

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

**Program # 5**

**1. Name of the Planned Program**

4-H Youth Development/Children, Youth and Families

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
131	Alternative Uses of Land	3%		0%	
134	Outdoor Recreation	1%		15%	
511	New and Improved Non-Food Products and Processes	3%		0%	
607	Consumer Economics	7%		0%	
608	Community Resource Planning and Development	15%		0%	
609	Economic Theory and Methods	4%		0%	
611	Foreign Policy and Programs	0%		2%	
801	Individual and Family Resource Management	8%		2%	
802	Human Development and Family Well-Being	12%		52%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	7%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	4%		15%	
805	Community Institutions, Health, and Social Services	6%		0%	
806	Youth Development	30%		14%	
	<b>Total</b>	100%		100%	

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

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

**Cornell University**

Year: 2014	Extension		Research	
	1862	1890	1862	1890

<b>Plan</b>	385.0	0.0	3.0	0.0
<b>Actual Paid</b>	308.0	0.0	3.0	0.0
<b>Actual Volunteer</b>	29158.0	0.0	0.0	0.0

**NY State Agricultural Experiment Station**

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	385.0	0.0	3.0	0.0
<b>Actual Paid</b>	0.0	0.0	0.0	0.0
<b>Actual Volunteer</b>	0.0	0.0	0.0	0.0

**2. Institution Name:** Cornell University

**Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
2537523	0	467627	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2537523	0	697295	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**2. Institution Name:** NY State Agricultural Experiment Station

**Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

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

## **1. Brief description of the Activity**

This plan frames applied research and Cornell Cooperative Extension (CCE) programs connected to 4-H Youth Development/Children, Youth and Families.

Youth development is defined as an ongoing process that enables individuals to lead a healthy, satisfying, and productive life as youth and later as adults, because they gain the competence to earn a living, to engage in civic activities, to nurture others and to participate in social relations and cultural activities; Youth development is also defined as an approach emphasizing active support for the growing capacity of young people by individuals, organizations, and institutions, especially at the community level. The practice of youth development refers to the application of principles to a planned set of practices, or activities, that foster the developmental process in young people (Hamilton, Hamilton, & Pittman, 2003). Positive youth development is an approach that assumes all young people have assets regardless of their socio-economic status, race/ethnicity and gender.

The Youth Development program applies positive youth development including life skill development to the 4-H national mission mandates of science, technology engineering and math (STEM), civic engagement (citizenship), and healthy living (Components of the latter focused on healthy eating and active living are described in the Childhood Obesity and Nutrition Plan of Work). Each Youth Development mandate has NYS and national logic models to guide program priorities and to identify youth outcomes.

The family emphases in this plan include human development and social wellbeing, economic wellbeing, and quality of home and work environments. This emphasis area includes parenting and care practices, and care programs and policies affect the quality of life for children, youth, elders and their families. Cornell Cooperative Extension parenting and dependent care programs are designed to integrate research with community education on parenting and infant/child care-giving practices and policies. Current research focuses include behavioral and psychological development from conception through later life.

Also included in this plan is an emphasis on family economic security. This emphasis aims to increase our service to and empower low and moderate-income households who are especially vulnerable to financial setbacks and have less disposable income to commit to savings. The effort includes education to low-income households where housing may have a greater incidence of indoor air issues: high levels of radon, carbon monoxide, lead, asbestos, and basement mold. Research draws on a broad-based and diverse set of social science and design methodologies to understand how planning, design and management of the built environment affects individuals, groups, organizations and communities, and how this knowledge can generate innovative design solutions for pressing social and cultural issues.

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

### **Youth**

- Young people ages 5-19: Cloverbuds (5-8), pre-teens (9-12), and teens (13-19)
- Youth development educators, staff, and volunteers
- Families, parents, and guardians
- Youth-serving organizations
- Teachers and schools (elementary, middle, high school)
- Community leaders
- Priority audiences include youth not formerly served and military youth and families

### **Family**

- Parents, grandparents and other caregivers

- Child care providers
- Community stakeholders such as employers, leaders and policy makers at local/state levels
- Low and moderate-income households who are especially vulnerable to financial setbacks and have less disposable income to commit to savings
  - Low-income households living in poor-quality housing

**3. How was eXtension used?**

Cornell Cooperative Extension supports and promotes eXtension communities of practice, the eXtension public site and the professional development offered through eXtension.org. Staff across the state are encouraged to be involved in COPs, and the link to eXtension is promoted on the front page of the Cornell Cooperative Extension public staff site. Currently 365 staff are registered active users of eXtension, 62 of which are faculty members.

Examples of participation in COPs in this plan of work area include:

- Community and Youth Gardens
- Creating Healthy Communities
- CYFAR
- Diversity, Equity and Inclusion
- Family Care Giving
- Financial Security for All
- Just in Time Parenting
- Military Families
- Science for Youth
- Youth Geospatial Technology
- Youth, Family, Community

**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>	140302	2619124	348347	6502858

**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**

<b>2014</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Actual</b>	100	12	112

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

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

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

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

O. No.	OUTCOME NAME
1	(5.1f) number of youth participants who demonstrate ability to express their ideas confidently and competently.
2	(5.1g) number of adult volunteers documented to mentor and advise youth and other adult volunteers in an effective and positive manner.
3	(5.1h) number of youth participants documented as serving in age-appropriate leadership roles.
4	(5.1i) increased number of youth organizations/programs documented as incorporating youth voice to reflect youth needs, interests, and excitement for learning in programming.
5	(5.2d) number of participants demonstrating increased awareness of STEM, improved STEM skills including scientific methods, knowledge of specific sciences, and/or increased awareness of opportunities to contribute to society using STEM skills.
6	(5.2e) number of participants that report improved success in school achievement or have been observed to improve academic improvement, success in school science and/or increased interest in STEM.
7	(5.2f) number of youth applying STEM learning to contexts outside 4-H programs, e.g., school classes, science fairs, invention contests, etc.
8	(5.2g) number of youth expressing interest/demonstrating aspirations towards STEM careers, e.g., career fairs, job shadowing, volunteer work or internships.
9	(5.2h) number of youth adopting and using new scientific methods or improved technology.
10	(5.4e) number of participating infant and child caregivers reporting to have applied positive care-giving practices.
11	(5.4f) number of participating persons with care-requiring dependents reporting to have used child care quality characteristics in their care selection.
12	(5.4g) number of participating persons with care-requiring dependents reporting positive change in child care as a result of participating in educational programs.
13	(5.5c) number of program participants reporting to have been involved in community level assessments of family care needs.
14	(5.5d) number of communities documented to have taken action to address family needs that can be related to educational programs and/or critical community collaborations provided.
15	(5.6c) number of parents and other adults providing parental care adopting development-ally appropriate and effective parenting methods.
16	(5.6d) number of parents/ relative caregivers reporting to have experienced positive change in parent-child relationships and child nurturance that they attribute to implementing new parenting behaviors learned in educational programs.

17	(5.7c) number of program participants reporting they are practicing improved money management skills such as comparison shopping, paying bills on time, paying more than minimum payment, checking credit report, and reviewing and understanding bills/statements as a means to meeting financial goals.
18	(5.7d) number of program participants reporting to have met day-to-day financial obligations while also progressing on future goals for home ownership, savings, retirement accounts, etc.
19	(5.7e) number of program participants reporting to have reduced debts and/or increased savings.
20	(5.8c) number of program participants documented to have taken measures to prevent or remediate indoor air quality issues.
21	(5.3f) number of youth documented to have practiced life skills in authentic decision-making partnerships with adults as a result of participating in the program.
22	(5.3g) number of adults documented to have applied knowledge, skills and abilities and behaviors necessary as they assist youth developing into productive community members as a result of participating in the program.
23	(5.3h) number of documented instances in which youth and adults partner to improve quality of life within a community as a result of participating in the program.
24	PARENTING THE SECOND TIME AROUND
25	CITIZEN U GRADUATES TEEN LEADERS, PREPARED FOR CAREERS, COLLEGE AND CITIZENSHIP

**Outcome #1**

**1. Outcome Measures**

(5.1f) number of youth participants who demonstrate ability to express their ideas confidently and competently.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2014	43875

**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>
806	Youth Development

**Outcome #2**

**1. Outcome Measures**

(5.1g) number of adult volunteers documented to mentor and advise youth and other adult volunteers in an effective and positive manner.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	6023

**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>
806	Youth Development

### **Outcome #3**

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

(5.1h) number of youth participants documented as serving in age-appropriate leadership roles.

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

- 1862 Extension
- 1862 Research

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	21953

#### **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>
806	Youth Development

### **Outcome #4**

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

(5.1i) increased number of youth organizations/programs documented as incorporating youth voice to reflect youth needs, interests, and excitement for learning in programming.

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

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	6932

**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, Health, and Social Services
806	Youth Development

**Outcome #5**

**1. Outcome Measures**

(5.2d) number of participants demonstrating increased awareness of STEM, improved STEM skills including scientific methods, knowledge of specific sciences, and/or increased awareness of opportunities to contribute to society using STEM skills.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	60943

**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>
806	Youth Development

**Outcome #6**

**1. Outcome Measures**

(5.2e) number of participants that report improved success in school achievement or have been observed to improve academic improvement, success in school science and/or increased interest in STEM.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	21179

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

**Issue (Who cares and Why)**

**What has been done**

## Results

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #7

#### 1. Outcome Measures

(5.2f) number of youth applying STEM learning to contexts outside 4-H programs, e.g., school classes, science fairs, invention contests, etc.

#### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

#### 3a. Outcome Type:

Change in Action Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	22925

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

## **Outcome #8**

### **1. Outcome Measures**

(5.2g) number of youth expressing interest/demonstrating aspirations towards STEM careers, e.g., career fairs, job shadowing, volunteer work or internships.

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

- 1862 Extension
- 1862 Research

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	9238

### **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>
806	Youth Development

## **Outcome #9**

### **1. Outcome Measures**

(5.2h) number of youth adopting and using new scientific methods or improved technology.

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

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2014	33245

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #10**

**1. Outcome Measures**

(5.4e) number of participating infant and child caregivers reporting to have applied positive care-giving practices.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
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2014                      1957

**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>
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

**Outcome #11**

**1. Outcome Measures**

(5.4f) number of participating persons with care-requiring dependents reporting to have used child care quality characteristics in their care selection.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	647

**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>
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

#### Outcome #12

##### 1. Outcome Measures

(5.4g)) number of participating persons with care-requiring dependents reporting positive change in child care as a result of participating in educational programs.

Not Reporting on this Outcome Measure

#### Outcome #13

##### 1. Outcome Measures

(5.5c) number of program participants reporting to have been involved in community level assessments of family care needs.

##### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

<b>Year</b>	<b>Actual</b>
2014	376

##### 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>
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

### **Outcome #14**

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

(5.5d) number of communities documented to have taken action to address family needs that can be related to educational programs and/or critical community collaborations provided.

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

- 1862 Extension
- 1862 Research

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

Change in Condition Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	114

#### **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>
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

## **Outcome #15**

### **1. Outcome Measures**

(5.6c) number of parents and other adults providing parental care adopting development-ally appropriate and effective parenting methods.

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

- 1862 Extension
- 1862 Research

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	1151

### **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>
802	Human Development and Family Well-Being
806	Youth Development

## **Outcome #16**

### **1. Outcome Measures**

(5.6d) number of parents/ relative caregivers reporting to have experienced positive change in parent-child relationships and child nurturance that they attribute to implementing new parenting behaviors learned in educational programs.

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

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	1116

**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>
802	Human Development and Family Well-Being
806	Youth Development

**Outcome #17**

**1. Outcome Measures**

(5.7c) number of program participants reporting they are practicing improved money management skills such as comparison shopping, paying bills on time, paying more than minimum payment, checking credit report, and reviewing and understanding bills/statements as a means to meeting financial goals.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	327

### 3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

**What has been done**

**Results**

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management

## Outcome #18

### 1. Outcome Measures

(5.7d) number of program participants reporting to have met day-to-day financial obligations while also progressing on future goals for home ownership, savings, retirement accounts, etc.

### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

### 3a. Outcome Type:

Change in Condition Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	65

### 3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

**What has been done**

## Results

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management

### Outcome #19

#### 1. Outcome Measures

(5.7e) number of program participants reporting to have reduced debts and/or increased savings.

#### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

#### 3a. Outcome Type:

Change in Condition Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2014	230

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
801	Individual and Family Resource Management

## **Outcome #20**

### **1. Outcome Measures**

(5.8c) number of program participants documented to have taken measures to prevent or remediate indoor air quality issues.

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

- 1862 Extension
- 1862 Research

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	375

### **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>
607	Consumer Economics
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures

## **Outcome #21**

### **1. Outcome Measures**

(5.3f) number of youth documented to have practiced life skills in authentic decision-making partnerships with adults as a result of participating in the program.

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

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	15522

**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>
608	Community Resource Planning and Development
806	Youth Development

**Outcome #22**

**1. Outcome Measures**

(5.3g) number of adults documented to have applied knowledge, skills and abilities and behaviors necessary as they assist youth developing into productive community members as a result of participating in the program.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	4245

### 3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

**What has been done**

**Results**

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
806	Youth Development

## Outcome #23

### 1. Outcome Measures

(5.3h) number of documented instances in which youth and adults partner to improve quality of life within a community as a result of participating in the program.

### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

### 3a. Outcome Type:

Change in Condition Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	8336

### 3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

**What has been done**

## Results

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
806	Youth Development

### Outcome #24

#### 1. Outcome Measures

PARENTING THE SECOND TIME AROUND

#### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

#### 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)**

Today, 2.7 million children are being raised by a grandparent or other relative, without either natural parent present. In New York alone, grandparents and relatives are responsible for approximately 42,000 children, yet little is known about the quality and nature of life in these families. Research is needed to better understand this family type and the challenges they face in order to develop educational and interventional materials that are relevant for grandparent caregivers.

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

Using in-person surveys, open-ended questions, and videotaped interactions, Cornell researchers gathered information on the grandparent-grandchild relationship, including parenting behaviors, relationship quality, and family routines. The researchers translated findings into educational materials for CCE educators and updated the Parenting the Second Time Around (PASTA) program, a national award-winning CCE curriculum for grandparents and relatives who are parenting for a second time, with additional workshops for relatives raising teens. The PASTA program was selected for a treatment and control evaluation research project in New York City to

introduce caregivers to information, skills, and resources available to strengthen their ability to care for the young relatives they are parenting. Responses from control group participants were compared to those from the treatment group to evaluate the effectiveness of the PASTA workshop in improving caregiver knowledge.

**Results**

Survey results from two years of PASTA-NYC programs revealed that the program led to improvement in nine of twenty-three measures compared to the control group, including caregiver awareness of available resources, comfort asking for help from community resources, belief that they can find answers to what is troubling their children, and elimination of rules that are not meeting the child's needs. Over the three years of this project, the program reached well over 100 relative caregivers, with 96 completing the program from beginning to end. As a pilot study, this work successfully demonstrated the efficacy of the Parenting the Second Time Around program in an urban setting and helped to develop evidence and support for its use as a national curriculum. This project has implications for all of the CCE parenting programs. During 2014 23 counties including NYC reported on parenting education workshops, trainings, e-news and outreach that included Parenting a Second Time Around curriculum with over 1,100 participants in Extension parenting programs reporting adopting developmentally appropriate and effective parenting that they attribute to implementing new parenting behaviors learned in educational programs.

**4. Associated Knowledge Areas**

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

**Outcome #25**

**1. Outcome Measures**

CITIZEN U GRADUATES TEEN LEADERS, PREPARED FOR CAREERS, COLLEGE AND CITIZENSHIP

**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)

Research shows that a positive academic/personal mentor, and exposure to college can help youth in high-risk, high-need communities to be more prepared for careers, college and being a good citizen. CITIZEN U was developed to help at-risk youth become active in their communities and prepare for college careers. The program focuses on civic engagement and workforce preparation for teens 14-18 years old. CITIZEN U is a metaphor for creating a University environment in which teens are empowered to become community change agents. The program currently works with underrepresented youth in two high-need communities, Binghamton and Rochester. The program has very intentional partnerships with Cornell University faculty, county governments, community organizations and local businesses.

#### What has been done

CITIZEN U mirrors a university setting through weekly after-school seminars taught by experts from CCE, community agencies and business partners. After completing 4-H Public Adventures training, CITIZEN U Teen Leaders conduct projects focused on NIFA priorities such as preventing childhood obesity, food security, climate change and sustainable energy. Visiting professors from local colleges/universities and community organizations provide seminars under the six schools at CITIZEN U--the School of Business & Entrepreneurship, School of Community Development, School of Environmental Studies, School of Food & Nutrition, School of Performing Arts, and the School of Technology & Media Arts. During summers, Teen Leaders gain job skills through paid internships aligned with their CITIZEN U majors and complete carefully planned community improvement projects.

#### Results

After two years of study and service, teens graduate from CITIZEN U. In August, graduation ceremonies were held to celebrate completion of the Teen Leaders' two-year commitment to CITIZEN U for 2012-2014. 100% of the teens who were seniors graduated from high school began college at two- and four-year colleges on full or partial scholarships. Nosa Akol, one of Broome County's members, credits Citizen U with helping her to overcome bullying, develop self-confidence, and build leadership and public speaking skills. Through Citizen U, Nosa was prepared for and was chosen to be a part of the World Food Prize, she was invited to the Borlaug Symposium in Washington D.C. where she addressed USDA Secretary Thomas Vilsack about the humanitarian crisis in South Sudan. As a result of her actions and experiences, Nosa will receive the national 2015 4-H Youth in Action Award.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

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

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

- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Populations changes (immigration, new cultural groupings, etc.)

### **Brief Explanation**

#### **Youth**

Fiscal pressures internal to Extension and among community organizations influence the scope and quality of programming available to youth. The increasing diversity of our populations creates the need for an array of program materials, strategies, and a dedication to multicultural competencies. Changing educational standards influence the acceptability or credibility of existing curricula. Regional and community demographic differences influence both program strategies and professional development needs.

#### **Family**

The economic, political and governmental sectors affect the quality, availability and accessibility of childcare. The growth of aging and minority populations in the US means more diverse cultures and values related to parenting, childcare, and family care giving. Natural disasters and the economy affect household financial status and impact energy issues. They also affect the quality of the indoor air environment. Government regulation and policies driven by public priorities can change the circumstances of personal finances, the energy market and the quality of the indoor household environment. Public and private funders and CCE may have fewer fiscal resources and other resources to devote to the quality of life in financial, energy and indoor air quality matters.

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

### **Evaluation Results**

**Evaluation Capacity Building:** Cornell Cooperative Extension has worked with the Cornell Office of Research and Evaluation (CORE) to strengthen evaluation practice and build evaluation capacity. CORE has developed a Protocol for evaluation that takes a systems approach, recognizing that individual programs and their evaluations are part of larger program portfolios and are shaped by needs and context at multiple levels of the Extension system. CORE has tested and refined this Protocol in partnership with CCE programs since 2006. A key step in the Protocol is to develop program models, in both familiar columnar form as logic models and in a visual form called pathway models. These models form have helped focus evaluation efforts in Extension programs.

Beginning in 2013 and through 2014, CORE and CCE partnered to initiate program modeling and evaluation planning at the level of the statewide Plans of Work. This effort

contributed to the review of near and midterm program outcomes and to the review and planning of several evaluation projects currently underway.

The Protocol has been integrated into professional development in CCE, to promote consistent approaches to evaluation of county-based, regional, and statewide programs.

**Regional/Statewide documentation examples.** Many of our regional and statewide programs are receiving federal capacity funds. Documentation of outcomes is a requirement of funding. Results shape future program efforts and impact program design. **An example evaluation practice can be found in the section below.**

**There is also a requirement for our local and regional programs to report on statewide outcomes/indicators:** Program documentation results are aggregated in a statewide accountability database that includes both qualitative and quantitative data for reporting and helping us to better understand impacts.

### **Key Items of Evaluation**

The Parenting In Context CCE statewide program has an online Data Collection System for program evaluation. A program work team of faculty, associates and extension professionals developed, piloted and revised a pre-and post-survey for statewide use. This information now feeds into our State Defined Outcomes related to parenting education.

The Cornell Cooperative Extension (CCE) system offers a variety of programs for parents and caregivers. These programs reach a wide range of families and seek to promote positive parenting and, ultimately, healthy family and child development. Data were collected from CCE parent education program participants between July 2013 to July 2014 at the first session (a pre-test) and at the last session (a post-test). Participants included parents and caregivers taking part in programs that comprised at least six hours of content delivery.

### **Demographics of Participants in CCE Parent Education Programs**

A total of thirteen parent education programs were evaluated. The largest number of participants took part in Parenting A Second Time Around (PASTA) (21% of all participants) and the Parenting Skills Workshop Series (17%).

The majority (71%) of participants in parent education classes were female. The highest level of educational attainment reached among the participants varied widely, with the greatest number of participants reaching 12th grade or a GED (32%) followed by those having attended, but not graduated from, college (24%). The vast majority of the participants in parent education classes were white (63%), and 40% of the participants were married or partnered.

### **Pre-Post Survey Results**

This study used a pre- and post-test evaluation, in which the participants were asked to answer two identical surveys--one given at the first session of the class and another given after the completion of the last parenting class. The survey included ten questions about parenting attitudes, behaviors, and knowledge. The pre/post study design allows researchers to see if participants' attitudes, behaviors, and knowledge change during the

course of the parenting programs. Using this type of research design does not allow one to determine whether taking part in the parent education class caused a change in knowledge, attitude or behaviors; such changes could occur for other reasons outside of the program. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

The following evaluation is based on information provided by 385 participants, who completed a parent education program and completed both a pre- and a post-test survey. Six of the ten items on the survey showed significant improvements from the pre- to the post-test. Specifically, participants of CCE parent education classes reported increased patience with their child, increased confidence in making rules that take their child's needs into consideration, increased belief that they have the skills necessary to be a good caregiver, decreases in how often they yell at their child, increased time spent reading with their child, and decreases in the number of hours their children spend watching television.

A p-value generated from a paired t-test was used as a statistical measure to determine whether a change in a given survey question between the pre- and post-test was significant. A p-value of .10 or less was considered statistically significant. This means that we can say with 90% certainty that the pre-to-post changes in participant responses are not due to chance.

These results indicate that six out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-test. This suggests that, across the state, CCE parent education programs may have had a positive impact on their participants.

<http://www.human.cornell.edu/pam/outreach/parenting/>