

**V(A). Planned Program (Summary)**

**Program # 2**

**1. Name of the Planned Program**

FAMILY, YOUTH, AND COMMUNITY

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
802	Human Development and Family Well-Being	20%		80%	
806	Youth Development	80%		20%	
	<b>Total</b>	100%		100%	

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

**1. Actual amount of FTE/SYs expended this Program**

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	22.0	0.0	5.0	0.0
<b>Actual Paid</b>	5.6	0.0	0.8	0.0
<b>Actual Volunteer</b>	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
380475	0	101201	0
<b>1862 Matching</b>	<b>1890 Matching</b>	<b>1862 Matching</b>	<b>1890 Matching</b>
380475	0	101201	0
<b>1862 All Other</b>	<b>1890 All Other</b>	<b>1862 All Other</b>	<b>1890 All Other</b>
0	0	0	0

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

## 1. Brief description of the Activity

### Healthy Lifestyles: Launch Into Life Program

#### Issue

Arizona was one of the hardest-hit states during the economic downturn in the early-2000s. Many Arizona residents fell on hard times and are still struggling to recover. According to Kids Count (2010), of the 1.6 million children living in Arizona, 24% under the age of 18 live in high poverty, ranking Arizona 37th in overall child well-being. The financial literacy of Arizona high school students has fallen to its lowest level, with a score of just 48.3% (Jumpstart Coalition, 2008). Notably, 66% of high school seniors failed the 2004 personal finance survey (Arizona School Standards, 2005).

#### What has been done

Arizona's 4-H organization, in conjunction with Cooperative Extension, initiated the Launch Into Life Program to address the needs of Arizonans. The program was designed to increase knowledge in workforce preparedness and financial/math skills for individuals, increase knowledge about healthy living practices, and foster financial security for youth and families now and into the future. The program also focused on career and college readiness for high school students. Collaborations for this program included Santa Cruz Valley Union High School, Mammoth-San Manual High School, First Federal Credit Union, State Farm Insurance, Eloy Hispanic Council, and the Salt River Project.

### Developmental and Sensory Screening for Youth

#### Issue

The 2014 Pinal Region Needs and Assets report, a needs assessment regarding early childhood in Pinal County conducted by First Things First with participation by Cooperative Extension and other community-based organizations, found that children under age 5 comprise approximately 8 percent of the population. The Pinal rates for development screening of children ages 0-3 lagged behind the state rates for 2009-2012. FTF has identified the need for vision, hearing, and developmental screening to begin earlier in life than when a child enters school; current research has confirmed the efficacy of using assessments to assess and intervene when delays are beginning as intervention early on holds the most promise for positive resolution.

#### What has been done?

Cooperative Extension in Pinal County screens children aged birth to five and a half years of age for vision, hearing and developmental impairments that could affect their developmental growth and diminish their quality of life and success in school. Early detection of problems through these free screenings leads to referrals for further evaluations, to determine if there is impairment. In addition, Cooperative Extension provides education for parents, child care providers and the general public regarding developmental and sensory stages in children so that they can receive services early in life when conditions may be corrected or improved.

### Impacts reported in Report Overview

## 2. Brief description of the target audience

Parents, educators, youth, community groups.

## 3. How was eXtension used?

eXtension was not used in this program

### V(E). Planned Program (Outputs)

#### 1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	34349	250000	112590	50000

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

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	46	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number of individuals participating in educational programs

Year	Actual
2014	0

**Output #2**

**Output Measure**

- Number of educational events, training workshops and clinics

Year	Actual
2014	575

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Adoption of essential life skills by Arizona's youth that leads to a responsible, productive, and healthy life-style
2	Adoption of life building skills including self-discipline, responsibility and leadership

## **Outcome #1**

### **1. Outcome Measures**

Adoption of essential life skills by Arizona's youth that leads to a responsible, productive, and healthy life-style

### **2. Associated Institution Types**

- 1862 Extension
- 1862 Research

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	0

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

All who are interested in the well-being of Arizona's youth care about this issue.

#### **What has been done**

Military 4-H programs were implemented on all military bases in Arizona plus 5 bases in Japan and Korea.

#### **Results**

The positive aspects of a modern day 4-H youth development program were enjoyed by all youth who participated in the programs.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
806	Youth Development

**Outcome #2**

**1. Outcome Measures**

Adoption of life building skills including self-discipline, responsibility and leadership

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Utilization of AmeriCorps personnel.

**What has been done**

We are partnering with US Military, e.g., Operation Military Kids.

A 4-H camp and outdoor learning center was purchased for youth & families.

**Results**

Utilization of AmeriCorps and Military individuals greatly increased capacity and outreach of the system. A new coordinator for the 4-H camp has been employed.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
806	Youth Development

### **V(H). Planned Program (External Factors)**

#### **External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations

#### **Brief Explanation**

### **V(I). Planned Program (Evaluation Studies)**

#### **Evaluation Results**

All programs are currently in the process of being evaluated externally for existing areas to preserve, protect, or enhance, as well as areas to discontinue or modify. We will continue to seek further input from stakeholders, advisory committees, and focus groups utilizing needs assessments with the assistance and expertise of an Evaluation Specialist [hire pending]. See State Defined Outcomes.

#### **Key Items of Evaluation**