

**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 |
|---------|--|-----------------|-----------------|----------------|----------------|
| 124     | Urban Forestry   | 0%              |                 | 3%             |                |
| 131     | Alternative Uses of Land   | 0%              |                 | 6%             |                |
| 604     | Marketing and Distribution Practices   | 0%              |                 | 3%             |                |
| 606     | International Trade and Development  | 0%              |                 | 2%             |                |
| 608     | Community Resource Planning and Development  | 0%              |                 | 6%             |                |
| 703     | Nutrition Education and Behavior   | 0%              |                 | 2%             |                |
| 724     | Healthy Lifestyle  | 8%              |                 | 7%             |                |
| 801     | Individual and Family Resource Management  | 6%              |                 | 7%             |                |
| 802     | Human Development and Family Well-Being  | 35%             |                 | 14%            |                |
| 803     | Sociological and Technological Change Affecting Individuals, Families, and Communities             | 10%             |                 | 13%            |                |
| 804     | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures | 2%              |                 | 19%            |                |
| 805     | Community Institutions, Health, and Social Services  | 9%              |                 | 1%             |                |
| 806     | Youth Development  | 30%             |                 | 14%            |                |
| 903     | Communication, Education, and Information Delivery   | 0%              |                 | 3%             |                |
|         | <b>Total</b>   | 100%            |                 | 100%           |                |

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

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 20.0      | 0.0  | 4.0      | 0.0  |

|                          |      |     |     |     |
|--------------------------|------|-----|-----|-----|
| Actual Paid Professional | 18.8 | 0.0 | 4.5 | 0.0 |
| Actual Volunteer         | 47.3 | 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    |
| 371410              | 0              | 29860          | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 2137634             | 0              | 470757         | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 749588              | 0              | 198415         | 0              |

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

More than any other social institution, the family has profound influence 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 FY2013, 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. Over the past 4 years, a total of 1881 children have saved over \$321,000, for an average of \$171 saved per child. This savings project brings together as partners, State government, University of Hawaii, credit unions and banks, the school system, and parent, to enable and support young children, especially those from low income families, to open a savings account, to build a savings habit, and to build assets over time. 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.

Other significant public policy activities included implementation of the Quality Rating and Improvement System Pilot with child care centers and family child care providers. The Early Reading First

literacy project served over 160 Head Start children and their families with over 1,400 hours of in-class coaching, teacher in-service training, and parent education workshops. Measurements of classroom quality were well above national norms. In addition to annual reports on the state of homelessness in Hawaii, and provision of such social services as elder care, a comprehensive report on 10 years of trends in demographics and service utilization patterns was published by the Alcohol and Drug Treatment Project.

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. 4-H is a community of young people across Hawaii who are learning leadership, citizenship, and life skills. This educational program helps 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. 4-H youth have taken leadership roles in designing projects, writing grant proposals and securing funds to implement projects in their community. For example, working in partnership with the local hospital, the Kona 4-Hers delivered hundreds of books and burp pads (approximately 50 per month) to newborn babies and their mothers to promote the benefits of reading aloud. The youth have taken the skills learned through the Kona 4-H program and applied it to helping others.

Hawaii 4-H programs also include school enrichment activities such as the "Kindergartners Are Most Precious (K.A.M.P.) program. This school readiness and transition program reached 341 incoming kindergartners and 375 parent(s) or primary caregiver(s) from 6 public schools statewide in 2013. This program utilized 80 volunteers who help to welcome families to the school and instill a sense of belonging and excitement about education. Each KAMP program is designed to address individual school needs, but all include the following components: 1) parent-child interactive learning games 2) introduction to school facilities; 3) introduction to school faculty and staff 4) practice separation time between parent and child; 5) parent workshop; 6) child group activity in classrooms 7) nutritious snack 8) message reinforcing parental involvement in child's education, and most importantly 9) introduction to the 4-H Cloverbud Program.

The mission of Hawaii Association for Family and Community Education (FCE) is living the "Aloha Spirit" to strengthen individuals, families and communities through Continuing Education, Developing Leadership, and Community Action. In keeping with their mission to strengthen individuals, families and communities through Continuing Education, Developing Leadership and Community Action, they have provided educational workshops on topics such as but not limited to Health and Wellness issues (physical activity, walking, aging gracefully, healthy eating, Healthwise Vaccines workshop, Journals of Love for oncology patients); Home, Community, and Environment issues (candidates forum; identity theft workshop; reduce, reuse, recycle; elder abuse; trash to treasure workshops; Na Tutu-Grandparents Raising Grandchildren); International programs (Dress A Girl Around the World), Youth Education programs (Character Counts, Books for Newborns, Fire Fighters booklets) and Technology (Skype, digital camera, computer, iPad). Continuing education is important to FCE members and they have provided several educational scholarships through the Alice P. Trimble Foundation to help individuals with their schooling. Members adopted at least one recommended practice in making healthy food choices, participating in regular physical activity, making informed decisions that affect their personal life, and using technology to communicate and/or share information with others.

## **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**

| 2013          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 23609                  | 163924                   | 19531                 | 6537                    |

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

**Patent Applications Submitted**

Year: 2013  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

| 2013          | Extension | Research | Total |
|---------------|-----------|----------|-------|
| <b>Actual</b> | 21        | 14       | 35    |

**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

|             |               |
|-------------|---------------|
| <b>Year</b> | <b>Actual</b> |
| 2013        | 28086         |

**Output #2**

**Output Measure**

- Number of volunteer hours

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 90905         |

**Output #3**

**Output Measure**

- Presentations at international and national meetings.

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 15            |

**Output #4**

**Output Measure**

- Grant proposals submitted.

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 44            |

**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**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 5856          |

**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**

| <b>KA Code</b> | <b>Knowledge Area</b>  |
|----------------|--|
| 124            | Urban Forestry   |
| 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**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 2632          |

**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**

| <b>KA Code</b> | <b>Knowledge Area</b>                     |
|----------------|---|
| 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**

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2013        | 2998188       |

**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**

| <b>KA Code</b> | <b>Knowledge Area</b>                       |
|----------------|---|
| 124            | Urban Forestry                              |
| 131            | Alternative Uses of Land                    |
| 604            | Marketing and Distribution Practices        |
| 606            | International Trade and Development         |
| 608            | Community Resource Planning and Development |
| 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 |
| 805 | Community Institutions, Health, and Social Services  |
| 806 | Youth Development  |
| 903 | Communication, Education, and Information Delivery   |

#### **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 placed strains on social institutions and social safety nets (eg. counseling, social services, food banks, charitable organizations) with serious implications for disadvantaged populations in particular. 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.