

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Families, Youths & Communities

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
608	Community Resource Planning and Development	20%		0%	
801	Individual and Family Resource Management	15%		0%	
802	Human Development and Family Well-Being	14%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	6%		0%	
806	Youth Development	45%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	12.4	0.0	1.0	0.0
Actual	9.0	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
237201	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
35000	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

PCC: Continuous promotion of science in after-school science program, summer program for Upward Bound, school outreach presentation, Earth Day mini fairs, STEM fair were conducted in the schools and community to promote and provide awareness on major environmental conditions, agriculture and water issues in the island. . Students were involved in classroom lectures, hands on activities, science projects contests, mini fairs, field trips and summer programs.

CMI: The youth program staff conducted life skills activities targeting students and school dropouts. Other activities were on traditional weaving and basic knitting workshops for female participants, a human resource development training for out of school youths, and an after school tutoring session in math with high school and elementary students. The Extension Agent also conducted basic computer trainings for 8th graders and awareness programs in other schools.

COM-FSM: Programs in culinary arts, sewing, wood carving, and handicraft were provided to both adults, youths, and out of school children in the communities. Other youth programs included substance abuse, beautification, cultural preservation and sports.

2. Brief description of the target audience

The youth development program caters to students in elementary, high school, college, teachers, school administrators, school cooks, parents, youths, homemakers, students, employees, unemployed, church groups and other interested individuals.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	900	2700	1200	3600
Actual	781	1870	7616	2800

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

Patent Applications Submitted

Year: 2010
 Plan: 0
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2010	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of training conducted targeting youths.

Year	Target	Actual
2010	12	17

Output #2

Output Measure

- Number of training conducted targeting families and youths in the communities.

Year	Target	Actual
2010	6	20

Output #3

Output Measure

- Total number of youth clubs organized.

Year	Target	Actual
2010	3	1

Output #4

Output Measure

- Number of students recruited for AS Degree Program as a result of their contact with research and extension.

Year	Target	Actual
2010	10	17

Output #5

Output Measure

- Number of students recruited for Agriculture Certificate Program as a result of their contact with Research and Extension

Year	Target	Actual
2010	75	13

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of youths with increased awareness and understanding of roles and relationship with parents.
2	Number of families adopting interpersonal skills to improve quality of life and harmony in the family.
3	Total number of families and youths benefiting from the use of learned skills.
4	Number of youth who increase knowledge in agriculture and science.

Outcome #1

1. Outcome Measures

Number of youths with increased awareness and understanding of roles and relationship with parents.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	900	3500

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

PCC: Youths, teachers and their families are not aware of issues that impact the environment and marine resources on the island. The youth should be encouraged to enroll in science in college.

COM-FSM: Youths are disenfranchised and at risk due to family and cultural breakdown. Offering opportunities to re-introduce youths to the future saves them, their family and community much distress.

CMI: According to a recent study, the top three issues affecting youths are teen pregnancy, suicide, and unemployment due to lack of educational qualification.

What has been done

PCC: After-school programs, science fairs, summer programs, fieldtrips were conducted to educate youths, teachers and parents on the environmental resources protection and conservation.

COM-FSM: Entrepreneurship training is provided to youths through handicraft and other craft development training in collaboration with Development Bank personnel. Kids received carving, weaving, food processing, sewing training and entrepreneurial counseling.

CMI: A monthly newsletter was developed and circulated to all the youths and students in the country. Trainings on income generating activities, human resource development, social and life skills were conducted for youths. Math and science tutoring sessions were conducted in several schools.

Results

PCC: Students, teachers, parents, school cooks and school administrators, government and non-government agencies who have participated in the program have greater awareness of environment and marine resources issues.

COM-FSM: Some youths sought business development, participated in village fairs selling products learned from the program, 1 continues to carve food pounder and 20 women continue to make jam at home. A total of 111 women attended and completed sewing projects. Most of the participants can sew their own dresses that they don't have to spend money on. Participants learned and applied the skills they learned from culinary, handicraft and sewing to augment family incomes.

CMI: The 44 females who completed the handicraft training all now put into practice the knowledge they had gained by making and selling products. The participants in the human resources development training are now employed and can help with family needs. The students who attended the after school tutoring session in math have all enrolled at the College of the Marshall Islands as full time students.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures
806	Youth Development

Outcome #2

1. Outcome Measures

Number of families adopting interpersonal skills to improve quality of life and harmony in the family.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	300	150

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

PCC: There is a need to change attitudes of youth and the community toward science and environmental protection/conservation of the natural resources.

COM-FSM: Positive youth development in terms of knowledge, behavior, and health is a major issue with families with children and adolescent. Every parent is concern with safety of the children and wants them to grow up with positive behavior and contributing to the society.

CMI: Statistics showed that a large percentage of unemployment target the youth. One major factor is that these youths do not possess the educational qualification and are lacking the necessary skills.

What has been done

PCC: After-school programs, Earth Day clean up, mini fairs and field trips have been conducted in schools and community with youth involvement.

COM-FSM: Programs in culinary arts, handicrafts, wood carving and sewing were provided to youths.

CMI: Twenty- seven females attended an income-generating project. A human resource development workshop was conducted. A newsletter addressing youth related issues was developed and got circulated on a monthly basis.

Results

PCC: There is an increase in students involved in community clean up, recycling, science clubs and fairs. Schools are now doing their own after school science program. More students are pursuing their college education in agriculture and environmental and marine science in the local college and abroad.

COM-FSM: Participants in culinary arts helped their families, friends and relatives by sharing learned skills in cooking nutritious local foods for healthy diets, participants in handicraft utilized their skills in making handicrafts to be sold for additional money and participants in sewing programs saved money from buying clothes.

CMI: The participants of the 4-H activities and trainings have improved self-esteems to enable them to find jobs and be able to continue making handicrafts to sell.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures

806 Youth Development

Outcome #3

1. Outcome Measures

Total number of families and youths benefiting from the use of learned skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	300	302

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

PCC: There is a need to increase students' enrollment in agriculture and environment and other science based programs.

COM-FSM: Living condition is not suitable and inflation makes purchasing difficult. Families prefer to preserve and market their produce rather than buy their needs. All clients experienced the same issue that they all need to learn to preserve or sew in order to generate income as well as for themselves and for their kids.

CMI: Statistics showed that most of the unemployment burden falls on the youth. Inadequate parental support and supervision is having a profound negative impact on young people.

What has been done

PCC: Summer science classes, presentations, and environmental events were conducted in schools to encourage more enrollment.

COM-FSM: Staff collaborated with the private sector grants under the local government and other government and non-governmental agencies, responded to the needy and disadvantaged families by offering training skills in handicrafts, culinary arts, sewing and wood carving. Tutoring lessons in math, English and science were also offered to interested students with limited skills.

CMI: Trainings on basic life skills were conducted in the communities, elementary and high schools to teach participants on how to strengthen their relationships with parents and families and ways to improve their livelihoods. Programs were conducted to prepare the participants for job interviews to seek employment and/or to be self-employed.

Results

PCC: There is now a significant increase of 300% in students' enrollment in agriculture, environmental science, and involvement in the science clubs and projects .

COM-FSM: The participants transferred their learned skills in culinary arts, handicrafts, and sewing and positive attitudes to earn a living for themselves, their families, relatives and communities.

CMI: More than two hundred youths and students were taught basic life skills. The twenty-seven students who completed the handicraft training displayed their products to the public and having presenting few as donations to CMI, Land Grant, and MIEPI. People and agencies have made positive comments on the CRE newsletters have requested to be including in the mailing list.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures
806	Youth Development

Outcome #4

1. Outcome Measures

Number of youth who increase knowledge in agriculture and science.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

PCC: None

COM-FSM: Outcomes are affected by natural disasters like heavy rains when participants failed to show up for training. Priorities on projects are focusing on larger scale and not directed on youths only. Unexpected impact from weather contributed to success of project. Poor economy of the state caused lesser attention on youth programs that can develop youth entrepreneurship and contribution to the society's economic development.

CMI: Due to limited funds, not all proposed activities were implemented.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- Comparison between locales where the program operates and sites without program intervention

Evaluation Results

PCC: Evaluation results illustrate that although there are lots of programs on science, youths, school administrators and teachers are not aware of them. Local environmental issues are often overlooked because they just concentrate on the text books that are applicable on foreign context. The evaluation show that the students have limited knowledge on the local issues discussed.

COM-FSM: In some cases evaluation is done before and after activities where participants would complete a pre and post tests to see level of awareness. In all cases Evaluation is done by observation and discussions during program. Participants learned and shared expected skills at culinary, handicrafts, wood carving and sewing to their families, friends and communities. They earned for themselves, their families and friends to buy what they need for food, clothing, medication or social activities and provided assistance to others whom they deemed they had to assist financially. The concerned students learned adaptive skills in taking exams and further developed confidence in learning.

CMI: Results indicate that the participants had expanded their knowledge and livelihood opportunities after completing the trainings provided by CRE. There is a need to expand the program to other participants both in the capital city and in the outer islands.

Key Items of Evaluation

PCC : Programs must help address the low level of awareness that school administrators, teachers and students have in regards to environment and marine science issues. The program must help the schools change the mentality of students

toward science by providing activities that will motivate the students and help them understand difficult concepts in science.

COM-FSM: Micronesians are enthused by programs which offer the chance to be more self-sufficient. There is a robust entrepreneurial spirit here that needs to be cultivated and stimulated with available support. Youth are not bad, they are disillusioned by what they see as their future. Emigration is appealing for many youths therefore programs should be developed to prepare them for that future.

CMI: The population of RMI is very young with an increase over 73% under the age of 25. The youth unemployment rate is estimated at 80%. There is a need to expand livelihood opportunities through targeted program and life-skills trainings.