

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

**Program # 3**

**1. Name of the Planned Program**

Youth and Family

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	30%			
724	Healthy Lifestyle	10%			
802	Human Development and Family Well-Being	10%			
805	Community Institutions and Social Services	10%			
806	Youth Development	40%			
	<b>Total</b>	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>	20.0	0.0	0.0	0.0
<b>Actual Paid</b>	34.0	0.0	0.0	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
702086	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
702086	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3357913	0	0	0

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

**1. Brief description of the Activity**

- Nutrition Connections sequential workshop series & programs (e.g., Cooking Matters)
- Nutrition Connections Home study Course (with development of possible on-line module)
- 4-H Youth Development staff and volunteer training (both in person and on-line)
- Implementation and evaluation of "Is It Whole Grains" curriculum
- Develop and facilitate anti-obesity community of practice with health practitioners (pending NIFA Rural Health funding)
  - Youth, school, & Community gardening
  - 4-H Youth Development projects, clubs, events, and camp ( includingNH Teen Council & Conference, National Congress & Conference, Barry Conservation Camp, healthy living and science projects)
  - 4-H Youth Development staff and volunteer training (both in person and on-line)
  - Afterschool Staff trainings - including N.H. Afterschool Professional Development Career System and Certification Process
  - Marine Docent educational work with schools and groups
  - Science Literacy statewide community of practice for agencies/organizations involved in this work
  - Seacoast SeaPearch

**2. Brief description of the target audience**

Low income families and youth, 4-H youth members, 4-H Volunteers, 4-H Youth Development Staff, Afterschool Program Staff, Health Practitioners

**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>	26445	0	30344	0

**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>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Number of volunteers supported and recognized

Year	Actual
2014	906

**Output #2**

**Output Measure**

- Number of volunteers trained

Year	Actual
2014	124

**Output #3**

**Output Measure**

- Number of youth enrolled in 4-H as a 4-H club, after school or special interest group member

<b>Year</b>	<b>Actual</b>
2014	9298

**Output #4**

**Output Measure**

- Number of educators and parents participating in workshops or educational events related to the issue of school bullying  
Not reporting on this Output for this Annual Report

**Output #5**

**Output Measure**

- Number of low-income adults participating in Nutrition Connections - educational courses to income eligible New Hampshire residents

<b>Year</b>	<b>Actual</b>
2014	1130

**Output #6**

**Output Measure**

- Number of youth participating in nutrition programming through Nutrition Connections

<b>Year</b>	<b>Actual</b>
2014	4422

**Output #7**

**Output Measure**

- Number of youth participating in 4-H Healthy living programs

<b>Year</b>	<b>Actual</b>
2014	5960

**Output #8**

**Output Measure**

- Number of youth attending Barry Conservation Camp

<b>Year</b>	<b>Actual</b>
2014	599

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

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

O. No.	OUTCOME NAME
1	Number of of enrolled 4-H members participating in 4-H projects/events who show an increase in their universal life skills (e.g., teamwork & communication)
2	Number of enrolled 4-H members participating in Citizenship projects/events will show an increase in their knowledge about citizenship and an increase their actual citizenship skills
3	Number of 4-H Volunteers, 4-H Staff, Afterschool Staff and other Youth Development practitioners receiving training and/or technical assistance who report providing environments for youth with essential positive youth development elements present (e.g., sense of belonging, mastery, independence, & generosity)
4	Number of youth attending 4-H Barry Conservation Camp will demonstrate effective practicing of life skills (e.g., teamwork & communication)
5	Number of youth & adults participating in Nutrition Connections who report increased physical activity and reduction in sedentary behavior; they will increase knowledge about and intent to eat, healthy foods
6	Number of enrolled 4-H members participating in Healthy Living projects/events who show an increase in their knowledge about healthy living and an increase their actual Healthy Living habits
7	Number of enrolled 4-H members participating in STEM projects/events who show an increase in their knowledge about STEM and an increase their STEM skills

## **Outcome #1**

### **1. Outcome Measures**

Number of of enrolled 4-H members participating in 4-H projects/events who show an increase in their universal life skills (e.g., teamwork & communication)

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	2024

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

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

While New Hampshire youth on average may benefit from a prosperous state with a nationally admired standard of living, not all New Hampshire youth will automatically thrive. For example, 2014 Kids Count data suggests New Hampshire was experiencing negative trends in four key economic well-being indicators.

Additionally, YRBS surveys indicate 20 percent of New Hampshire youth feel they had been bullied at school at some point over the past 12 months and as much as 18 percent at some point last year felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. Focus groups held across the state in 2013 by UNHCE corroborate this data as participants expressed concern for families in poverty, mental health issues, and job skill development. Research suggests while structured out-of-school time programs can result in the development of a wide range of life skills, for these activities to be successful as venues for substantial positive youth development, they need to be integrated into a broader community or context.

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

In 2014, all 10 New Hampshire counties enrolled youth as part of the 4-H Positive Youth Development Program. Enrollment records suggest more than 2,300 youth enrolled as 4-H members. These youth partnered with caring adults, volunteers and staff, and participated in community-based programs designed on the essential element of research-based positive youth development. These groups included clubs and programs in out-of-school-time and home-school environments, and events and activities at the local, county, state and national levels.

#### **Results**

?98 percent of 4-H club leaders surveyed strongly agreed or agreed that their clubs were environments that captured the four essential PYD elements of Mastery, Belonging, Independence, and Generosity.

?80 percent of youth surveyed report that during a 4-H project or activity they always or usually used information to make decisions.

?82 percent of youth surveyed report that during a 4-H project or activity they always or usually set goals for themselves.

?67 percent of youth surveyed report that during a 4-H project or activity they always or usually have the confidence to speak in front of groups.

?88 percent of youth surveyed report that during a 4-H project or activity they always or usually work well with others.

?544 youth served in a leadership role for their club or group.

?315 youth served in a leadership role at the community, county or state level.

?92 percent of the clubs reporting (131 clubs) completed at least one community service project as a group, 77 percent of this group completed two or more projects for a total of 355 different club community service projects.

?Youth spent more than 18,560 hours and adults spent more than 14,270 hours conducting these community service projects.

#### 4. Associated Knowledge Areas

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

#### Outcome #2

##### 1. Outcome Measures

Number of enrolled 4-H members participating in Citizenship projects/events will show an increase in their knowledge about citizenship and an increase their actual citizenship skills

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	315

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
805	Community Institutions and Social Services
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

Number of 4-H Volunteers, 4-H Staff, Afterschool Staff and other Youth Development practitioners receiving training and/or technical assistance who report providing environments for youth with essential positive youth development elements present (e.g., sense of belonging, mastery, independence, & generosity)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	887

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

**Issue (Who cares and Why)**

Afterschool programming is an area of great impact and growth in the positive youth development field. Compelling research demonstrates both improved academic achievement and positive behavior outcomes for children and youth participating in high quality afterschool programming. This includes significant gains in standardized test scores, work habits, and reductions in behavior problems, as well as closing of the achievement gap between lower and higher income youth (see: [www.afterschoolalliance.org](http://www.afterschoolalliance.org)).

In New Hampshire, there has been a slight growth in afterschool programs (17% in 2014 vs. 16% in 2009), with a growth in those who would participate if an afterschool program was available (36% in 2014 vs. 32% in 2009). Public support for afterschool programs in New Hampshire is very



high, with 87% supporting public funding of afterschool programs, while only 36% report receiving government assistance with the cost of afterschool (nhafterschool.org/).

**What has been done**

UNHCE staff provided a great variety of activities in support of high-quality afterschool programming throughout New Hampshire counties. These include training and technical assistance, program partnership/advisory councils, curriculum sharing, program evaluation and demonstration programming/short courses with youth. Efforts focused on overall afterschool program support, as well a particular activities to enhance and expand STEM (science, technology, engineering, math) and Healthy Living (nutrition, fitness, social/emotional learning) activities for children and youth. A 4-H Afterschool Workgroup was formed to expand UNHCE efforts to support and engage afterschool programs as an effective delivery method for 4-H positive youth development activities.

**Results**

Training and Technical Assistance:

Five UNHCE staff provided 52 training, technical assistance, and curriculum sharing activities to afterschool program staff working in all 10 counties. These events reached a total of 419 afterschool providers addressing a range of issues, including positive youth development topics and particular content and curriculum areas in 4-H Mission Mandates (STEM, Healthy Living, Citizenship). A partnership arrangement with ACROSS NH generated \$7,669 in fee-for-service income for training and technical assistance by UNHCE staff certified as Master through the N.H. Afterschool Professional Development System.

Other Afterschool Leadership:

?Five (5) UNHCE staff have maintained their certification as Master Professionals through the N.H. Afterschool Professional Development System.

?UNHCE staff serve on advisory boards for three 21st Century Learning Center programs for low income and at-risk youth.

?UNHCE continues to be represented on N.H. Afterschool Alliance (NHAN) Leadership Team as a standing and founding member (see: nhafterschool.org). NHAN is a statewide afterschool network funded by the Mott Foundation to promote and support high-quality afterschool programming in New Hampshire.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
805	Community Institutions and Social Services
806	Youth Development

**Outcome #4**

**1. Outcome Measures**

Number of youth attending 4-H Barry Conservation Camp will demonstrate effective practicing of life skills (e.g., teamwork & communication)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

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

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

**Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #5**

**1. Outcome Measures**

Number of youth & adults participating in Nutrition Connections who report increased physical activity and reduction in sedentary behavior; they will increase knowledge about and intent to eat, healthy foods

## 2. Associated Institution Types

- 1862 Extension

### 3a. Outcome Type:

Change in Action Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	3935

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Nutrition Connections consists of two federal nutrition initiatives, EFNEP (Expanded Food and Nutrition Education Program) and SNAP-Ed (Supplemental Nutrition Assistance Program Education), whose key mission is to provide education to low-income audiences in the areas of nutrition, physical activity, food budgeting/shopping, cooking, and food safety. Because we are able to work with people of all ages, the form and content of our programs vary greatly. We are also able to adapt our programs to accommodate the needs of specific populations using a variety of teaching materials, curricula, and publications. Nutrition Connections focuses on improving short and long term outcomes. Individuals gain awareness and knowledge to apply skills and/or change behaviors.

With the changing economy, the number of SNAP households and individuals in New Hampshire has risen dramatically. In 2009 there were 28,478 households; the number rose to 54,634 in 2011; and 56,354 in 2012. In July 2014, it was estimated that 52,500 households representing 109,236 individuals received SNAP benefits, about 8.3% of the total NH population.

#### What has been done

A total of 1,130 adults and seniors participated in one or more nutrition education lessons. EFNEP programming reached 159 families with children in a series of lessons. This last year staff have worked to build stronger relationships with new and existing agencies to recruit more families with children. SNAP-Ed programming reached 971 adults with children and seniors; of that total 555 adults were reached in single sessions and 416 in a series of lessons. Over 3,965 persons in program families were impacted with nutrition education this past year.

Additionally, all households with children and all households with seniors 62 and over were reached with a six issue newsletter series totaling 28,200 households reaching 58,938 family members. Of note, 20% of the adults from both programs were Hispanic; 6% were Black or African American; and 8% were Asian. Staff worked with refugee groups in Hillsborough, Merrimack and Belknap Counties. Three staff worked with Hispanic audiences in Manchester and Nashua.

A total of 4,422 youth, in 275 groups, participated in a series of lessons. Youth from pre-school through high school were reached in school, after-school settings and other youth related organizations. EFNEP programming reached 2,134 youth and SNAP-Ed programming reached 2,288 youth.

### **Results**

The Carsey School of Public Policy completed an evaluation report of SNAP-Ed programs in 2014. This study looked at change over time in adult participants' grocery shopping; food safety, nutrition and physical activity behaviors. It also looked at participants' feedback about their experience in the program. Interviews were conducted with program participants as well as analyzing results from pre and post surveys. Results showed that the difference between pre and post test scores were significantly significant in the following areas: planning meals ahead of time; comparing prices; using the Nutrition Facts to make food choices; reading food labels to reduce sodium; decreasing thawing food at room temperature; making meals including a variety of foods from MyPlate; reduction in drinking regular soda; eating more fruit; eating more vegetables; participating in physical activity for at least 30 minutes; and their children played actively for at least 60 minutes each day. For other measures, while there may have been improvements they were not significant changes. The feedback from participants' regarding their experiences was mostly positive.

Evaluations of the Nutrition Connections program participants indicate an increase in behaviors that improve diet quality, physical activity, food safety and food resource management. These changes can potentially reduce risk factors and complications for nutrition related health problems and chronic diseases; increase their ability to have nutritious and culturally accepted foods available for their family; and reduce the incidence of food borne illness associated with unsafe food handling practices. The program benefits non-participants by lowering the tax burden associated with public healthcare costs and other public assistance programs. Collaborating with agencies and organizations throughout the state maximizes each partner's program dollars.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
703	Nutrition Education and Behavior
724	Healthy Lifestyle

### **Outcome #6**

#### **1. Outcome Measures**

Number of enrolled 4-H members participating in Healthy Living projects/events who show an increase in their knowledge about healthy living and an increase their actual Healthy Living habits

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

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2014	0

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

**Issue (Who cares and Why)**  
{No Data Entered}

**What has been done**  
{No Data Entered}

**Results**  
{No Data Entered}

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
806	Youth Development

**Outcome #7**

**1. Outcome Measures**

Number of enrolled 4-H members participating in STEM projects/events who show an increase in their knowledge about STEM and an increase their STEM skills

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	200

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

**Issue (Who cares and Why)**

The Congressional report, Rising Above the Gathering Storm, states that building a workforce literate in science, technology, engineering and mathematics is crucial to maintaining America's competitiveness in a rapidly changing global economy. National and state statistics show an increased demand for a more science literate workforce. In response, higher education officials in the state have pledged to double the number of STEM graduates within 10 years. There is a need for a more science literate citizenry to understand impact of the natural and built world on our lives. Our youth must be able to compete globally in a future economy that will largely be determined by science and technology, while at the same time fewer youth are going into science tracks in higher education. The need to encourage youth in STEM (Science, Technology, Engineering, and Mathematics) is more important now than ever.

**What has been done**

Work by Science Literacy staff has been concentrated in two key areas related to this issue - the training of volunteers in science literacy education and programming, and the facilitated growth and strengthening of a state-wide organization, STEM-NH, to increase STEM programming and support in formal and informal settings. The training of volunteers has taken place statewide and includes leader training for the National Partnership for Afterschool Science (NPASS), 4-H staff and volunteer leader training in the National Science Experiment ?Maps and Apps,? training of Marine Docents in marine science and informal education processes, and local Family Science and Science Fair facilitation. The partnership with STEM-NH has involved facilitating a process for visioning and the development of a strategic plan, interaction with the Governor's STEM Task Force, and coordination with USNH partners.

**Results**

Number of adults reporting increased capacity to make scientifically based, data-driven decisions:

?30 new UNH Marine Docent volunteers that finish 20ed initial marine education training in 2013 - 2014

After completing 4-H Science activities youth who were surveyed with many reporting enthusiasm for learning science and future science careers.

?90% of 4-H youth surveyed (n=77) reported they ?like experimenting and testing ideas?.

?86% of 4-H youth surveyed (n=76) reported they ?want to learn more about science?.

?86% of 4-H youth surveyed (n=76) reported they ?like science?.

?62% of 4-H youth surveyed (n=74) reported they ?would like to have a job related to science?.

Following a 7-session Inquiry Methods series educators, both formal and informal, reported an increased capacity to apply best pedagogical approaches to science literacy; specifically educators' instructional practice shifted to a more inquiry-based approach.

• Educators (n=7) increased the degree to which their learning environments were learner-centered.

• Educators (n=7) reported an increased frequency of inquiry-based investigations.

• Educators reported that their learners •construct scientific investigations questions?, •use computers as a tool in problem-solving?, •communicate results of an investigation?, and •use a science and/or nature journal? more often than before the Inquiry Methods workshop.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

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

##### External factors which affected outcomes

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

##### Brief Explanation

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

##### Evaluation Results

Food recalls, surveys, interviews

##### Key Items of Evaluation