100%
Vermont	Helping Vermont Youth PROSPER	75%
Virgin Islands	Healthy Youth Leading the Way in the Virgin Islands	100%
West Virginia	SCRATCH	97%
Wisconsin	Wisconsin SCP	80%

## 2015 CYFAR Professional Development Workshop

Participant quotes from 2015 CYFAR Professional Development Event Evaluation Report

### Learn

Learning is the obvious motivation for most people attending conferences/workshops (Inc. Magazine, 2016).

- *Participants believed the presentations to be informative and useful, and the presenters to be skilled at delivering the content that they set out to deliver.*
- *"[Learned] ideas for messaging public health statements, strategies for communicating Return on Investment, recognizing macroaggressions."*

### Network

A great deal of sharing, learning and leveraging occurs (Inc. Magazine, 2016).

- *Attendees mentioned networking opportunities as one of the primary motivations for their attendance of the CYFAR 2015 Professional Development Workshop.*

### Content

- *"The event helped me gain new skills to recruit program participants."*

### Share

Taking back the content that was learned and sharing the content with those that could not attend (Inc. Magazine, 2016).

### Apply

Using content learned in a meaningful way that produces a change.

- *"I plan to apply the information from this session in my work."*

# CYFAR Impact: State Spotlight

## **University of Minnesota - Ka Joog**

Responses to items in the workforce domain suggest that youth see the importance of science and STEM programming and how those relate to both their educational and career success, and how STEM knowledge will help them and others contribute to society. Participants' attitudes and perceptions of STEM topics changed in a positive direction from the pre- to the post-survey. The fact that 90% or more of the youth participants indicated that statements relating to STEM described them very well or extremely well strongly suggests that the exposure to STEM concepts over the course of the program year positively altered youth's self-perceptions related to STEM topics.

## **University of Kentucky - Strong Dads, Resilient Families**

Over time, fathers participating in CYFAR programs are seeing the need to be more involved in their children's lives and are becoming more involved in the lives of their own children as they learn creative ways and ideas for involvement and are presented with ongoing opportunities for involvement through the CYFAR grant and new community opportunities through partners. Involvement begets involvement as well where fathers who have participated in CYFAR programs will continue to become more involved with their own children but will also encourage their male family members, peers, and other male contacts in the community to become more involved with their own children and children in the community as well.

## **Cornell University - CITIZEN U**

The most significant accomplishment of CITIZEN U is that it has been fully sustained in Binghamton, Broome County and Rochester, Monroe County. In Binghamton, CITIZEN U is sustained through a grant from the City of Binghamton's Community Development Block Grant program. In addition, the CITIZEN U team in Broome County received a two-year grant from the United Way of Broome County and the Community Foundation for South Central New York to work intensively with targeted community agencies to develop their youth workers' skills. In Monroe County, the greatest success in terms of sustainability is that the City of Rochester has fully sustained the CITIZEN U program model. CITIZEN U's program model has been adopted by the City of Rochester.

# CYFAR Impact: State Spotlight

## Iowa State University - JUNTOS

One tailed paired sample t-tests from time-1 to to time-3 revealed that participants significantly increased their perception of their ability to successfully problem solve. Twenty-two percent (22%) reported improvement from time-1 to time-2. Participants significantly increased their understanding of what is needed to graduate from high school and their plans to prepare for college as measured by:

- I know what is needed to graduate from high school and I have a clear plan to get there. Forty-two percent (42%) reported increases from time-1 to time-2.
- I plan to take the ACT or SAT. Twenty-one percent (21%) reported increases from time-1 to time-2.
- How many of your close friends regularly do their homework and study for their tests at school? Fifty percent (50%) reported increases from time-1 to time-2.
- I try hard at school. Twenty-nine percent (29%) reported increases from time-1 to time-2.
- If I could choose on my own between studying to get a good grade on a test or going out with my friends, I would go out with my friends. Thirty-six percent (36%) reported increases from time-1 to time-2.

Findings revealed that there was a decrease in tardies by 10%, absences by 19%, and behavioral interventions (e.g. being sent to principals' offices, detentions, suspensions) by 16% among the youth who participated in the program.



*Youth in the Iowa JUNTOS program become involved in their community by volunteering at the Latino Heritage Festival in the children's activities tent.*

# CYFAR Sustainable Community Projects





**University of Nebraska, Lincoln**

*WeCook participant, samples the foods prepared during the after-school club.*

## University of Nebraska, Lincoln

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** After-school programs provide key opportunities to reduce childhood overweight and obesity rates by encouraging healthy habits. Mounting evidence links poor eating habits to lack of cooking at home and insufficient knowledge, a trend that is amplified among low-income families often lacking the time and budget to commit to proper nutrition. WeCook, a USDA CYFAR grant, addresses these issues through a twelve-week program targeting underserved 4th and 5th graders. Participants attend two 60-minute sessions per week dedicated to teaching food preparation skills, the importance of nutrition using USDA guidelines, and increasing physical activity through interactive games. Families participate in three family meal nights throughout the program, where students showcase the skills they have learned. Long-term goals are: (1) students will engage in healthy eating and physical activity behaviors, and (2) families will provide an environment with access to safe, nutritious meals and regular physical activity. Pre- and post-surveys are administered to students and parents/caregivers. Youth also complete the following pre- and post-programs: (1) use food models to build a healthy plate, with an evaluator photographing each plate, and (2) wear Fitbits for one week to track physical activity. Statistical analysis is then conducted to assess changes related to program goals.

**Sustainability:** The University of Nebraska-Lincoln 4-H Youth Development has gained the support of several community partners (Lincoln Public Schools, Lincoln Community Learning Centers, Lancaster County Nutrition Education Program, Lincoln Parks and Recreation). These community partners have been included in regular discussions about program design and implementation. Incorporating the community partners early in the conversation has helped with sustainability planning. Recently, Lincoln Parks and Recreation has partnered with the WeCook team to expand implementation into their summer programs. Multiple sites across Lincoln, Nebraska will be delivering WeCook lessons to youth enrolled in their summer programs. Prior to the start of summer, the WeCook team will conduct training with site staff for quality assurance purposes. In addition, the WeCook team will deliver CYFAR-specific programming at the summer site located within one of the communities named in the grant.



*WeCook volunteers guide youth through a recipe during the after-school club.*

## University of Alaska Fairbanks

CYFAR Outcome: Teen | Common Measure: Workforce Preparation

**Program Description:** Fostering Youth towards a Revolution of Responsibility (FYRR) focuses on workforce and life-skill development through increased capacity in competence, confidence, connection, character, caring, and compassion. The project targets teens, ages 14-18, who are in state custody – either in the foster care system, or incarcerated at the Fairbanks Youth Facility. FYRR's outcome is that teens will demonstrate knowledge, skills, attitudes, and behavior necessary for fulfilling contributing lives. The project uses the 4-H experiential learning model to help teen participants recognize their strengths, gain confidence, and build their capacity to enter the workforce. Long-term outcomes include a) increased number of teens who are work-force ready and employable, b) decreased number of teens at risk for homelessness, and c) increased number of teens with improved decision-making skills.

Notable accomplishments include teens participating in job searches, interviews and gaining employment - both seasonal and throughout the school year. Teens at both sites participated in Girls Circle and Boys Council (One Circle Foundation program curriculum) designed to increase positive connection, personal and collective strengths, and competencies through resiliency activities. Teens increased their knowledge in financial literacy with focus on W2s, W4s, 1040 tax form, credit and debit, banking, and interest rates. Teens also continue to respond at a higher rate when an emotional support dog is present.

**Sustainability:** Working with state agencies in Alaska (Department of Justice and Office of Children's Services) provides an opportunity for sustainability as the program continues to be evaluated and successes shared. Because staff from the two sites are part of the programming, training is occurring on-the-job. The idea of having the programming topics implemented into the annual program planning statewide will not only help in program sustainability but also carry the programming efforts statewide.

## University of California Agriculture and Natural Resources

CYFAR Outcome: School Age (K-8) | Common Measure: Leadership Development

**Program Description:** Contra Costa County will implement the California Sustainable Community Project in an after-school setting using nutrition, cooking, gardening, agriculture, and technology content in a local elementary school and a continuation high school. The Contra Costa County project consists of a 4-H delivery model utilizing both teenagers and adults from the high school to mentor and educate K-5th graders through a low-cost, self-sustaining, culturally relevant, and replicable after-school educational program. Programming is coordinated with the on-site staff, and parents are engaged in the project through family events. The program uses cooking, active games, and gardening as the integrating context for academic and experiential learning, health-related physical and mental activity, and youth leadership development and civic engagement. Activities focus on healthy living, emphasizing food and cooking skills, and integrating technology so that activities have relevance to youth.

**Sustainability:** The Teens as Teachers project will continue under the youth Expanded Food and Nutrition Education (EFNEP) Program in the University of California Cooperative Extension Program in Contra Costa County. The CYFAR project coordinator will transition into a Nutrition Educator role for the EFNEP program. Supplemental funding (for the culinary program food costs) will allow the coordinator to continue engaging at-risk teens in healthy living practices through the Teen Battle Chef culinary program.

# Auburn University

CYFAR Outcome: Parent/Family | Common Measure: Leadership Development

**Program Description:** The Auburn University Sustainable Community Project (AU-SCP) is employing the PROSPER model (PROMoting School-community university Partnerships to Encourage Resiliency) to facilitate building youth internal and external assets (e.g., problem-solving and decision-making skills, school liking and engagement, positive parent-adolescent relationships) and reducing problem behaviors (e.g., alcohol and drug use, delinquent activity) among middle school students in three AU-SCP communities in Bibb, Clarke, and Lawrence counties. Each school determines when programming will be delivered between October and March; in collaboration with the community team, the school selects from two evidence-based programs: All Stars (225 students). For the in-school program for the youth 116 of 225 completed the survey. In-school programs are highly structured and are facilitated by trained educators. These programs provide from 11-21 50-minute sessions and include role-playing, experiential learning, and discussion. The three communities also offered a seven-week Strengthening Families Program (SFP) from January through March. A total of 42 families participated in the program. The SFP program is held for seven consecutive weeks (two hours per session) with a required minimum attendance of four sessions to graduate the SFP. Both the pre- and post-survey will be shared with the project director and the evaluations specialist.

**Sustainability:** As the communities have become involved, the need for the program is more evident than it was five years ago. We have noticed the superintendents becoming involved, principals serving as facilitators, teachers in the schools participating in the program as a parent and then as a volunteer, and businesses sharing resources to assist with program delivery. These are all directional for understanding the need and benefit of this program. We share data with the schools to show impact. A principal allocated funds to the project to purchase additional material for students. Some schools agreed to share the cost of training staff to facilitate the in-school program. City officials are hearing from the parents and community members that are involved with the program that this is something that they must continue.



*The program is very engaging. The youth of Bibb County are participating in an activity to enhance teamwork.*



*At the end of the Strengthening Families Program, all the participants including the facilitators are asked to take a fun photo that will be used for the graduation slideshow.*



*This is the second part of the Strengthening Families Program. The children are separated from their parents for the first hour and then they work as a group during the second hour.*

# Colorado State University

CYFAR Outcome: Parent/Family | Common Measure: Leadership Development

**Program Description:** The Family Leadership Training Institute (FLTI) of Colorado model provides civic leadership training to parents, family members, and community leaders, who possess the desire to engage in community action and are often impeded by limited skills to make change happen. A complementary youth program, for ages 12-14, is conducted using the evidence-based DARE To Be You school curriculum developed by Colorado State University Extension. The youth program employs civic leadership activities paralleling those in the adult program. Adult and youth participants are coached as they develop individual community projects that provide opportunities to apply leadership and civic skills to serve others. Additionally, the model includes the development of a network of local partners through a Civic Design Team to assist in building a support network for newly empowered community leaders. Finally, the model connects program alumni to leadership opportunities. FLTI of Colorado is designed to bolster family and youth involvement and leadership/civic skills. FLTI facilitates learning environments for youth and adults to explore leadership and civics within their own peer group and through joint learning opportunities. Together in community they become leading advocates for children, youth, and families.

**Sustainability:** Leadership team members have regular calls to address sustainability and identify funding partners, such as The Colorado Health Foundation,

The Colorado Trust, The Boettcher Foundation, and many other community-based organizations. At a state level, Colorado Sustainable Community Project leadership has monthly conference calls with the FLTI of Colorado State-Team at the Colorado Department of Health and Environment (CDPHE). This CDPHE partnership brings additional potential for sustainable programming through connections to Race to the Top and other sources of government funding.



*Denver Five Points and North Fort Collins youth participants learning important lessons about the legislative process and also taking a tour of Colorado's State House.*



*Denver Five Points and North Fort Collins youth participants learning important lessons about the legislative process and also taking a tour of Colorado's State House.*



*Youth and adult participants from North Fort Collins, Colorado during the 2015 class.*

**Colorado State University and University of Hawaii at Manoa**  
CYFAR Outcome: Parent/Family | Common Measure: Leadership Development

**Program Description:** In 2015, we began year one of this project titled, GRANDcares. GRANDcares is a systems-based intervention for vulnerable grandparent-headed families. The tripartite intervention is based upon family resilience theory and 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. GRANDcares' long-term goal is to create an effective evidence-based intervention to improve quality of life for custodial grandparents and their grandchildren. Program objectives are to: (1) enhance grandparents' parenting skills and self-care practices, (2) promote youth participants' self-efficacy and leadership skills, and (3) strengthen service providers' abilities to support grandfamilies. In year one of this project, we focused on finalizing our grandparent program, an adaptation of the existing evidenced-based Powerful Tools for Caregivers, and the corresponding evaluation. We also began drafting the curriculum and evaluation for the grandchildren program. The GRANDcares intervention will contribute to the parent/family national CYFAR outcome, as it will assist grandparents in meeting their grandchildren's physical, social, emotional, and intellectual needs.



**Sustainability:** Although we are just in our first nine months of year one of our grant funding, we are currently examining other avenues to sustain our program. For example, we are currently working with a State Extension Specialist in Montana who is interested in implementing and testing the grandparent component in her state. She is applying for funding from a foundation and we have agreed to share our protocol and pre- and post-test with her. Furthermore, she has suggested we reach out to another State Extension Specialist at Auburn who is interested in the grandchild/youth program. Through these early contacts we believe we can build a nationwide program that is self-sustaining from other funding and possibly even through the larger Extension system.



*Project Team Members: L to R - Heather Greenwood-Junkermeier, Lori Yancura, Nate Riggs, and Christine Fruhauf.*

## University of Connecticut

CYFAR Outcome: School Age (K-8) | Common Measure: Technology

**Program Description:** An 11-week Healthy Homes curriculum was delivered to 88 youth in grades 4-6 at seven after-school sites in Hartford and New Britain in 2015/2016. The Healthy Homes curriculum covers topics such as mold, pests, clutter, asthma, smoking, lead, and food safety. Two instructors were hired to deliver the curriculum to youth at after-school sites. A one-week summer program on gardening and nutrition was also delivered to 10 youth from Hartford at the Auer 4-H Farm in Bloomfield, Connecticut. iPads were provided to youth during the final weeks of the project - youth were able to try the Healthy Homes App and reviewed an on-line book called *Suzy and Jerome Learn About a Healthy Home*. Youth also kept weekly journals regarding their experiences with the lessons and newsletters were sent home weekly to parents covering content related to each lesson. We have been able to record a number of quotes from youth showing positive experiences and increased awareness with this project as a result of their journal reflections. Evaluation data collected as pre- and post-surveys have documented increased awareness and knowledge of healthy homes topics.

The Tools for Healthy Living Curriculum and Family Newsletters passed peer review and is in the final phases of acceptance as a national 4-H curriculum. The Healthy Homes App has been completed by our technology specialist and is undergoing licensing. Four urban 4-H clubs have been sustained at sites after this year's project.

**Sustainability:** The sustainability of the Tools for Healthy Living project is dependent on the full involvement of our site partners and understanding the benefits provided to youth participants. The goal is to sustain the project with urban 4-H clubs after the Tools for Healthy Living project is completed - clubs will have on-going messages of healthy living principles and expand to other projects. The relationships built with our partners over five years has created a stronger understanding of urban 4-H and the value for youth in these communities. We also have connected to families through newsletters and final celebrations; we would like to recruit parents as adult volunteers with urban clubs to keep families involved.



*The after-school Site Director works with youth.*



*A youth participant at a Hartford site looks at Lead Busters book - learning about lead.*

## University of Kentucky

CYFAR Outcome: Teen | Common Measure: Workforce Preparation

**Program Description:** The purpose of this grant is to provide life-skills programs for homeless and unstably housed youth in Jefferson County, Kentucky. The primary goal is for target youth to increase the number of critical life skills they possess to become more self-sufficient. Primary program content includes life skills development, particularly in communication/conflict resolution, decision making/goal setting, stress/anger management, self-responsibility/boundaries, teamwork, personal safety, healthy lifestyles, and workforce preparation. Short-term objectives include youth having an increased awareness and understanding of critical life skills, increased aspirations to become self-sufficient, and increased community awareness about homeless youth. Long-term objectives include youth increasing their application of critical life skills, youth showing evidence of self-sufficiency, and an increased number of community collaborations working with target youth. The program model is the YMCA Safe Place Services (SPS) Program Model. This model employs a multidisciplinary positive youth development approach that views youth in the context of family and community and conducts evidence-based programming based on the needs of participating youth.

**Sustainability:** The site coordinator is housed with the grant collaborator at the YMCA to act as a liaison between the YMCA, Extension, and the community at large. When the grant ends, it is hoped that this position will be sustained through combined YMCA/Extension funds and community buy-in and support as a result of successes of the program. A key collaborator for sustainability is Louisville Metro Council. They are regularly informed about the program and the impacts being made throughout the community to build relationships with the Metro Council and the Mayor's office to move toward a budget increase to support the CYFAR position after funding ends.

## University of Minnesota and Fond du Lac Tribal and Community College

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** The University of Minnesota (UMN) and Fond du Lac Tribal and Community College (FDLTCC) developed an approach to address educational disparities in access and achievement for teens at risk. Choices made during late adolescence are crucial as these decisions shape the path youth are likely to walk for the rest of their adult lives (Eccles et al., 2003). FACES (Fostering Achievement and Connection to Engage Students) is built upon a three-pronged approach: an evidence-based student-engagement intervention, Check & Connect, combined with Teen\$KnowHow, a financial education curriculum to help students practice making informed financial choices and Live It! Real Life Nutrition for Teens programming, a set of diverse activities and events directed at improving physical health and wellness. Each spring FACES participants will participate in community events that showcases their financial literacy and healthy living decision-making skills alongside their academic achievements. In 2015, the UMN and FDLTCC began planning FACES implementation with our community partners, all in Minnesota, at Bolder Options in Minneapolis/St. Paul, Rochester, and the Ojibwe School and the Cloquet Middle School both in Cloquet. Commonality between the community sites is a dedication to working with vulnerable communities developing positive adult relationships through mentorship. Cooperation with UMN Extension Educators also helped shape the financial literacy education plan with input from each community.

**Sustainability:** Sustainability has been broached from the perspective of extending and building upon relationships with other community members and agencies to serve as mentors in the future. The financial and nutritional lessons can be incorporated into the current programming at the community sites.

## Cornell University

CYFAR Outcome: Teen | Common Measure: Leadership Development

**Program Description:** CITIZEN U stands for CITIZEN YOU and CITIZEN University. CITIZEN U uses Cornell Cooperative Extension's 4-H Signature Program, Youth Community Action, to promote civic engagement and workforce development among underrepresented youth in two high need communities. CITIZEN U is a metaphor for creating a university environment in which teens are empowered to become community change agents and graduate from high school prepared for college, careers, and citizenship. CITIZEN U began 2015 in the national spotlight when National 4-H Council announced that Teen Leader Nosa Akol had won the 2015 Youth in Action Award, the organization's highest youth honor. In October, 4-H National Headquarters selected Nosa to represent 4-H on American Graduate Day. Nosa and Jamila Walida Simon, CITIZEN U Technology Coordinator and New York State 4-H Citizenship and Civic Engagement Specialist represented 4-H on the live national broadcast, shown locally on WSKG-TV. American Graduate Day is part of the Corporation for Public Broadcasting's continuing commitment to addressing the nation's high school dropout crisis. One hundred percent of the CITIZEN U Teen Leaders completed their two-year commitment to CITIZEN U and graduated from high school entered college with full or partial scholarships at two- and four-year colleges/universities, including Buffalo State, Niagara University, SUNY Binghamton, and SUNY Broome.

**Sustainability:** The CITIZEN U team in Broome County received a two-year grant from the United Way of Broome County and the Community Foundation for South Central New York to work intensively with targeted community agencies to develop their youth workers' skills in developing Youth Community Action (YCA) programs, promote interagency collaborations, and utilize CYFAR principles for community-based programming. The Broome County Youth Collaborative has successfully sustained and institutionalized CITIZEN U's YCA program model in several Broome County youth-serving organizations (e.g., Boys and Girls Club of Western Broome, Binghamton YMCA Afterschool Program, OASIS Afterschool Program, Binghamton University's Liberty Partnership Program and the Binghamton Housing Authority's Gang Prevention Program). In Monroe County, the City of Rochester has fully sustained the CITIZEN U program model.



*The CITIZEN U Teen Leaders celebrate completion of the program, as 100% of the graduating seniors celebrate their acceptance to college.*



**Cornell University**

*CITIZEN U Teen Leader Nosa Akol received the 2015 Youth in Action award, National 4-H Council's highest youth honor.*

## University of Wisconsin

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** Nicianak 4-Health utilizes a positive youth development model including 4-H Clubs to improve 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, and increase opportunities for safe recreation and physical activity. Activities target knowledge, attitudes, and habits related to making healthy choices in a culturally affirming setting. Programs also focus on building caregiver and community supports to sustain programs so that youth in both communities have access to high-quality program environments. In 2014-2015, the team hosted focus groups to engage Menominee parents and caregivers of youth in grades K-2 to provide their voice in designing programs they would like to see offered in their communities. This parent and caregiver input was incorporated into program design, such as purposefully including cultural history and arts into program offerings and modification of the original target audience to include the whole family in events (youth, parents, siblings, and extended families). Since programs began in March 2015, 103 children and 56 adults have attended at least one educational event; 33 youth and 19 adults have attended ongoing programs. Initial results of the program have demonstrated increased knowledge of nutrition and physical activity requirements for elementary school-aged youth.

**Sustainability:** We believe that sustainability is a focus right from the start of our program. We collaborate with the College of Menominee Nation, a visible and trusted community leader within the reservation. They provide meeting space and staff members to support the grant. We have completed community mapping of agencies and programs related to our program objectives and included them in program planning. Project staff participate in monthly youth service provider coalition meetings with partners through the reservation. We have also gained support from the Tribal Cultural Commission who represent Tribal Elders in cultural research and programming. We intentionally engage Menominee parents and caregivers in providing a voice and leadership for the types of programs they would like to see in their communities. Programs offered reflect their ideas and interests, and provide support for their continued involvement and eventual program leadership at the end of the five-year funding.



*Youth in the Nicianak 4-Health program vote on ingredients for trail mix and their 4-H club meeting structure.*



*Girls learn traditional Menominee hand games at the Nicianak 4-Health program on the Menominee Indian Reservation in Wisconsin.*

## University of Mississippi

CYFAR Outcome: Parent/Family | Common Measure: Physical Activity

**Program Description:** Positive Parenting Practices is a program to educate pregnant and parenting teens and emerging adults on positive parenting, child development, conflict management, nutrition, and professional skills. The short-term goals are that, after participation in the program, teens will report more progressive beliefs in their parenting and child-rearing attitudes and show improved workforce preparation skills. The long-term outcome is that the community organizations will develop a social support system for pregnant and parenting teens that is sustained over time. Program implementation began in June 2015 with eight participants. These participants completed over 20 hours of face-to-face parenting education. Participants engaged in six group sessions, focusing on transition to parenthood, communication techniques, and co-parenting skills. Participants also attended individual sessions with subject areas matched to individual needs. Throughout the program, parents were connected with resources to aid in parenting. Seven participants completed a pre/post-program survey that measured parenting attitudes (e.g., expectations of children, parental empathy toward children's needs, use of corporal punishment, children's power and independence, and parent-child role responsibilities). All parenting attitudes improved to some extent, with those related to children's power and independence showing the greatest improvement.

**Sustainability:** Individuals from community-based organizations, schools, health agencies, and state agencies serve on a program steering committee in each site to help develop a sustained support system for pregnant/parenting teens and emerging adults. At quarterly face-to-face meetings coordinated through the county Extension office, program updates are shared, needs are discussed, and members network to learn about the services that each group offers. Committee members refer participants to the program and connect them to community resources.

## Oklahoma State University and North Carolina State

CYFAR Outcome: Parent/Family | Common Measure: Parenting

**Program Description:** The Program is designed to increase academic achievement and college enrollment and build resilience in Latino families through intensive 24-month support (two school years) via three major components: 1) Increasing parental involvement through a five-week Juntos Family Workshop Series, plus monthly family night booster sessions thereafter; 2) Success coaches develop an individualized success plan for each child to help develop personal agency in child through development of skills in problem solving, goal setting, academic achievement, etc; and 3) Promoting positive peer associations through 4-H and other activities that include weekly events during the summer culminating in a trip to Oklahoma State University (OSU). The evaluation uses an interrupted time series design with four points of data collection. The outcomes include: 33% decrease in absences, 23% decrease in tardies, 29% increase in grade point average. Significant change across time in: Child and parent expectation of amount of education, child commitment and attachment to school, child self-efficacy, number of negative peers, past 30-day substance use, and refusal skills.

**Sustainability:** Work is underway to generate a community-based sustainability plan. Some examples of current partners include: Tulsa Hispanic Chamber of Commerce, the Society for Hispanic Professional Engineers, Dayspring Counseling, YMCA, Campfire USA, Tulsa STEM Alliance, OSU Office of Institutional Diversity, Tulsa Public Schools, and the County Extension Office. The program is in its third year and has gained recognition by school district and has been included as an important piece of the district's strategic plan. Plans are underway to generate a 501c(3) entity that will contract with the school for services and generate support from local philanthropic organizations and community partners.

## Virginia Polytechnic Institute and State University CYFAR Outcome: Early Childhood

**Program Description:** Project Transforming Relationships through Intergenerational Programs (TRIP) involves an intergenerational (IG) model to support the development of at-risk children and elders through IG programming and community building. TRIP focuses on staff training to increase knowledge about participants and science-based practices to achieve desired results and sustainability with frequent, voluntary IG contact where young and old exercise skills and share social histories. The technology plan includes training staff and participants to adopt appropriate technology to implement and document IG curriculum.

**Sustainability:** Two Virginia Cooperative Extension Agents manage Project TRIP at three current sites. Evaluation data indicates a positive impact of Project TRIP on participating children, elders, staff, and administrators, which strengthens the Agents' commitment to program sustainability. New partnerships with the children's programs (e.g., Area Agency on Aging) strengthen sustainability. Each site currently implements intergenerational (IG) programming with existing staff, rather than relying on staff hired to support Project TRIP. Focus group data gathered in January 2016 reflected a shift among administrators towards ownership of Project TRIP, resulting in revisions to job descriptions. An expert on IG volunteer programs is consulting with each site to develop a plan for recruiting, selecting, training, and supervising volunteers. A steady supply of older adult volunteers for intergenerational programming and other program support meets a critical need for sustainability.



*The adult day music therapist engages IG partners with shared materials that foster musical and generational harmony.*



*Local Teens participating on a panel where youth generate a list of questions that they would like the older teens to answer.*

## **University of Vermont and State Agricultural College**

CYFAR Outcome: School Age (K-8) | Common Measure: Workforce Preparation

**Program Description:** The Vermont PROMoting School-community-university Partnerships to Encourage Resilience (PROSPER) project is an evidence-based strategy that entails developing a community team that works towards implementing a 6th grade family program and a 7th grade in-school program, both evidence-based interventions focused on developing communication and other positive skills that yield resiliency and strong families. In the 2015-2016 program year, one site (Lyndon) offered both school (Botvin Life Skills) and family programs (Strengthening Families Program Ages 10-14) reaching 47 individuals. The Lyndon team is also in the process of creating a video to showcase the programs while teaching technology skills to the youth involved. The second site (Otter Valley) is still forming. The community team is building its participation and is currently making decisions as to which programs it will offer in the 2016-2017 academic year. Using a reflective pre/post survey from our family program, participants indicate that 70% of parents say that they are now more likely to handle problems after they've cooled down, and 50% are now more clear with consequences for breaking rules. Fifty percent of parents are also now more likely to follow through with those consequences for breaking rules. Eighty-nine percent of youth participants indicated that they now know one step to take towards reaching their goals.

**Sustainability:** A key part of the PROSPER model is the community Team. This team is made up of key school administrators, teachers, business owners, and representatives from other community organizations and health and wellness programs. The team meets monthly and sustainability is always on their agenda. One approach they are taking is reaching out and creating partner "champions" from the community to support the PROSPER efforts within their community. Most recently they supported the school in receiving a grant to help support running a session from Northeastern Vermont Regional Hospital and their Community Health Fund. The team is also in the planning stages of a yearly community event that will promote and bring awareness to the program and become a yearly fundraiser. The team is also in the planning stages of working with students and families to create a promotional video that can be shared with potential supporters/financial donors.

## Oregon State University

CYFAR Outcome: Teen | Common Measure: Leadership Development

**Program Description:** The Oregon Sustainable Community Project (SCP) delivers after-school/summer programs at middle schools and community organizations known to have substantial numbers of at-risk, low income, and/or Latino students in Benton and Linn Counties. The primary target audience is Latino youth in grades 6-8. The program features a core healthy living curriculum, which focuses on food, nutrition, and physical activity with teamwork as a learning strategy. Challenging experiential learning activities include digital food and fitness journals, videography, presentations, hands on cooking, ethnic recipe sharing and food science. Groups are organized as 4-H clubs that meet once a week for 1-2 hours in school and/or community organization facilities. Field trips and other outings (hiking trails, summer camps, Oregon State University's Dixon Recreation Center and Food Innovation Center) complement classroom activities. 4-H Faculty coordinate programming with volunteers. These programs use the FIESTAS (Families Involved in Education and Sociocultural Teaching and STEM) model to deliver the Food, Fitness, and Fun after-school programs by engaging university students in culturally and linguistically diverse settings. Benton and Linn Counties will offer the *Juntos* parenting program that addresses a secondary component of the project, engaging parents in activities designed to increase their ability to support the academic achievement of their children.

**Sustainability:** A critical aspect of sustaining the participation of Latino youth and families in Oregon 4-H is the presence of bilingual, bicultural staff and/or volunteers (Hobbs & Sawyer, 2009), a practice that is built into the Food, Fitness and Fun Program. Additionally, older Latino youth (College students) were recruited as program student workers to provide role models for project participants. This program also includes family members during the healthy living program and built in *Juntos* curriculum as an inclusiveness strategy of educating participants (who are considered 4-H members) and their families about the many activities 4-H offers and encouraging their involvement in the broader 4-H program. For financial sustainability, project co-directors are developing strategies to pursue additional program funding.



*Middle school student follows a Food Hero recipe. Food Hero is a bilingual social marketing strategy created by Oregon State University to promote healthy and affordable meals.*



*Middle school program participants judge each other's recipe.*

## University of the Virgin Islands

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** The Healthy Youth Leading the Way in the Virgin Islands Program is a childhood obesity prevention project targeting youth, ages 5-14, on St. Croix and St. Thomas, in the U.S. Virgin Islands. It is based on the premise that young people can have a powerful impact on nutrition decisions in their households. Focus will be on nutrition, physical activity, and gardening; youth also receive tutoring and homework assistance. Fridays are dedicated to 4-H programming. This five day a week, after-school program is located in housing developments on the respective islands. The St. Croix site has started, and the program is being implemented as planned. A parent orientation was held, and approximately 15 youth attend the daily sessions. However, it is anticipated that 25-30 youth on each island will participate once the project is fully implemented. The hiring of permanent staff is scheduled to occur before July 2016. The St. Thomas project is ready to commence as soon as a site coordinator is hired. Sites have computer technology set-up for use by participants and their parents. Pertinent materials have been secured and youth have started to identify very strongly with the program in their community. The project is being housed in low-income housing developments in partnership with the local housing authority. An Advisory Council has been established and monthly meetings occur. Community partners on the Advisory Council include local government agencies, the Governor's office, and the University of the Virgin Islands staff.

**Sustainability:** Selection of Advisory Council members has been strategically done so that members of the general community may be able to sustain the program. The meetings emphasize this goal on a regular basis; also, additional members will continue to be added to the council. Recently, a local senator was added to the council which may result in a more favorable outcome for the program once federal funds are no longer available. A previous CYFAR project is presently being sustained through a private management company and their staff person is on the current CYFAR Advisory Council. Families are working to create a promotional video that can be shared with potential supporters/financial donors.

## Penn State University

CYFAR Outcome: Teen | Common Measure: Parenting

**Program Description:** The Pennsylvania Sustainable Community Project goal is to foster the positive growth and development of middle-school youth by strengthening families, building skills, and reducing youth problem behaviors (e.g., substance use, violence, other problems). One aspect of this project involves bolstering the parent-adolescent relationship because of its importance as a mechanism to improve youth's lives. In order to meet this goal, the evidence-based partnership model, PROMoting School-community-university Partnerships to Encourage Resilience (PROSPER) will be employed. PROSPER links three existing infrastructure systems to enhance the resiliency of youth and their families – the Land-grant university, the Cooperative Extension System, and the public school system. Through these new linkages, PROSPER is designed to strengthen the expertise and broaden the resources of community teams to implement coordinated school and family-focused prevention programs that enhance resiliency and decrease problem behaviors.

**Sustainability:** Sustainability should be regarded as a process, rather than an outcome, with teams gradually building a "bridge toward sustainability" over a period of years. During this bridging period, teams gradually assume increased responsibility for sustaining PROSPER teams and sustaining and growing EBIs, with ongoing, high-quality implementation. In year two, the PROSPER Team initiated the formation of strategic partnerships with key individuals and organizations in order to support local sustainability. The first goal within our efforts is to maintain an active and increasingly capable PROSPER team. The second goal of sustainability is to ensure continued family and school participation, as well as the acquisition of funds to support program costs.



## West Virginia State University

*A youth helps pull plants out of the Spring Hill Elementary SCRATCH garden as it is prepared for Fall plantings.*

## West Virginia State University

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** SCRATCH stands for Sustainable Community Revitalization in Appalachia Through Children’s Hands (SCRATCH). The SCRATCH Project works with children at the A.D. Lewis Community Center, the Fairfield East Community Center, and Spring Hill Elementary School in Huntington, West Virginia to teach them sustainable gardening and other skills utilizing the Junior Master Gardener curriculum. SCRATCH also provides children with valuable experience in becoming successful “agripreneurs” by teaching them how to sell their produce to local restaurants and farmer’s markets. In the end, the program is eliminating blight, adding to the local tax base and helping to feed the local community. Since 2011, SCRATCH has provided education and interaction in the garden to 150 children in kindergarten through 8th grade. In the past year, children involved with SCRATCH have planted and harvested produce at all three sites. Children have sold produce at “The Wild Ramp”, a market in Huntington, WV and sold sweet potatoes to the local restaurant, “Butter It Up.” Children from SCRATCH have also participated in cooking classes at Huntington’s Kitchen where they learn to prepare the produce they grow and harvest to help feed their families.

**Sustainability:** The SCRATCH Project is in the process of encouraging the three sites in Huntington, WV to take ownership over the gardens that are currently attached to their community centers and school. Spring Hill Elementary school teachers have had the largest amount of success with this; teachers have a “class” bed for which they are responsible. Although students do not see any financial gain from the produce harvested at Spring Hill Elementary School, it is the focal point of school and community activities. For example, the students had a “Salad Party” last year – students, faculty, and staff shared produce harvested from the garden and made salads and socialized. Students tried “new” fresh vegetables and the school community shared time together to discuss and organize around the garden. West Virginia State University Extension Services is currently looking for opportunities to obtain resources to continue production at the Maudella Taylor garden (connected to the A.D. Lewis Community Center).



*A youth waters newly planted Sweet potatoes at the Maudella Taylor Garden in Huntington, WV.*



*A youth prepares to plant a garden bed with beet seeds at the Maudella Taylor Garden in Huntington, WV.*



*High school students at a food security summit sharing their knowledge.*

*Planning for success, youth and adults working together.*

## Ohio State University

CYFAR Outcome: Teen | Common Measure: Leadership Development

**Program Description:** Urban GEMS (Gardening Entrepreneurs Motivating Sustainability) is a multi-faceted 21st-century positive youth development initiative designed to reduce high school dropout by enriching the science, health, personal, and career development curricula at two community sites that serve youth and families placed at high risk. The measurable goals and objectives of Urban GEMS are to increase student engagement through project-based learning and improve health-related knowledge, attitudes, and behaviors among the youth participating in our program. Urban GEMS aims to increase the youth's attendance, engagement in school, and their fresh fruit and vegetable consumption by 50 percent during the program. The Urban GEMS team will create a sustainable model that engages youth as leaders in developing and applying 21st-century skills to address local community needs as they work side-by-side with caring adults inspired by their passion for young people.

**Sustainability:** Urban GEMS is fast becoming a platform for community benefit. For example, the potential to create a small business around herb/leafy vegetable gardening using the Aeroponic Tower Garden® system is a real possibility. We have applied to the Kresge and Aetna Foundation for funding support to expand the program with a strong community food security focus. The lessons learned will be integrated as we create a model for engagement, growth, and success among a highly vulnerable population of students. In addition, we will further institutionalize our efforts by maintaining and growing effective partners for the school. We are engaging strong partnership for business development with a constant eye to creating opportunities for youth ages 14-25 years old.

## Ohio State University

CYFAR Outcome: Parent/Family | Common Measure: Parenting

**Program Description:** The 4-H Grilling and Beyond: Cultivating Healthy Fathers, Kids, and Communities project blends fatherhood education, 4-H youth development, and nutrition education together in the context of food grilling. The goals of this project are to (1) strengthen fathers' abilities to build meaningful relationships with their youth, (2) encourage healthy youth development, and (3) increase understanding of nutritious and healthy food preparation and consumption. Years one and two were spent identifying needs/interests in the community, developing curriculum, and running three proof-of-concept tests of the curriculum ideas. In Year three, we performed a feasibility study with multiple groups to test and identify areas of improvement. This has led to a refinement of the curriculum using a microlearning activity-based approach, as well as streamlining of numerous protocols. The full curriculum will be piloted multiple times in year three, during which we will perform extensive multi-phase implementation of the curriculum across two sites with multiple cohorts. The curriculum itself uses a novel approach to delivering content by integrating games and activities that allow participants to explore their relationships, using grilling as the gateway to start conversations. By coming together over a common activity and gaining skills and knowledge together in communication and nutrition, participants will set and work towards common goals to have stronger relationships.

**Sustainability:** The relationship we are developing with our community partner, FameFathers, is intended to become a lasting partnership. They are included in much of the decision-making and provide invaluable insights. As we develop products from our efforts (i.e., publications, content, data collection processes and procedures) they will be made available to others and to the community partner so that they can continue to do this work after funding ends. In addition, we're attempting to create a program-product that can easily be replicated and accomplish the greatest amount of behavior change possible.



*Working with youth on 4-H youth development topics.*



*Fathers and youth preparing their pizzas before grilling.*

## University of Kentucky

CYFAR Outcome: Parent/Family | Common Measure: Parenting

**Program Description:** Kentucky's Children, Youth and Families at Risk (CYFAR) "Strong Dads, Resilient Families" grant provides educational programs for fathers or father figures and their families. The primary goal is to strengthen parenting skills of fathers as a means to promote family resiliency. The program employs a multi-disciplinary approach that views fathers in the context of the family and community and develops programming based on local needs grounded in research.

**Sustainability:** The Todd County coordinator is housed in the Todd County Middle School. The schools have developed a strong relationship with the coordinator and lean on the CYFAR program as a way to connect students and their fathers. Plans are currently underway for continuing the CYFAR programming developed at the school. All four local schools are applying for 21st Century grants and, if awarded, CYFAR programming will be sustained through these grants by adopting the practices in working with the fathers through parent programs. The programming started through the Todd County Detention Center has built a very positive image for the CYFAR program and plans for sustaining this program are currently underway. After the grant ends, the Wolfe County Extension Office intends to move the coordinator into a full time 4-H assistant position as this seems like the best fit concerning the involvement of fathers and children in these two program areas.



*A father and son construct a working machine together during a STEM inspired father-child program.*



**University of Kentucky**

*A father and son practice their archery skills during an overnight father-child camping trip.*

## University of Arizona

CYFAR Outcome: Teen | Common Measure: Leadership Development

**Program Description:** The Teens Advocating Sustainable Change (TASC) project uses an evidence-based youth leadership program developed by Action for Healthy Kids, called Students Taking Charge. This program engages high school youth positively in wellness efforts through youth-adult partnerships in which activities encourage participatory learning, decision-making, critical and creative thinking, cooperative learning, leadership, and communications skills. The theoretical basis includes ecological theory, involving community collaborations, and social learning theory, involving experiential learning and peer teaching. Participating schools in Tucson and Douglas, Arizona form Student Wellness Advisory Teams (SWAT) or Healthy Living (HL) ambassador teams. Members of SWAT and HL teams receive training and support through TASC on healthy eating, being physically active, and taking leadership in their communities. Members of SWAT/HL team then disseminate information locally.

**Sustainability:** To promote the continuation of SWAT and Healthy Living Ambassadors (HLAs) we have leveraged grants from foundations including Fuel up to Play 60, the Tucson Osteopathic Medical Foundation, Summit Hut, and the 4-H Foundation. In addition, members of the Tucson High HLAs formed a 4-H Club this year. Our method for initiating a Healthy Living club at a school is to integrate our efforts with existing programs at the school. As a result, we expect that much of what has been transferred to the school, through TASC training, will continue beyond the life of the grant.



*Douglas High School (Douglas, Arizona) Healthy Living Ambassadors formed a cycling team. They teach younger youth safe cycling practices and participated in a 27-mile road race.*

## Alabama A&M University

CYFAR Outcome: Parent/Family | Common Measure: Parenting

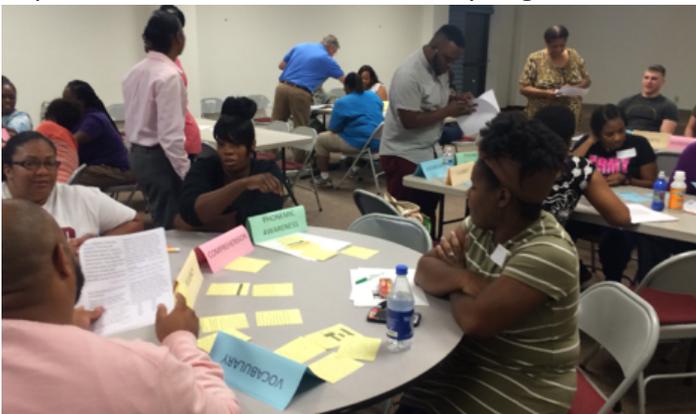
**Program Description:** The Parent Child Reading Enhancement Program (PCREP) is based on Urie Bronfenbrenner's ecological systems theory which notes how everything in a child's environment works together to affect how a child develops. This program teaches parents in low-income areas of Madison County, Alabama various reading strategies they can use in teaching their children how to read or improve their reading skills. The PCREP program consists of six weeks of instructions twice a week for one and a half hours. The focus of each class is on the five essential components of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency). While parents are being taught by trained educators on how to implement research-based strategies for building their children's reading skills relative to the five key components of reading, their children (ages 4 – 9) are simultaneously being taught the same skills by service-learning students from Alabama A&M University. During the last thirty minutes of the class, children and parents are reunited so that parents can demonstrate several of the strategies taught that day. The overall intention of the program is to help parents be more effective in demonstrating or reinforcing good reading behaviors in their children at home.

**Sustainability:** PCREP will seek additional funding to sustain the program after funding ends by way of grants, donations, and sponsorships. The search for additional funding will start during the first year of implementation. Presently, after only six months of implementation, three community agencies have

requested the program be implemented within their agency. Likewise, PCREP will consider charging a minimum fee for activities that have been successful throughout the funded period. Sponsorship will be sought from organizations such as Alabama A&M University's Health and Wellness Center to provide free use of their equipment and facilities. Early Childhood Education, Elementary Education and Human Development and Family Studies program areas at Alabama A&M University will be asked to incorporate the PCREP program into their list of practicum sites for their service learning students. Lastly, Urban Extension Agents of the Alabama Cooperative Extension System will be trained to implement the program so that they can train others.



*Parents use technology to teach reading.*



*Parents learn strategies to teach reading*



*Students from Alabama A&M teach youth reading strategies.*



*Buffalo Youth CAN Teen Leaders serve as delegates to 4-H Capital Days in Albany, the state capitol.*

## Cornell University

CYFAR Outcome: Teen | Common Measure: Leadership Development

**Program Description:** New York 4-H Youth Community Action Network (Youth CAN) uses Cornell Cooperative Extension's (CCE) 4-H Signature Program, Youth Community Action (YCA), to promote civic engagement and workforce development among high need teens in Albany and Buffalo. By creating youth-led networks of community organizations, Youth CAN Teen Leaders 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 from high school prepared for college, careers and citizenship. Youth CAN is implemented by CCE Albany County and CCE Erie County. In 2015, Youth CAN programming was implemented successfully in Albany and Buffalo/Lackawanna. Implementation focused on establishing the foundation for sustaining Youth CAN through laying the groundwork for establishing two youth-led networks of youth-serving organizations, Albany Youth CAN and Buffalo Youth CAN, and creating opportunities for broad-based community involvement in the project, while simultaneously providing a high-quality, high- context program experience for participants. During the summer, Youth CAN Teen Leaders were employed through summer employment funds received from the City of Albany and the City of Lackawanna.

**Sustainability:** Intentional efforts to sustain Youth CAN began as the project began and planning for sustainability is a topic at every Youth CAN team meeting. Intentional efforts have been made to integrate sustainability strategies throughout the program. CCE Broome County's experienced project staff bring their expertise from New York's successfully completed Community Improvement Through Youth—CITY Project (a 4-H National Headquarters Program of Distinction) and its current Exemplary CYFAR Program, CITIZEN U, and serve as mentors to the new Youth CAN project staff in Albany and Erie counties. Professional development opportunities are routinely offered to partnering community agencies and collaborators in order to support Youth CAN's sustainability goals. Evaluation findings are shared with collaborators and used to pursue funding from new funding streams.

## Rutgers, The State University of New Jersey

CYFAR Outcome: Teen | Common Measure: Leadership Development

**Program Description:** Science Pathways is a high context leadership development program that makes use of Makerspace as a conduit to learning. Currently, this program is funded by the CYFAR grant through USDA. The grant provides funding for five years to implement a sustainable program that will affect the lives of youth at risk. The guiding principal of this program is as follows.

If we give teens the opportunity to learn skills that prepare them for leadership in a digital future, expose them to the opportunities and resources in their community, and give them the support they need to plan for success, teens will be more able to transition from high school to a successful future.

Under this understanding, teen participants enter the program as freshman in high school (10 teens) and remain with the program throughout high school. An incoming group comprises a cohort. In September 2015, Cohort 1 will be the first group to enter the Science Pathways program. Every cohort will complete the same activities in the same year of participation. Activities and focus will change every year as a cohort progresses through the program. This pattern will continue until year four when the first cohort graduates from the program as the first completed cycle.

**Sustainability:** We have been successful in creating partnerships with two Boys and Girls clubs, one in Paterson and one in Trenton. They have given our group use of their space for this project and allowed us to keep supplies and storage at the facility. The Boys and Girls club of Trenton is also supporting the program by providing staff for program support product that can easily be replicated and accomplish the greatest amount of behavior change possible.



*Two students working on screen printing. This skill will eventually be used to print lamp shades for a final project.*



*Students participating in the Barnes and Noble Maker Day.*



**University of Tennessee, Knoxville**

*Students constructing a castle using limited items. The "castle" will eventually grow herbs! (Scott County, TN)*

## University of Tennessee, Knoxville

CYFAR Outcome: School Age (K-8) | Common Measure: Science

**Program Description:** The main mission of this project is to offer at-risk middle school students an after-school experience full of exciting learning opportunities in a safe, drug-free environment which will encourage and support their efforts to improve their academic achievement and enhance their physical, mental, and social well-being. Academic programs will focus homework, literacy, math, science, and technology. Non-academic programs will focus on well-being, such as social development/emotional development, decision-making and leadership skills. The primary premise is that before kids can really focus on their academics, they need to get a handle on all their “mental” issues both at home and within themselves. Students who participate in the after-school programs continue to show an average increase of one letter grade in the subjects of math, science, and reading compared to non-participating students. The initial grade difference between participants and non-participants seems to be due to simply turning in homework. Positive outcomes for academic success based on initial data collection seems to be related to leadership and responsibility provided to students in our programs.

**Sustainability:** Outside of the two CYFAR after-school sites, University of Tennessee Extension has been funded by the Tennessee Department of Education (DOE) for seven other after-school sites since 2005. That ten year relationship with DOE has, blossomed and DOE has come to respect our abilities. In the Spring of 2017, new funding will be available through DOE to add additional after-school programs to our existing DOE sites. We hope that our ten years of proven success with DOE will allow us to continue our CYFAR sites with DOE funds.



*Students learning about science and having fun too! (Scott County, TN)*

## University of Nevada, Reno

CYFAR Outcome: Parent/Family | Common Measure: Parenting

**Program Description:** The purpose of the Heart & Shield (H&S) program is to create an environment that allows Intimate Partner Violence (IPV) child and adult victims to obtain resources and skills necessary to break the cycle of IPV. Adult education and age-appropriate youth curricula include topics such as communication, problem-solving, healthy relationships, and conflict resolution. Family Night Out (FNO) events allow families to practice new skills in a fun, group setting. Common measure pre/post evaluations were completed. A qualitative assessment protocol was approved.

**Fallon Site:** An Memorandum of Agreement was renewed with Tribal Counsel. Program education expanded to address generational violence and new cultural activities. Seven adults and 17 children (ages 0-8) attended 12 two-hour classes and three FNO's. Twenty-one youth participated in 10 CYFAR-related activities, promoting positive relationship development and leadership opportunities. Staff observed an increase in family functioning and reduced family behavior issues in families attending.

**Elko Site:** Twenty-two H&S program workshops were developed to educate the public and agency personnel about the effects of IPV on families. The Co-Principal Investigator (PI) appeared on a 30-minute television program describing IPV and the H&S program. Workshops and promotion efforts generated new attendees and increased awareness for agency personnel to refer clientele to the program. Six adults and 10

children participated in the 16 H&S classes and FNO's. **Sustainability:** The PI has served as a resource for agency personnel who recognize the need for program expansion as they apply for additional funds to expand local services. The H&S program is an integral part of prevention plans regarding IPV. A statewide domestic violence organization has requested that once the H&S curriculum has been piloted, evaluated and revised, that they receive training to implement program curriculum with their clientele. As part of promoting the H&S program to community organizations to encourage them in referring families to the program, the Co-PI met with a District Court Judge. The Judge is working to establish a civil domestic violence (DV) court. After hearing about the program, the judge indicated plans to use H&S as the flagship program in which families would participate once the DV court is established. Funding the court would also include funding for the H&S program.



Mom and children "travel the skylines" on family picture day.



Parents and children make "family fun jars" filled with activity ideas to spur family interaction and engagement.

## Montana State University

CYFAR Outcome: Parent/Family | Common Measure: Leadership Development

**Program Description:** This project teaches youth on two Indian reservations in grades 5-12 how to use technology to learn about science. Youth at the Pretty Eagle school are learning how to build and fly drones, how to map for weeds using aerial devices (e.g., balloons, drones), how to use GPS to map weeds on the ground and how to use computer-aided design and 3-D printing to make replacement parts. High school students at the Two Eagle River school are learning to use iPads to make films related to astronomy, wildlife, and wetlands.

**Sustainability:** We have incorporated the programming/teaching into the classroom so the classroom teachers have the skills they need to continue with the projects after we leave and as new cohorts advance into their classrooms. They also have the equipment they need to continue the project.



*Student learning to fly a drone.*

## University of Rhode Island

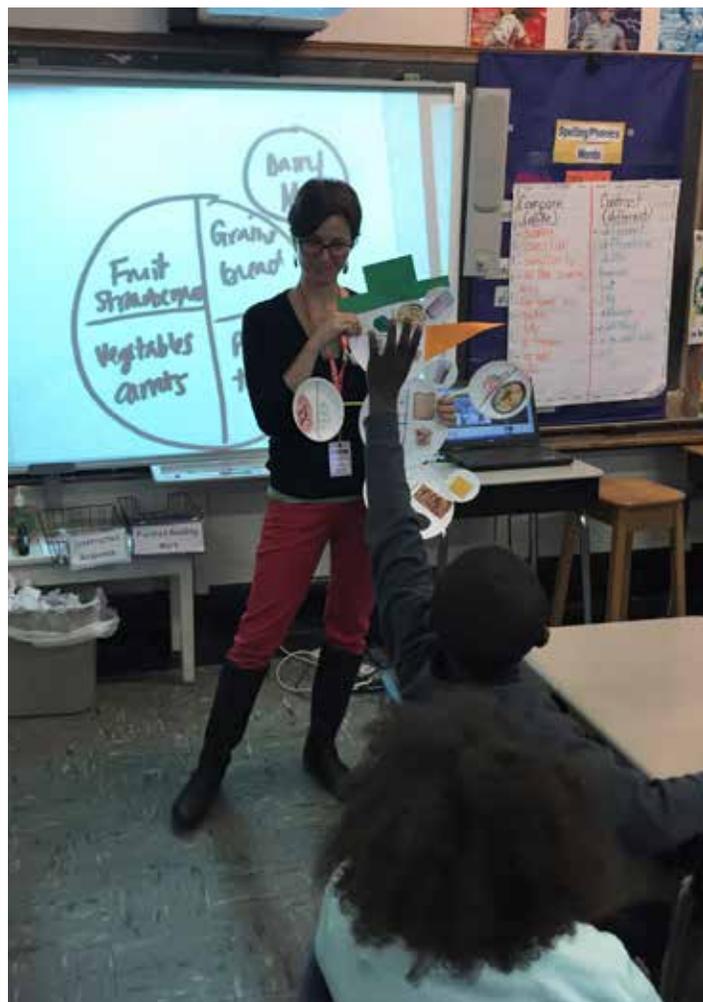
CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** The University of Rhode Island CYFAR grant is an ambitious, comprehensive initiative to link nutrition education through technology with third grade students, their classroom teachers, and their parents. The goal is to reinforce in-class and after-school education activities with parent involvement to foster behavior changes at school and in the home. Key behavior changes include increased fruit and vegetable consumption and decreased sugar-sweetened beverages and energy-dense snack intake. There are three programs associated with this grant: an in-school program for third graders that utilizes the “Body Quest: Food of the Warrior” 13-week curriculum; a 6-week after school program for third graders that uses the “Cooking with Kids” curriculum to encourage children to cook with and try new fruits and vegetables; and a six-week parent program for parents of third graders that uses an adapted version of “Healthy Children, Healthy Families: Parents Making a Difference!” curriculum which focuses on parenting practices to elicit nutrition and physical activity behavior change in families. All programs include technology by way of iPad use. Data on nutritional behavior changes are collected for all programs at baseline and follow-up, with control groups also completing surveys in order to assess the effect of the programs.

**Sustainability:** To sustain the in-school program, the original plan was to teach the program for the first year in front of the teachers and then provide all of the tools necessary for them to subsequently teach it to their future 3rd grade classrooms. However, this has not come to fruition as the teachers say they do not have the time to incorporate the program into their science curriculum in other years. Therefore, we are exploring other avenues to make the program sustainable. Such ideas include reaching out to the Physical Education/Health teacher to include it into their nutrition curriculum or to reduce the curriculum to a more manageable teaching commitment.



*During the “family night” program, parents and educators having a conversation around improving parenting practices to instill improved nutrition and activity behaviors.*



*A nutrition educator teaching about balanced meals and snacks during the in-school program.*

## CLUB MEMBERS TO DISPLAY ENGINEERING SKILLS AT LEGO ROBOTICS EXPO

Sixty members of our Chesnee and Mary H. Wright Boys & Girls Clubs will showcase their robotics models this Saturday at the Jr. First LEGO League Robotics Expo at the Chapman Cultural Center. The children have spent months working in teams to plan and build their machines that are designed to tackle a problem.

A great big thanks to Clemson University's CYFAR(Children, Youth & Families at Risk) program for sponsoring our Boys & Girls Clubs of the Upstate teams and providing coaches to help with their projects. Thanks also to the Spartanburg Science Center for hosting such an exciting event. **The Expo is this Saturday, March 21st from 9am-1pm. It is free, open to the public, and sure to be great fun!**



### Clemson University

CYFAR Outcome: School Age (K-8) | Common Measure: Technology

**Program Description:** In partnership with Clemson University, the Boys and Girls Club of the Upstate began implementing Lego Robotics clubs to enhance STEM awareness at two after-school programs in Spartanburg County, South Carolina—Mary H. Wright Elementary School and Chesnee Elementary School. Mary H. Wright Elementary School was the first to start its Lego Robotics Club with 3rd and 4th grade students in 2014. In 2015, Chesnee Elementary School added a Lego Robotics club for 3rd and 4th grade students. The Lego Robotics clubs are among the most popular activities with students at both sites.

In 2014, the Lego Robotics club from Mary H. Wright participated in the 2nd Annual Upstate Junior First Lego League Robotics Expo, hosted by the Spartanburg Science Center for students aged 6 to 9 years old. A few months prior to the annual March competition, the Spartanburg Science Center published the theme for the event on its website that required the students to think critically about a scientific program, such as recycling. Teams are required to structure their Lego Robotics project based on the annual theme and to provide a poster board display that describes their project. As a result of the enthusiastic response from Lego Robotics club members at Mary H. Wright in 2014, both sites entered five teams each in the 2015 competition, consisting of approximately six students per team.

**Sustainability:** Mary H. Wright and Chesnee Elementary schools are partnering with McCracken Middle School in Spartanburg County on Lego Robotics. McCracken Middle School offers a Lego Robotics program for students, including three elective classes for students with a focus on basic elements of robotics, NXT computational programming, and Lego based design/engineering. A representative from McCracken Middle School's Lego Robotics program is acting as a mentor for the advanced Lego Robotics Team at Mary H. Wright and Chesnee Elementary schools. In addition to mentorship, McCracken Middle School provided materials and built a Lego table for the advanced Lego Robotics Team. Both CYFAR sites have the necessary resources to sustain the project when funding ends.

## West Virginia State University

CYFAR Outcome: School Age (K-8) | Common Measure: Workforce Preparation

**Program Description:** The West Virginia University/Iowa State University CYFAR Sustainable Community Project has PROMoting School-community-university Partnerships to Encourage Resilience (PROSPER) community collaborative teams to provide evidenced-based Strengthening Families programming for 6th grade students and families in four communities. Four rounds of family programming and two “booster” sessions have been held. A remarkable 100 percent of the families who have participated in the program in West Virginia have returned to complete the entire seven session series. Families in Iowa have consistently opted to return for “booster” sessions after completing the series. Teens serving on local PROSPER collaborative teams play significant roles in recruiting families to the program. Strong support has been garnered from local partners including one sheriff’s department which has donated staff to serve as Strengthening Families 10-14 trainers for the family program. Schools have dedicated time for teams to work with children and share information with families. Local media outlets have publicized programming, and partners have dedicated staff, facilities, expertise, and financial resources to support family programs. Agreements have been established with three community schools to implement evidenced-based programming for all 7th grade students. Pre-and post-surveys were conducted with youth participants in Iowa and West Virginia. Perception of character, supportive relationships, social norms, opportunity for skill building, and physical and psychological safety increased from pre- to post-survey.

**Sustainability:** Effective PROSPER collaborative teams, which meet monthly, have been established in four communities. These teams are successfully implementing programming and addressing CYFAR SCP project sustainability needs. Teams build the sustainability of their projects by engaging key community stakeholders from local schools, businesses, churches, human service agencies, and other community organizations in the promotion of evidenced-based family and school programs. Through leveraging these partnerships teams continue to publicize the importance of creating a healthy prevention environment in the entire community. Local partners have donated program sites, food for family meals, expertise, and a variety of additional resources to support program implementation. Teams in West Virginia and Iowa have dedicated hours in the provision of outreach and promotion efforts at school and community functions to share information regarding PROSPER and the importance of building healthy communities.



*Families Participating in the Strengthening Families 10-14 Program in Brooke County, West Virginia.*



*A Couple of 4-Hers await the buzzer at the Utah Underwater Robotics Competition in March. Sponsored by Brigham Young University Seaperch program. Youth worked in teams of 3-4 to design and build their robots.*

## Utah State University

CYFAR Outcome: School Age (K-8) | Common Measure: Science

**Program Description:** This was the first full year of CYFAR funded programming at Aspen Elementary, East Meadows Elementary and Larsen Elementary. Each school offered a minimum of two afterschool clubs each day five-days a week and sometimes 3-4 clubs in a day. These clubs covered a variety of topics including Science, Technology, Engineering, and Math as well as clubs that focused on healthy choices, art, and leadership. One of the most exciting big events for each site is the Utah Underwater Robotics Competition. Youth spent many hours in their underwater robotics clubs designing, building and testing their own underwater robotics. STEM projects are the most popular clubs and offer children an opportunity to “Do Science” through hands on exploration. Last year Larsen Elementary instituted a Leadership Club (Ambassadors) that recruited 5th and 6th grader that met together to learn about leadership skills and then those same youth assisted younger youth during club time throughout the week. This year the other two sites successfully implemented the leadership program at their sites as well. Principals, teachers, 4-H club leaders, and students alike have provided positive feedback on this leadership program.

**Sustainability:** Through the CYFAR funding we have begun developing new STEM curriculum. This curriculum is beta-tested and peer-reviewed ensuring quality curriculum that will be relevant for years beyond the initial grant. Through CYFAR funding we have also begun developing “checkout kits” that are filled with non-consumable supplies that will allow club leaders or site coordinators access to supplies without the cost of new purchases each time. Fun and worthwhile professional development for site coordinators and volunteer club leaders increases enthusiasm and dedication to the program. As principals, teachers, and parents have the opportunity to experience the program and see the value it brings to the school, their desires to continue the program beyond the grant increases bringing in greater parent, teacher, and administrator involvement.



**University of Maine**

*Maine 4-H Community Central youth engaging in STEM.*

## University of Maine

CYFAR Outcome: School Age (K-8) | Common Measure: Science

**Program Description:** Maine 4-H Community Central is an initiative to build stronger families through the 4-H program at public housing sites. This project engages youth with their parents, elders, school, and community through hands-on 4-H projects in science leadership and citizenship. Youth who participate demonstrate knowledge, skills, attitudes, and behaviors necessary for fulfilling contributing lives. University of Maine 4-H faculty and staff partner with public housing and local schools in Lewiston and Portland as part of Community Central. Research informs us that a child's environment can have significant impacts on that child's learning outcomes. The Community Central program introduces 4-H programming to mitigate risk factors, build social capital, and connect children to positive assets. University of Maine 4-H is on the cutting edge of serving an important and vulnerable population. Please visit the Community Central blog at: <https://umaine.edu/4h/tag/4-h-community-central>

This year in Lewiston and Portland, Maine a total of 669 youth in grades 3-8 received over 468 hours of 4-H programming in their local communities. Youth experienced hands on science, engineering, technology, and math taught by teen mentors and community leaders. A total of 25 teens in grades 9-12 dedicated 332 hours of mentoring and leadership to young people in their communities. Teens also completed a total of 60 hours of supervision and over 100 hours of training and planning to prepare and implement lessons with younger students.

**Sustainability:** Maine 4-H has identified five specific approaches to creating a sustainable 4-H program at public housing sites. The first is to recruit, train and enroll two adult 4-H volunteers at each site each year. The second approach is to integrate the Community Collaboration Approach with the community partner organization. Third, they will model affordable programming using materials and activities that any sustained youth group can duplicate. The fourth approach is to foster and sustain a tradition of trust and collaboration between organizations that work with the public housing sites so that those organizations will value the interconnected approach to problem-solving and community development. Lastly, youth in the program will be involved in local 4-H club programming allowing families to continue involvement independent of any CYFAR funding or efforts and will assure involvement of the local Extension office.



*4-H Community Central Teen Leaders preparing to serve as Honorary Pages at the Maine House of Representatives.*

## Delaware State University

CYFAR Outcome: Parent/Family | Common Measure: Nutrition

**Program Description:** The Delaware State University Sustainable Community Project is a youth/adult development project with the primary focus on community gardening. The garden is the focal point that allows us to teach and instruct on safe food handling, nutritional cooking, physical fitness and gardening. The youth and adults work to create a successful garden while placing emphasis on proper nutrition, growing natural foods, learning to cook these products in an easy and nutritional way by changing negative food habits, eating more fresh fruits and vegetables, and incorporating fun physical activity.

**Sustainability:** We are laying the foundation for community partners to keep the garden and its processes going through our volunteer network that we are developing. We have established rapport with the housing board of directors and they have indicated interest in keeping this project going. Once we develop a consistent audience, we will work with them to train additional volunteers to help keep the project going.



*Youth and adult working the garden.*



*GROWLers (Growing Real Opportunities in Work and Life) from Clayton and Fulton County, Georgia participated in the 4-H Project Achievement process where they completed portfolios (resumes) in a project area and gave illustrated talks at the weekend competitive event at Rock Eagle 4-H Center.*

## University of Georgia

CYFAR Outcome: Teen | Common Measure: Leadership Development

**Program Description:** Project GROWL represents a collaborative effort by University of Georgia Cooperative Extension, county governments, and local schools to impact teens' lives through opportunities to master content in agriculture, the environment, policy, and socio-emotional life skills with an overarching goal of empowering teens to become influencers within their communities. 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. 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.

First year participants engaged in the program and became excited about the upcoming year. The site coordinator covered curriculum on goal-setting, effective communication styles, and professional development. Because the school is the central location, or hub of activity, this program works with school related partners to integrate the community. The first year of programming focuses on building, research, and individual life skills related to communication to build on the content areas of agriculture, the environment, and policy for future years.

**Sustainability:** The project will be sustained through several sources of funds. Building community support (through the schools) will partially support sustainability. Secondly, maintaining an urban production garden will provide limited financial support for programming for teens. The teens will "earn" funds through their volunteer work to offset the registration fees for outside the county opportunities. Lastly, with the demonstrated impact, a goal is that this project and similar opportunities to highlight extension work in a metro area leads to greater support from the County Governments and School Boards for financial support for positions to lead and develop volunteers for this programming.



*Thirty first generation 4-H members from the Oakland 4-H Club participated in the area 4-H Talent Show. They demonstrated how dancing can be a part of healthy living!*

## Purdue University

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** A collaborative community effort between Indiana 4-H Youth Development and Purdue Athletes Life Success (PALS) will inspire kids to stay active and healthy all year long. Through an environment that encourages personal improvement and positive relationships with peers and caring adults, youth will develop healthy habits which will positively impact both their academic and personal life. Hands-on, interactive club meetings throughout the school year and a four-week summer day camp on a college campus will provide the safe, caring environment for youth to gain skills that will improve their physical, mental and emotional health now and in the future.

**Sustainability:** The clubs are already working toward sustainability. The Sunnyside 4-H Club is conducting an activity to develop a healthy snack that can be sold at the county 4-H fair. This will spread healthy living principles but also generate funds that the club can use. They are working to find ways to incorporate more parents/guardians as volunteers and chaperons to create more community buy-in for longer term support.



*Youth from the Sunnyside 4-H Club learn to prepare healthy smoothies as part of their snack.*

## Iowa State University

CYFAR Outcome: Teen | Common Measure: Workforce Preparation

**Program Description:** Juntos: Together of a Better Education and Success for At-Risk Youth in Iowa continued in Muscatine and Des Moines, Iowa. The program engaged youth (n=29) and parents/caregivers (n=37) in educational programming (Juntos curriculum) and supporting activities (Family Fun Nights, 4-H club, Academic mentoring, college visits) to further enhance youth academic performance and parent/caregiver engagement to support children in reaching their goals that set them on a path to education beyond high school.

Success Coaches provided academic mentoring to youth and met with parents/caregivers, community organizations, and Extension educators to ensure that program deliverables linked youth and parents/caregivers to a variety of resources to help youth understand and experience the paths to education beyond high school. Extension educators and volunteers facilitated Juntos family workshops and 4-H/Youth Development programming via 4-H clubs. Youth visited community colleges and universities campuses. Latino college students assisted with family workshop activities and served as informal mentors to youth. Local partners perceive Juntos to be a program that is aligned with their goals to support the well-being of Latino youth and families. School staff are committed and engaged in making sure Juntos continues in their schools. Leadership at local project sites has leveraged CYFAR funding to garner additional financial support for the local programs and activities.

**Sustainability:** Collectively with another Iowa State University initiative in Des Moines, three community meetings invited community organizations to discuss future partnerships around high school graduation and helping create college-going family goals for K-12 youth. The Juntos program model is prevailing as the youth development program for middle and high school youth. More focused meetings are being planned to further develop intentional partnerships and investment to create a sustainable Juntos program. The Muscatine site is developing relationships with funders that they hope to build on as the project moves forward and transitions to being self-sustained. Two major funders in the community (United Way of Muscatine and Muscatine County DECAT) have provided \$4,178 through grants. Also, 20 hours/week of the Success Coaches time was contracted out to West Liberty School District which should reduce costs to the local Extension program once the grant ends. The local Extension Councils perceive the program as important to their local programming.



*4-H Youth Development Program Specialist leads youth through challenge activity.*

## Louisiana State University

CYFAR Outcome: School Age (K-8) | Common Measure: Leadership Development

**Program Description:** The Healthy YOUth...Strong Community program has begun providing a series of lessons and activities designed to develop the leadership skills of youth and adults through the use of hands on learning experiences. The experiences target two age groups with the younger group focusing on gardening and nutrition education, and the older group using the garden and other resources to develop their communication, technology and leadership skills. Youth and adult partnerships will be developed through a series of advisory meetings and volunteer trainings designed to develop ownership and increase knowledge of participants. The goal of the program is for participants to sustain positive changes in attitude, involvement, and behavior related to healthy life choices, community involvement and their future. Pretest data has been collected for the CYFAR common measures. Initial descriptive analysis of the core competencies revealed that 74% of youth believed that it was important to do their best, even when they did not like the job. Seventy percent of youth believed that it was important to help make the world a better place to live. Sixty-five percent of youth believed that it was important to tell the truth and to do the right thing, even when their friends made fun of them.

**Sustainability:** Actions are being taken to create a strong base of volunteers, by educating them about the goals and expectations of the program. Seven volunteers participated in an out-of-state conference during the Spring, which provided them professional development opportunities and helped develop their relationship with our CYFAR program manager. Follow up was conducted with the volunteers to reinforce concepts learned at the conference during the bi-weekly site manager meeting, which is held to facilitate positive communication about the program. Regular communication is conducted with collaborative partners to ensure they are aware of the program goals and resources are being secured to enhance the sites programming capabilities.



*During the Louisiana Healthy YOUth Strong Communities Family Night youth and their parents worked together to build a tower to develop communication skills.*



*Teens from the Louisiana Healthy YOUth Strong Communities program spoke at the local governing bodies about their experiences in the program.*



*Michigan State University Extension SCP team receiving the 2015 Innovative Technology Award.*

## Michigan State University

CYFAR Outcome: Parent/Family | Common Measure: Parenting

**Program Description:** The Michigan State University Extension Sustainable Community Project is designed to provide parent education and critical support to Michigan’s high-context parents of children ages 0-3 years through traditional face-to-face group classes and online “virtual” classes. Through these venues participants will learn key parenting skills and early childhood development information, as well as find friendships and grow critical community supports designed to encourage discussion of real life situations, moderated by a trained Extension Educator. The team held eight meetings to finalize all procedures and curriculum completion. A curriculum training was held for staff to become trained in the Building Early Emotional Skills (BEES) curriculum as well as go over the evaluation procedures and answer questions. The eight core curriculum videos were completed and reviewed by staff. Classes were marketed and participants were recruited to begin the first face-to-face and online classes. During the reporting period, data were collected from 70 parents with 38 enrolled in the face-to-face format and 32 enrolled in the online format. Evaluations showed positive changes in parents’ emotion coaching beliefs and positive, supportive responses to children’s expression of anger, fear, and sadness. Participation in BEES classes also showed a decrease in parents’ rejection of children’s negative emotions. With parents showing these increases and decreases parents are able to increase their emotionally-supportive parenting towards their children’s emotions.

**Sustainability:** In addition to continuing to use existing Michigan State University Extension infrastructure around early childhood education, staff have received additional grant funding through Children’s Trust Fund to work with clients that are not CYFAR eligible and run additional face-to-face classes in Saginaw County through local grant funds. The online class was so popular with non-eligible participants that we have opened up a second class to run concurrently for those that are not eligible for the CYFAR funded class. We have run two non-CYFAR online classes with good participation to date. The grant team as well as other members of the early childhood team are beginning to discuss options of being able to offer classes once CYFAR funding has concluded via fee-for-service, scholarships, and free online classes. Each of these avenues is being explored as a combination of options for sustainability.

## University of Minnesota

CYFAR Outcome: Parent/Family | Common Measure: Parenting

**Program Description:** This project is a partnership with University of Minnesota Extension and Triton (Dodge Center), and Faribault Middle Schools focusing on two of the major factors related to academic achievement for Latino families – family and school environments. The project includes three integrated components: 1) Family Strengthening Education, 2) Family-School Partnerships (FSP) and 3) School Navigators, who serve as a liaison between parents, school, and resources in the community. Parents participated in parent education (n=28) to learn how they can be engaged in school so their child will graduate and continue their education after high school, attended booster sessions on computer skills and social emotional learning and 31 parents participated in Open Doors with Higher Education – how parents and youth can work together to plan financially for education beyond high school. Field trips to two institutes of higher education showed almost 75 parents and youth that higher education is within their grasp. Technology is emphasized with the use of iPads/Chromebooks training, using technology to connect with the school and search colleges and related information using technology. Youth participated in after-school sessions focusing on STEM, including a Pollinator summer project in Faribault, partnering with youth development. School staff and parents worked together on action plans to develop Latino partnership groups at their school and participated in leadership workshops together.

**Sustainability:** Emphasis was placed on the Family/School Partnership portion of the project to provide sustainability, emphasizing the shared partnership component and working on Action Plans and building leadership and capacity for both parents and staff. Continuous learning and growing for navigators is a “value-added” to the local community. Navigators noted that any knowledge and skills they learn through the CYFAR professional development conference and their work with CYFAR will remain in the community and will add to the skill-set for the Latino community. Navigators live, work, and raise children in the project communities. Navigators were trained to deliver the parent education program and co-facilitated the class in year four. This has a reciprocal benefit in which the Navigators are learning to teach a key parent education curricula, while Extension is benefiting by improving the likelihood of sustaining the program beyond the CYFAR grant.



*Families visited the University of Minnesota campus to learn about what the University has to offer Latino students, namely, support, scholarships, and careers.*



*Youth working on a science experiment during the campus immersion experience.*

## University of Minnesota

CYFAR Outcome: School Age (K-8) | Common Measure: Science

**Program Description:** Urban 4-H STEM Clubs are designed to ignite youth interest in learning about Science, Technology, Engineering and Mathematics. The clubs are designed for middle school-aged youth living in Minneapolis and St. Paul who experience educational barriers. The clubs meet weekly for four contact hours over 26 weeks during the nine-month school year. In summer, youth participate in a University of Minnesota campus immersion experience where they learn about student life, explore academic interests, identify the steps toward college readiness, and meet faculty and students in STEM fields.

The campus immersion experience that took place on August 3-6, 2015 warrants distinction for two main reasons. Early in our program development stages the CYFAR team found that only high school youth were eligible for campus immersions and typically these youth are selected because they show promise as a potential college student or are on track to attend college. However, no residential programs have been offered for middle school age youth at the University of Minnesota, outside this CYFAR project. Our CYFAR team made a bold decision to design this program component – recognizing it was pioneering a new model. We worked with partners, youth, and their families to make it relevant to young teens while stretching their views of themselves and college life. During the immersion, youth presented their capstone projects to a room filled with family member.

**Sustainability:** Sustainability requires a continued focus on the Program's original goals and offers continued benefits regardless of the program activities (Mancini & Marek, 2004). The project's sustainability plan uses Mancini and Marek's seven elements of sustainability. Our plan is characterized by an ongoing process of addressing community needs and of strengthening relationships with community partners. Sustainability will also be bolstered by the agreement between Youthprise, KaJoog, and the Extension Center for Youth Development and our agreement with Minneapolis Community Education which lays the foundation for committed and productive working relationships.



**North Carolina State University**

*The VIP team interviewed parents in the community about parenting practices to create an online video series.*

## North Carolina State University

CYFAR Outcome: Teen | Common Measure: Parenting

**Program Description:** The North Carolina Very Important Parents Program (VIP) blends face-to-face and online instruction to provide teen parents with knowledge and skills to make better choices for themselves and their children. To date, VIP has enrolled 100 teen moms (81%) and dads (19%) from diverse racial and ethnic backgrounds. VIP participants report statistically significant knowledge and skill gains in stress management, finding community supports, emotion coaching, and positive discipline. In 2015, VIP connected with 14 agencies including children's homes, maternity homes, and foster homes that serve pregnant or parenting teens. VIP used several educational and social media platforms, such as private Facebook groups, WhatsApp, and Moodle, to provide an online atmosphere for teen parents to share parenting experiences and learn new skills.

In Spring 2015, VIP staff conducted focus groups in three counties with 14 childcare providers to assess training needs. The data informed the Building Connections with Children professional development training, an interactive and engaging online training for childcare providers that focuses on child behavior, positive discipline, and working with children with special needs. Using video lecture, social media discussion, and web-conferencing, the first training in November 2015 had 16 participants. The course will be offered quarterly and is being evaluated for inclusion in North Carolina SmartStart's national e-learning initiative, fabrikONE.

**Sustainability:** In 2016, VIP began training professionals who work with teen parents to use the VIP curriculum. So far, 17 people have been trained to use the curriculum. These trainings will continue to be offered through the Department of Youth, Family, and Community Sciences at North Carolina State University as needed. The VIP website, blog, and Facebook page will also be managed by faculty and staff and will continue to provide information for young parents. Additionally, the Building Connections with Children professional development training for childcare providers will be taught quarterly or as needed once the grant concludes. Although the program staff will not be able to continue to provide VIP, through the training of professional parent educators at various community organizations, the program will continue to be offered through various agencies across North Carolina and hopefully nationwide.



*Parents model using positive parenting, kind and firm democratic style. These parents volunteered to help VIP create videos to teach these concepts to teen parents.*

## University of Missouri

CYFAR Outcome: Teen | Common Measure: Workforce Preparation

**Program Description:** The Youth Futures program seeks to increase college attainment with under-served youth and ultimately increase their involvement in the workforce. Mentors play a pivotal role in helping youth explore, navigate, and positively engage with the components of the college system (study skills, FAFSA, entrance tests, etc.). The Youth Futures (YF) curriculum includes sessions on a variety of topics, ranging from school success, financial aid and FAFSA preparation and communication skills, all utilizing a strong technology component (web based curriculum, college searches, communication and more).

During the 2015 planning stage, this CYFAR project hired two site facilitators - one for the Youth Futures site in Ferguson and the other for the site in Jefferson County, trained the entire CYFAR team and volunteers in the following curriculum and program deliverables: Youth Futures curriculum, Youth Mental Health First Aid curriculum, Love Notes relationship education curriculum, the program technology plan, and the CYFAR evaluation protocol. Site facilitators have developed and begun local Youth Futures programs including the initiation of the pre-test evaluation process, bi-monthly meetings, a college tour, and plans to participate in the summer Youth Futures conference at the University of Missouri campus. The CYFAR team has a monthly conference call for program updates.

**Sustainability:** Sustaining the YF project for Ferguson and Jefferson County is a core value. YF is co-led by faculty and administrators from the 1862 (University of Missouri Extension) and 1890 (LU - Lincoln University Cooperative Extension) Land-grant universities. The faculty at these Land-grant universities have a long history of cooperating to plan, implement, and sustain CYFAR initiatives. Since 2002, the two institutions have developed and expanded the YF program in communities across Missouri. There is a clear administrative and institutional commitment to continue YF program growth to serve high-need youth, families, and communities.



*The CYFAR sites in Missouri recently took a college tour trip (photos). On April 12-15, they visited Tennessee State University and Vanderbilt University (both in Nashville), Lane College (Jackson, TN), and University of Memphis. Thirty-two youth attended.*

## Clemson University

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** The goals of the Clemson Sustainable Community Project are to 1) empower youth with the knowledge and tools to live healthy, active lives; 2) to engage community partners in supporting the health and wellness of children; 3) develop practical applications for integrating technology across the SCP; 4) to ensure sustainability of the program. A best practice health and wellness curriculum is the center of the program delivered to up to 150, 3rd-8th grade students in an after-school context in two highly disadvantaged communities in South Carolina. Volunteer mentors provide support and positive adult role models, quarterly family nights spread the health and wellness impact to the students' families, and a summer camp offers a week-long immersion experience for students to develop life-long healthy choices. Evaluation outcomes indicate that students have learning increases and feel that the program is a safe and fun place to be, and that they experience supportive relationships and opportunities to belong. Students indicate that healthy eating and exercise are important to their health and well-being. In addition to the daily curriculum on nutrition and physical exercise, students are engaged in group gardens, annual health fairs and family events. Students are learning how to use iPads and computer programs to enhance their education. The program's impact has inspired some teens who participated in the program from the start, to now take on leadership roles, by volunteer teaching.

**Sustainability:** Sustainability is being developed at different levels. The first is staffing. Both sites are recruiting mentors and volunteer assistants who have already been trained and are working with the staff in the afterschool program. By continuing to build the number of volunteers, we will have adequate staffing to sustain the program staff after the CYFAR grant. The second level of sustainability has to do with community partners' support. Each of our sites has at least 10 community partners who provide a range of services and supplies to the program. As we complete the next two years of our CYFAR funding, we will continue to build the staffing and partnerships in the community in order to have a strong sustained program that will continue to serve children and families for years to come.

## Kentucky State University

CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition

**Program Description:** Mentoring combined with nutrition and STEM education, and parent/caregiver education are the three cornerstones of U Connect, a collaborative project with Kentucky State University (KSU), the University of Minnesota (UMN), and Tennessee State University (TSU) to holistically address critical concerns of middle school aged youth from historically vulnerable communities. U Connect is based on the Check & Connect framework developed at the UMN's Institute on Community Integration, with program enhancements from the 4-H Tech Wizards program at KSU and the Active and Media Smarts program at TSU.

This year at U Connect - KSU, Imani Family Life Center After School Program in Lexington and Rosenwald Center for Families and Children in Frankfort collaborated with KSU to provide U Connect programming to middle school aged youth in their communities. Youth at Rosenwald learned the basic principles of nutritional snacks, prepared nutritious snacks, and expressed positive attitudes towards healthier foods. Participants at Imani used math skills to measure ingredients and prepare recipes, used technology to access the Smash Your Food app which challenges families to learn about nutrition and inspire healthy eating at home and on the go, and participated in experiential learning by beginning a small window sill herb garden.

**Sustainability:** Sustainability plans for the U Connect – KSU community sites include sourcing additional grants from other funders, and continuing to foster and develop community partnerships with providers that are currently working with youth to develop character, promote health, fitness, and academic achievement.

## Texas A&M University

CYFAR Outcome: Teen | Common Measure: Nutrition

**Program Description:** The goal of this five-year effort 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. This goal will be accomplished through a tailored, culturally, and linguistically relevant 4-H program with extensive family involvement. Staff, faculty, and students from community based organizations, two county Extension programs, and three four-year university volunteers from two supporting organizations will partner to mentor, recruit, and enroll 210 students into college studies. Teens will (1) acquire sound dietary habits (nutrition and food preparation) by learning/teaching others (2) apply science, math, and reading through planning, caring, and harvesting demonstration home gardens; (3) become “college-ready” via mentoring by college students; and (4) learn about the array of Extension careers through job shadowing and internships.

Five non-traditional and innovative aspects distinguish this effort: (1) tailored real-world lifestyles and challenges of low-income populations, (2) hands-on, experiential Extension service-learning approach; (3) strong “near peer” mentoring component (minority first-generation college student mentors); (4) strong mentoring and funding by Extension, and (5) offers many opportunities to network with university, faculty, and students from three important disciplines, i.e, human nutrition, horticulture, and agriculture education.

**Sustainability:** As the project unfolds and evolves, collaborative efforts with all stakeholders and partners will be made to continue to support this effort. Because of low cost to undertake the programming, a large portion of the funds requested are for support of community-level activities for the teens. It will be less of a challenge to generate local support for the efforts to continue in the two targeted communities and to expand to other communities across the state and country.



*Youth at a summer leadership camp.*

For example, in San Antonio, bus drivers are not charging for their services, Master Gardens provided a scholarship for a volunteer to become a Master Gardener, Our Lady of the Lake University and University of Texas at San Antonio dietetic intern students will be providing mentors/volunteer students to help with programming. A dynamic project website will be established to provide visibility to the program and enhance its potential for continuity and for expansion beyond the initial five-year period.



*Students from 21st Century Learning Academy in Minneapolis, MN, learning about seeds and planting at the U of MN greenhouse.*

## **Tennessee State University**

**CYFAR Outcome: School Age (K-8) | Common Measure: Nutrition**

**Program Description:** Through a collaboration between the University of Minnesota (UMN), Tennessee State University (TSU), and Kentucky State University, U Connect is a program model that incorporates mentoring, nutrition, STEM education, and parent or caregiver education to address the critical concerns of middle school aged youth in historically vulnerable and marginalized populations. U Connect is based on the Check & Connect framework developed at the UMN's Institute on Community Integration, with program enhancements from the Active and Media Smarts program at TSU, and the 4-H Tech Wizards program at KSU. U Connect's primary outcomes include the promotion of physical and psychological well-being, creation of opportunities for youth, families, and community center staff to develop supportive relationships, demonstration and modeling of positive social norms, and creation of a safe place of inclusion that supports empowerment and skill building. In 2015, two cohorts of youth began and continued in U Connect programming in community partner sites in Minnesota at 21st Century Learning Academy in Minneapolis and West 7th Community Center – Keystone Community Services in St. Paul and in Tennessee in Hadley Park After School Program and John Early Museum Magnet School both in Murfreesboro. Programming and activities encompassed healthy food choices and cooking, robotics and engineering, and career exploration.

**Sustainability:** Sustainability plans for U Connect community partners include accessing and utilizing local/state/federal funding entities as part of community revitalization plans, tapping into community organizations for volunteers, and building on the relationships with the UMN SNAP-Ed educators to continue nutrition education. 21st Century Learning Academy and Hobgood Elementary School have formed partnerships with community service organizations to more effectively and efficiently incorporate mentoring as a component of their youth programming. Establishing these long-term relationships and creating a database of volunteers who want to mentor allows sites to plan for sustainability.



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