

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

Healthy Communities: Youth, Adults 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
724	Healthy Lifestyle	20%		10%	
801	Individual and Family Resource Management	10%		15%	
802	Human Development and Family Well-Being	15%		20%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	15%		15%	
806	Youth Development	40%		10%	
903	Communication, Education, and Information Delivery	0%		30%	
	Total	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	160.0	0.0	9.0	0.0
Actual Paid Professional	160.0	0.0	9.0	0.0
Actual Volunteer	0.0	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
687050	0	349482	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
3270580	0	2659671	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
7786638	0	329574	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Develop/identify theory- and evidence-based educational programs to promote healthy communities: youth, adults, and families.
- Disseminate, implement, and evaluate effectiveness of programs to promote healthy communities: youth, adults, and families.
- Strengthen collaborative capacity within K-State Research and Extension and among communities/ organizations to promote healthy communities: youth, adults, and families.
- Provide technical assistance and educational programs to citizens seeking to make their communities healthy and sustainable places for meeting human needs.
- Establish links between community development researchers and practitioners for cooperative efforts that result in healthy, sustainable communities.
- Provide experiential learning opportunities for children and youth to address key and emerging issues that affect their growth and development.
- Deliver and evaluate evidence-based community-development strategies for positive youth development in structured out-of-school settings (e.g., after-school programs, youth-serving organizations, clubs).
- Strengthen the support for a volunteer development system through training and education on the experiential learning model, 4-H essential elements, ISOTURE model, age appropriate learning experiences and emerging aspects of youth development.
- Provide imaginative, motivational, and experiential learning experiences to help youth build competencies and master life skills.

2. Brief description of the target audience

- Families and individuals of all ages living in Kansas, including populations with limited resources; low literacy skills; varying ethnicities; disabilities, diseases, or impairments; and documented or identifiable health disparities
- Economic stakeholders, and policy and funding agencies
- Health care and education professionals
- K-State Research & Extension faculty and staff with responsibilities for healthy communities: youth, adults, and families

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	22000	0	28000	0

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
Actual	2	0	2

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of educational programs delivered to increase knowledge of healthy communities: youth, adults, and families

Year	Actual
2013	900

Output #2

Output Measure

- Number of program participants

Year	Actual
2013	68000

Output #3

Output Measure

- Number of educational programs to increase knowledge of volunteer development, ISOTURE, experiential learning and youth development competencies

Year	Actual
2013	1200

Output #4

Output Measure

- Number of communities that participate in community capacity building trainings and activities led through Extension.

Year	Actual
2013	66

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Community projects engage participants in process to address community goals (Measured by number of substantial community projects that reflect shared participation in addressing community goals)
2	Community members are engaged in community improvement programs (measured by number of volunteer hours)
3	(Measured by number of volunteers, faculty, and staff who understand and demonstrate effective youth development principles in service to youth [e.g., 5 Cs of positive youth outcomes, essential elements to positive learning environments])
4	Youths improve competence, confidence, connection, and character and caring (measured by number of youths who improve: (a) Competence - believe they are capable and successful; that they have mastery. (b) Confidence - know they influence the world around them (i.e., people and events); that they have independence. (c) Connection - know they are cared about; that they belong. (d) Character and Caring - Youths practice helping others; they are generous.)
5	Clientele demonstrate established financial goals to guide financial decisions toward financial security (Measured by increased number of participants who have established financial goals to guide financial decisions toward financial security)

Outcome #1

1. Outcome Measures

Community projects engage participants in process to address community goals (Measured by number of substantial community projects that reflect shared participation in addressing community goals)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	902

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Kansas PRIDE (not an acronym) support community development efforts by providing a structure to mobilize local organizations and governments as they address quality of life issues. Communities are encouraged to assess their needs, set goals, implement plans, evaluate the impact, and celebrate.

What has been done

The PRIDE program has adopted the community capitals model as a framework for the current program. This framework reveals the interactions between different parts of a community.

Results

In 2013, PRIDE communities engaged in 902 collaborative partnerships at the local, regional, and state level. PRIDE communities reported that 311 of these collaborations engaged youths.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Community members are engaged in community improvement programs (measured by number of volunteer hours)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	56723

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The philosophy of community development that Kansas PRIDE encourages is based on the fundamental valuing of volunteer citizen participation.

What has been done

The implications of this community agency and capacity building are far reaching. PRIDE builds social networks, strengthens public voice, aids community collective decision-making, and provides a broader network of citizen access to community resources and power. Communication networks and levels of community trust and involvement are strengthened.

Results

In 2013, PRIDE communities reported 56,723 hours of volunteerism. This conservatively calculates to a dollar value of more than \$1,146,500. Kansas PRIDE communities reported raising \$901,000 for reinvestments in their communities during 2013.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #3

1. Outcome Measures

(Measured by number of volunteers, faculty, and staff who understand and demonstrate effective youth development principles in service to youth [e.g., 5 Cs of positive youth outcomes, essential elements to positive learning environments])

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Society cares that young people are prepared for life's demands and sustained membership in the workforce. When the strengths of youth are aligned across adolescence with family, school, and community resources, positive youth development will occur. These resources include those provided by community-based, out-of-school time youth development programs, such as 4-H, Boys & Girls Clubs, Big Brothers/Big Sisters, YMCA, and scouting. Positive youth development is operationalized by the Five Cs of competence, confidence, character, connection, and caring, leading to youth contributions, the "sixth C" of PYD (Bowers et al., 2010; Jelcic et al., 2007; Lerner et al., 2005; Phelps et al., 2009). 4-H volunteers, faculty, and staff require mastery of the 5Cs in order to optimize the youth whom they mentor during the 4-H experience.

What has been done

All new faculty and staff, beginning in 1999, have participated as part of their New Employee Program to Kansas State University Research and Extension in, "Induction Orientation to 4-H" and "Basic 4-H Operations." Both of these trainings include instruction on the background and practice of "Positive Youth Development."

All 1490 new volunteers were required to receive a basic 2 hour Orientation to Kansas 4-H Youth Development as part of their registration, screening and acceptance as a 4-H volunteer. The Orientation may be held face-to-face but is also available on-line.

The Recruitment, Screening, Selection Orientation and Placement components of 4-H volunteer development were intentionally reviewed in 2013. In particular, 4-H background Screening and Selection policy and procedures were brought up to the "Elements of Effective Practice" as established by MENTOR: National Mentoring Partnership.

Various Kansas 4-H Action Teams held specific trainings for project leaders including shooting sports, family and consumer sciences, photography, geology, plant science, SpaceTech, robotics, food science, horticulture and gardening and foods and nutrition.

Results

The consistently greater levels of contribution by 4-H youth and, as well, the consistency in regard to indicators of healthy living (e.g., healthier habits), educational outcomes (e.g., school engagement), and STEM (e.g., participation and interest in science, engineering and technology) constitute compelling evidence for arguing that 4-H youth are thriving across substantial portions of their adolescence. These indicators of positive and healthy development provide assets for 4-H youth as they enter their adult years. Caring adult mentors are the extraordinary role models, outside of the family who help establish a trajectory toward success in the home, community and world.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Youths improve competence, confidence, connection, and character and caring (measured by number of youths who improve: (a) Competence - believe they are capable and successful; that they have mastery. (b) Confidence - know they influence the world around them (i.e., people and events); that they have independence. (c) Connection - know they are cared about; that they belong. (d) Character and Caring - Youths practice helping others; they are generous.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	77486

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Emergence of the Positive Youth Development (PYD) Perspective

This frame of reference shifted in the early 1990s as growing numbers of researchers viewed adolescence through the lens of systems theories that look at development throughout the life span as a product of relations between individuals and their world (Lerner, 2005). One key aspect

of this new focus was plasticity: the potential that individuals have for systematic change across life. This potential is critically important, for it tells us that adolescents' trajectories of development are not fixed, and can be significantly influenced by factors in their homes, schools, and communities (Lerner, 2006). Despite the seemingly manifold problems seen during adolescence—drug and alcohol use and abuse, unsafe sex and pregnancy, school failure and dropping-out, crime and delinquency, depression, and self-destructive behaviors—most young people do not have a stormy adolescence (Lerner, 2005). Similarly, while teenagers spend much more time with their peers than with their parents and may sometimes for the first time, openly challenge their parents' actions and beliefs, they value their relationships with their parents tremendously. They also tend to incorporate their parents' core values in such areas as social justice, spirituality, and the importance of education into their own values. Indeed, most adolescents select friends in part because they share these core values and similar perceptions of the world. Integrating the theoretical ideas about the plasticity of adolescent development and the practical findings about the multiple pathways children take through adolescence led to the framework now known as PYD, which views young people as resources to be developed rather than as problems to be managed (Damon, 2004; Larson, 2000; Lerner, 2005).

What has been done

Results

Research Shows 4-H Helps Young People Excel Beyond Their Peers

Youth involved in 4-H programs excel in several areas. 4-H'ers are about:

*Four times more likely to make contributions to their communities (Grades 7-12);

*Two times more likely to be involved in civic activities (Grades 8-12);

*Two times more likely to make healthier choices (Grade 7);

*Two times more likely to participate in Science, Engineering and Computer Technology programs during out-of-school time (Grades 10 ? 12); and *4-H girls are two times more likely (Grade 10) and nearly three times more likely (Grade 12) to take part in science programs compared to girls in other out-of-school time activities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Clientele demonstrate established financial goals to guide financial decisions toward financial security (Measured by increased number of participants who have established financial goals to guide financial decisions toward financial security)

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}