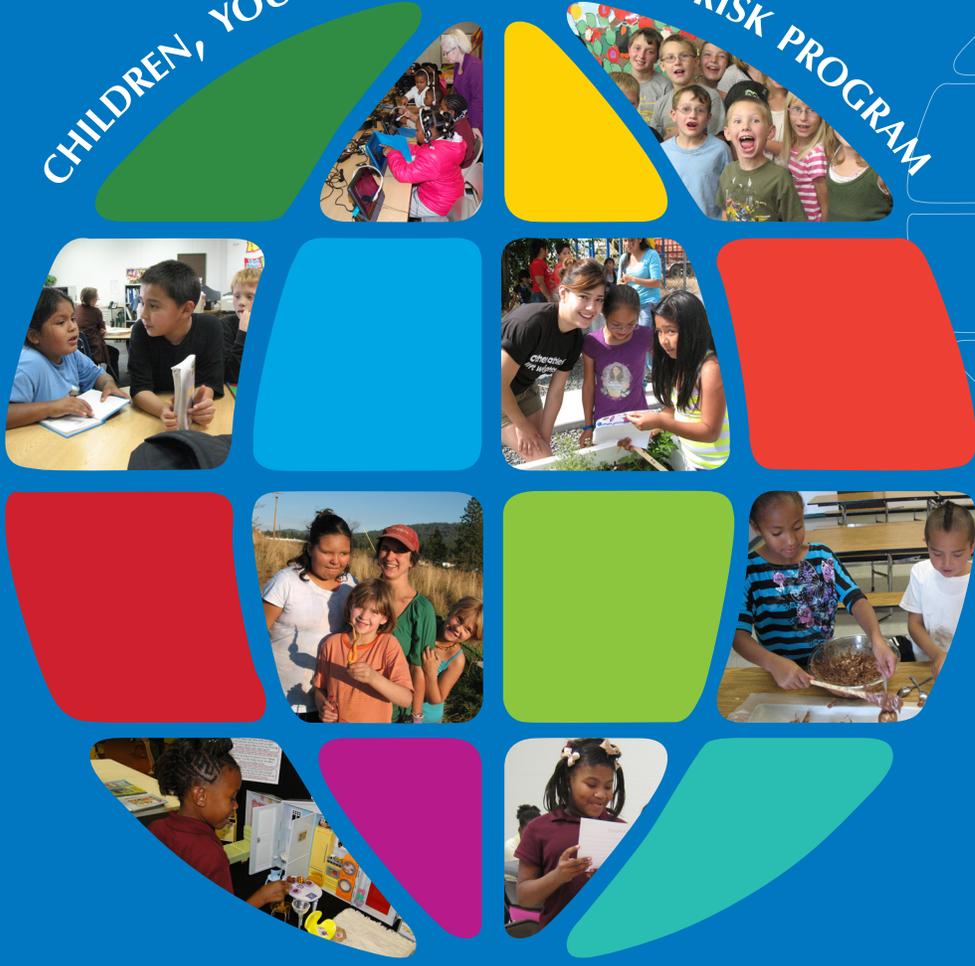


2011

CYFAR ANNUAL REPORT

CYFAR

CHILDREN, YOUTH AND FAMILIES AT RISK PROGRAM



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CYFAR Program Staff:

The CYFAR Annual Report provides an overview of the accomplishments and outcomes of the CYFAR grant program. The CYFAR program supports Sustainable Community Projects (SCP) nationally. These projects, coordinated by Land-grant Universities, are designed by faculty and staff to meet the basic skill development needs and competencies of youth, families, and communities placed at-risk. In addition, CYFAR programs aim to create sustainable opportunities that will promote community resiliency.

Highlighted in the 2011 CYFAR Annual Report are projects that represent exceptional outcomes and/or sustainability plans. These projects demonstrate positive communications, experiential learning, service learning, and critical thinking skills. They have far-reaching, positive outcomes that impact literacy levels, create after-school programs where none existed, develop community partnerships, support critical competencies, teach science and technology to relate to everyday life, cultivate hard and soft skills, and provide stability for communities, including military youth and families.

Sustainability is a key factor for CYFAR programs. Sustainable Community Projects marshal the resources of the Land-Grant and Cooperative Extension Systems so that, in collaboration with other organizations, they deliver research-based educational programs that equip at-risk youth with the skills they need to lead positive and productive lives. Elements of sustainability found in these projects include: external stakeholder buy-in, community collaboration, communicating with stakeholders at all levels, and using innovative approaches that are valued by stakeholders.

This year CYFAR programs received technical assistance, professional development, and evaluation capacity-building opportunities via CYFAR Liaisons and the CYFERnet Programs, CYFERnet Evaluation, CYFERnet Technology teams. Some opportunities for CYFAR grantees this year included the 2011 DOD/USDA Family Resilience: Forging the Partnership Conference in Chicago, the implementation of a cross-site evaluation using CYFAR Common Measures, and the launch of an evaluation resource website designed for CYFAR grantees.

CYFAR programs continue to support the stability and resiliency of youth, families and communities by bringing research-based programs into communities and engaging participants in a unique experience. CYFAR programs are actively involved with community partners and stakeholders to promote quality programming and community engagement.

Project overviews can be viewed at:

<http://cyfarreporting.cyfernet.org/public/OverviewsSearch.aspx>



Sincerely,
Bonita Williams, Ph.D.
National Program Leader,
Vulnerable Populations
National 4-H Headquarters, National Institute of Food and Agriculture
United States Department of Agriculture



Tuskegee (AL) – Students confidently use the computer lab



South Dakota - Parents and youth work together to create their family tree.



Texas - Excited kids in the 4-H SET After School program built Balsa wood planes and competed in an aerospace speed lab. They performed test flights, recorded data, calculated speed and persisted to finish the race against time.



Minnesota - Youth from Emma's Place 4-H Club perform their skit about inclusion, called "We Are Sisters" at the Urban 4-H Showcase event in St. Paul.

CYFAR COMMUNITY PROGRAM DEMOGRAPHIC DATA 2011

In 2011, CYFAR awarded seven new Sustainable Community Projects (SCP) and continuation awards to 43 SCP projects. The SCP projects represent 40 states and territories and supported community programs typically with two sites per project reaching 13,817 (74%) youth participants and 3,325 (18%) parents. This represents a total of 17,142 participants. Of the youth participants 2,385 (17%) are pre-K; 6,653 (48%) are in grades K to 6; and 4,779 (35%) are in grades 7 to 12.

CYFAR projects involved 677 (39%) youth volunteers, 1,041 (61%) adult volunteers for a total of 1,718 volunteers. In addition to volunteers, CYFAR projects also involved 161 extension staff who in their paid and unpaid roles implement programs in communities. Adult volunteers contributed 32,519 hours; this is a contribution worth \$708,589 at the national average per hour of \$21.79 for adults. Youth volunteers contributed 16,341 hours to the programs in 2011. The table on the following page shows the diversity of youth and adults involved as participants, staff, and volunteers in CYFAR programs.



CYFAR BUDGET 2011

Of the \$7.3 million CYFAR budget, 79% provided funding directly to universities for community projects. This included 50 projects which went through the NIFA peer panel review for competed projects. Of the 50 total projects, 43 (71%) were renewed projects and seven (8%) were new community projects which represented 40 states and U.S. territories from both 1862 and 1890 land-grant colleges and universities. Military programs were bolstered by \$280,000 (6%) of CYFAR funding. Funds provided for military programs supported county 4-H professionals providing programming for military youth programs in all states.

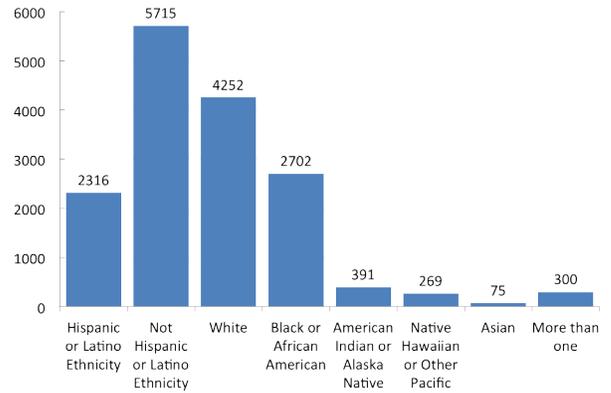
The remaining 15% of the 2011 CYFAR funding provided a wide range of technical assistance and support to CYFAR staff and programs. Technical assistance was provided in the form of CYFERnet programs inclusive of Program, Technology and Evaluation for a total of 7% of the overall budget. Professional development included the Forging the Partnership Conference, CYFAR orientation, peer panel process, the CYFAR Annual Report and capacity building. Three percent of the budget funded Cooperative Support Agreements with universities for seven CYFAR Liaison who provided technical assistance to all CYFAR programs.



STAFF AND VOLUNTEERS BY RACE/ETHNICITY

	Extension Staff (FTEs)	Other Paid CYFAR Project Staff (FTEs)	Youth Volunteers	Adult Volunteers
Total Participants	161.1	164.9	677	1,041
Ethnicity				
Hispanic	17	54	156	166
Not Hispanic	109	117	345	731
Race				
White	139	148	331	602
Black or African American	28	28	102	235
American Indian or Alaska Native	0	7	28	9
Asian	1	1	6	32
Native Hawaiian or Other Pacific Islander	4	5	3	7
Indicated more than one race	2	6	20	17
Approximate hours contributed by Adult Volunteers				32,519
Approximate hours contributed by Youth Volunteers				16,341

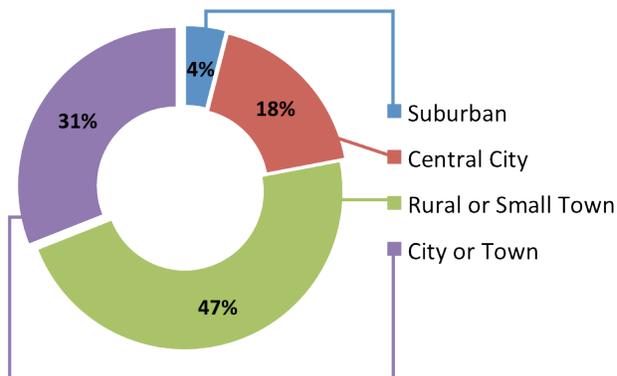
POPULATION SERVED BY RACE/ETHNICITY



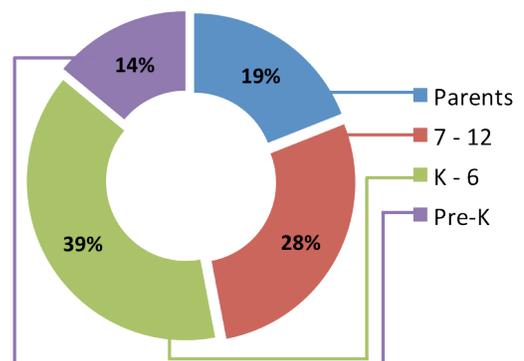
STAFF AND VOLUNTEERS BY RACE/ETHNICITY

PARTICIPANTS BY AGE

Population by Location



Participants by Age



FEATURED CYFAR PROJECTS



Louisiana – Puppetry provides youth an opportunity to practice literacy skills in an engaging way.



Louisiana - Reading literacy activities structured along cooperative learning lines are showing gains on achievement, higher level thinking, and self-esteem.

LOUISIANA

Reading to the Heart (RTTH), the Louisiana CYFAR SCP is a collaborative effort under the direction of the Louisiana State University AgCenter state-level staff and Community Site Coordinators. These teams collaborate and work in partnership with parents, teachers, university departments, and community and faith-based partners in the conduct of the project.

The project involves 4th grade youth and their families in one rural parish, Madison, and one urban parish, Rapides. Reports reveal that the percent of families living below the poverty level in both parishes is higher than that of the state's 19 percent, with Madison at 36.3 percent and Rapides at 23.9 percent.

Reading to the Heart is designed to motivate youth to increase home-literacy practices by exposing them to engaging, high-interest, multicultural literature selections. They are presented in thematic units with thought-provoking activities that are age appropriate and geared toward speaking, listening, reading, thinking, and writing. The RTTH project helps to equip youth with the reading comprehension and communication skills needed to succeed scholastically.

RTTH creates a forum for community input and allows parents and other stakeholders to be proactive in addressing literacy concerns in participating communities. Parent feedback is a guiding force in developing RTTH reading intervention strategies.

An increase in self-efficacy through successful learning experiences for both youth and parents is evident in project evaluations. Project results show strong gains for youth in the number of books read and reading during leisure time. Community partners report that professional development opportunities and high-quality materials enhance the abilities of teachers and other educators. Correlating the RTTH project to local educational goals has positioned the project for sustained support and incorporation into ongoing local literacy initiatives.

GEORGIA

The Teens as Planners (TAP) program in Elbert and Madison Counties delivers weekly programming in an out-of-school setting addressing work-ready skills, self-sufficiency/life skills, and citizenship that the youth apply in community-based service-learning projects. The goal of the TAP is to reduce school absenteeism and increased on-time graduation by developing teens' employability and life skills. As a result, communities benefit because TAP youth are engaged and productive citizens who are actively involved in their schools and communities.

Teens are in 10th and 11th grade and the youth from the neighboring counties often come together to help each other on their local service-learning projects. This year the teens completed initial team building, interest identification, communication skill-building components, and basic computer and video training. Community partners continue to demonstrate their belief in TAP through volunteering and by providing various in-kind supports.

TAP continues to build on the strong partnerships with the school system administrators, graduation coaches, family involvement personnel, Family Connection Partnership, faith based organizations, county public health, parents, community volunteers and key members of the local government all of whom openly voice their support TAP's efforts to increase participants work ready skills and civic responsibility.

This year TAP students participated in over 25 programs on life skills, career exploration, leadership/citizenship, math skills and technology training and 10 summer training and service activities. A week-long career exploration trip to Washington, DC provided participants' with insights into how their government works and how they can be active citizens. They learned about potential careers and the education required. Six TAP youth received \$800 scholarships to attend MoWerks computer gaming design camp during the summer.



NORTH CAROLINA

The North Carolina CYFAR project, Community Gardens in North Carolina – A Sustainable Community Project, uses community gardens to address the issues of hunger, poor diet, and at-risk youth by providing communities with the resources they need to grow their own fresh fruits and vegetables.

In each site, there is a Community Garden Coordinator who works with community members to establish a garden and provide ongoing organizational support and educational programming. The garden typically has individual plots that are rented to families for a small fee. There may also be a communal plot at the garden that families manage together.

Additionally, youth groups are involved in the gardens and learn how to grow, market, and sell garden produce.

Objectives of this project are: to increase the number of families growing food, to save families money, and to enhance the nutritional quality of family meals. Developing community partnerships and local-level leadership are key to addressing long-term sustainability. Communities have shown a strong interest in continuing the gardens after project funds are expended. To date, this project has 60 collaborating organizations.

In 2011, there were 53 families gardening at three community gardens. Thirty-three of these families completed surveys or interviews about their experience participating in the community garden. Impact data shows that 97% (32) of those questioned have been successful in growing food for their families and 72% (24) state that they are eating more vegetables and/or are eating healthier. Gardeners mentioned additional benefits to participation in the community garden including: spending less money on food, increased access to fresh healthy food, producing enough food to be able to preserve it or share it with others, increased physical activity, meeting new people, and having a safe place to spend time in nature.



North Carolina – Volunteers from Durham Technical Community College help move donated compost into the raised bed gardens at the Briggs Avenue community Garden in Durham, NC.



North Carolina – Consumer Horticulture Agent, Michelle Wallace, offers advice to a gardener at the Briggs Avenue Community Garden in Durham, NC.



Florida – Making furrows to apply fertilizer in Micosukee, FL.



Florida – Harvesting Green at the Florida A & M University Developmental Research School in Tallahassee, FL.

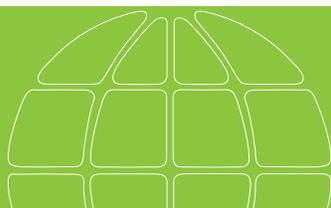
FLORIDA

Palm Beach County, the largest county in the state of Florida, has approximately 10,000 grandparents raising grandchildren (GRG). The GRGs come from all walks of life and share one very common position - they are all parenting again. The Grandfamily Resilience and Sustainability (GRandS) program is designed to strengthen relationships in at-risk GRG families through parent education, family interaction, and community connections. GRandS's goals are to promote family resilience and positive youth development and to create sustainable community cohesion among GRGs.

This year six GRG groups participated in workshops that provide research-based information focusing on child development, strong family relationships, positive communications, legal aid, and advocacy. The GRandS project has made a significant impact within the community by allowing GRGs to learn valuable information, build community, and access community agencies.

By participating in GRandS, grandparents also learn legal advocacy skills. They learn how to provide nurturing discipline for their grandchildren, including positive communication. These GRGs have been interviewed by the media to raise awareness about the needs of relative caregivers. They developed a Facebook page to build community cohesion. The GRG's have also provided support to one another by sharing phone numbers, information, referring other GRGs to the workshops, and watching each other's grandchildren. They are actively involved in developing a brochure for new grandparents raising grandchildren.

Evaluation of the GRandS project has shown that GRGs benefit from participation in project activities. Using a retrospective pretest, GRGs reported improved family communication as well as greater knowledge of child development, parenting, and child guidance, and informal/formal community support services, especially those related to mental health, legal aid, and support groups.





Idaho – Journaling in the garden at the Farmway Village afterschool/summer program in Canyon County.



Idaho – Students facilitate a presentation with homemade mic at the Pottlatch afterschool site.

IDAHO

The Idaho Sustainable Community Project – 4-H Afterschool is focused on programming for underserved children grades 2-6 in two rural communities. The 4-H Afterschool model employed is a long-term, sequentially planned program that addresses the physical, cognitive, social, and emotional development of elementary-aged youth through quality out-of-school time programming, accentuating hands-on learning.

The two 4-H Afterschool programs focus on knowledge and skill development in the four content areas of culture, science and technology, visual arts, nutrition, and healthy lifestyles. Embedded within the lessons and activities are strategies to help children build important life skills in communication, critical thinking, self-responsibility, and making healthy lifestyle choices. A wide array of technology is used including computers, internet, GPS, pedometers, digital cameras, Flip cameras for videos, and exergame systems, such as Wii. In addition, the children use personal response system technology (clickers) during the program evaluation process.

In Burley, a rural farming community, no afterschool programs were available. The Extension Educator established a partnership with the Cassia County Joint School District to create an afterschool program for youth grades 4-6. Youth receive snacks and homework time. Youth enjoy using the technology tools available and participated in activities such as digital scrapbooks, a virtual trek across the American West, and career exploration.

At the second site, the University of Idaho Extension program collaborates with the Coeur d’Alene Reservation, 4-H, and the Plummer-Worley School District 21st CCLC for a program for children grades 2-6. The program offers daily snacks, assistance with homework, and 4-H project exploration. In addition, there is an intensive 4-week summer program entitled, Rockn’ the Rez. The partnership with the tribe has allowed the children to use a new recreational facility in the community for additional physical activities. The program hosted seven community events to involve parents, and the children planned two community service projects. Children are highly engaged in their favorite 4-H projects, especially cultural arts of drum making, beading and dancing, natural sciences, gardening and composting, and exploring the community using GPS and bicycle tours.

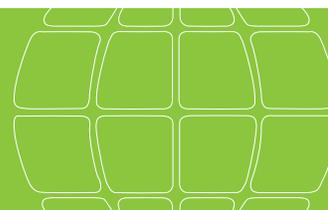
RHODE ISLAND

Like many states, Rhode Island sees a need to increase underrepresented students’ participation in science and technology. The University of Rhode Island (URI) Extension Service through a CYFAR grant works collaboratively with the College Crusade of Rhode Island and Volunteers in Providence Schools (VIPS) to deliver the Pathways for Success in Science and Technology (PSST) program. The PSST mentoring program is a weekly afterschool program that engages Providence Middle School students in hands-on science and technology projects.

Each year, 80 middle school youth from three schools/communities participate in the program. The participants engage in learning activities that help them understand the relationship of science and technology to everyday life and foster education for careers in a science and/or technology fields. Examples of their experiences include: 1) mapping their own genetic blueprint, 2) understanding serial and parallel circuits, 3) geography of watersheds, and 4) building their own personal desktop computers.

Data show that participants can apply science and technology concepts. As an example, 20 participants through the VIPS collaboration have built their own personal desktop computers and touch sensitive LED lamps. Project collaborators also articulate positive benefits of the program for participants and communities.

The CYFAR/ VIPS collaboration has resulted in several former participants attending URI and technical schools; three schools provide classroom space and waiver of fees; VIPS provides an advisor at \$200.00 per week; and URI provides graduate student support. In this fourth year of the project, the Science coordinator for CYFAR is training Crusader advisors to take over the science program in 2013 to promote sustainability of the project.



PROJECT DIRECTORS:

Janet Kurzynske and Wendy Stivers University of Kentucky

COLLABORATING UNIVERSITIES:

*Cornell University
Iowa State University
North Carolina State University
University of Nevada, Reno*

The CYFERnet Program team and editorial boards provided technical assistance and resources to CYFAR projects and other users through a variety of strategies. Nearly 1,000 resources were peer reviewed. Of these resources, 895 were accepted and posted for an acceptance rate of 89.7%. Currently, there are over 8,600 resources in the database. There were more than 1 million searches/browses to the website in 2011.

Capacity building efforts focused on administration and analysis of the Working with Vulnerable Populations Survey and development of the CYFAR Core Competencies and Professional Development section of CYFERnet (soft launch scheduled spring 2012). Over 100 Extension staff with experience in working with vulnerable audiences from 29 states responded to the survey. The results were used to identify priority skill areas needed to work effectively with CYFAR audiences. The CYFERnet Program team and editorial boards then used the survey results to identify professional development resources tied to each of the Core Competencies. This new section on CYFERnet will give CYFAR staff the tool needed to assess their specific skills and training needs and develop a plan for their individualized professional development.

Hot Topics offered research-based information on a variety of issues facing vulnerable populations. Topics included School Retention and Dropout Prevention; Gay, Lesbian, Bisexual and Transgender Issues Related to Suicide and Bullying Prevention; Talking to Children about War, Terrorism and Difficult Topics; Family Budget Stress; and Healthy Eating: Community Gardens and Food Science. All Hot Topics are archived on CYFERnet at: <http://www.cyfernet.org/pagelist.php?c=1441>

In partnership with nationally recognized Extension faculty, the CYFERnet-Program team offered ten webinars. Over 900 individuals participated in webinars. Webinar topics included: Healthy Air + Healthy Spaces = Healthy Children; Living a More Balanced Life; Food Insecurity and Children Living in Immigrant Families; Pathways to Latino Student Success: Programs and Practices that make a Difference; and Let's Move Faith

and Communities: America's Move to Raise a Healthier Generation of Kids. These webinars are archived on CYFERnet for ongoing professional development at: <http://www.cyfernet.org/pagelist.php?c=1423>

To promote the use of CYFERnet and strengthen the capacity of frontline CYFAR staff and volunteers to work with vulnerable populations, the CYFERnet Program team and editorial boards conducted over 50 workshops and conference presentations with over 2,000 participants throughout the country.

The CYFERnet Program team and editorial boards collaborated nationally on a number of efforts to strengthen programming for vulnerable audiences. Highlighted collaborations included:

Collaborations with eXtension Communities of Practice:

- Early Childhood – Better Kid Care
- School Age – Youth Science, Engineering and Technology
- Teen - eXtension Evaluation and Nevada Institutional Team
- Parent/Family – Family Caregiving and Financial Security for All
- Community – eXtension Evaluation

Collaborations with 4-H Youth Development:

- 4-H Afterschool
- National 4-H Curriculum Jury Review
- 4-H Healthy Living
- National 4-H Science, Engineering and Technology Evaluation

Collaborations with the Military Extension Partnerships:

- Involvement with 4-H Military Liaisons and Operation: Military Kids grants
- Participation in eXtension Military Families Learning Network and Military Families Child Care Initiative
- Work on grants such as Military-Extension Adventure Camp Initiative and Military Child Care Training and Technical Assistance
- Over 430 military-related resources peer-reviewed and posted on CYFERnet

The CYFERnet-Program team conducted three professional development sessions at the 2011 DoD/USDA Family Resilience Conference in Chicago:

- CYFAR Professional Development 101: Using Children, Youth and Families at Risk Competencies to Select the Right Person for the Right Job
- CYFAR Professional Development 102: Guiding and Mentoring Professionals
- Adolescent Sexual Health and Well-Being—What's Happening Now? (Interact Session)



PROJECT DIRECTORS:

Lynne Borden (PI), Christine Bracamonte Wiggs (Co-PI), Amy Schaller, and Bryna Koch, University of Arizona

CYFERnet Evaluation continued its work to support evaluation capacity building through the identification, development, and provision of evaluation-related resources and technical support to individuals and programs that serve children, youth, and families. CYFERnet Evaluation offered technical support to assist newly funded CYFAR SCP grantees in developing effective and measurable logic models in order to promote performance.

To increase outreach efforts, foster collaboration, and strengthen evaluation capacity of CYFERnet and CYFAR programs several activities were conducted during this past year including: (1) developing and maintaining innovative evaluation-related capacity building resources, tools, and information on the CYFERnetSEARCH.org website; (2) creating a customized clicker application for use in collecting common measure (cross-site) data using clickers; (3) maintaining/adding evaluation resources to CYFERnet.org; (4) presenting webinars for prospective grantees, and for continuation grantees (5) attending regularly scheduled webinars hosted by the eXtension Community of Practice; (6) hosting two CYFERnet Evaluation webinars that were attended by approximately 110 individuals and available for later viewing, via archive, on the CYFERnet.org site; and (7) presenting at conferences (Forging the Partnership, American Evaluation Association, National Council on Family Relations) to increase the visibility and outreach of CYFERnet Evaluation.

COMMON MEASURE DATA COLLECTION

This year the primary focus of CYFERnet Evaluation was the preparation and initiation of the CYFAR Common Measure Data Collection process. The IT team at the University of Arizona designed a specially programmed clicker application, tailored specifically for the purpose of the CYFAR Common Measure data collection. This application synchs with the CYFERnetSEARCH.org Survey Builder feature, enabling approved CYFAR grantees to download a survey file from their account that is compatible with the SMART clickers used for data collection.

At the 2011 CYFAR Sustainable Community Projects Orientation and CYFAR Liaison Meeting held in Alexandria, Virginia in June 2011, grantees were oriented to the new cross-site data collection requirements. All CYFAR

grantees in their second and third year of funding were also invited to participate in the process; seven currently funded grantees chose to opt-in and were oriented to the cross-site data collection methods by the CYFERnet Evaluation team. Once the first round of pre/post CYFAR Common Measure Data Collection is completed (expected Fall 2012), the CYFERnet Evaluation team will be able to report on, for the first time in CYFAR history, aggregate-level outcome and program quality data from CYFAR projects nationwide.

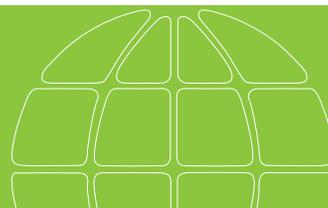
TRAINING AND TECHNICAL ASSISTANCE

Clickers were distributed by the CYFERnet Evaluation Team to 14 grantees and two webinars were hosted to provide training on using the technology. The CYFERnet Clicker Application Training, held in July 2011, provided grantees with a step-by-step instruction on how to use the clickers for data collection. A training document, Using Clickers for Evaluation: Step-by-step Manual and Resource Guide, was developed by the CYFERnet Evaluation Team and distributed to grantees, as well as posted to the CYFERnetSEARCH.org website.

The CYFAR Common Measures Data Collection process has been implemented with the provision of individualized technical assistance. Each grantee was assigned an Evaluation Technical Assistance (TA) contact to provide individualized support. Scheduled conference calls with each site enabled Evaluation TA staff to better understand program objectives and tailor support specific to each grantee's needs. Technical assistance was routinely delivered to grantees via webinars, teleconferencing, and email.

ONGOING DEVELOPMENT AND UPCOMING FEATURES ON THE CYFERnetSEARCH.ORG WEBSITE

In order to support the evaluation capacity of the CYFAR initiative, resources and tools available on CYFERnetSEARCH.org were continually reviewed and expanded. A new, updated website theme (to be launched Spring 2012) will promote a more accessible and user-friendly site experience. Additionally, the CYFAR Reporting system is now housed and supported on the CYFERnetSEARCH.org website. Additional features soon to be available on the CYFERnetSEARCH.org website include: (1) A searchable database of over 100 vetted evaluation instruments, including 4-H Healthy Living measures; and (2) Data output and reporting options for grantees participating in Common Measures data collection.



PROJECT DIRECTORS:*Trudy Dunham, University of Minnesota***COLLABORATING UNIVERSITIES:***Iowa State University**University of Nebraska**North Carolina State University*

CYFERnet Technology (C-Tech) works with CYFAR to facilitate the effective integration of technology into CYFAR programs—to facilitate program staff collaboration and learning, as well as program management and the inclusion of technologies as a core component and tool in program delivery. As mobile technologies, social media, and online learning increasingly become an essential part of daily life, it is vital that they are also a core component in CYFAR programming.

To take advantage of these changing trends in technology, C-Tech created a distinct mobile site for CYFAR events such as the 2011 Forging the Partnership Conference. This site provided travel and logistics information for the event, as well as the schedule and social media postings, and was intended specifically to orient and inform a traveling participant. (We also showcased a version for the NAE4HA Conference.) C-Tech also provided training and support during the conference to encourage participant use of social media. The nearly 1000 Conference ‘tweets’ contributed by 111 people reached 49,403 people. The mobile website was visited by 324 unique visitors. The conference website was visited by 5,902 unique persons, for 11,621 visits and 43,682 page views. In addition, use of a QR (quick response) code on the Conference packet introduced this technology to participants.

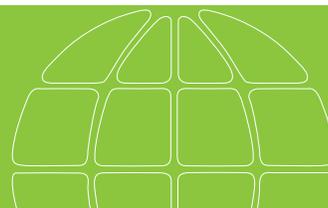
To continue encouraging the effective professional use of social media and mobile technologies, C-Tech redesigned the core CYFERnet site for easier day-to-day viewing on mobile devices and IOS. C-Tech also maintains active CYFAR/CYFERnet Twitter and Facebook sites, with weekly postings to promote relevant land-grant publications and CYFAR events and resources.

C-Tech provided technology training and technical assistance to the CYFAR program sites, CYFERnet Program, and CYFERnet Evaluation through presentations at the annual CYFAR Conference and the CYFAR Orientation meeting, as well as online seminars, the addition of resources to the CYFERnet collection, posted summaries of technology issues, trends and resources,

and hands-on demonstrations at the Technology Learning Arcade at the conference. C-Tech supported use of technology in youth programming, in collaboration with NIFA, through its design of the Mission of the Month series, leadership in the National 4-H GIS GPS Leadership Team.

This was a year for some ‘house-cleaning’ to enhance the user’s experience. C-Tech worked in collaboration with eXtension, AgNIC and CYFERnet Program to integrate resources from the MITTnet (Managing in Tough Times) site into CYFERnet. C-Tech worked with the National 4-H GIS GPS Leadership Team to re-organize and update the Alert-Evacuate-Shelter and other geospatial resources hosted on CYFERnet. C-Tech worked with the NIFA and eXtension military program staff to ensure that military resources from the 2010 Conference were entered into the CYFERnet database. C-Tech also reviewed all CYFERnet-developed-and-hosted resources to correct outdated links; when appropriate due to similar/same content, combined multiple resources into a single document; and ensured that all of these resources had been entered into the CYFERnet database.

In 2011, the CYFERnet website averaged about 9,000 unique visitors and 55,000 visits per month. The most frequently accessed resources continue to be offerings from our Conference site (Forging the Partnership), the Conference Proceedings from the previous year as well as Conference Favorites (from our earlier conferences), the archived CYFERnet webinars, the CYFERnet Models page, Mission of the Month pages, the Just for Kids site, and the About CYFERnet page. While CYFERnet-created resources generally experience high use for one to several months when first posted, a number of resources have garnered ongoing popularity even though they are, in some cases, more than a decade old. Several specific CYFERnet-created resources averaged 250+ visits each month in 2011, including a research summary on youth engagement, an explanation of cloud computing, a home activity packet for “The Very Hungry Caterpillar”, a list of questions to ask policy makers to enhance services, and a presentation on credentialing for child care providers [<http://www1.cyfernet.org/hotnew/08-08-engage.html>; <http://www1.cyfernet.org/tech/12-08-cloud.html>; <http://www1.cyfernet.org/onlinepd/resources/02-familit/homeactivity.pdf>; <http://www1.cyfernet.org/prog/comm/98-thinkco.html>; <http://www1.cyfernet.org/confav/05-10-gambel.pdf>]. These resources indicate the variety of user needs and interest, as well as the long-term utility of many of our resources.



2011 DOD/USDA

FAMILY RESILIENCE CONFERENCE: FORGING THE PARTNERSHIP



Cathann Kress, former senior policy analyst and program lead for Military Community and Family Policy at the U.S. Department of Defense and Lisa A. Lauxman, Director, Division of Youth and 4-H, Institute of Youth, Family and Community, 4-H National Headquarters, NIFA, USDA welcomed nearly 2000 people to the 2011 DOD/USDA Family Resilience: Forging the Partnership Conference in Chicago.

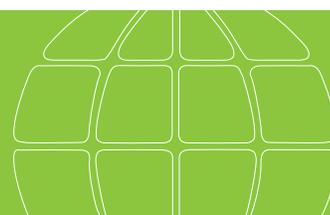
During the opening session, the Extension-Military Partnership was announced and a letter of greeting and recognition from First Lady Michelle Obama was read. The conference also launched the Military Families Learning Network, connecting Extension and DOD partners to strengthen and build collaborations among those who serve military families.

Keynote presentations were given by Jeanette Betancourt and Elmo, Sesame Workshop; Larry K. Brendtro, Starr Commonwealth Institute for Training; Tyler Greene, University of Northern Iowa; and Angela Diaz, Mount Sinai Adolescent Health Center. Invited research presentations were given

by Ben Kirshner, Colorado University – Boulder; Ann S. Masten, University of Minnesota; Velma McBride Murry, Vanderbilt University; Kenneth Reardon, University of Memphis; and Shelley MacDermid Wadsworth, Purdue University. The conference also included Town Hall Discussions featuring the five branches of the military.

To insure quality standards, all conference proposals were reviewed by the 2011 DOD/USDA Conference Committee—a diverse group of over 100 extension and military professionals with expertise in children, youth and families. A broad range of workshops, computer labs, program showcases, research posters and interacts were presented by CYFAR, extension and military partners with a focus on vulnerable populations and military families. The evaluation of the conference concluded that the conference was a high quality professional development experience for youth and family professionals who build and implement effective programs for children, youth, and families.

See CYFERnet <http://www1.cyfernet.org/FRConf2011/index.html> for the 2011 Conference Proceedings. Many of the keynote and research presentations, as well as the workshops, computer labs, program showcases and research posters can be downloaded through CYFERnet.



CYFAR AND 4-H MILITARY PARTNERSHIPS

4-H National Headquarters has partnerships with Army Child, Youth and School Services, Air Force Airman and Family Services, and Navy Child and Youth Programs to support military youth programs across the United States and around the world. Forty-five states, one territory, and the District of Columbia received Military 4-H Club Grants in 2011. The partnership commits to making 4-H clubs available to military youth on installations and in communities, and 4-H training for military youth program staff. Over 26,000 youth were in 4-H Clubs where they experienced a variety of programs focused on experiential learning and development of personal and life skills. Over 1,200 military youth program staff participated in trainings provided by Extension 4-H staff. 4-H Military Liaisons in each state/territory provided leadership and communication for the 4-H Military Partnership Projects and managed the Military 4-H Club Grants and Operation: Military Kids grants in their states.

A website for the 4-H Military Partnerships is maintained at <http://www.4hmilitarypartnerships.org>. Annual reports from each of the Services and CYFAR and 4-H Military Partnerships are posted on the site as well as curriculum developed through the project, professional opportunities, project resources, and links to other Military and Extension websites.

The CYFAR and 4-H Military Partnership Project sponsored a 4-H 101 training in November of 2011 for 56 Extension 4-H and military youth program staff. Through experiential learning activities, participants gained knowledge and skills for establishing and maintaining 4-H clubs. The Project also supported the development of the 4-H 201 curriculum and sponsored a pilot training of the curriculum in December 2011. Twenty-nine Extension and military youth program staff reviewed the curriculum and training activities and provided valuable input for revisions. The curriculum will be available by summer of 2012.

4-H is proud of its ongoing partnerships with the U. S. Military. 4-H's tradition of providing high quality youth development programs for youth of varying backgrounds and needs can be captured in the work we are doing with our Military Partners. 4-H provides stability, predictability, and quality programming for military youth allowing service members to concentrate on their mission.



Virginia – In the TRIP project, elders and children exercise abilities and share interests while building friendships.



West Virginia – Students at the Westmoreland Playmates Site make a poster about Scientific Method to help better understand the process.



Massachusetts – Students in Springfield are building balloon powered cars using recycled materials.



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Alabama SCP-Teens Making Impact

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Sustainable Community Project for Teens

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University of California Sustainable Community Project - 4-H and the 4 F's - Food, Fitness, Farming and Fun!

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Sustainable Community Project Through Successful Community Partnerships: SCP through SCP

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Idaho Sustainable Community Project

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Idaho

4-H Afterschool Outreach to At-Risk Communities

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EUREKA! (Education Underscores Reward in Economic/Knowledge Attainment)

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Jersey Roots, Global Reach: 4-H Climate Science/Climate Change Educational Program

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Strong Kids, Stronger Communities

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North Carolina A & T

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NC State 4-H Very Important Parent (VIP) Program

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Oregon

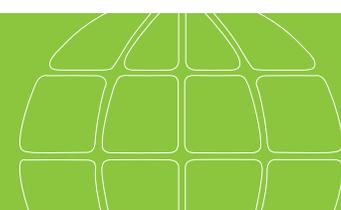
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4-H Pathways for Success
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Passport to the Future:
Developing Positive Lives for
Children from the Time They
are Born Until They Enter
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4-H Ready, SET, GO! For
Education Preparedness

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Communities Enhancing Head
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Virgin Islands

Virgin Islands CYFAR
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Virginia

Virginia Tech Sustainable
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Transforming Relationships
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Revitalization in Appalachia
Through Children's Hands
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Wisconsin

Wisconsin Sustainable
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Kansas - 4-H Choices engages youth food and nutrition science, even in the hottest of summers. CYFAR SCP Kansas City, Kansas.



Oregon - The 4-H- CYFAR Science, Engineering and Technology Club provides youth with science knowledge while promoting cross-cultural awareness and enhancing teamwork skills.



Montana - 3rd graders enjoy the success of their first Lego WeDo robot, "Tap Dancer" at the Pretty Eagle Catholic Academy on the Crow reservation in southeast Montana.





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