V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Families, Youth and Communities

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
<td>33%</td>
<td></td>
<td>33%</td>
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</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td>17%</td>
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<td>17%</td>
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<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and</td>
<td>33%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
<td>17%</td>
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<td>17%</td>
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<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>57.1</td>
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<tr>
<td>Actual</td>
<td>45.9</td>
<td>0.0</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
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<td>Hatch</td>
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<td></td>
<td>1085700</td>
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<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
<td>1862 All Other</td>
</tr>
<tr>
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</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

Research will be conducted on rural low income families, rural communities, premarital education with longitudinal follow ups, and financial saving behavior. Research will be social science in nature. Census data will also be available to communities.

Extension will conduct informational seminars, interactive learning opportunities, group classes, and provide printed curriculum to youth audiences (4-H, schools, afterschool programs, head start and child care centers) and adult audiences (senior citizens, community organizations, parents, teachers, others) while also working with community based groups (city councils, community development groups, city councils).

2. Brief description of the target audience
• Rural communities in South Dakota.
• Extension educators
• Community planners and developers
• Educators and other professionals who work in social services including welfare programs targeting low-income audiences.
• Tribal colleges in S.D. and families who reside on the reservations
• Youth
• Adults
• Senior citizens
• Targeted business owners
• Low income citizens

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th>Year</th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
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</thead>
<tbody>
<tr>
<td>Plan</td>
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<td>8000</td>
<td>4000</td>
<td>7000</td>
</tr>
<tr>
<td>Actual</td>
<td>8000</td>
<td>22000</td>
<td>2900</td>
<td>11000</td>
</tr>
</tbody>
</table>

2. Number of Patent Applications Submitted (Standard Research Output)
   Patent Applications Submitted
   Year: 2009
   Plan: 0
   Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

   Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th>Year</th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
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</tr>
<tr>
<td>Actual</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

• Number of research projects completed
### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of participants who have reduced their debt</td>
</tr>
<tr>
<td>2</td>
<td>Number of participants who have increased their personal savings</td>
</tr>
<tr>
<td>3</td>
<td>Number of child care professionals who provide more stimulating environments and/or activities for the children they care for.</td>
</tr>
<tr>
<td>4</td>
<td>Number of participants reporting improved parent-child communication</td>
</tr>
<tr>
<td>5</td>
<td>Number of families who report making changes in family elder care as a result of participating in an Extension program.</td>
</tr>
<tr>
<td>6</td>
<td>Number of youth participating in math, engineering or science related activities to further develop workforce preparation skills.</td>
</tr>
<tr>
<td>7</td>
<td>Number of youth that were engaged as partners in community civic activities with an adult.</td>
</tr>
<tr>
<td>8</td>
<td>Number of communities that were engaged in poverty reduction and/or leadership development activities that lead to the development of a strategic plan for action.</td>
</tr>
<tr>
<td>9</td>
<td>Decrease in divorce or domestic violence among South Dakota couples who received premarital education, by percentage of the population.</td>
</tr>
<tr>
<td>10</td>
<td>Increase in low-income family self-sufficiency, by percentage of the population.</td>
</tr>
<tr>
<td>11</td>
<td>Number of communities reporting an increase in rural community vitality (population stability, economic indicators)</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Number of participants who have reduced their debt

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1000</td>
<td>200</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
As the economy continues to worsen, families are carrying more debt load now than ever before & with rising cost of goods the debit keeps increasing. Bankruptcies and foreclosures continue to climb.

What has been done
Money management/budgeting education efforts for rural families and consumers.

Results
Participants learned ways to save for what they wanted rather than to borrow money, 58% of the youth participating in the Money Matters program have started to track their expense & 56% are now using a budget with 72% now taking steps to reduce their debt

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>

Outcome #2

1. Outcome Measures

Number of participants who have increased their personal savings

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure
3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1000</td>
<td>2200</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Families who have their finances in order are able to withstand emergencies

**What has been done**
- Learned what was needed to put financial papers in order for personal use and in emergency situations
- Medicare Part D - Consumer Education so Seniors can save money

**Results**
- 1,128 people participated in the Extension Medicare Part D Planning, reporting a total savings of $231,688.
- 93% of 1,100 participants learned what was needed to get their financial papers in order - of those 12% completed the task & organized their personal papers, 27% are updating their papers and organizing and 62% are in the beginning stages of getting papers in order.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>

**Outcome #3**

1. **Outcome Measures**

   Number of child care professionals who provide more stimulating environments and/or activities for the children they care for.

2. **Associated Institution Types**

   - 1862 Extension
   - 1862 Research

3a. **Outcome Type:**

   Change in Action Outcome Measure

3b. **Quantitative Outcome**

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1000</td>
<td>205</td>
</tr>
</tbody>
</table>

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

**Issue (Who cares and Why)**
On average South Dakota children spend 45 - 50 hours in child care each week. Many of the child care providers are certified however many are not and ensuring the quality of the care that children receive is very important for working parents

**What has been done**
- Child Care Conference in Mitchell & Yankton - Trained providers on Social & Emotional World for Children how to support in child care - Preparing center & children for emergencies, Feeding Healthy & Active Children
Results
81.7% of the 205 providers said they would use the new tools they learned to help children express their emotions.
89% of the 205 providers became more comfortable with how to incorporate physical activity into their daily routine for children in their care. 96% of the 205 child care providers learned new ideas to teach Character Education to the youth in their care.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
</tr>
</tbody>
</table>

Outcome #4

1. Outcome Measures
Number of participants reporting improved parent-child communication

2. Associated Institution Types
- 1862 Extension
- 1862 Research

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>600</td>
<td>20000</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Parenting is one of the biggest challenges that families face. Communication is key to a good parent child relationship.

What has been done
- parents participated in parenting classes where they learned skills to be better parents including communication skills.
- Bright Start Newsletter & Family Evaluation - Evaluation of families receiving the newsletter.

Results
71% of parents feel they are a more knowledgeable parent, 51% are reading to their children now and or more, 42% have more confidence in their parenting skills as a result of the education.
- 37% of the Parents & participants are aware of the link between people & things in conflict resolution
- 42% of the participants/parents understand that communication skills are taught & that how youth respond to conflict depends on how they have been taught communication skills.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
</table>
Outcome #5

1. Outcome Measures

Number of families who report making changes in family elder care as a result of participating in an Extension program.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>250</td>
<td>190</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
South Dakota has an increasing number of seniors and family members who provide various levels of care for them.

**What has been done**
Aging Healthy Happy & Wise - Program/conference targeted to seniors & their care givers. - The conference focused on geriatric strengthening, hearing loss, available senior services/resources, mind aerobics, organizing important financial papers, & basic estate planning along with many educational booths including - medical screenings, educational resources for families & information on issues facing seniors & their families.

**Results**
- 80% of the persons attending will use the stretch bands to for low impact exercises & to improve bone & joint health for better mobility.
- 62% of the persons will use the information to help keep their brain or family members brain sharp.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
</tr>
</tbody>
</table>

Outcome #6

1. Outcome Measures

Number of youth participating in math, engineering or science related activities to further develop workforce preparation skills.

2. Associated Institution Types
3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
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<td>1900</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
A declining percentage of science-, engineering-, and technology-related professionals has led to a national initiative to create more opportunities for youth to be engaged in enriching Science, Engineering, and Technology (SET) Programs and related educational activities in an effort to spark interest and further study in SET.

**What has been done**
* Crow Creek Afterschool Program - 110 students, activities included K'NEX, natural science experiments, and a Character Counts! carnival.
* A variety of SET activities were held in Ft. Thompson.
* Mindstorms Robotics - 65 students participated in 6 sessions, as well as in 1 follow-up session, during science classes at Crow Creek Middle School (6th-8th grades).
* 2 classroom visits at Lower Brule Jr. High School - the first was to survey students' attitudes toward science, and the second was a LEGO Mindstorms activity.
* Robotics Program at White River High School for 89 students.
* Educational robotics workshops - lessons during school, after school, and at 4-H meetings for around 100 youth, grades 4-6.

**Results**
* 46 youth enrolled in the 4-H program and 7 parents signed up to be volunteers.
* Youth learned ways to build with K'NEX and learned how hyperbolas work.
* Students learned how to build a roller coaster using K'NEX.
* Over 100 students learned a variety of science and engineering concepts, such as construction techniques of amusement rides, motorized cars, how mass affects speed, and, using batteries, the relationship of electric currents.
* Youth learned how to use computer programming to make the robots perform specific maneuvers in response to challenges.
* Youth and their communities gained interest in science and new technologies and helping the students learn.
* Overall scores of surveys measuring students' interest in science revealed increased interest after students participated in the robotics school enrichment program.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
</tr>
</tbody>
</table>
Outcome #7

1. Outcome Measures

   Number of youth that were engaged as partners in community civic activities with an adult.

2. Associated Institution Types

   ● 1862 Extension
   ● 1862 Research

3a. Outcome Type:

   Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>250</td>
<td>823</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   **Issue (Who cares and Why)**
   The health and vitality of the communities in which we live depends upon the interaction or engagement of its citizens in the daily functioning of the community. This civic engagement is measured in a variety of ways--serving on decision-making bodies like advisory boards, holding elected office, membership in associations and civic clubs, volunteering, voting, attending community events, advocating on social or political issues, and keeping abreast of local issues by attending council meetings or reading the community newspaper. Research indicates that civic involvement by local citizens has been declining at an alarming rate over the past 50 years. As a result, the ability of a community to maintain its vitality and positive growth is negatively impacted.

   The focus of this issue-based program is to implement strategies designed to strengthen the re-commitment of citizens to their civic engagement in community functions, leadership, and participation. These actions will result in citizens (both youth and adults) who more fully embrace and take responsibility for building the community in which they live.

   **What has been done**
   The objectives for the Civic Engagement Issue Team this past year were to focus on leadership development opportunities for youth and adults. The following occurred:
   *Community Counts: Engaging Youth in Their Future - State 4-H Leaders Association Conference (25 adults)
   *Teen camp-counselor training - Camp Lakodia (9 teens; ages 16-21)
   *Youth camp - Camp Lakodia (260 youth; ages 8-12)
   *Step Up to Leadership training - Edmunds County (52 youth)
   *Personal mission statement training - Southeast Regional Career Fair (337 youth)
   *4-H educator professional development training (23 Educators)
   *Extension Advisory Board training (151 adults)

   **Results**
   "Community Counts: Engaging Youth in Their Future" trained 4-H club leaders on reframing their personal concepts of how youth members and/or 4-H clubs can become civically engaged.
   Step Up to Leadership is a national youth leadership curriculum. Participants learned the importance of trust, defined their own personal leadership strengths/weaknesses, and created a leadership journal. In addition, the skills of personal confidence and identifying potential leadership roles were learned by youth participants.
   Personal mission statement training was conducted at the 2009 Southeast Regional Career Fair. High school students from 12 school districts received training on the importance and value of creating a personal mission statement when determining a future career. The objective of the training was to encourage young adults to stay
in South Dakota and become actively engaged in their local community. In a written post-evaluation conducted a short time after the educational session:

Extension Advisory Board members received leadership training focused on clarifying and defining their roles and responsibilities in this civic framework. Skill strategies were also emphasized regarding the importance of civic networking, advocating for issues, and communicating with key stakeholders and elected officials. Meeting-management skills, conflict resolution, the importance of engaging new citizens in the advisory board role, and strengthening personal leadership skills were also emphasized.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
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<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
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<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
</tr>
</tbody>
</table>

Outcome #8

1. Outcome Measures

Number of communities that were engaged in poverty reduction and/or leadership development activities that lead to the development of a strategic plan for action.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>30</td>
<td>57</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Rural communities are declining and poverty rates are increasing - with leadership & poverty education citizens in these rural communities gain skills to equip them to motivate the grater community to take action to reduce poverty and grow their community for the future.

What has been done

A new Extension program emphasis is changing small communities, each with poverty rates of 10% or higher. The Horizons program works with individuals and groups to build strategic plans and bring together new leaders.

Results

Communities are changing and growing for the future - community residents have hope - Poverty issues are discussed and worked on by community members where they were ignored prior to this work. Grants are being obtained to help community residents work on poverty reduction & to help the community grow and prosper for the future.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>
Outcome #9

1. Outcome Measures

Decrease in divorce or domestic violence among South Dakota couples who received premarital education, by percentage of the population.

Not Reporting on this Outcome Measure

Outcome #10

1. Outcome Measures

Increase in low-income family self-sufficiency, by percentage of the population.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tbody>
<tr>
<td>2009</td>
<td>0</td>
<td>45000</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Today, some South Dakotans face difficulties in feeding their families. Parents with limited financial resources shared the challenges they experience trying to provide their children with a healthy and adequate diet. Regardless of gender, family size, employment status, or geographic residence (i.e., urban, rural, or reservation area), participants identified a need for food preparation and food resource management skills. They wanted to know how they could better stretch their food dollars.

"It's like we are in a hurry and we don't have time to cook a regular kind of meal. So we do the fast food thing or we will just flip some grilled cheese or something... If you are running from one job to the next, you don't have time to cook the same way as someone [who is] at home full time.#133; Now, it's like get it done on Saturday or don't get it done." [an urban mother]

National studies show that for every $1 spent to implement programs such as the Expanded Food and Nutrition Education Program (EFNEP) and the Family Nutrition Program (FNP), up to $10.64 is saved in health care costs and $2.48 in food expenditures. For South Dakotans, that could mean an average health care cost savings of $9 million dollars and a $2 million dollar savings in food expenditures.

**What has been done**

The South Dakota Cooperative Extension Service provides two educational programs to help people with limited financial resources gain knowledge and skills to stretch their food dollars and have a healthier, more adequate diet. These educational programs are EFNEP and FNP.

EFNEP has been available to South Dakota families since 1969. Its primary audience includes youth and children, pregnant teens, and parents or other adult caregivers of young children.
FNP was introduced in 1995 as an additional way to reach South Dakotans with limited financial resources. It represents a partnership between the USDA Food and Nutrition Service, the South Dakota Department of Social Services Supplemental Nutrition Assistance Program (SNAP), and the South Dakota Cooperative Extension Service. EFNEP and FNP are available in 19 county/reservation areas, including both urban and rural sites. Those counties include Beadle, Brookings, Brown, Codington, Davison, Dewey, Grant, Hanson, Kingsbury, Mellette, Minnehaha, Moody, Lake, Pennington, Sanborn, Todd, Tripp, Yankton, and Ziebach.

Results
In federal fiscal year 2008, more than 45,000 EFNEP and FNP educational contacts were made. Participation included small group and individual classes, walk-by and grocery store demonstrations, newsletters, and handout distribution. More than 80% of participants who completed pre/post-assessment measures reported improved diet quality and variety; more than 25% reported improved food resource management, food preparation, and food safety skills to core competency levels. Individual reactions to the program further demonstrate these programs' impact, as shown by the following examples:

Diet Quality - A regular participant in FNP walk-by demonstrations at a local WIC office described her recent efforts to make healthy food choices. She said, "I have really tried to provide better snacks for my children. They eat more fruits and vegetables as snacks, and I'm saving money on my food bill. I didn't realize how simple it was to make snacks that look and taste good too!"

Food Preparation - A male EFNEP participant indicated during one of the adult group sessions that he was not going to try the stir-fry recipe. When it was time to try the stir-fry recipe, the EFNEP nutrition assistant encourage him to try one small bite; the small bite lead to the entire plate being eaten! At class the next week, the father stated, "I tried out the recipe with my children and now they have a new way to enjoy vegetables!"

Food Safety - After attending a class on kitchen food safety, one woman noted, "I have started using bleach to disinfect counters and surfaces, thawing meat in the refrigerator, and checking to make sure I am using containers that are safe to reheat leftovers in the microwave."

Food Budgeting - A young mother, who is struggling to raise a large family with a limited income, observed, "I have really used the information the nutrition assistant gives me each month. I've learned to make a shopping list and check store ads before I shop. All the hard work paid off! I have money left over in my food budget for the first time."

Food Security - Following a class on meal planning and budgeting, a young man told the nutrition assistant that he was having trouble making his food stamps last to the end of the month. She helped him to identify meal-planning and food-shopping strategies for a more nutritious diet that will still stay within his food budget. The next month, the nutrition assistant reported, "The meal planning helped him out so much to see where his food dollar was going, and this month he was able to stay on budget. He mentioned that the noticed he needed to make changes in the way he was spending his food dollars and was having success in making it to the end of the month with his money."

Physical Activity - Both EFNEP and FNP nutrition assistants encourage physical activity throughout their sessions with participants. One nutrition assistant indicated, "Stretching activities are the highlights of my lessons for some participants. I keep getting more and more feedback about how simple activities such as stretching have helped them to feel better and gotten them to be more active."

Children's Choices - Following a series of EFNEP classes at a school, one teacher observed, "I heard some of the girls planning to cut some sweets out of their diets." Other teachers commented that the lunches and snacks the students brought had improved. Parents wrote that their children were trying new foods, selecting healthier choices--including more fruits and vegetables--and cutting down on sugars and fat at home. The children were excited to try the recipes that they brought home from class.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
</tbody>
</table>
Outcome #11

1. Outcome Measures

Number of communities reporting an increase in rural community vitality (population stability, economic indicators)

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Rural communities have not only a place in the hearts of South Dakotans but also a place at the table for creating a vibrant future in this state. The Horizons project provides the vehicle, but people in communities must step up to the plate and take action to ensure a better quality of life for themselves and future generations. A continually changing economy and migration to urban areas for jobs have taken their toll in rural communities. Faced with economic decline and demographic change, they are acknowledging the fact that they own their fate and must work on complex issues from within. The Horizons project challenged community members to build their human capacity to address issues around poverty and leadership development. It helped them form a collective vision for their future.

**What has been done**

*From 2003 to the present, the Northwest Area Foundation in St. Paul, Minn., has contracted with the Extension Service to deliver Horizons in South Dakota. Communities with a population of less than 5,000 people and an individual poverty rate of greater than 10% in the 2000 Census are recruited for the program. To date, over 40 communities have applied, been accepted, and continue to use services provided by Horizons Extension staff. Seven staff serve as coaches to the Horizons communities.*

*In 2008-09, 15 new Horizons communities were selected to begin Horizons. 114 community members completed training to facilitate Study Circles groups on the topic of "Thriving Communities." Over 600 people participated in the 6 sessions that promoted discussion leading to community action on issues directed at reducing poverty in each community.*

**Results**

*10 community-operated thrift stores have opened - Presho moved into a bigger space this year.*
*6 food pantries created or expanded - Leola even delivers.*
*12 individuals opened businesses influenced by Horizons involvement:* Frederick - convenience store and Frederick Café; Oldham - convenience store and bed & breakfast; Bison - bakery; Eureka - call center; Whitewood - paving company, credit union, and photography business; Armour - cabinets; Philip - consignment store; and Conde - gift shop in former school building
*5 family nights where families regularly joined together to enjoy food, games and movies.*
*7 community gardens and 6 farmers markets established - Porcupine also sells Native crafts.*
*3 health and fitness sites started - one in the Sanborn Central School.*
*2 wellness programs - 50% of school students in Armour saw their first dentist with a Delta Dental mobile unit, and SDSU nursing students assessed the health of elementary students there, finding 7 conditions that needed further monitoring.*
*5 housing initiatives are taking inventory, clearing lots, and offering remodeled homes to new families.
*3 transportation programs have been initiated - Hyde County involves a countywide system
*4 day cares, 3 youth centers, and 2 afterschool youth programs provide youth services with Hot Springs Boys & Girls Club serving large numbers of school-age young people.
*2 community areas on reservation land have begun Study Circles addressing racism - Wagner has conducted 5 rounds of dialogue and is presenting a workshop at a regional conference.

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<td>Individual and Family Resource Management</td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
</tr>
</tbody>
</table>

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

Brief Explanation
As the economy grew continually worse in 2009, families, youth and communities faced greater economic struggles.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned
- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- Case Study

Evaluation Results
When South Dakota prepared the initial five year Plan of Work, we were very conservative in our target audience estimates. The numbers reported in this Annual Report reflect actual program accomplishments and contacts in the areas of youth programs.

Key Items of Evaluation
When South Dakota prepared the initial five year Plan of Work, we were very conservative in our target audience estimates. The numbers reported in this Annual Report reflect actual program accomplishments and contacts in the areas of youth programs.