

V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Community, Family, Home and Youth Development

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
602	Business Management, Finance, and Taxation	10%	10%		
607	Consumer Economics	10%	10%		
801	Individual and Family Resource Management	20%	20%		
802	Human Development and Family Well-Being	20%	20%		
806	Youth Development	40%	40%		
	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	81.0	12.8	0.0	0.0
Actual Paid	55.2	7.2	0.0	0.0
Actual Volunteer	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
689038	371941	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1112867	407383	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5525913	679366	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Alabama 4-H programming represents the broad scope of Extension work and uses youth development principles to deliver research based information to young people using hands on minds on strategies.

AU Sustainable Community Project is using the PROSPER model to build youth internal and external assets to reduce behavior problems among middle school students.

Be Safe a 7 week program promoting social and emotional learning, bullying and positive peer relationships, reached 2301 youth across the state.

Caregiving Across the Life Span is group based education to strengthen family health and well-being through an emphasis on healthy caregiving behaviors and caregiving relationships across the lifespan.

Relationship and Marriage Education (RME) is a six session program to raise awareness and provide coping skills for individuals and couples who are married, dating or considering marriage.

Family Advocacy through Caring Engagement Strategies (FACES), a family strengthening curriculum, was implemented as a series of five lessons or as stand-alone programs in various settings throughout the state.

The Grand RAPP program focuses on helping parenting grandparents/relatives identify and understand possible ambivalent feelings in their new role, individual differences and temperament, approaches to communicating with adult children/relatives and discipline strategies.

The Successful Aging Initiative utilized the Seniors Can curriculum which is a wellness program for older adults developed by the University of Nevada Cooperative Extension System.

Volunteer in Urban Programs (VIP) a structured volunteer program that captures the quantitative and qualitative value of volunteer services provided to the Urban Program Unit of the ACES.

TMI (Teens Making Impact) a series of five interactive lessons that prepares teens with information to support the development of skills for making sound career decisions, engaging in effective communication, pursuing healthier lifestyles, and to better understand government issues and their role as productive citizens.

CYFAR Teens Making Impact (TMI), is a 12-week youth leadership program focused on decisions relative to careers, healthy lifestyles, civic engagement, and community service.

The Urban SET (Science, Engineering and Technology) program is designed to offer educational opportunities for urban youth ages 9 to 18 and adults (as partners) to engage in science, engineering and technology programs.

Urban-Alabama Health Rocks! 4-H Health Rocks! is a healthy living program designed for youth 10 -15 years. The program serves to engage youth, families, and communities in an effort to reduce tobacco, alcohol, and drug use by youth.

2. Brief description of the target audience

4-H Youth age 9 to 18, and Cloverbuds ages 5 to 8. 114,502 4-H members and participants reached by 67 staff and 2,798 Volunteers. Demographics: 66% youth White; 28% Black; 1.1% American Indian; 59% from towns under 10,000 and rural non-farm. **Be Safe** reached 2183 youth, 54% were female, 93.7% rural, 29% white and 64% Black. **Care Giving Across the Life Span** reached 1357 parents, home caregivers and child care providers. 73% were female, 48% Black and 3% other minorities.

RME reached 3433 adults: 43% Black, 50% white, 3% Hispanic or Latino. 66% female the program had approximately 82,956 participants. Of the 1,546 traceable participants, 90% were from urban areas and only 10% were from rural areas. More than two-third (69%) of the participants were adults. The majority of traceable participants were female (81%) and black (75%). White participants made up 21% of the group while Hispanic, Biracial, Indian, and Asian made up approximately 4% of the program participants.

Grand RAPP: the program had approximately 83,368 participants. Of the 413 traceable participants, 100% were from urban areas. Ninety-five percent of the participants were adults. The majority of traceable participants were female (90%) and black (83%). White participants made up 12% of the group while Hispanic, Biracial, Indian and Asian/Pacific Islander made up less than 5% of the program participants.

Successful Aging Initiative: the program had approximately 64,082 participants. Of the 5805 traceable participants, 99% were from urban areas. Ninety-nine percent of the participants were adults. The majority of traceable participants were female (72%) and black (61%). White participants made up more than one-third (38%) of the group while Hispanic, Biracial, and Asian/Pacific Islander made up less than 1% of the program participants.

Be Safe reached 2301 youth across the state. 54% were female and 46% were male. 6.3% lived in urban communities, while 93.7% lived in rural communities. The racial breakdown of youth participants were as follows: White 29%, Black or African American 64%, Hispanic 1%, American Indian/Alaskan Native 1%, Asian 0.3%, more than one race 1%. When asked about bullying experiences in the past 12 months 27% said that they had been bullied on school property and 10.3% said that they had been cyberbullied.

3. How was eXtension used?

eXtension has been used to house 4-Hinnovators a STEM education program. It is a part of the For Youth for Life Link.

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	48112	246587	152934	220320

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

- Number of partnerships, publications, newsletters, articles, business plans, volunteers, success stories, testimonies, grants and contracts submitted and/or awarded, support groups, technology-based resources, research-based professional expertise, and curriculum.
 Not reporting on this Output for this Annual Report

Output #2

Output Measure

- Number of 4-H Clubs

Year	Actual
2014	1380

Output #3

Output Measure

- Number of relationship classes taught

Year	Actual
2014	594

Output #4

Output Measure

- Number of dollars resulting from volunteer service hours

Year	Actual
2014	1900000

Output #5

Output Measure

- Number of 4-H Club Members

Year	Actual
2014	31917

Output #6

Output Measure

- Number of First Time 4-H Volunteers who completed the New Volunteer Training

Year	Actual
2014	347

Output #7

Output Measure

- Number of 4H Participants

Year	Actual
2014	82585

Output #8

Output Measure

- Number of 4H volunteers

Year	Actual
2014	2798

Output #9

Output Measure

- Number of 4-H Training Modules

Year	Actual
2014	7

Output #10

Output Measure

- Number of 4-H Military Clubs

Year	Actual
2014	10

Output #11

Output Measure

- Number of Families Participating in Auburn University Sustainable Community Project

Year	Actual
2014	47

Output #12

Output Measure

- Number of hours of program Engagement for Auburn University Sustainable Community Project

Year	Actual
2014	4672

Output #13

Output Measure

- Number of youth serving in a leadership role

Year	Actual
2014	4140

Output #14

Output Measure

- Number of positive aging initiatives activities implemented

Year	Actual
2014	119

Output #15

Output Measure

- Number of support activities conducted for grandparents raising grandchildren.

Year	Actual
2014	29

Output #16

Output Measure

- Number of Successful Aging Conferences held.

Year	Actual
2014	9

Output #17

Output Measure

- Number of Urban relationship classes taught

Year	Actual
2014	157

Output #18

Output Measure

- Number of older adults participating in Successful Aging Activities

Year	Actual
2014	5805

Output #19

Output Measure

- Number of Estate Planning Basics workbooks completed.

Year	Actual
2014	136

Output #20

Output Measure

- Number of volunteer hours provided by VIPs and Student volunteers (college, middle and high school)

Year	Actual
2014	4032

Output #21

Output Measure

- Number of Urban SET participants

Year	Actual
2014	188

Output #22

Output Measure

- Number of Urban Health Rocks participants

Year	Actual
2014	3915

Output #23

Output Measure

- Number of urban TMI/CYFAR TMI participants

Year	Actual
2014	1587

Output #24

Output Measure

- Number of youth participating in Be SAFE

Year	Actual
2014	2302

Output #25

Output Measure

- Number of Be SAFE activities conducted

Year	Actual
2014	60

Output #26

Output Measure

- Number of hours of engagement for Be SAFE

Year	Actual
2014	16114

Output #27

Output Measure

- Number of Be SAFE curricula developed

Year	Actual
2014	1

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	4-H volunteers recruited, screened, trained, and retained.
2	Life-skills gained
3	Knowledge gains
4	Business Plans Developed
5	Number of people adopting credit, saving, asset management, and career development practices.
6	Dollars saved as a result of counseling and referrals.
7	The number of new direct volunteers who completed seven online training modules
8	The number of youth who gained Life-skills
9	The number of child care providers who improved child care provider practices
10	Number of students who improved their relationship with teachers and parents.
11	The number of individuals in romantic relationships with Improved coping skills
12	Number of grandparents and other relative caregivers who are better prepared for assuming the role as primary caregiver of children.
13	Number of adults implementing positive relationship skills.
14	Number of adults with increased positive relationship skills.
15	Number of older adults who increased knowledge of independent living.
16	Number of older adults who are better prepared for independent living.
17	Number of youth with increased interest in science, engineering, and technology careers

18	Number of youth who increased interest in science, engineering, and technology careers
19	The number of urban youth who increased knowledge of life skills
20	The number of urban youth who increased life skills
21	The number of youth who increased in knowledge the negative effects of drug use.
22	The number of youth who learned how to handle stress
23	The number of VIP Leaders with increased knowledge of leadership and community service opportunities
24	Number of youth who increased knowledge in Relationship Smarts Plus
25	Number of Children who increase interpersonal skills

Outcome #1

1. Outcome Measures

4-H volunteers recruited, screened, trained, and retained.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Life-skills gained

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Knowledge gains

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Business Plans Developed

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Number of people adopting credit, saving, asset management, and career development practices.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Dollars saved as a result of counseling and referrals.

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

The number of new direct volunteers who completed seven online training modules

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	454

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Opportunities for 4-H programmatic growth and sustainability are strengthened by 4-H volunteers. Two-thousand seven hundred and ninety-eight (2798) 4-H volunteers logged 83,925.65 hours valued at 1.9 million dollars to further the programmatic outcomes of Alabama 4-H. These services would not have been possible if County 4-H Teams had not thought out of the box and sought new and innovative ways to reach more youth and make a greater impact. Four-hundred fifty-four(454) new 4-H volunteers were recruited in 2014. These new volunteers were screened using Auburn University Human Resources standards and completed seven (7) training

What has been done

2798 Volunteers Enrolled; 454 volunteer screened and received initial training; Annual 4-H Volunteer Update for continuing education; 7 4-H Volunteer training modules produced in on-line training format. New module ACES 4-H Is For Everyone diversity training for 4-H volunteers introduced; 67 county 4-H volunteer awards and recognition programs; 287 Auburn University background investigations processed; 5 Volunteer management publications produced; 12 4-H Volunteer Spotlight posts; New 4-H Volunteer enrollment database introduced 4HONLINE

Results

Caring relationships with adults is critical for positive youth development. Alabama 4-H volunteers help us expand our care, our reach to youth that need care the most. Mandatory training for all new direct volunteers encompasses information on Adult Behavioral Guidelines, Ages and Stages of Youth Development, Disciplines Planning, Health and Safety, Risk Management, Diversity. To be granted certification, the online learning modules must be completed and they are constructed to not allow individuals to skip steps of instruction.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #8

1. Outcome Measures

The number of youth who gained Life-skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	219

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The increasingly complex and diverse world community requires youth have the ability to work with youth and adults that are not like them. This requires soft skill development.

What has been done

Over 4,000 youth serve in a 4-H leadership capacity in Alabama. They are trained in life and soft skill development to make them better leaders, friends, students, family, and community members. Skills developed: listen to different ideas, works with others, plan, solve problems, cooperate, value multiple opinions, and speak in front of others.

Results

Life skill development helps individual youth to be successful in living a productive and satisfying life. Successful, productive, and satisfied youth are more likely to become successful, satisfied, and productive adults. Successful, satisfied and productive adults are better family and community members and contribute to the economic well-being of local, state and national economies. 84% (n=219) youth ability to listen to different ideas increased or increased greatly; 88% (n=219) youth ability to work with others increased or increased greatly; 78% (n=219) youth ability to plan how to do things increased or increased greatly; 82% (n=219) youth ability to solve problems increased or increased greatly; 80% (n=219) youth ability to cooperate with others increased or increased greatly; 79% (n=219) youth ability to value the opinions of others increased or increased greatly; 80% (n=219) youth ability to speak in front of others increased or increased greatly; 81% (n=219) youth ability to perform the duties of 4-H office increased or increased greatly; 86% (n=219) youth dedication to club increased or increased greatly; 89% (n=219) youth willingness to serve again increased or increased greatly

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

Outcome #9

1. Outcome Measures

The number of child care providers who improved child care provider practices

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	123

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With the growing number of single parent families and two parent households where both parents work, finding child care providers that can provide families with the security of knowing that their children are thriving and safe and enriching environment is a growing concern

What has been done

To strengthen family health and well-being through an emphasis on healthy caregiving behaviors and caregiving relationships across the lifespan, 100 group-based educational sessions were delivered statewide to 1357 participants by Alabama Extension educators.

Results

Paired samples t-tests for 123 providers who had data measuring change from 2013 to 2014 indicated statistically significant ($p < .00$) improvements in overall quality and the following 5 sub-categories of child care practices: (a) learning activities; (b) provider-child interaction; (c) program structure; (d) personal care routines; and (e) listening/talking. In addition, a total of 12,443 training hours were awarded to providers participating in mentored training sessions. These training hours contribute to providers' ability to meet State re-licensure requirements. Currently, 55 of 170 FCCP providers actively pursuing accreditation are accredited.

4. Associated Knowledge Areas

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

Outcome #10

1. Outcome Measures

Number of students who improved their relationship with teachers and parents.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	160

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth without strong internal and external assets like problem-solving and decision-making skills, school liking and engagement, and positive parent-adolescent relationships are unable to negotiate the complex nature of the world in which they live and have a higher likelihood of having problem behaviors like alcohol abuse, drug use, and delinquency and poor relationships.

What has been done

7th grade students from three counties in collaboration with community teams engaged in one of two evidence-based programs: All Stars (149 students) and Life Skills Training (57). These programs provided from eleven to twenty-one 50-minute sessions and included role playing, experiential learning, and discussion. The three communities also offered a 7-week Strengthening Families Program from January through March. The SFP program is held for seven consecutive weeks (2 hours per session) with a required minimum attendance of four sessions to graduate. A total of 47 families participated

Results

Youth reported improved relationships with teachers, (n=157); Youth (n=158) 32% reported liking school sometimes; and there was an increase in the percentage of youth 35%(N=160) that tell their parents what happens at school. Youth that have better relationships with teachers and parents are two positive assets that build young peoples' capacity to manage their world and reduce risk behaviors.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #11

1. Outcome Measures

The number of individuals in romantic relationships with Improved coping skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3433

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Healthy relationships are critical for individual health and wellbeing. Healthy couples live longer, manage stress and the effects of stress better, feel healthier and are less likely to suffer from depression, decreased immune function, and high blood pressure.

What has been done

3,433 adults participated in 1 of 5 evidence based relationship and marriage curricula across the state. These target skills for healthy marriages and relationships. Each of the 5 curricula (i.e., Together We Can, How to Avoid Marrying a Jerk, Mastering the Mysteries of Love, Basic Training for Couples, and Bridging the Great Divide) utilize the framework of the seven core skills for healthy marriages and relationships developed by the National Extension Relationship and Marriage Education Network.

Results

Based on paired-sample t-tests conducted on multi-item indicators, statistically significant ($p < .05$) improvement was documented for the following outcome measures: 1. Individual functioning: self-care, financial management skills, depression, conflict management skills, and connections to social support; 2. Couple/marital relationship functioning: domestic violence awareness, connection, understanding of significant other, caring toward significant other, couple quality; 3. Parenting: child maltreatment awareness; 4. Co-parenting relationship functioning: understanding of co-parent, caring toward co-parent.

Happy couples are better couples, better workers and better community members which impacts

the economic well-being of communities.

4. Associated Knowledge Areas

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

Outcome #12

1. Outcome Measures

Number of grandparents and other relative caregivers who are better prepared for assuming the role as primary caregiver of children.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	55

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

For the past few decades, the number of grandparents and relatives having to once again raise a child has been increasing throughout the United States of America. In the State of Alabama, more than 148,000 children under the age of 18 are now living with grandparents or other relatives (Grandfacts, 2012). Forty-five percent (45%) of the 63,529 grandparent householders responsible for their grandchildren are raising their grandchildren without the presence of the parents in the household.

What has been done

Seven Urban Regional Agents utilized workshops, conferences, family celebrations, and support groups to increase parenting grandparents/relatives identify and understand possible ambivalent feelings in their new role, individual differences and temperament, approaches to communicating with adult children/relatives and discipline strategies. The Grandparents and Relatives as Parents Program (Grand RAPP) was implemented as a series of four lessons or as a stand-alone program in urban areas of 15 counties.

Results

Based on pretest and posttest results, the knowledge of 55 participants increased significantly relative to:

- a)ways to acknowledge feelings (t=2.13, p=.04)
- b)how to openly and honestly discuss their feelings with others (t=3.66, p=.00)
- c)how to become involved in various activities that assist in reducing stress (t=2.64, p=.01)
- d)the ineffectiveness of spanking as a form of discipline (t=1.98, p=.05)
- e)how to seek professional help with dealing with grandchild/children (t=2.46, p=.02)

4. Associated Knowledge Areas

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

Outcome #13

1. Outcome Measures

Number of adults implementing positive relationship skills.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	391

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A direct relationship between the well-being of children, families and communities has been cited by various professionals and organizations. When families are strong and do well, children do well. Likewise, when communities are strong, families are strong. Critical for all families are those attributes that strengthen individuals as well as the family itself.

What has been done

Six Urban Regional Agents and two Regional Agents utilized workshops, conferences, fairs and family day celebrations to increase individuals and families' understanding of how to effectively communicate, resolve conflict, manage stress and identify spending habits. The Family Advocacy through Caring Engagement Strategies, a family strengthening curriculum, was implemented as a series of five lessons or as a stand-alone program in urban areas of 12 counties.

Results

Based on pretest and posttest results, 391 participants skill level increased significantly regarding:

- a) their family's strengths (t = 6.36 , p = .00)
- b) ways to strengthen their family (t = 8.16, p = .00)
- c) the effects of stress on the body (t =9.03 , p = .00)
- d) the ripple effect of stress on the family (t =8.62 , p = .00)
- e) appropriate methods for handling conflict (t =9.85 , p =.00)
- f) how to reach agreements in which everyone wins or feels okay about the decision made (t =9.34, p =.00)
- g) how verbal and nonverbal communication affect family relationships (t =7.20, p =.00)
- h) the importance of self-disclosure within a family (t = 9.88, p =.00)
- i) the importance of active listening within a family (t =7.99 , p =.00)
- j) techniques for managing stress (t =9.46 , p =.00)
- k) signs and symptoms of stress (t = 7.56 , p = .00)

4. Associated Knowledge Areas

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

Outcome #14

1. Outcome Measures

Number of adults with increased positive relationship skills.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	109

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A direct relationship between the well-being of children, families and communities has been cited by various professionals and organizations. When families are strong and do well, children do well. Likewise, when communities are strong, families are strong. Critical for all families are

those attributes that strengthen individuals as well as the family itself.

What has been done

Six Urban Regional Agents and two Regional Agents utilized workshops, conferences, fairs and family day celebrations to increase individuals and families' understanding of how to effectively communicate, resolve conflict, manage stress and identify spending habits. The Family Advocacy through Caring Engagement Strategies, a family strengthening curriculum, was implemented as a series of five lessons or as a stand-alone program in urban areas of 12 counties.

Results

On average of more than 30 to 60 days after participation in the program, the frequency of the following actions of 109 participants increased significantly:

- l)deliberately created chances for family to spend more time together (t=2.73, p=.01).
- m)had open discussions with family members to share personal feelings, thoughts, weaknesses, strengths and dreams (t=2.30, p=.02).
- n)used negotiation skills when dealing with conflicts (t=6.06, p=.00).
- o)included children in financial decisions (t=2.14, p=.03).
- p)developed a written spending plan/budget and paid close attention to it (t=2.80, p=.01).
- q)practiced stress management techniques (t=6.47, p=.00).
- r)identified things that stressed them (t=3.22, p=.01).
- s)looked for signs of stress in family members (t=4.17, p=.01).

4. Associated Knowledge Areas

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

Outcome #15

1. Outcome Measures

Number of older adults who increased knowledge of independent living.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	80

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The elderly population in the United States is rapidly expanding. One out of every seven Americans (35 million) is over the age of 65. With the aging of the baby boomers, America's older population will double by 2030 (71.5 million), and will account for 19.6 percent (about 1 in 5) of the population. It is not uncommon for people, as they age, to be concerned about what the future will bring and whether they will be equipped to meet the challenges that lie ahead.

What has been done

The Seniors Can curriculum, a wellness program for older adults developed by the University of Nevada Cooperative Extension System, was used as an educational resource and guide. Additionally, An Overview of Elder Law, A Gift for Your Family, and LegalEASE publications, and Estate Planning Basics, A Guide to Life Organization were used. The program was implemented by use of classes, workshops, seminars, family day programs, conferences, support groups, etc.

Results

Based on the pretest and posttest results, the knowledge of 45 to 80 participants increased significantly relative to:

- a) distinguishing at least five agencies/organization that could help them with obtaining food when needed (t = 1.95, p = .01)
- b) knowing at least five local resources for obtaining paid work for older adults (t = 3.50, p = .01)
- c) knowing at least five local resources that provide educational opportunities for older adults (t = 3.62, p = .00)
- d) knowing at least five organizations that are of interest to older adults (t = 3.09, p = .01)
- e) knowing at least five ways to cut cost on prescription medication (t = 2.13, p = .04)
- f) knowing at least five ways to cut cost on cleaning products (t = 2.02, p = .04)
- g) knowing the correct temperature for protecting foods until they are eaten (t = 2.87, p = .01)

4. Associated Knowledge Areas

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

Outcome #16

1. Outcome Measures

Number of older adults who are better prepared for independent living.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	136

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The elderly population in the United States is rapidly expanding. One out of every seven Americans (35 million) is over the age of 65. With the aging of the baby boomers, America's older population will double by 2030 (71.5 million), and will account for 19.6 percent (about 1 in 5) of the population. It is not uncommon for people, as they age, to be concerned about what the future will bring and whether they will be equipped to meet the challenges that lie ahead.

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Results

The following actions occurred because of participation in the Successful Aging:
One hundred and thirty six participants developed a Will
One hundred and thirty six participants developed a Power of Attorney
One hundred and thirty six participants developed a Health Care Proxies

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #17

1. Outcome Measures

Number of youth with increased interest in science, engineering, and technology careers

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	90

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is becoming increasingly important that we ensure that our youth develop the skills and abilities needed to remain competitive in the 21st century in the areas of STEM. The most successful next age leaders and professionals will be those who possess the prerequisite critical thinking and problem solving skills that prepare them to respond to challenges at home, on the job and in their communities.

What has been done

188 urban youth participated in hands-on science, engineering, technology, and mathematics workshops and activities conducted by extension agents, faculty and staff and community volunteers

Results

Increased skills and knowledge in science, engineering and technology concepts, applications and transfers. Evaluation results of TNT Conference: 63% of participants improved knowledge in selecting a college to attend, 58% of participants improved knowledge in choosing a career in science; 39% of the participants improved knowledge about solar cars; 63% improved knowledge in setting personal goals(N=90)

STEM Day Evaluation: 73% of participants improved knowledge in forensic science; 61% of participants improved knowledge in careers in science; 56% of participants improved knowledge in water conservation(N=65)

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #18

1. Outcome Measures

Number of youth who increased interest in science, engineering, and technology careers

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	65

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is becoming increasingly important that we ensure that our youth develop the skills and abilities needed to remain competitive in the 21st century in the areas of STEM. The most successful next age leaders and professionals will be those who possess the prerequisite critical thinking and problem solving skills that prepare them to respond to challenges at home, on the job and in their communities.

What has been done

65 urban youth participated in hands-on science, engineering, technology, and mathematics workshops and activities conducted by extension agents, faculty and staff and community volunteers (AAMU STEM Day).

Results

Increased skills and knowledge and behavior in science, engineering and technology concepts, applications and transfers. STEM Day Evaluation: 34% of participants said yes to pursuing a career in science while 47% indicated maybe. 17% indicated already taking advanced science or math courses while 38% said maybe and 24% indicated they would. 5% of participants indicated they already enrolled in a pre-college science or math course while 46% said maybe and 37% said yes. 6% indicated they already participating in a summer STEM or internship program while 25% said yes they would and 46% maybe (N=65).

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #19

1. Outcome Measures

The number of urban youth who increased knowledge of life skills

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	1587

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

TMI/CYFAR TMI-An increasing number of youth are lacking the ability and life skills to make healthy and informed choices on matters that may impact their lives in a negative way.

What has been done

TMI-A series of five interactive life skills classes has been provided throughout the state addressing areas that include life choices, health/physical fitness, etiquette, career focus and civic education. CYFAR TMI-The program operated concurrently for a twelve-week period focusing on life skills, character education, civic education, career focus and leadership topics., the first curriculum series consisted of five-one hour lessons and a culminating community service project. The second curriculum series consisted of six one hour leadership lessons and educational workshops.

Results

1176 youth completed the TMI program. Evaluation data indicated an increased knowledge in decision making skills (73%); increased knowledge in health and physical fitness(73.%); increased knowledge in choosing a career(78%).(N=712).

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #20

1. Outcome Measures

The number of urban youth who increased life skills

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	411

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

TMI/CYFAR TMI-An increasing number of youth are lacking the ability and life skills to make healthy and informed choices on matters that may impact their lives in a negative way.

What has been done

CYFAR TMI-The program operated concurrently for a twelve-week period focusing on life skills, character education, civic education, career focus and leadership topics., the first curriculum series consisted of five-one hour lessons and a culminating community service project. The second curriculum series consisted of six one hour leadership lessons and educational workshops.

Results

411 students combined from each of the three sites, Mobile, Morgan, & Colbert

Participated in the post assessment:*49% of teens reported that they make healthy eating choices to reduce health risks. 83% of the 411 teens reported that they are physically active 70% of teens reported that they felt as smart as others; 82% of teens reported that their appearance mattered to them; 81% of teens reported that they believed that managing stress in an important way; 91% of teens reported that before making a decision, they would think about how their choices would affect their future.; 82% of teens who participated in the CYFAR TMI program reported that they knew which career they would like to pursue and 94% of CYFAR TMI teens reported that they had set goals for themselves.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #21

1. Outcome Measures

The number of youth who increased in knowledge the negative effects of drug use.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3915

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Middle school age youth are continuing to be involved with illicit drugs, alcohol, and tobacco usage.

What has been done

Seven Urban regional extension agents reached 3915 program participants with each youth having completed a minimum of 10 hours of educational training on the 4-H Health Rocks curricula. Fifty-one (51) sites were organized across the state for program implementation including, local school systems, afterschool care and summer programs, Boys and Girls Clubs, and faith-based institutions. Additionally, 95 youth and adult volunteers provided instructional and leadership support for the 4-H Health Rocks! Program.

Results

Evaluative data indicate an increased knowledge of the negative effects of drug usage. After training 96% (N=2042) youth showed an increased in knowledge about health effects of smoking compared to 91.2% (N=1941) before training t-test 14.95*** p=<.001 (N= 2128)

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #22

1. Outcome Measures

The number of youth who learned how to handle stress

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	2102

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Middle school age youth are continuing to be involved with illicit drugs, alcohol, and tobacco usage.

What has been done

Seven Urban regional extension agents reached 3915 program participants with each youth having completed a minimum of 10 hours of educational training on the 4-H Health Rocks curricula. Fifty-one (51) sites were organized across the state for program implementation including, local school systems, afterschool care and summer programs, Boys and Girls Clubs, and faith-based institutions. Additionally, 95 youth and adult volunteers provided instructional and leadership support for the 4-H Health Rocks! Program.

Results

After training youth showed an increase 91.3% (1919) in how to better handle stress compared to 80.7% (N=1696) prior to training t-test 17.49*** p<.001 (N=2102)

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #23

1. Outcome Measures

The number of VIP Leaders with increased knowledge of leadership and community service opportunities

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	32

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers are a vital asset to ACES and they play an integral role in planning, implementing, and enhancing Urban Program outreach efforts.

What has been done

Networking opportunities were provided through the VIP and AAMU Service Learning program. Over 4000 students and VIPs provided a combined total of over 73,000 clock hours which equates to a monetary value of over 1.7 million dollars in financial savings to the agency.

Results

Increased awareness of ACES and Urban Affairs and New Nontraditional Programs Unit; volunteers became better leaders and use the skills to improve their community; Increased knowledge of basic technical, office, and computer skills; improved knowledge of volunteer opportunities with the community; volunteers increased their knowledge by 70% in areas of communication and leadership skills(VIP Leadership Conference)N=32)

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #24

1. Outcome Measures

Number of youth who increased knowledge in Relationship Smarts Plus

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	3393

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth conflict management, interpersonal skills, social support skills,, dating violence awareness, communication skills, and financial management skills are essential positive youth behaviors.

What has been done

176 series of 6-8 classes were offered in FCS and Health classes at various high schools around the state. 32 relationship educators/agents partnered with the project leader and delivered Relationship Smarts Plus for youth in various settings (i.e., during school, afterschool, youth detention facilities) across the state. Relationship Smarts Plus is a 6-8 week program that teaches youth conflict management, interpersonal skills, social support skills, dating violence awareness, communication skills, and financial management skills. 3393 youth completed the Relationship Smarts Plus program. 38% are African American, 51% are White, 3% are Hispanic or Latino, 5% are biracial, 1% are Asian, and 1% are Native American . 58% are female and 42% are male. 16% lived in large cities or urban areas and the other 84% lived in rural townships. 41% of youth had a mother with a high school degree or less. 57% were not currently in dating relationships. Following an approved IRB protocol for informed consent, data were collected from participants on pre-program and post-program surveys. Data were entered into a centralized database and pre and post surveys were matched by participant identification code.

Results

Paired sample t-tests were conducted on composite scores of multi-item measures. Youth participants showed statistically significant ($p < .05$) improvement in the following outcome measures: 1. Individual functioning: care for self, conflict management skills, social support skills, conflict resolution skills, dating violence awareness, financial management skills,

depression/distress, and overall stress; 2. Dating relationship functioning: understanding of significant other, care for significant other, communication skills in relationship, and commitment to healthy dating relationship; 3. Parent-child relationship functioning: understanding of parents, care for parents, and commitment to healthy relationship with parents; and 4. Peer relationship functioning: understanding of peers, care for peers, and commitment to healthy relationship with peers.

4. Associated Knowledge Areas

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

Outcome #25

1. Outcome Measures

Number of Children who increase interpersonal skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	130

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Bullying, particularly among school-age children, is a major public health concern internationally, nationally, and in the state of Alabama (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004). The state of Alabama has legally mandated that all schools adopt measures to prevent harassment in schools and create a plan of action when bullying is reported (Crane, 2012). While some schools in the state have active programs, many do not. This program addresses the issue of bullying by providing schools with a curriculum that will enhance their understanding and efficacy around preventing the culture of bullying behaviors.

What has been done

Regional Extension Agents and County Agents implemented the Be SAFE curriculum across the state. Be SAFE is a 7 week series program focused on promoting social and emotional learning, addressing and reducing bullying, and developing positive relationships among peers.

Results

Statistically significant increases were documented for beliefs and perceptions concerning peer roles in stopping bullying behaviors

Statistically significant increases were documented in understanding strategies for regulating emotions.

Statistically significant increases in understanding how to identify healthy and unhealthy peer relationships.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Competition for classroom time, weather, wear and tear of equipment, the inherent dangers of active groups of young people, appropriate classroom conditions to engage youth in experiential learning, the cost of providing the materials for programming, and the time and effort to create environments where experiential learning can happen. Fire drills, students late to class, classroom interruptions, sick youth that did not complete all sessions. Volunteers that do not follow through.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Based on pretest and posttest results, 391 participants' level of **knowledge** increased significantly regarding:

1. their family's strengths (t = 6.36 , p = .00)
2. ways to strengthen their family (t = 8.16, p = .00)
3. the effects of stress on the body (t =9.03 , p = .00)
4. the ripple effect of stress on the family (t =8.62 , p = .00)

5. appropriate methods for handling conflict (t =9.85 , p =.00)
6. how to reach agreements in which everyone wins or feels okay about the decision made (t =9.34, p =.00)

On average of more than 30 to 60 days after participation in the program, the frequency of the following **actions** of 109 participants increased significantly:

1. deliberately created chances for family to spend more time together (t=2.73, p=.01).
2. used negotiation skills when dealing with conflicts (t=6.06, p=.00).
3. included children in financial decisions (t=2.14, p=.03).
4. developed a written spending plan/budget and paid close attention to it (t=2.80, p=.01).
5. practiced stress management techniques (t=6.47, p=.00).
6. identified things that stressed them (t=3.22, p=.01).

63% of participants improved knowledge in selecting a college to attend, 58% of participants improved knowledge in choosing a career in science; 39% of the participants improved knowledge about solar cars; 63% improved knowledge in setting personal goals(N=90) STEM Day Evaluation: 73% of participants improved knowledge in forensic science; 61% of participants improved knowledge in careers in science; 56% of participants improved knowledge in water conservation(N=65)

411 students combined from each of the three sites, Mobile, Morgan, & Colbert Participated in the post assessment:*49% of teens reported that they make healthy eating choices to reduce health risks. 83% of the 411 teens reported that they are physically active 70% of teens reported that they felt as smart as others; 82% of teens reported that their appearance mattered to them; 81% of teens reported that they believed that managing stress in an important way; 91% of teens reported that before making a decision, they would think about how their choices would affect their future.; 82% of teens who participated in the CYFAR TMI program reported that they knew which career they would like to pursue and 94% of CYFAR TMI teens reported that they had set goals for themselves.

TMI Youth Comments

" I learned about the keys to character and how I am going to be more respectful and definitely more honest and how I want my character to be great when people are and aren't around."

"In the future I plan on using every single key in life. I plan on being honest with everyone. I plan on caring for others and their feelings, treating people the way I would want to be treated and help everyone in my community."

"I learned how to eat right and eat healthy. Every last Wednesday I have been trying to eat healthy I've bought fruit and have been exercising before I go to bed."

After training youth showed an increase 91.3% (1919) in how to better handle stress compared to 80.7% (N=1696) prior to training t-test 17.49* p<.001 (N=2102)**

Key Items of Evaluation

Based on 109 pretest and posttest results, on average of more than 30 to 60 days after participation in the program, the frequency of the following **actions** of 109 participants increased significantly:

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- e) practiced stress management techniques (t=6.47, p=.00). f) identified things that stressed them (t=3.22, p=.01).

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Based on paired-sample t-tests conducted on multi-item indicators, statistically significant (p <.05) improvement was documented for the following outcome measures: 1. Individual functioning: self-care, financial management skills, depression, conflict management skills, and connections to social support; 2. Couple/marital relationship functioning: domestic violence awareness, connection, understanding of significant other, caring toward significant other ,couple quality; 3. Parenting: child maltreatment awareness; 4. Co-parenting relationship functioning: understanding of co-parent, caring toward co-parent.

Happy couples are better couples, better workers and better community members which impacts the economic well-being of communities.