

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Empower Youth and Families to Achieve Social, Economic and Educational Success

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	20%			
806	Youth Development	80%			
	Total	100%			

V(C). Planned Program (Inputs)

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	26.0	0.0	0.0	0.0
Actual	37.5	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
762301	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
762301	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
7861681	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

WSU Extension works with all of the peoples of Washington State to address positive youth development issues by providing information, experiential education, activities, technical assistance and

local capacity enhancement. Our programs are available to all without discrimination. Indeed we are proactive in addressing the special needs of unique youth audiences and the adults who support their efforts.

WSU Extension will address this goal directly through educational programs, demonstration activities, and facilitated processes. Training programs and professional development will be conducted for faculty, staff, volunteers, and partner organizations as well as for specific groups such as professional child care providers. Particular outreach efforts will be made for underserved and emerging populations.

Educational programs will address the following:

- Strengthening a sense of belonging for youth so that they will feel emotionally and physically safe in these educational settings and develop positive relationships with supportive, caring adults
- Increasing decision-making skills, relationship building, understanding of self, learning, management, navigating group processes and communication skills in youth
- Decreasing negative behaviors (shoplifting, drug use, vandalism, smoking etc) in youth who actively engage in 4-H
- Increasing adoption rates of health and wellness indicators such as regular exercise activities and improved nutritional choices
- Improving safety and quality of child care
- Mastering relevant skills and technical knowledge areas for youth success
- Applying best practice prevention programs (e.g., the Strengthening Families Program for Parents and Youth Ages 10-14) that engage both parents and their youth will be conducted and evaluated statewide with outreach in both English and Spanish languages.

2. Brief description of the target audience

The youth, adults, and families of Washington and the agencies, decision makers and organizations that support and mentor them.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	9000	15000	70000	0
Actual	6554	7236	87588	93325

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	6	0	
Actual	16	0	16

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of 4-H Youth Development educational events/activities/programs designed for life skill enhancement.

Year	Target	Actual
2010	800	155486

Output #2

Output Measure

- Number of participants in WSU Extension programs designed to create and maintain healthy family structures.
Not reporting on this Output for this Annual Report

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Difference (%) in grade point average (GPA) for former 4-H youth at WSU compared to peers
2	Number of former 4-H youth registered at WSU as incoming freshman.
3	Percentage of educational activity attendees that increased their positive life skill application.
4	Percentage of parents targeted for intervention that demonstrate improved scores on parenting behavior scale.
5	Number of former 4-H youth graduating from WSU.

Outcome #1

1. Outcome Measures

Difference (%) in grade point average (GPA) for former 4-H youth at WSU compared to peers

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	2	22

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Educational attainment for Washington's youth has reached crisis level with fully 1/3 of all of young people entering 9th grade failing to graduate in five years. The statistics become more horrific when examining youth by racial demographics where nearly 2/3 of Hispanic males fail to graduate. These statistics foreshadow a societal model that is economically unsustainable and morally unconscionable. Without significant increases in youth academic attainment we are creating and condemning a generation as a permanent underclass.

What has been done

The 4-H Youth Development Program has a strong emphasis on the Essential Elements of Positive Youth Development. These Essential Elements are a fundamental process for positive youth development undergirding our total 4-H Program. Whether the actions are high content/low context like many of our 4-H Animal Science activities or low content/high context such as a residential camping program, the emphasis on the Essential Elements produces strong life skill development that leads to successful youth adulthood transitions. Over 155,000 different 4-H activities and events were conducted in 2010 designed to strengthen life skills including 1,456 4-H clubs, 2,000 school based enrichment activities, 153 after school clubs and 42 camping programs. In WA State 4-H sharpened its focus on preparing adults to be high quality mentors for youth. In 2010, 2,565 adult volunteers reflecting 39% of the total 4-H volunteer base participated in at least one life skill building educational opportunity for enhancing their mentorship skills in positive youth development (PYD).

Results

Washington 4-H youth continued to outmatch their non-4-H peers in academic competence grades 9-12 and demonstrated stronger attachments and connections to their schools and communities. This improved engagement with their school results in increased academic success and academic aspirations for young people. As part of annual year end club reports,

volunteers were asked to report on the high school graduation rates and entrance into post-secondary study for their program completers. In 2010, 84% of youth entered post-secondary education with a 92% graduation rate (compared to Washington State average of less than 70% graduation rate). Hence, the anticipated lifelong earning power of 4-H members will be collectively better than their peers and hence strengthen their over-all contributions to society.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

Outcome #2

1. Outcome Measures

Number of former 4-H youth registered at WSU as incoming freshman.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	250	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Not reporting on this outcome measure.

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

Outcome #3

1. Outcome Measures

Percentage of educational activity attendees that increased their positive life skill application.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	75	58

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth development is a process of mental, physical, social and emotional growth during which young people prepare to live a productive and satisfying life within the customs and regulations of their society. People who develop educational programs and curricula for youth are in the business of providing educational opportunities through which youth can learn information and transform that information into knowledge and develop the skills they need for successful adulthood.

Youth development experiences of high quality don't just happen. The best youth development experiences are carefully planned (a) to encourage life skill development while delivering subject matter content and (b) to achieve specific results. It has become increasingly important to be accountable for resources expended by documenting program impact. By clearly stating desired changes as program objectives, youth development experiences can be evaluated more effectively to determine if the program succeeded in making the intended positive difference in the lives of youth.

A skill is a learned ability to do something well. Life skills are the abilities individuals can learn that will assist them in living a productive and satisfying life. The goal of youth programming is to provide developmentally appropriate opportunities for young people to experience life skills, to practice them until they are learned, and be able to implement them as necessary throughout their lifetimes. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.

What has been done

In 2010 4-H life skills education was conducted in all 39 of Washington's counties. There were 155,486 distinct 4-H life skill events/activities/programs reaching 87,588 youth. The life skill

events/activities/programs included, but were not limited to: State 4-H Teen Leadership Conference, 4-H Know Your Government Conference, club work, school enrichment, camping and special focus/emphasis methodologies were employed. Specific examples of life skill education included: the completion of on-online interactive SET units for youth and the adults who support them; summer day camping programs for urban disadvantaged/underserved low income youth; twenty (20) local engagement sites in the 4-H National Science Experiment Day; 4-H Eco-Stewardship Program (DNR National Award winner); in short a myriad of live skills based educational programs were conducted statewide.

Results

Of this very broad brush of 4-H life skill activities 58 were formally evaluated for five more of the 35 indentified life skills. Depending upon the program life skill development increased 5 to 90 percent.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

Outcome #4

1. Outcome Measures

Percentage of parents targeted for intervention that demonstrate improved scores on parenting behavior scale.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	60	82

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research conducted by Washington State Department of Social and Health Services on risk factors for prevention of substance use and abuse in 10-17 year olds show that youth across the state are at risk of early problem behavior as measured by alcohol and drug arrests, property crime arrests, and vandalism arrests in 10-14 year olds. Other risk factors that are prominent across the state are family history of substance abuse, low school achievement in 6th grade, alcohol arrests in 10-17 year olds and substance use in 10-17 year olds. Each of these indicators

of risk is a compilation of five years of data gathering, most recently updated in the fall of 2006. Data source is the Department of Social and Health Services web site, Research Division. A WA State Superintendent of Public Instruction report recommends engaging parents and families in the late elementary and middle school years to reduce risk of adolescent substance use and other problem behaviors. Studies by many researchers have found a model that includes both parents and youth to be most effective in long-term behavior change and reducing risk.

What has been done

WSU Extension faculty selected SFP in 1999 as a model for use in Washington State and has spearheaded statewide training, dissemination and research since that time. In 2010, Extension began its first focused urban dissemination of the program in King County (Seattle) with funding support from the Raikes Foundation. Because the population of families was more multi-cultural than the demographics of families generally reached by SFP across the state, the effectiveness of the model for urban families was evaluated. Twelve programs were delivered in collaboration with partners from schools, parks and recreation programs, and social service agencies. Ten programs returned pre and post evaluations, representing a sample of 90 parents/caregivers and 92 youth ages 9 to 15. For families reporting race/ethnicity, 27 percent were White/Caucasian, 23 percent were African American/Black, 23 percent were Latino, 8 percent were Asian/Pacific Islander and 2 percent reported other races. Seven of the programs were offered in English, 1 in Spanish only, 1 in both English and Spanish and 1 in Somali for Somali/Bantu families. Retention rates over the seven week program were 87 percent for youth and 62 percent for families, which are higher than the average state rates for both groups

Results

The WSU Extension Strengthening Families Program evaluation collected data at three points: a true pretest before program participation, and a retrospective pretest and posttest after program participation. King County SFP participants reported markedly greater improvement from before to after the program than did Washington participants on average. For example, King County parents' overall change scores were 61% higher than Washington change scores. Many parents entered the program with lower scores than average and then ended the program with higher scores than average.

Although the absolute change from pretest to posttest (for example, .49, or half a point on a 5-point scale) may appear small, in the clinical trial of the SFP, such positive short-term outcomes resulted in long-term reduced rates of substance use initiation (alcohol, marijuana, and tobacco) among youth whose families who attended the program. In addition, SFP youth who did initiate substance use were likely to use less often and less likely to abuse substances (e.g. binge drinking). Thus, it is reasonable to expect that short-term results of the SFP evaluation in King County will have long-term benefits for participating families.

For parents/caregivers, measures address specific family risk and protective factors for youth substance abuse that include: rules about substance use, positive involvement with youth, family harmony and communication. King County parents and caregivers increased scores between pre and post measures for all subscales at a statistically significant level ($p < 0.05$). Positive change on these scales indicates that parents/caregivers reported that they have improved their parenting practices over the course of the program. The youth evaluation instrument also assessed change in family risk and protective factors, specifically addressing attachment, rewards, involvement, family harmony and family management. Youth scores on all subscales improved, with four of five reaching statistical significance ($p < 0.05$). Positive change on these five scales indicates that youth think parents/caregivers have changed their parenting practices over the course of the program. The consistency between youth and parent/caregiver responses suggests that the program is an effective family intervention. Because the sample for this evaluation was multicultural, the results also suggest that SFP is an effective prevention program for a variety of

cultural groups.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #5

1. Outcome Measures

Number of former 4-H youth graduating from WSU.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	300	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Not reporting on this outcome measure.

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

{No Data Entered}

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

1. Evaluation Studies Planned

- Before-After (before and after program)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}