

V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Sustainable Youth, Families, 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
608	Community Resource Planning and Development	15%			
724	Healthy Lifestyle	60%			
802	Human Development and Family Well-Being	20%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	5%			
Total		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	0.0	0.0
Actual Paid Professional	19.6	0.0	0.0	0.0
Actual Volunteer	495.8	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
397144	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2371259	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1138944	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Community Development (Indirect; Applied Research, Media, Internet, Publication, Resulting from Training)
 - General Activities-Sustainable Youth, Family and Community Development (Direct; Club, Conference, Program, Consultation, Scholarship, or Training)
 - General Activities-Sustainable Youth, Family and Community Development (Indirect; Applied Research, Media, Internet, Publication, Resulting from Training)
 - Human Development (Direct; Club, Conference, Program, Consultation, Scholarship, or Training)
 - Human Development (Indirect; Applied Research, Media, Internet, Publication, Resulting from Training)
 - Parenting Education (Indirect; Applied Research, Media, Internet, Publication, Resulting from Training)
 - Parenting Education (Direct; Club, Conference, Program, Consultation, Scholarship, or Training)

2. Brief description of the target audience

- 4-H Volunteers (Adult)
- 4-H Youth (Youth)
- Community Leaders (Adult)
- County Executive Committee Members (Adult)
- Disabled Youth (Youth)
- Extension - staff (Adult)
- Extension Staff (Adult)
- Families (Adult)
- Families (Youth)
- Food Stamp Recipients (Adult)
- General Public (Adult)
- General Public (Youth)
- Health Care Providers (Adult)
- Parent Educators (Adult)
- Parents (Adult)
- Senior Companion Program Volunteers (Adult)
- Teachers (Adult)
- Volunteers (Adult)

3. How was eXtension used?

- Limited staff membership and participation in communities if practice
- Access for information related to Planned Programs
- Resources referred to customers and clients
- Participation in selected webinars sponsored by eXtension.
- Participation in selected professional development webinars sponsored by eXtension
- Identifying multi-state collaboration opportunities

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	3863	1448	21086	1333

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	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Direct; Club, Conference, Program, Consultation, Scholarship, or Training

Year	Actual
2013	2459

Output #2

Output Measure

- Indirect; Applied Research, Media, Internet, Publication, Resulting from Training

Year	Actual
2013	126

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Increase life skills (healthy relationships, decision making, problem solving, parenting, lifespan development, communication, etc
2	Demonstrate application of subject matter knowledge
3	Increase career aspirations & goal setting
4	Reduce carbon footprint
5	Reduce waste
6	Adopt sustainable living practices
7	Engage positively in their community
8	Train, support and mentor others in leadership roles
9	Demonstrate application of leadership skills
10	Demonstrate civic engagement
11	Assess community needs and assets
12	Strengthen community capacities, human capital, building partnerships
13	Adopt effective community strategies
14	Demonstrate application of life skills
15	Mobilize community capacities, assets or resources

Outcome #1

1. Outcome Measures

Increase life skills (healthy relationships, decision making, problem solving, parenting, lifespan development, communication, etc)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	8859

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

4-H Engaging Youth, Serving Community: The grim reality for rural Maine youth living in low-income families and/or communities often includes substandard housing, food insecurity, and a lack of opportunities outside school. Improving life skills, and feeling valued, powerful, and connected to their communities is an important element in helping young people find ways to succeed in light of the challenges they face.

What has been done

UMaine Extension's 4-H Engaging Youth, Serving Community (EYSC) creates youth-adult partnerships through a variety of community youth-led projects. Between January 2012 and September 2013, five rural EYSC youth and adult partnership teams created and completed an anti-bullying campaign; established school gardening programs that garnered statewide recognition; and engaged in an invasive plant abatement project to benefit a community water supply.

Results

Our five EYSC teams of 224 youth and 97 adults contributed 8,669 hours toward solving community issues. The youth gained by participating in leadership decision-making, functioning within planning and working teams, and becoming empowered to create change within their communities. Their work benefited more than 5,900 people directly, thousands of people indirectly by maintaining local real estate values and protecting the City of Portland's drinking water quality from Eurasian Milfoil, an aggressive invasive plant. The statewide project received a total of \$25,000 in National 4-H Council's USDA Rural Development funds, yet leveraged more than \$216,000 in additional cash and in-kind resources, a return of more than \$8 for every \$1.00 of federal funds.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Demonstrate application of subject matter knowledge

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	5907

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Improving Proficiency in STEM: It is commonly accepted that the U.S. must improve student proficiency in STEM (science, technology, engineering, and math). According to recent Maine Education Assessment testing, only 50 percent of 8th-graders are proficient in STEM disciplines. Increased STEM education can lead to better employment opportunities and increase the likelihood of youth furthering their education. In one of our important youth development efforts we are focused on addressing studies that show low-income students lose more grade equivalency during the summer than their higher-income peers due to lack of learning opportunities.

What has been done

To increase science proficiency in under-served communities and prevent summer learning loss, UMaine Extension's 4-H Youth Development Programs created and delivered Summer of Science lessons at 16 sites, including eight free- or reduced-lunch sites, three libraries, and five summer camps. More than 33 percent of the 790 participating youth were ethnic minorities and immigrants, and more than half were female. At six sites, our staff recruited, trained, and supervised 12 4-H teens to deliver the curriculum directly to the participants.

Results

Results: Recent national studies have documented that youth involved in 4-H are more likely to pursue future courses or a career in science, engineering, or computer technology, which can

lead to improved employment opportunities later in life. During the recent Summer of Science, 790 youth engaged in STEM-focused learning and stimulating science experiments that in many cases were delivered by their peers. By engaging in summer science activities, these youth increased the likelihood that they would return to the academic school year with reduced summer learning loss and an increased interest in science.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #3

1. Outcome Measures

Increase career aspirations & goal setting

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1628

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Reduce carbon footprint

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	6041

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
724	Healthy Lifestyle
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #5

1. Outcome Measures

Reduce waste

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1966

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #6

1. Outcome Measures

Adopt sustainable living practices

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	6906

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
724	Healthy Lifestyle
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #7

1. Outcome Measures

Engage positively in their community

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	4215

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Kids Can Grow: Farmers make up less than one percent of the U.S. population; indicating that most people are removed from understanding of food production and the food system. It is well known that children these days spend less time exercising and eat more low-quality foods, contributing to childhood obesity. Having a positive first gardening experience at a young age may inspire children to make gardening a life-long endeavor, allowing improved health throughout life. Youth are more likely to eat vegetables they have grown, which may expand the range of vegetables they will eat.

What has been done

UMaine Extension's Kids Can Grow program (KCG) is an adaptable hands-on youth gardening program established for ages 7-12. This year KCG took place in 5 locations throughout Maine, with 108 youth each taking full responsibility for their part of a garden. They learned about plant development, weeds, pests, cooking, nutrition, and food safety, and engaged in regular physical activity while gardening.

Results

Results: KCG participants ate more and different vegetables and learned to understand why that is positive, a practice that will continue to improve their lifelong health. Participants felt pride and built a sense of competency as a result of their gardening success. They experienced positive adult relationships through mentoring, and performed community service by donating some of their harvest. Nearly 98 percent successfully started, maintained, harvested, and ate vegetables. Ninety percent prepared vegetables and learned food safety practices. Eighty-seven percent exhibited improved understanding of USDA's My Plate program and how and why to make healthy meal and snack choices. Parent evaluations showed that ninety-five percent indicated their child experienced a self-esteem boost.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #8

1. Outcome Measures

Train, support and mentor others in leadership roles

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	2386

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #9

1. Outcome Measures

Demonstrate application of leadership skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	3379

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #10

1. Outcome Measures

Demonstrate civic engagement

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1521

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #11

1. Outcome Measures

Assess community needs and assets

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	681

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #12

1. Outcome Measures

Strengthen community capacities, human capital, building partnerships

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1613

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Inclusion in Afterschool Programs: Nationally, Maine has the 4th highest percentage of children with special health care needs, and the number is growing. Professionals who work with youth (ages 5-18) with disabilities in afterschool programs, 4-H, and other groups affiliated with Maine Roads to Quality certification toward a Youth Development Credential needed a curriculum for professionals who work with youth with disabilities. Research shows inclusive afterschool programs foster positive development for all youth.

What has been done

UMaine Extension designed the Inclusion in Afterschool curriculum, which applies principles of positive youth development to out-of-school settings. Topics include understanding the Americans with Disabilities Act, inclusive practice, and moving beyond a disability to meet individual needs. UMaine Extension staff trained 65 childcare workers and program directors (as future trainers). With each trainee reaching more than 20 children, over 1,300 children have been affected. Flexible curriculum tools allow professionals to create supportive relationships and remove barriers to participation.

Results

Results: With prompting from the Inclusion curriculum, teachers examined the language they use to describe children with disabilities, and how cultural norms of intelligence, physical ability, and communication can hinder seeing children as individuals. As teachers examined how their perceptions affect their actions, they increased their capacity to create truly inclusive learning environments, which benefit all children. For each child who can remain in a regular group afterschool setting because of this training, their families save at least \$11,000 per year in childcare costs. Children living in poverty are at greater risk of having disabilities, so society also benefits because families can apply the savings to their other needs, and because of intangible social benefits to the child from remaining in a group program. By incorporating all youth into program planning via methods outlined in the Inclusion curriculum, the setting, content, activities, and participants will be more inclusive.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #13

1. Outcome Measures

Adopt effective community strategies

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	295

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Parenting Education: In the first 3 years of life parents play crucial roles for their child in 1) promoting language development and establishing a strong foundation for reading; 2) reducing childhood obesity by undertaking nutritional practices, such as breastfeeding, that can decrease the likelihood of their child developing obesity later in life; 3) improving school readiness and success by having their child professionally screened for developmental delays.

What has been done

UMaine Extension's Parenting Education Program provides families with resources, support, and assessment tools for success in 4 Maine counties. Through home visits parents are provided with children's books and encouraged to read to their child daily. Trained parenting education professionals act as breastfeeding coaches and refer parents to local breastfeeding support groups, and when appropriate, to medical providers. Parent education professionals routinely offer developmental screenings to each child through age 36 months.

Results

Results: Sixty percent of enrolled families reported reading to their children daily; this is more than double the 25 percent who reported doing so at enrollment. With each repetition of an experience, connections in the brain become better organized and become part of the brain's structure and circuitry. Thirty-one percent of mothers in our Parenting Education Program who received breastfeeding support were still breastfeeding their infants at 12 months, versus only 23 percent of all mothers in Maine. Research shows that the obesity rate for non-breastfed babies is about 28 percent higher than for breastfed babies. Of the 258 children receiving developmental screenings, 6 percent were found to have a developmental delay requiring referral for further assessment. Children receiving speech, language, physical, and/or occupational therapy as early as possible have increased likelihood of school readiness and later school success and reduced need for more costly future interventions.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #14

1. Outcome Measures

Demonstrate application of life skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	439

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
724	Healthy Lifestyle

Outcome #15

1. Outcome Measures

Mobilize community capacities, assets or resources

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	37

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Retrospective (post program)

Before-After (before and after program)

During (during program)

Case Study

Key Items of Evaluation