

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Youth and Family Well-being

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
703	Nutrition Education and Behavior		20%		25%
724	Healthy Lifestyle		20%		25%
801	Individual and Family Resource Management		20%		25%
802	Human Development and Family Well-Being		20%		25%
806	Youth Development		20%		0%
	Total		100%		100%

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	9.0	0.0	0.0
Actual Paid	0.0	8.5	0.0	3.0
Actual Volunteer	0.0	5.0	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
0	458861	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	458861	0	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

Area Extension educators and state specialists conducted educational programs, events and activities in local schools and communities to aid youth in resisting risky behaviors such as bullying, becoming sexually active, and contracting STD's. Extension educators, community volunteers, state specialists and other collaborators planned and organized programs, summits, events and activities that would provide educational information to youth on career/workforce development. Career days, fairs and workshops were conducted in local schools and communities. Regional and State forums were also conducted to develop the skills of volunteer leaders to effectively organize and maintain school and community-based clubs. Youth and volunteer leaders participated in the following activities and events: 4-H Project Achievement Day; 4-H State Club Congress; 4-H State Fair Exhibit/4-H Day at Fair; National 4-H Congress and Citizenship Washington Focus Groups, as well as Health & Wellness programs and leadership camps. Additionally, educational programs and workshops were conducted to promote nutrition and other factors that contribute to healthy lifestyles. Health fairs, workshops and other activities were implemented, focused on instituting the behavioral changes needed for proper weight management. Other educational programs were also implemented focusing on recipe modification, portion control, food safety and calorie reduction. The educational programs provided participants with adequate knowledge and information to make wise decisions concerning nutrition, health and lifestyles choices to decrease weight gain and delay the onset of chronic diseases such as heart disease, diabetes and hypertension.

2. Brief description of the target audience

The target audiences are at-risk limited-resource youth age 5 to 19, adult volunteers, and families.

3. How was eXtension used?

Serve on the TLC Leadership Development of Practice.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	2325	6000	30629	18500

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
Actual	1	2	3

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Conduct educational programs, events and activities on risky behaviors affecting youth.

Year	Actual
2014	46

Output #2

Output Measure

- Conduct career/workforce educational sessions in local schools and communities.

Year	Actual
2014	6

Output #3

Output Measure

- Conduct leadership development educational programs, events and activities to provide opportunities at the county, regional, state, and national levels (e.g., 4-H Achievement Day,

State Club Congress, MS State Fair, National Citizenship Washington Focus and National 4-H Congress).

Year	Actual
2014	5

Output #4

Output Measure

- Conduct science, engineering, and technology programs events and activities to attract the interest of youth in educational fields.

Year	Actual
2014	5

Output #5

Output Measure

- Conduct educational programs, events and activities on family financial resource management.

Year	Actual
2014	18

Output #6

Output Measure

- Conduct educational programs, events and activities on effective parenting practices.

Year	Actual
2014	5

Output #7

Output Measure

- Conduct educational programs on nutrition, health, physical fitness and wellness for limited-resource adults.

Year	Actual
2014	163

Output #8

Output Measure

- Conduct educational training for volunteer leaders to organize and maintain school and community clubs.

Year	Actual
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2014

69

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Increase number of youth who resisted risky behavior that impacts their social and educational development.
2	Increase number of minority youth competing in leadership competitions, youth events, activities and community projects.
3	Increase number of trained volunteer leaders to organize and manage school and community youth clubs.
4	Increase number of limited-resource participants to adopt parenting practices to improve parent/child relationships.
5	Increase number of limited-resource families and youth to utilize their skills to analyze their financial well-being and make effective financial management decisions.
6	Increase number of limited-resource families and youth who utilize both healthy eating practices and physical fitness to manage obesity, weight and health related diseases.
7	Increase percentage of participants to utilize knowledge gained and made adjustments in their nutrition and lifestyle behaviors
8	Increase number of youth seeking and gaining employment to improve their financial well-being.
9	Increase the number of youth participating in science, engineering, and technology programs.
10	Increase the number of youth participating in career/workforce development program to prepare for the future.

Outcome #1

1. Outcome Measures

Increase number of youth who resisted risky behavior that impacts their social and educational development.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	42

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In the United States alone, it is estimated that 160,000 children miss school every day due to fear of attack or intimidation by their peers. Schools in today's society harbor approximately 2.1 million bullies and an astonishing 2.7 million of their victims. 1 in 7 students in Grades K-12 are either a bully or a victim of bullying. Statistics also show that 56% of students have personally witnessed some type of bullying at school, and that 15% of all school absenteeism is directly related to fears of being bullied at school. 71% of today's students report incidents of bullying as a problem at their school.

What has been done

The Alcorn State University 4-H Youth Development Program staff conducted 42 Bullying Workshops. The workshops were conducted in local elementary, middle and high schools in Southwest Mississippi. 8,061 youth and 322 adults participated in the workshops.

The workshops focused on the following topics:

- 1) What is Bullying?
- 2) Types of Bullying
- 3) Why teens Bully
- 4) How teens can avoid being bullied?

Results

Of the 8,483 youth and adults participating in the various bullying programs, 55% indicated that they know what bullying is and understand its consequences. 43% can list the various types of bullying. 52% know at least one way to avoid being bullied. Approximately 50% of these youth stated they know someone that had been bullied. 35% reported that they may have bullied someone. 20% stated they would speak up if they saw someone being bullied.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Increase number of minority youth competing in leadership competitions, youth events, activities and community projects.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	6

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In order to compete for leadership roles in their schools and communities, youth must acquire adequate leadership and communication skills. These skills are essential to team building, problem solving and decision-making. Once these skills are obtained, participants will become more confident and effective in obtaining leadership roles within their schools, communities and other organizations.

What has been done

In an effort to improve youth leadership skills, the Alcorn State University Extension Program has implemented six leadership development programs. These programs were delivered in two educational sessions. The first session focused on understanding leadership and types of leadership styles, as well as developing leadership and team building skills. The second session involved hands-on activities that explored effective communication, decision-making and listening skills. 894 youth that participated in the educational sessions.

Results

According to the post-test, 46% of the youth participating in the program learned essential characteristics required to become an effective leader. 49% understood the concept of verbal and nonverbal communication. 38% reported that they could use the decision-making process to make important decisions. 40% felt that the team building skills they obtained will help them work better on teams. 48% understood the definition of leadership and could list the three types of

leadership styles.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Increase number of trained volunteer leaders to organize and manage school and community youth clubs.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	35

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It has become increasingly difficult to recruit and retain volunteer leaders to recruit minority youth for community and school-based 4-H clubs. Many of the volunteer leaders that are currently working with community and school clubs lack the training necessary to manage, facilitate, and provide educational, cultural, and citizenship opportunities for the youth enrolled in these clubs.

What has been done

To address this problem, the 4-H volunteer leaders attended and participated in the 2014 Southern 4-H Volunteer Leader Forum/Training in Louisville, MS as well as the 2014 Annual Volunteer Leaders Forum in Starkville, MS . These training sessions were conducted by both ASUEP and MSUES Youth Specialists. The topics addressed include: 4-H 101, Youth and Adult Partnership, Effective Communication, 4-H SET, Nutrition Education, Physical Fitness and Financial Management. A total of 40 volunteer leaders from Claiborne, Jefferson, and Copiah Counties attended and participated in the forums.

Results

As a result of the Volunteer Leader Forums, 52% of the 4-H volunteer leaders felt that they were better prepared to work with youth in community and school clubs and would be able to provide a

variety of educational, cultural and citizenship opportunities. 59% of the volunteers also reported that they felt more confident in organizing, planning and implementing programs for youth in community and school clubs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Increase number of limited-resource participants to adopt parenting practices to improve parent/child relationships.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	5

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In Jefferson and Claiborne counties and across the state, ASUEP educators are receiving questions and requests for information and workshops geared toward managing children with challenging personalities and behaviors. During a parenting session where educators were teaching participants how to engage cooperation from the typical developing child, a distraught parent proclaimed, "You don't understand, my child isn't like that!" In response to the numerous comments and requests, the staff developed a series of educational workshops designed to provide parents with knowledge and skills that will help them to be a more accepting and effective parents.

What has been done

To address this issue, the Alcorn State University Extension Staff conducted five educational workshops using the Effective Parenting Curriculum. This evidence-based parenting curriculum focuses on teaching parents practical skills and strategies for managing children with difficult or challenging behaviors. 100 parents participated in the program.

Results

75 of the 100 participants completed a post-series evaluation of the program. A survey instrument was used with open-ended questions to assess knowledge gain, planned and actual behavior change and retrospective component to document increased understanding.

4. Associated Knowledge Areas

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

Outcome #5

1. Outcome Measures

Increase number of limited-resource families and youth to utilize their skills to analyze their financial well-being and make effective financial management decisions.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	18

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to the National Endowment for Financial Education, financial illiteracy is expensive to both individuals and society. Youth are particularly vulnerable because often they are not prepared to spend their money wisely and to properly use credit cards. Some leave high school and college already in debt. They need to learn to identify the uses as well as the abuses of credit and credit cards, and explore ways to effectively utilize these tools to spend, save, invest, and to meet their needs and wants.

What has been done

To combat this issue, the Alcorn State University Program staff implemented 18 financial management programs entitled "The Real World". These programs provided information concerning money management and credit management. 1,428 youth and 54 adults from various school districts in Southwest Mississippi participated in educational workshops designed to provide them with information and skills to help them manage their money, develop a budget and use credit cards wisely. The topics presented were: the facts about money management, how to develop a budget, credit card facts and the advantages/disadvantages of credit cards.

Results

According to the post evaluation of the 1,428 youth who participated in the program, 52% reported that they understood the terms "money management", "goods", "services" and "budget". They also understood how to budget for the three uses of money: spending, saving, and investing. 49% stated that they could develop a budget. 49% increased their knowledge of credit and credit card usage. 55% reported that they would be able to identify the pros, cons, uses and abuses of credit cards and apply this information to their daily lives.

4. Associated Knowledge Areas

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

Outcome #6

1. Outcome Measures

Increase number of limited-resource families and youth who utilize both healthy eating practices and physical fitness to manage obesity, weight and health related diseases.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	189

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth and adults in Mississippi often make unhealthy decisions concerning food and lifestyle choices and many live sedentary life styles. These decisions occur in diverse communities with people of all ages. These choices result in 41.7% of the population being obese or overweight. According to the Surgeon General, being overweight or obese is a risk factor for health issues such as: increased blood pressure (hypertension), Type II diabetes, heart disease, increased cholesterol, insulin resistance, sleep apnea, depression, and anxiety.

What has been done

The Alcorn State University Extension Program conducted 189 Health and Wellness educational workshops in local schools and communities. 12,587 Youth and 899 adults participated in the educational workshops and activities. A total of 13,486 youth & adults participated in the Health

and Wellness Programs. The workshops focused on the following topics: Breakfast First, Healthy Food Choices, Healthy Snacking, Consuming Fruit and Vegetables, The Importance of Being Physically Active.

Results

Of the 13,486 youth and adults who participated in the Health and Wellness Programs, 59% of the participants felt that they were better equipped to make healthier food choices as well as eat and prepare healthy snacks. 57% stated that they would be able to use the knowledge and skills learned to make healthier food and snack choices. 62% reported they will make better food choices that will improve their lifestyle. 66% reported they will include 30 minutes of physical activity to maintain a healthy lifestyle.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #7

1. Outcome Measures

Increase percentage of participants to utilize knowledge gained and made adjustments in their nutrition and lifestyle behaviors

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	163

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many residents of Mississippi counties, especially counties in Southwest Mississippi, were eating heavy fried, fatty foods with high sodium and sugar content. In addition, residents were not getting the recommended amount of physical activity. These factors promoted high rates of obesity and obesity-related diseases.

What has been done

A series of 6-8 nutritional, educational and physical activity sessions were conducted, targeting limited-resource residents in various Southwest Mississippi counties. The discussion and hands-

on activities were focused on My Plate and other Dietary Guidelines for Americans as well as recommendations for physical activity.

Results

Of the 7,345 adults and youth who participated in the sessions, 94% of the adults and 88.75% of the youth reported making lifestyle changes to improve their health. Participants reported eating more fruits and vegetables, reducing salt, fat and sugars, and using recommendations for physical activity. In addition, participants reported changing methods of cooking from frying foods.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior

Outcome #8

1. Outcome Measures

Increase number of youth seeking and gaining employment to improve their financial well-being.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	4

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Due to the effects of changing workforce demands, Mississippi witnesses the steady loss of its youth. Current projections indicate that about 10 percent of today's rural youth will leave the state after graduation to seek better employment opportunities. Many of these youth lack the job readiness skills needed to successfully transition from school to work. Rural communities lack the ability to provide employment opportunities for their youth. To successfully navigate these transitions, educational training is needed to prevent draining rural areas of workers, community volunteers, and economic support.

What has been done

The Alcorn State University Extension Program (ASUEP), in conjunction with Forest Hill High School and Morgantown Middle School, implemented two Career Forums reaching 600 African

American Youth ages 14 to 18. Held over a two day period, topics addressed during forums included establishing career goals, job search tools, and making oneself marketable to potential employers.

Results

Of the 600 youth participating in the forums, 47% stated that they have a better understanding of the job search process. After completing the session on preparing job search tools, 48% of the participants stated they would be able to properly develop a cover letter, complete a job application and develop a resume. 30% percent indicated that they understood the "do's and don'ts" of interviewing and would be able to successfully sell themselves at an interview.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

Increase the number of youth participating in science, engineering, and technology programs.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	5

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is the mission of the ASU 4-H Youth Development Program to empower youth to reach their full potential through working with and learning from caring adults. To provide direction this program will focus on one of the four "Mission Mandates" of Science Engineering & Technology by building an interest and identifying opportunities for youth to pursue the field of science and technology.

What has been done

The Alcorn State University 4-H Extension staff conducted the 2014 National Science Experiment "Rocket to the Rescue!" at Oak Forest Elementary School. Three hundred and twelve (312) 4th and 5th graders participated. The experiment was designed to help youth explore the field of

aerospace engineering. The youth were able to design and build an aerodynamic food transportation device that would deliver a payload of nutritious food to disaster victims.

Results

The 312 youth participants learned engineering concepts, developed math skills, learned about nutrition and helped to solve a relevant global issue.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #10

1. Outcome Measures

Increase the number of youth participating in career/workforce development program to prepare for the future.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Competing Programmatic Challenges
- Other (Relocation of youth)

Brief Explanation

A major focus of the Youth, Family, Nutrition, and Health, Fitness, and Wellness Planned Program area is to reduce the adult and childhood obesity rates in Mississippi. One external factor that interferes with programmatic efforts is other agencies or community-based organizations offering similar programs to reduce obesity. Also, staff is a second external factor, the ASUEP Family and Consumer Science and Nutrition specialists have a split appointment between Extension and the Department of Human Sciences.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Surveys and direct observations were used to evaluate the Youth, Family, Nutrition, Health, Fitness, and Wellness Planned Program areas. Surveys and questionnaires were used at the conclusion of programs to measure knowledge gained. Direct observations were used to determine if participants were using the skills acquired in the program. The youth component of the planned program implemented educational programs related to risky behaviors, leadership and workforce development, and recruiting volunteers. As a result,

youth participating in leadership development programs indicate participants are able to apply leadership skills (e.g., effective communication and team building skills in 4-H clubs and leadership programs).

Key Items of Evaluation

Pre and post-test were administered to the participant as well and evaluation of the presenter and or educator.