

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Families, Youth and Communities

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
215	Biological Control of Pests Affecting Plants	1%		0%	
216	Integrated Pest Management Systems	2%		0%	
315	Animal Welfare/Well-Being and Protection	2%		0%	
704	Nutrition and Hunger in the Population	5%		0%	
801	Individual and Family Resource Management	0%		59%	
802	Human Development and Family Well-Being	0%		16%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	35%		6%	
805	Community Institutions, Health, and Social Services	0%		19%	
806	Youth Development	55%		0%	
	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
Actual Paid Professional	26.2	0.0	0.6	0.0
Actual Volunteer	4.0	0.0	1.0	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
2041972	0	29007	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2041972	0	15430	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

- Research that Examines Financial Savings Behavior
- Research to Understand Mental and Physical Health and Economics in Rural America
- Conduct Community Book Read and Discussions
- Conduct Small Business Workshops
- Conduct Leadership Workshops
- Deliver Healthy Living Program
- Conduct Workshops on Indian Reservations in Western South Dakota
- Conduct Character Education Program Training
- Develop and Enhance Community and School Gardens
- Partner with Ground Works School Teaching Gardens

2. Brief description of the target audience

- Low to Moderate Income Families
- Mothers Living in Rural Areas
- Rural Communities
- Entrepreneurs
- Youth
- Teenagers
- Native Americans
- Consumers of Food Products
- Local Schools
- Youth Program Leaders

3. How was eXtension used?

eXtension is not part of this Planned Program.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	13945	835602	37102	48755

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	6	5	11

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Percentage of all Hatch Research Projects in Families, Youth and Communities

Year	Actual
2012	3

Output #2

Output Measure

- Number of Communities Participating in the Book Read and Discussions

Year	Actual
2012	6

Output #3

Output Measure

- Number of Communities Hosting Small Business Beginnings Workshops

Year	Actual
2012	5

Output #4

Output Measure

- Number of FCCLA Leadership Workshops Conducted

Year	Actual
2012	2

Output #5

Output Measure

- Number of Teens Trained in the Strong Bodies, Strong Futures, Teens as Teachers Program

Year	Actual
2012	63

Output #6

Output Measure

- Conduct Horticulture and Agriculture Workshops

Year	Actual
2012	0

Output #7

Output Measure

- Number of Character Counts School Trainings

Year	Actual
2012	3

Output #8

Output Measure

- Number of Garden Development or Enhancement Workshops and Webinars Conducted

Year	Actual
2012	17

Output #9

Output Measure

- Number of Articles Posted on igrow Website

Year	Actual
2012	226

Output #10

Output Measure

- Number of Podcasts Posted on igrow Website

Year	Actual
2012	61

Output #11

Output Measure

- Number of Radio Programs Posted on igrow Website

Year	Actual
2012	12

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of Families, Youth and Communities Hatch Research Projects
2	Number of Participants in the Book Reads and Discussions
3	Number of Small Business Beginnings Workshop Participants
4	Number of FCCLA Leadership Workshop Participants
5	Number of Students Taught by Strong Bodies, Strong Futures, Teens as Teachers
6	Number of Participants Graduating from Lakota Beginning Farmer and Rancher Development Program
7	Number of Teachers Trained to Use Character Counts
8	Number of Community or School Gardens Receiving Assistance with Development or Enhancement

Outcome #1

1. Outcome Measures

Number of Families, Youth and Communities Hatch Research Projects

2. Associated Institution Types

- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	3

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There are concerns that the savings rate of American households, especially low and moderate income households is inadequate, leaving families extremely vulnerable to economic setbacks. Additionally, research indicates that there is a link between financial security and over-all health. Unhealthy families are not able to fully socially and economically contribute to their communities.

What has been done

Within the College of Agricultural and Biological Sciences, there are 3 Hatch projects that are categorized in the Planned Program of Families, Youth and Communities. The research activities in this program are supported by our partnership with College of Education and Human Sciences. Hatch funded projects include but are not limited to research involving financial literacy and management behavior, physical and mental health in diverse rural low-income families, and psychological and socio-cultural factors that impact the decision to save.

Results

Through research, we continue to build a scientific knowledge base to improve and understand the sociological factors associated with personal finance. Economic and sociological factors do explain whether or not respondents have a savings or investment account. Saving habits are a predictor in whether low to moderate individuals have life insurance. Findings indicate difficulty recruiting Native American mothers for research. In addition, graduate students gain valuable knowledge and skills while collaborating on research projects.

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

Outcome #2

1. Outcome Measures

Number of Participants in the Book Reads and Discussions

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	75

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many small communities in South Dakota do not realize that they are spending more educational funding on the best and the brightest high school students that graduate and leave their communities, while spending less on the graduates that stay.

What has been done

SDSU Extension coordinated The Great American Book Read with six communities. Participants in the communities read the book *Hollowing Out the Middle*, which explores the negative effects of the best and the brightest leaving their communities. Discussions were then held to create strategies to deal with the situation, which then lead to action steps that the community can take to improve their community.

Results

Participants have gained knowledge about their high schools and the impact it has on their communities. Most of the communities have taken at least one action step to help with community development. Steps taken include providing leadership training, supporting local entrepreneurs, offering training beneficial to the local area, and discussing the development of a business incubator center.

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Number of Small Business Beginnings Workshop Participants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	40

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Small businesses represent approximately 60% of all jobs nationally and are a large part of South Dakota's economy. Small businesses need educational resources, but often times it is not easily accessible.

What has been done

SDSU Extension's Small Business Beginnings program offers proactive and comprehensive business education outreach. The program is a set of tools designed to provide technical assistance to early stage entrepreneurs, start-up businesses and existing small firms. The program has become a "one stop shop" for business education and technical assistance.

Results

Seventy-three percent of the participants graduated from the Small Business Beginnings program. The knowledge that small business owners gained from the program contribute greatly to successful business ventures and the likelihood of business longevity. The participants learned market analysis, concepts of business feasibility, state and federal laws, business performance, and creating or updating a business plan. Seventy percent of the participants indicated they improved their business knowledge by 75-100%. Fifty percent of the participants completed a final draft of their business plan during the workshops.

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Number of FCCLA Leadership Workshop Participants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	200

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Teenagers have the potential to become great leaders for their families, careers or communities, but need to be exposed to activities that teach them skills.

What has been done

SDSU Extension 4-H Youth Development conducted leadership workshops that focused on team building and how to increase leadership skills. Activities and planning models were shared with the participants so that they could better understand the processes and methods to become a respected and organized leader in both their FCCLA chapters and within other organizations and their community.

Results

Two hundred youth participated in workshops, learning leadership, teamwork, and personal growth development skills. The workshops enhanced our youth's ability to face the challenges in their futures with confidence.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Number of Students Taught by Strong Bodies, Strong Futures, Teens as Teachers

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	950

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In South Dakota, 33.6% of youth ages 5-19 are overweight or obese. More than 85% do not eat enough fruits and vegetables and most are not physically active, with 23% of the youth watching 3 or more hours of television on an average school day.

What has been done

SDSU Extension 4-H Youth Development delivered the program Strong Bodies, Strong Futures. With several partnering agents, Strong Bodies, Strong Futures Teens as Teachers was created to enhance youth development by having youth carry out the projects. Learning communities were created allowing youth the opportunity to experience greatness by making a difference within their communities and schools. Youth participated in problem solving and plan development, carrying out lesson plans relevant to the MyPlate nutrition guidelines and SD Health Education Standards. The plans were presented to third, fourth and fifth grade classes.

Results

Through the Strong Bodies, Strong Futures Teens as Teachers program, strong community partnerships were formed and a sustainable community outreach was created. The teens learned life skills that make them vital members of their communities. Thirty-two of 35 teens surveyed said that they learned skills that they will use in everyday life and after graduation. Twenty-eight teens said they would participate in a similar program again.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Number of Participants Graduating from Lakota Beginning Farmer and Rancher Development Program

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	46

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Poverty on the reservation has long been a major problem. Much of the land on South Dakota Indian Reservations is operated by non-Native American producers or is not being sustainably utilized at all. Few Native American beginning farmers/ranchers have adequate financial resources to invest in further education beyond local attendance at short courses.

What has been done

South Dakota State University in 2009 initiated a three-year Lakota Beginning Farmer & Rancher Development Program that was initially geared to beginning farmers and ranchers on the Pine Ridge reservation. The program has grown beyond its initial scope to include outreach of agricultural business, financial, management, and production skills to people living on Indian Reservations across western South Dakota.

Results

Forty-six participants graduated from the Beginning Farmer & Rancher Development Program. Nine participants completed a two-week Farrier Apprenticeship that addressed the need for adequate providers of horse hoof care on reservations and other underserved areas of the state. Many Native American producers received Private Applicator Training on several of the reservations, learning about pesticides and alternative pest control options. Gardening workshops were also conducted on several reservations, with hundreds of youth and adults learning beginning and intermediate garden topics.

4. Associated Knowledge Areas

KA Code	Knowledge Area
215	Biological Control of Pests Affecting Plants

216	Integrated Pest Management Systems
315	Animal Welfare/Well-Being and Protection
704	Nutrition and Hunger in the Population

Outcome #7

1. Outcome Measures

Number of Teachers Trained to Use Character Counts

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	149

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With 82% of parents in South Dakota working, children are less supervised and parents often lack the tools or the time to teach character development. Today's youth are continually exposed to negative role models and high risk behaviors, leading to higher incidences of bad decision making.

What has been done

SDSU Extension 4-H Youth Development trained 149 teachers in three schools with the Character Counts program and conducted 36 follow-up visits with schools statewide. This character education program uses The Six Pillars of Character framework to teach youth the building blocks of good character. Youth learn about trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Results

SDSU Extension 4-H Youth Development Staff reached more than 40,000 youth this year with the Character Counts program. Students exposed to the Six Pillars of Character learn right from wrong and are instilled with the desire to do what is right. With this program, schools enhance the social behavior of its students and staff. This creates a safe and positive culture that leads to higher academic achievement and personal development. In one community where the school has been using the Character Counts program for three years, the Clerk of Courts reported that no youth have been through the court system in the last year, compared to at least 12 per year in previous years.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Number of Community or School Gardens Receiving Assistance with Development or Enhancement

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	51

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

As rural America keeps shrinking, there is a greater disconnect between our citizens and agriculture. At the same time, more people are in need of affordable, safe, and healthy foods. Research indicates that community gardeners, as well as youth that participate in gardening programs, include more fruits and vegetables in their diet.

What has been done

Recent surveys in communities across South Dakota indicate a need for sustainable local foods, particularly with gardening issues. In response, SDSU Extension has conducted workshops and activities involving horticulture, garden construction, food safety, nutrition, project organization and community support for agriculture. SDSU Extension also partnered with local non-profits, providing grants to 42 teaching garden projects across the state.

Results

Fifty-one community or school gardens have been launched, enhanced, or are in the development stage. The participants involved have learned valuable organization and development skills that make them more self-reliant with their food production and consumption choices. The exposure to the amazing world of agriculture has also prodded many of the participants to seek additional information about fundraising, farmers markets, and business planning

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Other (Staff Turnover)

Brief Explanation

The effects of restructuring SDSU Extension in October of 2011 are likely being felt with the greatest impact during this reporting period. With the huge loss of staff and the turn-around time to hire new employees, many vacancies were created. This means less programming and less data to work with in all areas of this report.

Funding cuts continue to impact South Dakota State University.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Due to continued budget constraints, a full-time evaluator has not been hired. However, we are diligent in our efforts to teach staff how to collect and report meaningful, useful programming data. This includes establishing baseline data, templates that correspond to NIFA reporting, and writing impacts that show strong results.

Small Business Beginnings

40 Participants
73% graduated
70% improved their knowleged by 75-100%

Strong Bodies, Strong Futures Teens as Teachers

Post survey to the teens as teachers
74% - Learned how to manage time wisely and gained organizational skills
83% - Making healthier choices and behaviors
Post survey to 24 elementary teachers
79% report an increase in youth discussions on eating healthier and being more physically active

Key Items of Evaluation

Small Business Beginnings

40 Participants
73% graduated