

**V(A). Planned Program (Summary)**

**Program # 4**

**1. Name of the Planned Program**

Children, 4-H and Families

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
802	Human Development and Family Well-Being	20%		0%	
806	Youth Development	80%		0%	
	<b>Total</b>	100%		0%	

**V(C). Planned Program (Inputs)**

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	7.0	0.0	0.0	0.0
Actual Paid Professional	3.0	0.0	0.0	0.0
Actual Volunteer	24.6	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
154955	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
161029	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

- Forge academic connections to strengthen CFF curriculums, provide undergraduate experiential learning opportunities, increase program research base and utilizes evaluation expertise to measure impacts and improve programs
- Connect target audience to CFF educational programs through workshops, web-based training and newsletters, 4-H volunteer training and curriculum guides (train the trainer), community-based agency trainings (train the trainer)
- Develop resources and information to connect youth and families to community and land-grant resources (CFF to serve as the portal)
- Expansion of the 4-H club system into currently underrepresented, urbanized areas of the state and creation of a state-wide network of 4-H science enrichment after school programs that serve as a catalyst for improve the science based knowledge, skills and academic motivation among urban elementary and middle school students
- Expand educational outreach to children of deployed military through Military 4-H Clubs and operation: Military Kids.

**2. Brief description of the target audience**

Youth 5-18 years of age  
 Parents of targeted youth  
 Community-based family-serving agencies and organizations  
 Children of military in deployment cycle  
 Volunteers

**3. How was eXtension used?**

eXtension was used as a resource for our animal science programs.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	4022	247466	8178	20760

**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**

<b>2012</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Workshops

<b>Year</b>	<b>Actual</b>
2012	141

**Output #2**

**Output Measure**

- Volunteer Training (number of new volunteers per year)

<b>Year</b>	<b>Actual</b>
2012	47

**Output #3**

**Output Measure**

- 4-H Record Book Submissions

<b>Year</b>	<b>Actual</b>
2012	147

**Output #4**

**Output Measure**

- Youth reached through programs

<b>Year</b>	<b>Actual</b>
2012	1462

**Output #5**

**Output Measure**

- Number of community/family serving groups and organizations reached

<b>Year</b>	<b>Actual</b>
2012	42

**Output #6**

**Output Measure**

- Community Service (# of projects per year)

<b>Year</b>	<b>Actual</b>
2012	64

**Output #7**

**Output Measure**

- Activities and Programs (# per year)

<b>Year</b>	<b>Actual</b>
2012	85

**Output #8**

**Output Measure**

- Student Training (# per year)

<b>Year</b>	<b>Actual</b>
2012	7

**Output #9**

**Output Measure**

- Website development and refinement

<b>Year</b>	<b>Actual</b>
2012	5

**Output #10**

**Output Measure**

- Curriculum development and delivery

<b>Year</b>	<b>Actual</b>
2012	14

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Through project work and science and health enrichment programs, (%) 4-H club members and after school group members will demonstrate increased knowledge and skills that can be incorporated into their academic and personal lives.
2	% of enrolled 4-H youth who will demonstrate a commitment and understanding of their community and a sense of connectivity through increased delivery of community service programs to those in need.
3	Through training programs, club leadership activities and adult mentors, % of 4-H members who will develop leadership skills (e.g., public speaking, project leadership), gain confidence in their ability to lead and make a difference in their schools and communities and to incorporate these life skills into their daily lives.
4	# of parents, volunteers and adults serving youth and their families who will gain knowledge and skills that will foster positive youth development and family health and well-being.
5	# of parents who will learn and adopt more effective methods for parental discipline of children and better use of family time.
6	Pre-post measurement of educational activities, workshops to measure increases in knowledge and skills, focus groups and surveys to assess practice change and adoption, analysis of contact information and demographics to measure expansion of programs to currently underrepresented groups (urban, cultural-diverse communities, minorities, etc.) (Number of assessments per year)

## **Outcome #1**

### **1. Outcome Measures**

Through project work and science and health enrichment programs, (%) 4-H club members and after school group members will demonstrate increased knowledge and skills that can be incorporated into their academic and personal lives.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	53

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Out-of-school educational programs provide youth with a safe, supportive environment for developing academic and life skills. Research demonstrates a significant relationship between poverty and academic achievement in school." There is a great concern over the fact that children of underrepresented audiences do not excel in math and science classes." URI/HDF CE program targets these youth in urban areas with the delivery of science enrichment programming. Science and Healthy Lifestyles programming is a major focus of the RI 4-H club system, after school programming and Operation: Military Kids.

#### **What has been done**

4-H Pathways for Success in Science and Technology, in partnership with Inspiring Minds developed engineering modules targeting underserved Providence high school students. Modules included Chemical Engineering, Unreal Technology and Build Your Own Personal Computer. 4-H programming in focused on animal science, ecology, horticulture, technology, robotics and healthy lifestyles workshops, programs and events. New for FY12 was the 4-H Junior Scientist event taught by 40 URI undergrads, the 4-H Tech Wizards afterschool program and the first RI 4-H Science Academy.

#### **Results**

Evaluation studies documented increased knowledge and skills and positively increased youth attitude toward science and learning through 4-H and URI/HDF afterschool science enrichment programs. In FY12 increased numbers of military and underserved youth participated in 4-H SET and Healthy Lifestyles workshops and the new 4-H Tech Wizards mentoring program reach 60 at-risk urban youth weekly in afterschool programming. 53% of 4-Hers and afterschool enrollments participating in science and health projects/programs, competitions and events demonstrated an increase in knowledge and skills. 170 Providence youth demonstrated increased knowledge and

application of skills through the creation of lotions, perfume, crystals, candy etc in the Unreal Technology Engineering Module and built their own personal computers. 90 youth created experiments at the URI 4-H Junior Scientist Event and 24 club leaders received training at the RI 4-H Science Academy and completed at least one of the science programs within their 4-H clubs.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

% of enrolled 4-H youth who will demonstrate a commitment and understanding of their community and a sense of connectivity through increased delivery of community service programs to those in need.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	62

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Many of today's youth lack opportunities to engage in positive out-of-school educational programs under the mentoring of caring adults who guide them in developing valuable life skills while aiding them in creating positive connections to the larger community and assisting them in successfully making the transition to productive, contributing young adults.

###### **What has been done**

RI 4-H Clubs and afterschool programs are expected to plan and conduct at least one community service project during the 4-H year as part of the Citizenship mission mandate. 4-H volunteers are provided with community service opportunities through the 4-H volunteer listserv and connected to requests from citizens and community groups requiring assistance. 4-H groups may apply for financial support through the RI 4-H Foundation Club Grant program for their projects. Beyond serving their communities, 4-H clubs volunteer with Operation: Military Kids. 4-H members document their community service hours through their 4-H record books.

###### **Results**

50% of active 4-H clubs in RI reported carrying out an average of 2 or more community service projects in FY12 (average of 25 members per club) resulting in 525 youth participating in two or more community service project or 62% of the FY12 4-H club enrollment. 147 4-Hers who submitted record books in FY12 reported 3982 community service hours or an average of 27 hours per 4-H member. Seven 4-H Clubs received State 4-H Excellence Awards with community service requirements a significant portion of the selection process. Community service projects included food pantry baskets, adopting a military family at Christmas, bunnies to nursing homes, a wildlife baby shower fundraiser, benefit horse shows, a spring celebration for a community, beach clean-up, caroling on horseback, shoveling brigade for elderly neighbors, fundraisers for local charities and support and materials for a local community garden.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #3

##### 1. Outcome Measures

Though training programs, club leadership activities and adult mentors, % of 4-H members who will develop leadership skills (e.g., public speaking, project leadership), gain confidence in their ability to lead and make a difference in their schools and communities and to incorporate these life skills into their daily lives.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	45

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Many youth are lacking in school and family-center opportunities and support to increase their communications and leadership skills. Youth need a safe and nurturing environment to test their abilities and receive constructive and supportive feedback. Encouragement by caring adults and positive peer support enable youth to develop confidence and incorporate these life skills into their school and community.

###### **What has been done**

All 4-H members are strongly encouraged to participate in the RI 4-H Public Presentations programs at the club, district and state level. 4-H volunteers and staff provide training and

competitive and non-competitive speaking opportunities are provided to all 4-H ages. Besides District and State competitions, 4-Hers are encouraged to participate in events to educate the public including 4-H Goes to the Zoo, Washington Co. Fair Farm School and Speak Out for Military Kids. 4-H teens demonstrated leadership skills in their 4-H clubs as junior leaders and at 4-H events and programs on the state and regional level.

### **Results**

382 4-H youth or 45% of RI 4-H club members participated in district and state public presentation programs, 4-H Farm School, Eastern State Exposition and other public events promoting 4-H. 4-H teens demonstrated their leadership ability by assuming major roles at 4-H Fairs, animal science workshops and events and Rhode Island and New England 4-H Animal Committees and event. 4-H members actively participated in communication workshops, public presentations training and record book workshops. 4-H volunteers reported increased leadership skills and confidence among their 4-H club officers and teen leaders. In FY12 4-H Horse Teen Advisory Council was formed and 20 teens representing their clubs take an active role in planning and evaluation the RI 4-H Horse education program and events. In FY12 76 youth and teen leaders assumed leadership roles at for RI at the Eastern States Exposition.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

### **Outcome #4**

#### **1. Outcome Measures**

# of parents, volunteers and adults serving youth and their families who will gain knowledge and skills that will foster positive youth development and family health and well-being.

#### **2. Associated Institution Types**

- 1862 Extension

#### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

#### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	945

#### **3c. Qualitative Outcome or Impact Statement**

##### **Issue (Who cares and Why)**

The number of RI children and families living in poverty continues to increase. Family structures are stressed by poverty and decreasing community connection creating a weakened environment

for child rearing. There is limited access to parent education programs for families and links between service providers and families have either been eliminated as a result of budget cuts.

**What has been done**

Cooperative Extension Specialists from the URI Department of Human Development and Family Studies worked with two graduate students to develop/adapted, implemented and evaluated 40 parenting workshops for the 2012 programmatic year.

**Results**

Direct programs reached 945 families. Summative evaluations collected at the conclusion of each 2 hour workshop yielded the following results: 98% of workshops rated the workshop as great or perfect; 97% rated the presenter as great or perfect; 92% indicated the information was practical; 86% reported learning 3 new concepts; 98% rated delivery methods as excellent. Outcome evaluation yielded the following: Research states that parents who attend Parent/Family educational workshops, engage in significantly more nurturing parenting and less harsh parenting compared to parents who have not attended any educational training.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being

**Outcome #5**

**1. Outcome Measures**

# of parents who will learn and adopt more effective methods for parental discipline of children and better use of family time.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	450

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The number of RI children and families living in poverty continues to increase. Family structures are stressed by poverty and decreasing community connection creating a weakened environment for child rearing. There is limited access to parent education programs for families and links

between service providers and families has either been eliminated as a result of budget cuts.

#### **What has been done**

RI Agencies personnel who worked directly with families were asked to identify program needs for parents and families in their respective geographic areas. Cooperative Extension Specialists from the URI Department of Human Development and Family Studies along with two graduate students developed/adapted, implemented and evaluated 40 workshops for the 2012 programmatic year. Summative evaluations were conducted at workshops to assess quality as well as outcomes.

#### **Results**

Summative evaluations collected at the conclusion of each 2 hour workshop yielded the following results: 98% of workshops rated the workshop as great or perfect; 97% rated the presenter as great or perfect; 92% indicated the information was practical; 86% reported learning 3 new concepts; 98% rated delivery methods as excellent. Outcome evaluation yielded the following: Research states that parents, who attend Parent/Family educational workshops, engage in significantly more nurturing parenting and less harsh parenting.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being

#### **Outcome #6**

##### **1. Outcome Measures**

Pre-post measurement of educational activities, workshops to measure increases in knowledge and skills, focus groups and surveys to assess practice change and adoption, analysis of contact information and demographics to measure expansion of programs to currently underrepresented groups (urban, cultural-diverse communities, minorities, etc.) (Number of assessments per year)

##### **2. Associated Institution Types**

- 1862 Extension

##### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

##### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	6

##### **3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The number of RI children and families living in poverty continues to increase. Family structures are stressed by poverty and decreasing community connection creating a weakened environment for child rearing. There is limited access to parent education programs for families and links between service providers and families has either been eliminated as a result of budget cuts or decreased.

#### **What has been done**

Pre measurements of educational programs included parents sharing their prior knowledge through surveys and discussions. Post measurements of educational activities included summative evaluations that were conducted to assess outcomes. During each workshop parents were given the opportunity to summarize key understandings, thus communicating increases in knowledge and skills. Throughout workshops participants gave feedback on clarity of information delivered, and this reflection aided assessment of practice change. In the city of Providence the agencies that we work with have diverse underrepresented groups that they serve. All workshops were conducted in both Spanish and English to address the cultural needs of parents.

#### **Results**

Summative evaluations collected at the conclusion of each 2 hour workshop yielded the following results: 98% of workshops rated the workshop as great or perfect; 97% rated the presenter as great or perfect; 92% indicated the information was practical; 86% reported learning 3 new concepts; 98% rated delivery methods as excellent.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
806	Youth Development

#### **V(H). Planned Program (External Factors)**

##### **External factors which affected outcomes**

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

##### **Brief Explanation**

The tumultuous economy has had a negative effect on hiring new faculty and staff. Uncertain state budgets and budget cuts continue to have a negative effect on service delivery.

#### **V(I). Planned Program (Evaluation Studies)**

##### **Evaluation Results**

Direct observation and reporting of change in knowledge/skills and behavior change by 4-H Club leaders and 4-H staff.

Review of 4-H record books to document leadership and community service and participation.

Post of assessment 4-H events for program/event evaluation, redirection and revisions.

Summative evaluation used to evaluate learning materials and learning process.

High level of satisfaction was reported by stakeholders.

### **Key Items of Evaluation**