V(A). Planned Program (Summary)

Program # 7

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
801	Individual and Family Resource Management	5%		0%	
802	Human Development and Family Well-Being	25%		10%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	15%		30%	
805	Community Institutions, Health, and Social Services	5%		50%	
806	Youth Development	50%		10%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	40.0	0.0	5.0	0.0
Actual Paid Professional	132.3	0.0	0.6	0.0
Actual Volunteer	343.0	0.0	0.0	0.0

2. **Institution Name:** Washington State University

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

Extension		Research	
Smith-Lever 3b & 3c	**1890 Extension**	**Hatch**	**Evans-Allen**
1445741	0	19081	0
1862 Matching	**1890 Matching**	**1862 Matching**	**1890 Matching**
1445741	0	19081	0
1862 All Other	**1890 All Other**	**1862 All Other**	**1890 All Other**
12749950	0	81451	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

WSU Extension works with diverse communities across Washington State to address positive youth and community and economic development betterment by providing information, experiential education activities, technical assistance and local capacity enhancement. Our programs are available without discrimination and we are proactive in addressing the barriers and special needs of unique youth audiences and the adults who support youth. The proactive nature of our outreach efforts has led to 39% of 4-H statewide membership being youth of color with 8% of all age eligible youth in Washington being enrolled in 4-H Programs. In addition, we have extension programs that work with Latino communities and small businesses.

WSU Extension addresses youth, family and community development directly through educational programs, demonstrations, and facilitated processes. Training programs and professional development are extended to faculty, staff, volunteers, and partner organizations as well as to specific groups such as professional child care providers, classroom educators and other youth and family service providers. Particular outreach effort was made to and in cooperation with underserved and immigrant populations.

Educational programs are targeted to 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 and their broader communities.

• Increasing decision-making skills, relationship building, the understanding of self, learning, self-management, navigating group processes and communication skills in youth.

• Decreasing risk behaviors of the 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 the 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 were conducted and evaluated statewide with outreach in both English and Spanish languages and culturally appropriate materials for tribal participants.

• Promote vibrant communities, strengthen the capacity of local governments, and foster collaborative public policy development.

Research-based programs were delivered by extension professionals and supervised volunteers. These

programs include 4-H club programs, in-school and after school programs for youth, and family-based program like Strengthening Families, which focus on enhancing preventive mechanisms. Washington State 4-H Youth Development also partners extensively with organizations and individuals who serve affected youth and families connected to the military. Additionally, communities were engaged to collectively analyze situations, resolve conflicts, and assess and recommend mechanisms to enhance public services. These programs were customized based upon community need and delivered by programs such the William D. Ruckelshaus Center or the WSU Division of Governmental Studies and Services (DGSS). Finally, programs were delivered that lead to enhanced leadership and facilitation skills of youth, adults, and communities.

2. Brief description of the target audience

Target audiences included the youth, adults, and families of Washington and the agencies, decision makers and organizations that support and mentor them. Youth (K-12) throughout the state; military families; urban, rural and tribal communities; current and future community and organization leaders, volunteers, teachers and other educators.

3. How was eXtension used?

Many faculty members participated in multiple Communities of Practice and three faculty serve in a leadership capacity within Communities of Practice

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	75372	847073	156211	257765

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	99	0	99

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of workshops, demonstrations, and projects developed to foster positive youth, family and community development.

Year	Actual
2012	205201

Output #2

Output Measure

- Number of peer reviewed (official) WSU Extension publications published annually.

Year	Actual
2012	44

Output #3

Output Measure

- Number of graduate students with a signifcant professional orientation in the area of youth, family, and community development.

Year	Actual
2012	11

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Percentage of evaluated participants who demonstrated increased knowledge and skills relative to key learning objectives.
2	Percentage of participants evaluated who applied knowledge or skills from WSU programs.
3	Difference in grade point average between former 4-H members and peer students at WSU
4	Number of persons completing a WSU leadership development program who serve in a community, county, state, or agency leadership role.
5	Number of communities enacting processes to increase economic development or to address poverty and its impacts as a result of WSU programs.

Outcome #1

1. Outcome Measures

Percentage of evaluated participants who demonstrated increased knowledge and skills relative to key learning objectives.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	90

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Developing strong families, our youth, and vibrant communities are among the core values of our society. Research has identified a host of threats to these important societal foundations, including substance abuse, lack of parenting skills, divorce, lack of essential life skills, loss of civic engagement, and a deterioration of sense of community among citizens. This broad program area seeks to address many of the core issues through a variety of educational and experiential learning experiences.

What has been done
A broad variety of educational and experiential activities and events were conducted during the year, including the state-wide 4-H Youth Development Program, Strengthening Families Program, Horizons Community Development Program, and a host of other related projects and programs designed to address issues in our three categories of youth, family, and community. This broad effort reached over 90,000 Youth; 37,000 families; and 68 individual communities directly.

Results
Aggregate program analysis shows that 90% of program participants in this broad program area benefited by increased knowledge and skill on one or more of the principles taught. Life skills development was among the key components of the knowledge extended to youth, while knowledge that fostered resilient, healthy families were a key element of the work directed at families. Community empowerment was a central theme for our work with communities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #2

1. Outcome Measures

Percentage of participants evaluated who applied knowledge or skills from WSU programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	80

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Developing strong families, our youth, and vibrant communities are among the core values of our society. Research has identified a host of threats to these important societal foundations, including substance abuse, lack of parenting skills, divorce, lack of essential life skills, loss of civic engagement, and a deterioration of sense of community among citizens. This broad program area seeks to address many of the core issues through a variety of educational and experiential learning experiences.

What has been done
A broad variety of educational and experiential activities and events were conducted during the year, including the state-wide 4-H Youth Development Program, Strengthening Families Program, Horizons Community Development Program, and a host of other related projects and programs designed to address issues in our three categories of youth, family, and community. This broad effort reached over 90,000 Youth; 37,000 families; and 68 individual communities directly.

Results
80% of program participants evaluated applied at least one concept, skill or knowledge area to their lives or community as a result of the program effort. Youth demonstrated important life skills learned through their experiences, and families applied one or more of the principles taught for sustaining healthy families. All 68 communities undertook new civic practices or undertook efforts to improve the quality of life in their local community.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #3

1. Outcome Measures

Difference in grade point average between former 4-H members and peer students at WSU

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	33

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Educational attainment for Washington youth has reached a crisis level, with 1/3 of students entering 9th grade not graduating within five years. The statistics for subsets of students are worse; nearly 2/3 (64%) of Hispanic males fail to graduate from high school in Washington State. Without significant increases in youth academic attainment, we are creating 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. The program emphasis on the Essential Elements (belonging, mastery, independence and generosity) produces strong life-skill attainment. Over 200,000 different 4-H activities and events were conducted in 2012 designed to strengthen life skills including 1600 4-H clubs, 2,200 school-based enrichment activities, 117 after-school clubs and 51 camping programs. 2,298 adult volunteers participated in at least one life skill building educational opportunity.

Results
Washington's 4-H youth continued to outmatch their non-4-H peers in academic competence grades 9-12 by .33 grade points in our sample of 564 4-H graduates compared with statewide peers, and demonstrated stronger attachments and connections to their schools and communities. This improved engagement with school results in increased academic success and higher academic aspirations for young people. As part of annual year-end club reports, 4-H volunteers were asked to report on the high school graduation rates and entrance into post-secondary study. Washington State 4-H members are nearly one-third more likely than their Washington State High School graduate peers to engage in post-secondary education and or training.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #4

1. Outcome Measures

Number of persons completing a WSU leadership development program who serve in a community, county, state, or agency leadership role.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	123

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Strong leadership remains central to organizational, community, and local government success. As the economy began to recover in 2012, it became more evident that a community?s resiliency depends, in part, on strong local leaders. There is a need to help build leadership capacity, starting with the next generation of leaders while continuing to assist and educate those currently serving in those roles.

What has been done

In 2012, with the retirement of the WSU Extension Leadership Development Specialist and the continued erosion of budgets, Extension greatly curtailed its direct leadership development programs; however, Extension continued to include leadership development activities as part of other community development programs and projects.

Results
Six workshops helped local leaders in two communities identify their organization's strengths and weaknesses and develop concrete steps to overcome their weaknesses. The workshop included individualized assessments and in-depth training of the skills necessary to improve an organization's ability to achieve its goals, including effective decision-making, leadership development, information gathering skills, and resource generation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

Outcome #5

1. Outcome Measures

Number of communities enacting processes to increase economic development or to address poverty and its impacts as a result of WSU programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	31

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Poverty and lack of opportunities continues to plague rural communities in many areas of the state. This situation leads to ongoing societal problems ranging from unemployment to substance abuse, among a host of other problems that lead communities into a downward spiral. Our approach to addressing this is based on empowerment of local leaders with training and knowledge to confront these local problems with new and innovative ideas.

What has been done

In 2012, WSU Extension continued to provide some community coaching to the previous 40 Horizon communities and resident surrounding some of these communities, specifically focusing on northeast, central, and south central Washington. Projects developed in 2012 included broadening the scope from a focus on rural communities to include communities in more urban settings that are struggling with poverty and its impacts.

Results

Through the Columbia Asset Building Initiative (CaABI) project, a grant funded effort to increase family wealth through asset development, Extension assisted in the development of a new family asset coalition of 31 communities in the Tri-Cities region of Washington, and the lower Columbia River region. In both instances, WSU provided both leadership and organizational development assistance to coalition members. In addition, Extension assisted these coalitions in by providing financial management workshop for their constituents.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

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

Numerous external factors can potentially impact the success of our programs. Reduced availability of funding has most recently challenged our ability to meet projected targets. We have increased our use of technology to maximize staff efficiency; however, this sort of increased output per professional FTE cannot be expected to continue to rise at current rates. Changes in political priorities also impacted the effectiveness of our work either by changing the availability of resources supporting our programs or by altering the available options for target audiences. Additionally, legislative action created new pressures on extension educators due to unfunded mandates and changes in organizations, which have been traditional partners. In 2012, flooding and weather changes have impacted the demand for community, family and youth resources in some locations.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

This program area encompassed a wide variety of educational programs that addressed positive youth and family development, youth and adult leadership, civic engagement, parenting and child development, and community and economic development. The overall program evaluation for all events and projects under this program theme were evaluated in terms of "knowledge and skills gained by participants", "application of this knowledge", and specific numeric metrics for 4-H graduation rates, completion of leadership training and number of communities participating in economic development.

To judge whether the goal of leadership training is met, Extension staff include participant self-reporting in their programs. This often takes the form of session and/or program evaluations to gauge training quality and knowledge gained. In addition, the leadership programs funded through private foundations include formative and/or summative evaluations of the program's effectiveness. The results of doing both participant and program evaluations allows WSU Extension to keep materials current and tailored to those it serves.

In follow-up activities, the percentage of clients that change their mode of operation to include collaborative approaches to public policy development and/or number of clients that incorporate applied research findings and research-based recommendations into public policy is assessed.

Key Items of Evaluation

Parents who participated in the Children Coping With Divorce self-report knowledge gains in six content areas (grief process, active listening, community resources, managing economic changes, co-parenting, and child development) increased 0.77 points on a 5-point Likert Scale. Satisfaction levels among participants remain high: While 17% of participants resented the requirement to attend, after the four hour course 96% reported that they were "Glad they came." More than half of the participants voluntarily write intended changes they plan to make. The following sample responses (ie. "Change parenting plan and create routines that both households will follow." "Listen better to my children's needs and wants." Make sure they understand they will be taken care of and loved." "I plan to be a more active listener to my children and always make it known to them that they matter, whether they feel the need to talk or not."

Through the Children Cope With Divorce program, significant decreases in inter-parental conflict occurred. Comparisons of initial and follow-up survey responses (n=86) revealed a significant decrease in inter-parental conflict.

Strengthening Families Program facilitators administer evaluations to parents and youths separately on the first and last nights of the program (pretest-posttest). The evaluation consists of validated measures assessing risk and protective measures in the domain of family functioning. For parents, mastery is considered to be a positive change of at least one of 5 parenting behavior scales from beginning to end of program. 90% of the parents master at least one concept/skill learned in the program. It is notable that the percentage of youth who reported that their parents changed is the same as the parents' self-reported change. All youth and parent measurers show significant improvement from pretest to

posttest. Estimate of dollars saved is a cost benefit assessment of potential costs of treatment avoided through prevention of problem behaviors and is based on WSIPP and PSU estimated benefit per youth ($6,541) multiplied by the number of youth served. In WA the saving for 2012 was $1,138,134.

Working with Kitsap County Juvenile Probation Department, 60 low risk juvenile offenders and their families gained skills for planning a positive future and increased communications with their parent or care-giver.

85% of the participants in the Fit Fathers, Successful Families, Inside and Out (FFSFIO) program (participation targets inmates from the Chelan County Regional Justice Center or in-patients Center for Drug and Alcohol Treatment Center) showed improvement in at least one of four indicators of parental resilience. In addition, participants' score increases (4.8 to 5.1) showed significantly improved attitudes about parenting and understanding of children's needs. Sample comments include - "I feel more in control of my emotions. I feel I can be a better father to my baby girl." "I can use these tools to better my relationship with my family." Data suggests that recidivism rates for the FFSFIO participants are lower.

Over 83% of the teens who participated in the WA State Teen Conference reported significant gains in the following evaluated life-skills: decision-making, listening skills, planning how to use financial resources, discovering options for their future and exploring new careers.

In the WA 4-H program, attitude change was assessed using two assessment approaches. Various classes that had a total of 6+ hours contact time with youth were assessed. Both of these assessments evaluated the life skills of: decision making, communication, accepting differences, and marketable skills. The average for all life skills proficiency went from a pre-test score of 2.12 to a post test score of 3.06 on a 1-4 scale, a difference of .94 or 44% increase in life skills. The teacher interviews of youth present when the survey with the class was done, reported that 98% of youth believed that they had personally experienced life skill development. (n=586)

A life skill development assessment survey was administered through the Salishan 4-H Afterschool Program in Pierce County. Various classes that had a total of 6+ hours contact time with youth were assessed. Attitude change was assessed using two approaches and both assessments evaluated the following life skills: Decision Making, Communication, Accepting Differences, and Useful/marketable skills. The average for all life skills went from a pre test of 2.12 to a post test of 3.06 on a 1-4 scale, a difference of .94 or 44% increase in life skills. The teacher interviews of youth present when the survey with the class was taken, reported 98% increase of youth believing that life skills development occurred.

98% of the parents that participated in the State Strengthening Families Program indicate 89% of parents apply at least one concept/skill learned in the program. Statewide, the cost benefit assessment figure applied to the Strengthening Families Program revealed $3,014,400 dollars saved (cost benefit assessment of potential costs of treatment avoided through prevention of problem behaviors, e.g., substance abuse, delinquency) in 2011.

In 2012, 98% of Washington 4-H youth graduated high school and 78% entered post-secondary education, compared to Washington State average of less than 70% graduation rate and only 47% of graduates entering post-secondary education. Hence, the lifelong earning power of 4-H members will be collectively better than their peers and thereby

strengthen their over-all contributions to their communities and the society in general.