

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Youth, Family and Community Development

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
101	Appraisal of Soil Resources	0%		2%	
102	Soil, Plant, Water, Nutrient Relationships	0%		2%	
124	Urban Forestry	0%		4%	
131	Alternative Uses of Land	0%		4%	
133	Pollution Prevention and Mitigation	0%		2%	
604	Marketing and Distribution Practices	0%		3%	
606	International Trade and Development	0%		2%	
608	Community Resource Planning and Development	0%		7%	
703	Nutrition Education and Behavior	0%		2%	
724	Healthy Lifestyle	8%		4%	
801	Individual and Family Resource Management	6%		16%	
802	Human Development and Family Well-Being	35%		17%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%		6%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	2%		9%	
805	Community Institutions, Health, and Social Services	9%		1%	
806	Youth Development	30%		10%	
903	Communication, Education, and Information Delivery	0%		9%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

	Extension	Research
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Year: 2012	1862	1890	1862	1890
	Plan	20.0	0.0	4.0
Actual Paid Professional	16.5	0.0	3.6	0.0
Actual Volunteer	47.1	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
419193	0	72989	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1534322	0	296923	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
252893	0	581366	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

More than any other social institution, the family has profound influences on the health and well-being of its members, particularly its youth and elderly. CTAHR strengthens families in Hawaii's rural and urban environments by providing assistance in areas such as family health and lifespan development, financial and time management, youth development, parenting, and caring for the elderly. Each of these areas of emphasis impact community conditions and societal well-being, and CTAHR takes responsibility for collecting and compiling current social indicator data on Hawaii communities, and making the results accessible to government agencies, nonprofits, and policy makers through the Data Center maintained by the Center on the Family. Colleagues from UH community colleges, nonprofit organizations, and government agencies are partners on a number of CTAHR projects.

In FY2012, CTAHR reports on homeless services utilization, and on addiction treatment services in Hawaii were key references for policy makers and for media investigations of social conditions and the adequacy of services provided. In addition to the family and community development programs described below, CTAHR research and extension staff implemented integrated intervention programs to define and promote financial literacy and skills, and science literacy (including critical thinking skills and application of classroom learning to community problems) in Hawaii youth. The statewide "Kids Saving Project," implemented in 28 public schools to provide training in achieving financial security included partnerships with six credit unions and was recognized by the Hawaii State Legislature. Of 286 children in three public elementary schools enrolled in the program, 83% saved a total of \$12,670; with statewide savings by participating students approaching \$200,000. Curricular materials, including a creative financial skills game with commercial potential are attractive and engaging to teachers, students, and family member. Key findings from this program include the observations that students from low-income households are receptive to training and make smart financial choices; and that the training they receive often carries over to their caregivers, positively impacting family financial security.

Similar carry-over and community-wide benefits from CTAHR public school efforts were observed with science literacy curriculum and training projects addressing STEM curriculum needs. The "Termite Project: Educate to Eradicate" K-12 curriculum project has reached 12,530 students in 350 public school classrooms over the past decade, and included both family education and community outreach modules. The "Gene-iuses on a Mission" curriculum and workshop project for grades 1-6 taught biotechnology concepts to 1,536 children in FY2012, through games, problem solving, and hands-on lab work. A hands-on professional development workshop for middle school teachers on bioenergy research and potential held in summer 2012 led to implementation of the methods taught in classrooms statewide, and distribution of a bioenergy manual for middle/high school teachers. Curriculum materials developed in each of these projects are available online for teachers throughout the state, as well as nationwide.

4-H is the major youth development program of the Cooperative Extension Service. This educational program provides hands-on learning experiences to help youth develop inquiring minds, learn practical skills, strengthen decision-making abilities, improve communication and interpersonal skills, and share their skills and experiences in leadership roles. An external review of the program was conducted in 2011, which found significant value, as well as problems of organizational structure, coordination and assessment which needed to be addressed. CTAHR is now working to implement program changes in program leadership, curriculum & volunteer development, and accountability and impact assessment. The number of 4-H members has increased from 9,437 in FY2009 to 12,045 in FY2012 while the number of volunteers has increased by 205 during that same period. An increase in the number of members has increased the participation in the annual statewide youth conference (Ahaolelo) which had 47 participants in FY2009 and 94 in FY2012.

"Get Moving for Health" is a 4-H Healthy Living project to motivate youth to be more physically active. In partnership with adults, youth leaders planned programs to reach at least 100 youth and 50 adults in their community. Youths and adults partner to implement projects in their communities statewide which encourage healthy lifestyle choices and changes through daily physical activities. This program was funded by the Walmart Foundation to involve Hawaii 4-H members, leaders, parents, and community members to be active and exercise more frequently. Hawaii's program was recognized by the Walmart Foundation as one of 8 superior programs nationwide and was invited to submit a follow up proposal for a program to improve nutrition in young people. The "Get Fueling for Health" program was developed in Hawaii and awarded \$55,000 to continue in FY2012. More than 500 youth presented and then modified a typical week of meals for their family as a result of the Get Fueling for Health program. In follow up surveys with participants, 77% reported that the family was now more closely following the recommendations from USDA "My Plate" than they had prior to the youth becoming engaged in the 4-H nutrition program. Young people are reporting more physical activity as a result of the Get Moving for Health program. The initial effort in FY2012 has resulted in ongoing programs in 4-H clubs, Children, Youth and Family at Risk programs and in Military 4-H. The youth in their second year of the Get Fueling for Health program report they are eating less fast foods and more nutritious foods on most occasions.

Over 78% of older adults who live in the community and need long-term care services (transportation, bathing, eating, cleaning, shopping, etc.) depend on family and friends as their only source of help. In Hawaii, there are approximately 169,000 family caregivers who provide critical caregiving services to family and friends. These family caregivers have an increased risk of health problems, rate of depression and burnout, disruption of family relationships, and decreased effectiveness in the workplace. The professional caregiving infrastructure (home health aides, nursing homes, etc) is already stretched thin. If family caregivers become unable to provide care to their loved ones due to any of the above problems and the need for professional care increases, the care may simply not be available. As a result, the best option is to help family caregivers maintain their health, juggle the many caregiving responsibilities, and provide needed support. To do this, CTAHR developed and coordinates a partnership that plans, implements, and evaluates an evidence-based educational series called Powerful Tools for

Caregivers (PTC). In 2012, eight PTC series were completed, including 48 individual classes, and involving 85 participants. In this program, we collaborated with a gerontology specialist in Montana to aggregate multi-state PTC evaluation data. A six month follow up evaluation was implemented during FY2012 and FY2013 PTC classes were scheduled and marketed. We also collaborated with the Maui County Office on Aging on plans for expansion of the program to the islands of Lanai and Molokai. Of the 44 participants who completed the post-retrospective-pre evaluation, 97% (n=43) reported an improvement in at least 1 of 12 subject areas discussed in the series, with the "average" respondent reporting an improvement in 8 of the 12 areas. The most common areas of improvement included: asking for caregiving help, having an optimistic attitude about their role as caregiver, using tools to manage caregiver stress, feeling confident in caregiving abilities, taking action against caregiver discouragement, and finding caregiver resources. Of the 44 survey respondents, 93% (n=41) planned to continue their adoption of at least one of eight PTC tools; the "average" respondent indicated the adoption of five tools. Tools included: action plans, positive self-talk, relaxation techniques, "I" messages, assertive communication, Aikido communication styles, family meetings, and goal setting.

2. Brief description of the target audience

- Academic researchers in the fields of family science, human development, sociology, economics, public policy, education, and social services.;
- Administrators of state and local nonprofit agencies relating to health, human services, education, and economic development.;
- Service providers and advocates who work with children, families, or the aging, especially those who work with at-risk groups; State legislators and policy makers;
- Teachers and students in grades K-12, their caregivers, and associated community members;
- The general public.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	19655	178680	14701	9519

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	21	9	30

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of people completing non-formal education programs on parenting, youth development, and leadership development

Year	Actual
2012	19146

Output #2

Output Measure

- Number of volunteer hours

Year	Actual
2012	90509

Output #3

Output Measure

- Presentations at international and national meetings.

Year	Actual
2012	8

Output #4

Output Measure

- Grant proposals submitted.

Year	Actual
2012	25

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of stakeholders who increased knowledge in at least one issue
2	Number of stakeholders completing non-formal education programs on parenting, youth development, and leadership development, who adopt one or more parenting principles, behaviors, or practices
3	Total dollar value of grants and contracts obtained.

Outcome #1

1. Outcome Measures

Number of stakeholders who increased knowledge in at least one issue

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	19145

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Residents want a better quality of life.

What has been done

Workshops, demonstrations, presentations, website and publications gave residents the knowledge to have a better quality of life.

Results

Hawaii families in both rural and urban environments are assisted in areas such as family health and lifespan development, personal and family financial and time management, youth development, parenting, and caring for the elderly. This improves quality of life and productivity of Hawaii's residents and builds stronger communities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
124	Urban Forestry
133	Pollution Prevention and Mitigation
703	Nutrition Education and Behavior
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and

	Communities
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures
806	Youth Development

Outcome #2

1. Outcome Measures

Number of stakeholders completing non-formal education programs on parenting, youth development, and leadership development, who adopt one or more parenting principles, behaviors, or practices

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	19145

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Residents want a better quality of life.

What has been done

Workshops, demonstrations, presentations, website and publications gave residents the knowledge to have better skills on parenting, youth development and leadership.

Results

Residents have changed their behavior so they have a better quality of life.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

Outcome #3

1. Outcome Measures

Total dollar value of grants and contracts obtained.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	3392501

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Resources are needed for research and extension programs to assist Hawaii's families and communities.

What has been done

Funds were obtained.

Results

Hawaii economy was improved as external funds were received and Hawaii's communities are better off as a result of the research and extension programming.

4. Associated Knowledge Areas

KA Code	Knowledge Area
133	Pollution Prevention and Mitigation
703	Nutrition Education and Behavior
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures
805	Community Institutions, Health, and Social Services

806 Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

The economic downturn and cuts in social services over the past several years have place great strains on many social institutions and social safety nets (eg. counseling, social services, food banks, charitable organizations) with serious implications especially for disadvantaged populations. It is under these circumstances that community based volunteer organizations such as 4H Youth Development, Master Gardeners and intergenerational programs (eg Grandparents Raising Grandchildren) become especially important and valuable. CTAHR is one of the main supporters and proponents of these programs in Hawaii.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

All projects conducted under this program were peer-reviewed before initiation. Annual progress reports were collected and evaluated by the associate deans for research and extension. Funds are not released for those projects which did not show tangible progress.

Key Items of Evaluation

None.