

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Families, Youth 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
205	Plant Management Systems	3%		0%	
801	Individual and Family Resource Management	19%		100%	
802	Human Development and Family Well-Being	7%		0%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	16%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	6%		0%	
806	Youth Development	49%		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	26.2	0.0	0.6	0.0
Actual Paid	36.6	0.0	0.7	0.0
Actual Volunteer	6.2	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
1434946	0	13993	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1434946	0	14704	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

- Research that Examines Financial Savings Behavior
- Build Community Capacity
- Conduct Activities on Native American Reservations
- Promote Financial Literacy
- Conduct Leadership Workshops
- Deliver Healthy Living Programs
- Conduct Workshops on Indian Reservations in Western South Dakota
- Conduct Character Education Program Training
- Develop and Enhance Community and School Gardens
- Partner with 21st Century Community Learning Centers

2. Brief description of the target audience

- Low to Moderate Income Families
- Rural Communities
- Entrepreneurs
- Youth
- Teenagers
- Native Americans
- Consumers of Food Products
- Local Schools
- Youth Program Leaders

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
Actual	11627	1158115	28224	34908

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	0	1	1

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Percentage of all Hatch Research Projects in Families, Youth and Communities

Year	Actual
2014	1

Output #2

Output Measure

- Number of Communities Participating in the Book Read and Discussions
 Not reporting on this Output for this Annual Report

Output #3

Output Measure

- Number of Communities Hosting Small Business Beginnings Workshops
 Not reporting on this Output for this Annual Report

Output #4

Output Measure

- Number of FCCLA Leadership Workshops Conducted
Not reporting on this Output for this Annual Report

Output #5

Output Measure

- Number of Teens Trained in the Strong Bodies, Strong Futures, Teens as Teachers Program
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Conduct Horticulture and Agriculture Workshops
Not reporting on this Output for this Annual Report

Output #7

Output Measure

- Number of Character Counts School Trainings
Not reporting on this Output for this Annual Report

Output #8

Output Measure

- Number of Garden Development or Enhancement Workshops and Webinars Conducted
Not reporting on this Output for this Annual Report

Output #9

Output Measure

- Conduct Activities that Build Community Capacity

Year	Actual
2014	0

Output #10

Output Measure

- Number of High School Students Selected as 4-H Hometown Hero Representatives

Year	Actual
2014	94

Output #11

Output Measure

- Implemented Evidence-Based Programs for Children, Youth and Families at Risk (CYFAR)

Year	Actual
2014	0

Output #12

Output Measure

- Create Financial Literacy Learning Opportunities

Year	Actual
2014	35

Output #13

Output Measure

- Number of Events Conducted on Native American Reservations

Year	Actual
2014	24

Output #14

Output Measure

- Number of Communities Hosting the Ripple Effect Mapping

Year	Actual
2014	3

Output #15

Output Measure

- Number of Teens Trained in the Teens as Teachers Program

Year	Actual
2014	27

Output #16

Output Measure

- Number of Publications Posted on iGrow Website

Year	Actual
2014	100

Output #17

Output Measure

- Number of Articles Posted on iGrow Website

Year	Actual
2014	395

Output #18

Output Measure

- Number of Podcasts Posted on iGrow Website

Year	Actual
2014	7

Output #19

Output Measure

- Number of Radio Programs Posted on iGrow Website

Year	Actual
2014	25

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of Families, Youth and Communities Hatch Research Projects
2	Number of Participants in the Book Reads and Discussions
3	Number of Small Business Beginnings Workshop Participants
4	Number of FCCLA Leadership Workshop Participants
5	Number of Students Taught by Strong Bodies, Strong Futures, Teens as Teachers
6	Number of Participants Graduating from Lakota Beginning Farmer and Rancher Development Program
7	Number of Teachers Trained to Use Character Counts
8	Number of Community or School Gardens Receiving Assistance with Development or Enhancement
9	Enhance Rural Community Sustainability in South Dakota
10	Number of Elementary Students Impacted by 4-H Hometown Hero Representatives
11	Number of Children, Youth and Families at Risk (CYFAR) Participants
12	Increase Family and Personal Financial Literacy to Participants
13	Number of Participants Involved in Native American Reservation Events
14	Ripple Effect Mapping Participants
15	Number of Students Taught by Teens as Teachers

Outcome #1

1. Outcome Measures

Number of Families, Youth and Communities Hatch Research Projects

2. Associated Institution Types

- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There are concerns that the savings rate of American households, especially low and moderate income households is inadequate, leaving families extremely vulnerable to economic setbacks. Additionally, research indicates that there is a link between financial security and over-all health. Unhealthy families are not able to fully socially and economically contribute to their communities.

What has been done

Within the College of Agricultural and Biological Sciences, there is one Hatch project that is categorized in the Planned Program of Families, Youth and Communities. The research activity in this program is supported by our partnership with College of Education and Human Sciences. The Hatch funded project is research that involves psychological and behavioral factors that impact the decision to save. During this reporting period, one journal was published and data was collected for research involving student loan decision making.

Results

Through research, we continue to build a scientific knowledge base to improve and understand the sociological factors associated with personal finance. The results of a study that examined the link between behavioral life-cycle constructs and financial risk tolerance suggest that low-to-moderate households can benefit from financial education and commitment strategies.

4. Associated Knowledge Areas

KA Code	Knowledge Area
----------------	-----------------------

801 Individual and Family Resource Management

Outcome #2

1. Outcome Measures

Number of Participants in the Book Reads and Discussions

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of Small Business Beginnings Workshop Participants

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Number of FCCLA Leadership Workshop Participants

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Number of Students Taught by Strong Bodies, Strong Futures, Teens as Teachers

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of Participants Graduating from Lakota Beginning Farmer and Rancher Development Program

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Number of Teachers Trained to Use Character Counts

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Number of Community or School Gardens Receiving Assistance with Development or Enhancement

Not Reporting on this Outcome Measure

Outcome #9

1. Outcome Measures

Enhance Rural Community Sustainability in South Dakota

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many young people are leaving rural South Dakota for opportunities in urban areas. When they do not return, there is a decline in the rural population that leads to a reduction in demand for services that help create jobs. Rural communities need access to resources and tools that attract people of all ages to live in their communities. Without the creation of opportunities, rural South Dakota will continue to see a decline in population.

What has been done

SDSU Extension's Community Development team works directly with many rural communities on one-time projects or with helping to build community capacity so they can continue programs themselves. In one small town, SDSU Extension provided coaching to help keep a business from closing its doors. With the multistate project Marketing Hometown America, community facilitators are trained to conduct focus groups that lead to a marketing plan for their community. Also, efforts are underway to develop a food hub in the state, helping producers team up to sell locally grown products.

Results

With business planning and financial guidance from SDSU Extension, a small town's only full service restaurant has a new owner and is still open for business, helping to generate jobs and community spirit. Three rural South Dakota communities produced marketing plans empowering them to create a vision for growth while seeing itself in a new way. And by the fall of 2015, participants hoping for a new avenue to market the food they grow hope to have established the first food hub in South Dakota, creating much needed opportunities for the young farmers as well as the established producers.

4. Associated Knowledge Areas

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

Outcome #10

1. Outcome Measures

Number of Elementary Students Impacted by 4-H Hometown Hero Representatives

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With 82% of parents in South Dakota working, children are less supervised and parents often lack the tools or the time to teach character development. Today's youth are continually exposed to negative role models and high risk behaviors, leading to higher incidences of bad decision

making.

What has been done

With the SDSU Extension Character Education Program, high school seniors are selected from their school as Hometown Hero representatives. As role models, the Hometown Heroes conduct classroom presentations and activities to elementary students based on trustworthiness and other character themes. The Hometown Heroes help the students build good character and leadership skills at an early age.

Results

Statewide - 8,807 elementary students from 60 schools in 26 SD counties heard the positive character message - Good Character is Right There Inside of You - from the Hometown Hero Representatives. Since the messages were presented by high school students from their own schools, the elementary students were left with a lasting impression of a true Hometown Hero that is a positive role model. Through a Hometown Hero teacher survey - teachers have reported that long after the students have been in their classrooms the elementary students are talking about what was said by the Hometown Hero representatives. There were also an additional 16,407 student views of the Good Character video message. Many 4-H parents and schools have asked that Hometown Heroes project be expanded to their schools.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #11

1. Outcome Measures

Number of Children, Youth and Families at Risk (CYFAR) Participants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	181

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The communities in Charles Mix and Roberts counties in South Dakota have high poverty rates, problematical school drop-out rates and challenging school environments. These risk factors can impact both family functioning and youth development outcomes.

What has been done

To address the needs of the youth and their families, a community team for each county is in place to help implement evidence-based programs, to build capacity for program implementation, and to plan for long-term community support and sustainability. The community-team approach supports the implementation of a family-based and a school-based evidence-based program.

Results

- 1) Strengthening Families Program 10-14 was attend by families in the Lake Andes and Sisseton communities. The SFP 10-14 program also expanded to 2 additional communities in SD beyond the two original CYFAR locations, totaling 9 communities with more in the planning stages. Surveys were conducted at the final session for all participants. Of the survey items that pertain to the parent-child relationship, all items indicated an increase in positive parent-child interaction and relationship building experiences.

- 2) LifeSkills Training was instructed to all 7th graders in the Andes Central and Sisseton public school districts. The LST post tests indicated an increase in the use of positive life skills, drug refusal skills and positive assertiveness skills.

4. Associated Knowledge Areas

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

Outcome #12

1. Outcome Measures

Increase Family and Personal Financial Literacy to Participants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
-------------	---------------

2014

480

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Saving money continues to be a struggle for most Americans. Without personal or family budgets, citizens in South Dakota are very vulnerable to economic strain. Emergencies, high interest credit, and unhealthy spending all lead to the risk of poverty, which increases the burden of health and welfare for local, county, and state governments.

What has been done

In partnership with the SDSU Department of Consumer Sciences, SDSU Extension promotes financial literacy through its family and personal finance programs. During America Saves Week, participants were encouraged to strategize their spending and set goals using the SD Saves Campaign. Growing Financial Wellness is a webinar based program developed on the basis of a study that shows personal finance problems have a direct negative affect on their employer's profitability. Youth Financial Literacy targets youth prior to high school with programs and activities carried out with SDSU Extension 4-H Youth Advisors.

Results

With its family and personal finance programs, SDSU Extension reached more than 480 individuals at 35 events. Not only do the participants have a better chance for increased financial capability and capacity, but the public benefits through less reliance on public assistance programs. It is also reasonable to assume that with improved financial capability of the citizens, employers in South Dakota will see an increase in work productivity, less work accidents, and healthier employees. By engaging our youth at a very young age, we lessen the risk of poverty spanning for generations.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #13

1. Outcome Measures

Number of Participants Involved in Native American Reservation Events

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	407

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Populations continue to increase on South Dakota reservations, but access to nutritious food continues to be an issue in many areas. There are few grocery stores accessible to many communities. Access to food is often limited to convenience stores which have very little fresh food available. There has been a surge of interest in gardening and other agricultural programs over the past several years, as well as an interest in small business and entrepreneurial opportunities.

What has been done

Through its partnerships, SDSU Extension has Federally Recognized Tribal Extension Program offices at Cheyenne River, Pine Ridge and Rosebud Reservations. Nutrition Assistants, 4-H Program Advisors, and Field Specialists all provide leadership and outreach activities to the Native American communities. In collaboration with its partners, SDSU Extension conducted workshops in gardening, food preparation and preservation, nutrition, farmers markets, financial literacy, and also held small acreage and rancher workshops.

Results

Locally produced food is becoming increasingly available in South Dakota's reservation communities. Two new community gardens and three new school gardens were started in this reporting period, and more than 40 individuals were trained in beginning gardening - resulting in at least 15 home gardens. The interest in commercial food production on reservations increased with participants seeking and gaining knowledge of farmers markets and food hubs as marketing strategies. More than 300 youth engaged in nutrition education and food preparation classes. And more than 30 ranchers and small acreage producers increased their knowledge of commercial agricultural production. Fourteen participants were trained as Master Gardeners. Meetings were held to plan for future high tunnel programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures
806	Youth Development

Outcome #14

1. Outcome Measures

Ripple Effect Mapping Participants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	36

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The three communities participating in the Marketing Hometown America requested information on how they can demonstrate progress to their communities. Concurrently, SDSU Extension's Community Development program was interested in a participative model for evaluation of its community projects.

What has been done

SDSU Extension participated with 3 communities using the evaluation method as part of the Marketing Hometown America - Ripple Effect Mapping. Ripple Effect Mapping engages participants to visually map and understand the intended and unintended results of programming. Like the ripple effect of throwing a stone in the water, each ripple answers a question, ultimately leading to the discovery of the changes in the community as a result of the program.

Results

Ripple Effect Mapping proved to be a very effective tool for communicating with each community. The method demonstrated to all participants that they had big accomplishments and made great progress. Participants were able to see that they were making positive changes in their communities along with positive changes in community attitudes. Some communities reported an increase in outside funding and volunteers became more active. SDSU Extension has included Ripple Effect Mapping in several grants for future community engagement projects.

4. Associated Knowledge Areas

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

Outcome #15

1. Outcome Measures

Number of Students Taught by Teens as Teachers

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	230

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Bullying and fighting can happen anywhere. In South Dakota, according to a 2013 survey, 26% of high school students had been bullied and 24% had been in a physical fight. The same survey by the SD Department of Health, also reported that 17% had been bullied electronically. Youth programs are needed to help prevent bullying and fighting.

What has been done

SDSU Extension helped create learning communities by partnering youth with 21st Century Community Learning Centers and local school districts. The Teens as Teachers program was used to enhance 4-H youth development through service learning projects that are planned and carried out by teens. The program gives youth the opportunity to make a difference in their communities and schools. Community events by the teens increased awareness about bullying.

Results

Youth of all ages, whether it was the teen teachers or the elementary students learning from the teens, all learned valuable lessons about bullying and conflict resolution. Elementary students reported that they learned how to respect others and their cultures and not to bully. The teens reported that they better understand bullying and the consequences from it. The teens also acquired critical life skills including responsibility, time management, confidence, and the ability to work well with adults. The teens also gained first-hand experience as teachers in a classroom.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

According to the US Census Bureau, South Dakota has the top three counties in the nation with the highest poverty rates.

Western South Dakota experienced one its worst blizzards on record, killing an estimated 50,000 or more livestock. Valuable man-hours and resources had to be redirected for both livestock and non-livestock issues.

Salary and benefit increases have eroded the impact of federal funds, deferring vacancy fills in both SDSU Research and SDSU Extension.

Many of the research facilities at SDSU have exceeded their useful life and no longer accommodate the needs of the scientists in the Agricultural Experiment Station. Deferred maintenance and repair of facilities remain a serious limit to research, faculty recruiting and retention.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Children, Youth and Families at Risk (CYFAR)

Evaluation of each component of the CYFAR project was completed.

- 1) Strengthening Families Program 10-14 participants completed a retroactive pre/post evaluation at the conclusion of the program.
- 2) Students participating in LifeSkills Training completed a standard pre and post-test process. The LifeSkills Training pre and post-tests analyzed the knowledge and skills gained by students using true or false and 5 point Likert scale questions on anti-drug attitudes and various life and resistance skills.
- 3) Utilizing previous surveys of community team members, technical assistance was provided by the prevention coordinator and state management team as appropriate. This year was a primarily focused on preparation for sustainability of the programs following grant funding.

South Dakota Saves Campaign

There were a total of 29 participants who pledged to save over \$75,000 toward their personal savings goals. By having individuals complete small savings strategies, it allowed them to look at ways they can save money every day. The goal is to get individuals thinking

of how they can save money without having to make a drastic change to their way of life. The following strategies were completed by participants in the month of February:

- 57% Only purchase items with cash today so you become more mindful of what you spend.
- 63% Save your change today.
- 50% Buy in bulk and repackage if it means larger savings.
- 27% Place a visual reminder for your short term financial goal where you can see it regularly.
- 43% Cook a meal from scratch and calculate the savings compared to convenience foods.
- 47% Track all of your spending today (no matter how small).
- 40% Use the grocery store weekly ad to plan meals for the next week.
- 67% Try a free/low cost activity for tonight's entertainment.
- 43% Determine your short, intermediate, and long-term financial goals for yourself/family.
- 70% Complete your weekly errands in one trip.
- 93% Take a reusable water bottle rather than buying bottled water.
- 53% Check your phone plan(s) to see if you can cut costs to save.
- 77% Buy more generic foods at the grocery store.
- 73% Bring a soda from home instead of buying from a vending machine or convenience store.
- 37% Check your cable bill to see if there is a way to cut costs and save.
- 43% Add savings to your monthly budget as an expense.
- 63% Turn the thermostat down 2 degrees.
- 97% Turn the water off when you brush your teeth.
- 80% Turn your computer off at night.
- 93% Turn lights off when no one is in the room.
- 57% Unplug chargers for electronics when not in use.
- 57% Skip the movie theater and rent a movie or borrow one from your local library.
- 27% Review your insurance policies and ask your agent if there are ways to reduce your cost.

Growing Financial Wellness

The following results are based on evaluations conducted with participants (N=49) using a retrospective pre-post survey (5-point Likert Scale 1=Know Nothing to 5=Know a Lot).

Participants who attended sessions on personal finance basics increased knowledge from a mean score before the session of 3.74 to 4.49 after attending the session.

Participants who attended sessions on retirement planning increased knowledge from a mean score before the session of 2.53 to 4.09 after attending the session.

Participants who attended sessions on health and aging increased knowledge from a mean score before the session of 3.74 to 4.63 after attending the session.

Participants who attended sessions on managing risk increased knowledge from a mean score before the session of 3.21 to 4.69 after attending the session.

A 3-month follow-up evaluation was conducted with participants to determine if any positive financial behavior had been adopted because of participation in the program:

41% who attended a credit session printed a copy of their free credit report.

68% who attended a retirement session estimated the amount of money needed at retirement.

67% who attended a budget session created a budget/spending plan.

68% who attended a session on Flexible Spending Accounts & Health Savings Accounts indicated they evaluated their current contributions to see if an adjustment needed to be made.

Ripple Effect Mapping

Ripple Effect Mapping revealed 6 impact themes:

- Leadership Development: Community members stepped into new leadership roles within the community
- Amenities: Enhancements were made to community assets as part of the marketing plan actions
- Engagement (including Youth): The people, including youth identified a new level of ownership in community activities and became involved in new ways.
- Marketing: Branding, promotion, social media, videos and other types of marketing were developed as a result of the Marketing Hometown America process
- Networking: Organizations partnered in new ways to benefit the communities
- Civic Awareness/Community Spirit: For the residents involved in the program, an increase in the awareness of the community activities and actions lead to what can be referred to as more community spirit.

Key Items of Evaluation