

CYFAR

Children, Youth, and Families At-Risk

2019

Annual Report

CYFAR Annual Report

The Children, Youth, and Families At-Risk (CYFAR) Program is funded by the National Institute of Food and Agriculture (NIFA). The CYFAR Program is designed for the Land-Grant Extension System to develop and deliver educational programs that equip at-risk youth with the skills they need to lead positive, productive, contributing lives. The eligible institutions include the three types of land grants: 1862, 1890, and 1994 Land-Grant Extension Programs. The 1994 Tribal Colleges became eligible for CYFAR funding through the 2018 Farm Bill. Of the 112 land-grant colleges and universities, 36 are federally recognized as land grants.

The CYFAR Annual Report will feature the funded projects, outcomes, impacts, and stories that represent change as a result of participants engaging across the country in viable programs that impact youth, families, and communities. CYFAR overall is aligned with USDA's Goal 4: facilitate rural prosperity and economic development; the Research, Education, and Economics (REE) Action Plan Goals 4 and 6: nutrition and child obesity and education and science literacy; and, the NIFA Strategic Plan Goal 1: science: catalyze exemplary and relevant research, education, and Extension programs. The alignment is affirmed by evidence-based projects ranging from gardening entrepreneurs to nutrition education to STEM to parent-child reading enhancement, just to name a few.

The project director is typically a state- or regional-level land-grant university staff member who serves to lead the project, manage the finances, ensure project quality, and manage project evaluation. The CYFAR Program engages 34 projects in 33 states and US territories, impacting 68 sites or communities. The project directors and site directors engage with the CYFAR Professional Development and Technical Assistance (PDTA) Center. The PDTA Center serves as an active resource, providing training, tools, and support for the CYFAR Sustainable Community Project Grantees. The CYFAR PDTA Center is supported by the University of Minnesota. CYFAR coaches are a strength of the CYFAR Program, serving in a peer-coaching relationship with the CYFAR grantees. Coaches represent each Extension region and type of land-grant college and university. Additionally, CYFAR supports the 4-H Military PDTA Program, which is operated from Kansas State University. The purpose of the CYFAR 4-H Military Partnership PDTA Program is to support the implementation and capacity of the 4-H Military Partnership and Outreach Support Program.

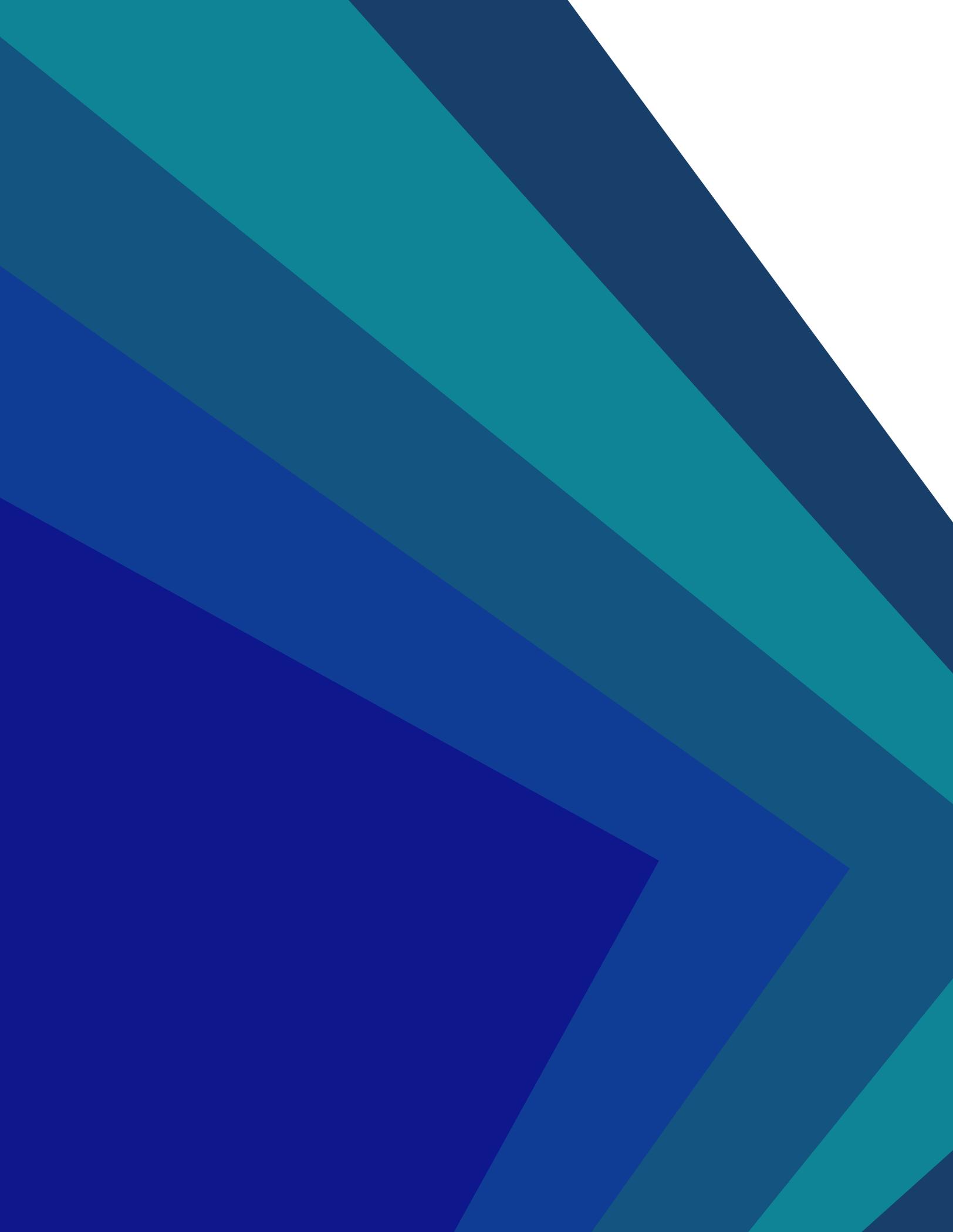
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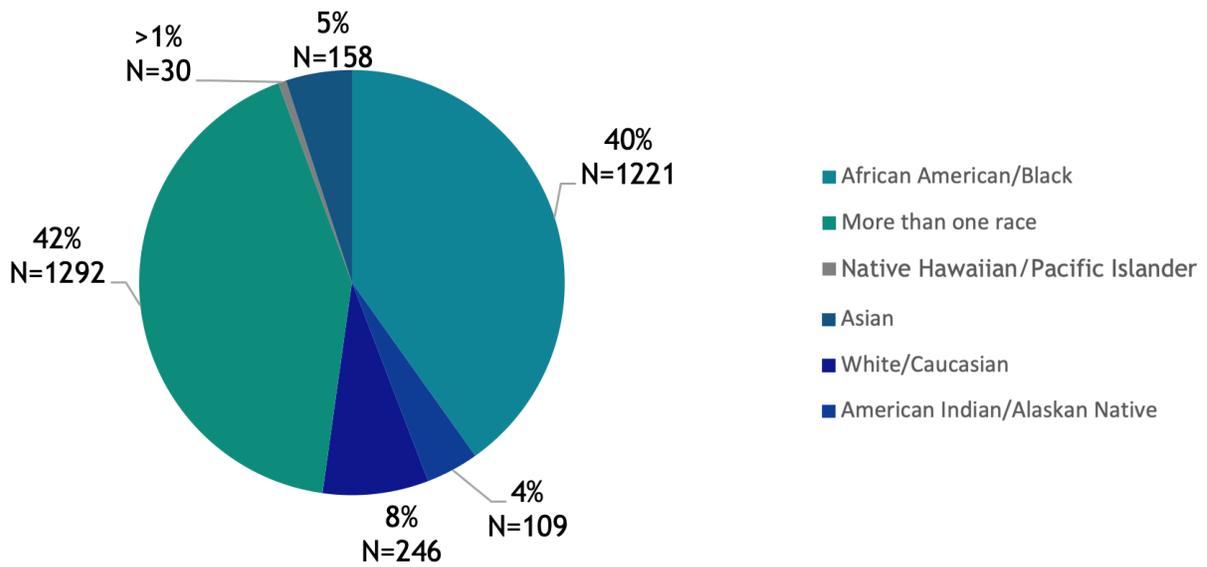
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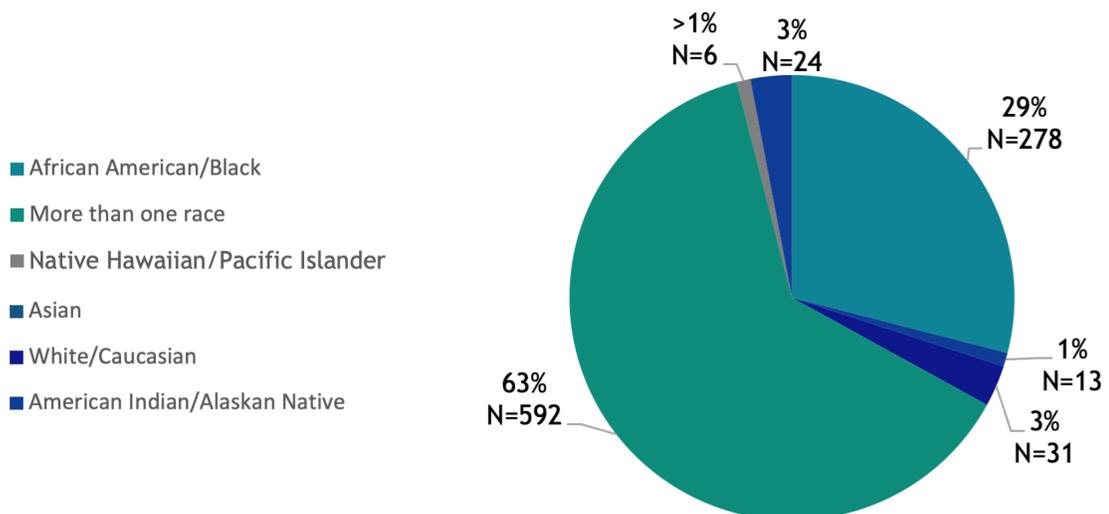


2019 CYFAR

Participants - Race

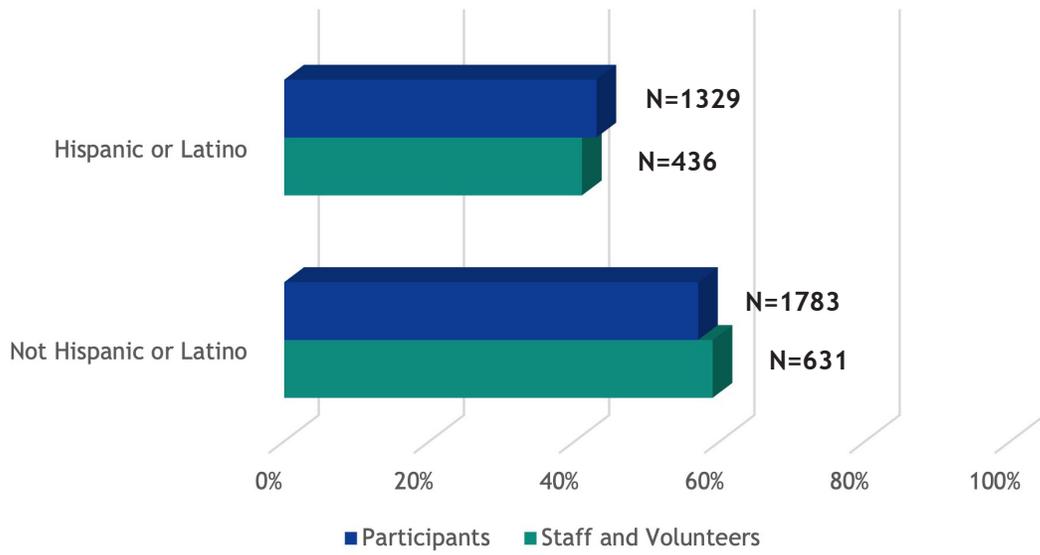


Staff and Volunteers - Race

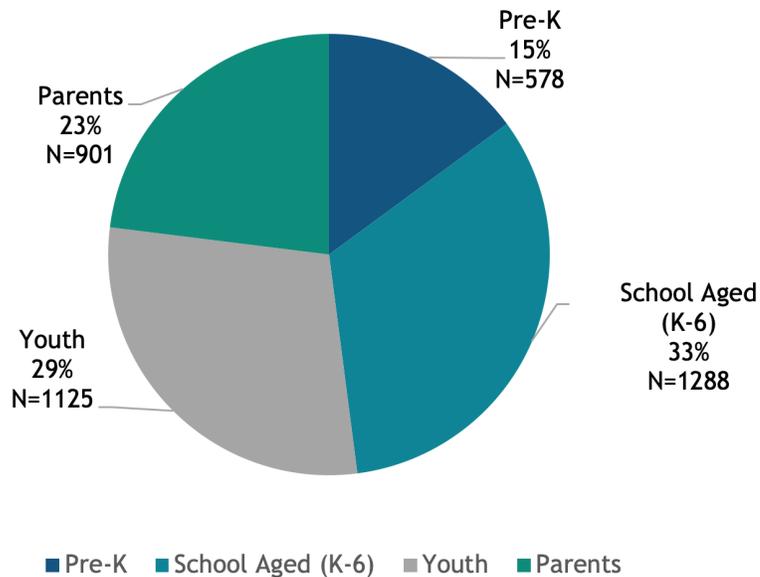


2019 CYFAR

Participants, Staff, and Volunteers - Ethnicity



Participants - Age



2019 CYFAR

State	Project Name	Percentage of Youth Served in Poverty (>50%)
Alaska	4-H Dream Catchers Sustainable Community Project	100%
Michigan	Michigan State University Extension (MSUE) Sustainable Community Project (MSUESCP)	57%
Minnesota	Fostering Achievement & Connections to Engage Students (FACES)	86%
Minnesota	Minnesota 4-H Youth Development CYFAR Project: STEAM Connect Club	100%
Montana	Montana Sustainable Communities: Social, Emotional, and Physical Wellness for Rural and Native American Youth (SEP)	100%
Nevada	Stepping into STEM	100%
New York	4-H Unity	92%
North Carolina	4-H STEM Education and Science Literacy: Developing the Next Generation of Scientists	92%
North Carolina & Idaho	The Juntos Sustainable Community Project	69%
Ohio	Seed to Bloom (StB) 4-H S.T.E.A.M. Sustainable Community Project	100%
Ohio & Virginia	Food for a Long Life: A Community-based intergenerational Project	70%
Oklahoma	Unidos Se Puede	88%

2019 CYFAR

State	Project Name	Percentage of Youth Served in Poverty (>50%)
Oklahoma	The United We Can: African American Youth Entrepreneurship Program	95%
South Carolina	Clemson-South Carolina State Sustainable Community Project	100%
Texas	Growing U	88%
U.S. Virgin Islands	Healthy Youth Leading the Way in the VI	100%
Vermont	Helping Vermont Youth PROSPER	54%
Vermont	Vermont Youth PROSPER	75%
West Virginia	Sustainable Community Revitalization Through Children's Hands (SCRATCH)	54%

2019 CYFAR Budget

The total budget for the CYFAR Program equaled \$8,395,000, representing 40 Sustainable Community Projects (SCPs). These SCPs represented 80% (\$6,680,000) of the budget; this is inclusive of both new and continued awards. Eligible universities included both 1862, 1890, and 1994 Institutions. Funds provided support to County 4-H Professionals for military youth programs in all state programs; the amount of funding for Military Programs was \$450,000 or 5% of the budget. The professional development and technical assistance for the CYFAR SCPs represented \$905,675 or 11% of the budget dedicated to the Professional Development and Technical Assistance Center. Panel costs were \$17,250 or <1%. The Agency overhead was \$335,800 or 4% of the budget.



CYFAR Impact:
Program Reports

4-H Youth Futures College Within Reach (YF)

MISSOURI - University of Missouri

USDA Strategic Goal 1

CYFAR Common Measure: Workforce Preparation

Program Report: The 4-H Youth Futures College Within Reach (YF) program, developed by the University of Missouri Extension 4-H Center for Youth Development and Lincoln University Cooperative Extension, promotes college as an attainable goal for high school youth who are not typically encouraged to attend college, such as first-generation college students. In 2016, YF was recognized by the National 4-H Council as a state replication program and is now being replicated in the states of Illinois, Kansas, and Alabama under the National 4-H mentoring grant. The YF program is an extensive college orientation program that includes ongoing local mentoring and a college orientation conference on the University of Missouri and Lincoln University campuses. The goal of the program is to help underserved and vulnerable youth prepare for, enroll in, and graduate from college. Through YF, college becomes an achievable goal for underserved youth. The on-site campus experiences coupled with a caring adult (mentor) motivates youth and helps them navigate the many steps of entering college, successfully navigating it, and graduating.

Lessons Learned: One of the biggest lessons learned was to be sure that school personnel provide personal information on students. We had a situation where the counselor we were working with decided to retire and did not inform us of this decision. It was difficult for us to connect with youth during the summer because our liaison was gone and a new person was not hired until fall.

Sustainability Statement: Both sites will be sustained by local extension councils, which will provide funds for personnel to continue youth programming.

A Multilevel Youth Out-of-School Intervention Stemming From Foods

RHODE ISLAND - University of Rhode Island

USDA Strategic Goal 7

CYFAR Common Measure: Nutrition, Science, & Technology

Program Report: The University of Rhode Island (URI) Children, Youth, and Families Sustainable Communities Project (CYFAR SCP), a Multilevel Youth Out-of-School Intervention STEMming From Foods (aka Project StRide: Science & Technology Reinforced by Innovative Dietary Education), is an ambitious 5-year initiative to deliver an out-of-school program to low-income, racially and ethnically diverse, urban Rhode Island youth (grades 3-5; n=600: n=300 program, n=300 control) and their families to address two critical overarching disparities: the science, technology, engineering, and mathematics (STEM) academic achievement gap and dietary behaviors and food-related skills. Year 1 of this grant started on September 1, 2019. During the 2019 reporting period, initial meetings with key staff were held to map out Year 1 staffing and cooperative extension roles, curriculum and program development, and next steps to have a successful first year.

Sustainability Statement: The 5-year grant makes sustainability an integral aspect to program progression. During curriculum development meetings, key discussions included ways to make the program sustainable for out-of-school program staff to deliver.

Adapting Strengthening Families (SFP 10-14) for Legalized Marijuana Context

WASHINGTON - Washington State University

USDA Strategic Goal 4

Program Report: Strengthening Families for Preventing Marijuana Use (SFPMU) is a comprehensive approach to family marijuana misuse prevention. It promotes (a) accurate parent and youth perceptions of marijuana use prevalence, consequences, and acceptability, which are necessary when making healthy decisions and not using marijuana; (b) positive youth development outcomes; and (c) family support and communication skills, including on the topic of legalized retail marijuana. The program has two integrated components of implementing Strengthening Families Program (SFP) 10-14 and an online personalized normative feedback tool. Across these programs, the goal is to improve the quality and quantity of comprehensive community-based programs, supported by WSU Extension, for youth and families at risk for marijuana misuse. SFP 10-14 is a universally available, evidence-based, family-focused intervention. It includes an evidence-based curriculum adapted for Latinx families, Familias Fuertes. Washington state SFP 10-14 and the adapted Familias Fuertes evaluations spanning pre- and post-retail marijuana legalization find significant improvements in intervention-targeted outcomes associated with youth substance use, including caregivers' rules about substance use, family harmony, caregiver supervision and enforcement of family rules, and open communication. The Washington State University SFPMU team began their planning year during the reporting period. Key activities consisted of qualitative data collection from SFP 10-14 facilitators and caregivers, and development of a personalized normative feedback tool for youth.

Sustainability Statement: The program selected for adaptation and implementation is currently on a state list of evidence-based programs for youth marijuana use. Inclusion on this list means state marijuana tax dollars can be used to fund implementation of the program beyond CYFAR funding.

Minnesota 4-H Youth Development CYFAR Project: STEAM Connect Club

MINNESOTA - University of Minnesota

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development, Parenting, Science, & Workforce Preparation



Program Report: Somali American youth and families need programs that celebrate their strengths and build social inclusion while creating opportunities for parents and youth to promote their educational pathways. Specifically, youth and parents need opportunities to address what community members have identified as the “cultural gap” between US teens and their Somali-born parents. In response, the Minnesota 4-H CYFAR team designed a joint family and youth program model that has three key elements. First, youth participate in Ka Joog 4-H STEAM Connects Clubs that ignite their interest in learning about Science, Technology, Engineering, Arts, and Math

and create opportunities for youth to imagine and plan for their educational futures. Second, parents and guardians participate in sessions through Partnering for School Success to gain resources that help them connect with their children and support their children’s education. Third, parents and youth participate in shared programming activities to share learning with one another, cocreate educational plans, and have shared educational experiences.

Lessons Learned: Working collaboratively toward mutually agreed upon project goals is the foundation of the project. Each statewide and community-based planning meeting with team members centers on discussing their commitment and passions around our project goals. Discussion around logistics and programming operations sprang from this foundation.

Sustainability Statement: This project’s sustainability theory of change is based on Mancini and Marek’s (2004) program sustainability framework. Community leaders are set to lead each youth program with the support of 4-H staff (staff involvement and integration). A program agreement between the community partner, Ka Joog, and the University of Minnesota outlines each entity’s responsibilities toward the project. A shared set of responsibilities roots this project in the systems and operations of each organization, establishing effective collaboration. Through our early program meetings, we have also established program responsibility, an ability to adapt to changing community needs.



Uplift: Empowering Today's Youth for Tomorrow's Future

KENTUCKY - University of Kentucky

USDA Strategic Goal 4

CYFAR Common Measure: Workforce Preparation

Program Report: Uplift: Empowering Today's Youth for Tomorrow's Future is a project designed to help provide workforce prep and life skills to limited resource and at-risk youth in Hardin and Fayette Counties of Kentucky. Extension grant staff and agents have located and connected with community partners in both counties to formulate ideas and methods to support youth who are unstably housed and at risk. Community partners were engaged through introductory and follow-up meetings (which were conducted by telephone, Zoom, and in person), and the trajectory has been set for future engagement of partners and curriculum. In the first year of Uplift, the state team focused on collaborating with partners to ensure youth could best be served in each county. The life skills focus will be coupled with the ongoing efforts of community agencies to better equip youth for life after high school in both of the targeted communities.

“ This grant provides a unique opportunity to provide exceptional, needed programming in collaboration between UK and KSU for youth who can benefit the most from life skills programs. ”
- *CYFAR Uplift State Team*

Lessons Learned: Although no programming was implemented, as the project is in the initial planning stages, the collective grant team (with both county and state staff) has agreed to meet face-to-face and share information and updates on a quarterly basis. The Uplift team is committed to continuing inspiring dialogue to keep momentum as collaboration building is taking place.

Montana Sustainable Communities: Social, Emotional, and Physical Wellness for Rural and Native American Youth (SEP)

MONTANA - Montana State University

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development

Program Report: The Social, Emotional, and Physical Health and Wellness (SEP) program model provides at-risk youth with tools to increase and enhance social and emotional learning. Youth learn coping skills, increase emotional intelligence, address and solve social problems, and build leadership and life skills. The model includes training for youth related to mental health using the Youth Aware of Mental Health (YAM) curriculum. It increases students' knowledge about depression and anxiety, enhances coping skills and emotional resiliency, and reduces suicidal ideations and attempts. The program model was previously adapted for youth in Montana including Native Americans and is taught to freshman in a health enhancement class as part of the regular school curriculum. In addition to the YAM curriculum, youth will participate in in-school, informal enrichment activities such as technology clubs, and in after-school 4-H meetings. This is the first year of our grant, and it is a planning year. One of the primary methods we are using to evaluate long-term change is a community survey. We are gathering baseline data so that we have something to compare it to when the grant ends and the youth-led community awareness campaign is complete.

Lessons Learned: It takes a long time to get institutional review board approvals when working in Indian Country. A planning year is imperative.

Building Community Capacity and Resilience Through 4-H in ND Tribal Nations

NORTH DAKOTA - North Dakota State University & Cankdeska Cikana Community College

USDA Strategic Goal 4

CYFAR Common Measure: Science & Technology

Program Report: The program model for Building Community Capacity and Resilience Through 4-H in Tribal Nations is a 4-H science, technology, engineering, art, and mathematics (STEAM) development program for rural Native American North Dakota youth in four community sites. Through the Circle of Courage Model, a youth development philosophy developed by indigenous cultures and supported by 4-H, youth will be provided with a sense of belonging, mastery, independence, and generosity. This will be accomplished with educational activities using the culturally relevant themes of past, present, and future.

Stepping Into STEM

NEVADA - University of Nevada

USDA Strategic Goal 1

CYFAR Common Measure: Parenting

Program Report: Stepping Into STEM started full program implementation this year. We completed revising the curriculum and submitted it for peer review, changing the title of the program to Let's Discover STEM. The program consists of seven weekly, 1 hour 30 minute parent-child workshops (two science, one technology, one engineering, two math, and the final summary and evaluation session). Each session includes a brief mini-lesson for parents on the importance of STEM and parents' role in their children's interest in and learning of STEM-related topics, multiple hands-on activities that children and parents do during the workshops, a featured book for families to take home, and additional materials and instructions for more STEM activities at home. All materials for families were translated into Spanish. In fall 2019, we started

collecting a new survey on children's STEM skills in addition to other measures we have used. The workshops were presented at 22 targeted at-risk elementary schools in Las Vegas and Reno, reaching 280 families. Families attended an average of five out of seven sessions for 2,100 hours of direct contact teaching time. In addition to program implementation, we established connections with community sites for family workshops, attended several family and community events, trained staff, purchased curriculum materials and supplies, and developed marketing materials.



“After the workshop, I learned that I can teach my children many things of what I learned.”
- Parent Participant

Lessons Learned: As mentioned, we collected a new survey on children's STEM readiness skills and parents and caregivers reported that children improved 16 STEM readiness skills after attending the Let's Discover STEM

program. It is very meaningful that our program helped improve children's actual STEM readiness skills.

Sustainability Statement: Since we are still a new project, progress on sustainability has occurred primarily through collaborations with our community partners and in discussions with our coach. We have had initial discussions with our extension director and other administration about continued extension funding in the future.



Family Engagement: Bringing Families and Decision Makers Together for Collaboration

COLORADO - Colorado State University

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development

Program Report: Colorado State University's Sustainable Community Project uses a family leadership model to promote civic engagement and positive youth development and then partners it with dual-capacity-building models to bring trained family leaders and decision makers together. Family Engagement: Bringing Families and Decision Makers Together for Collaboration will provide training from the Family Leadership Training Institute (FLTI) for 25 adults and youth in each community.

“

We are very excited to partner with City of Longmont Children, Youth, and Families to offer the community the Two-Generation Family Leadership Training Institute program in 2021. We believe that all members of our community should have a voice and the FLTI program will help adults and youth alike understand how to amplify their voices for positive change. ”

- *Community Partner*

The training consists of 20 weekly sessions and will cover important individual social, leadership, and civic skills. Upon completion, this group and other interested community members will come together with trained decision makers for focused conversations that build trust, sense of belonging, and actionable steps for all involved. This project will promote adult and youth self-efficacy and communication skills, promote adult and youth development of skills to assess and address community needs, foster adult and youth engagement in schools and community, promote adult and youth leadership and civic skills, and promote bridging social ties that build trust, support, and a sense of community for both community members and decision makers.

Lessons Learned: This program model develops a synergistic relation between the research-based, two-generation FLTI curriculum and a unique dual-capacity collaboration training for FLTI participants and public administrators. FLTI provides leadership development and civic education training for family and community leaders who are dedicated to community engagement but may be impeded by limited leadership and civic skills in effecting systems and policy changes for youth and families. We continue to work hard to focus on community resilience and how to bring families to the decision-making table.

Sustainability Statement: In our first year of the CYFAR project, our efforts have been focused on building partnerships in local and state organizations and building the tools to do the work. We always want to match skill building with the needs of the community so that families and decision makers are working in collaboration for better outcomes for children and families. In that effort, in collaboration with partners from around the nation, we have built a civic capacity index to assess communities' inclusive civic processes.

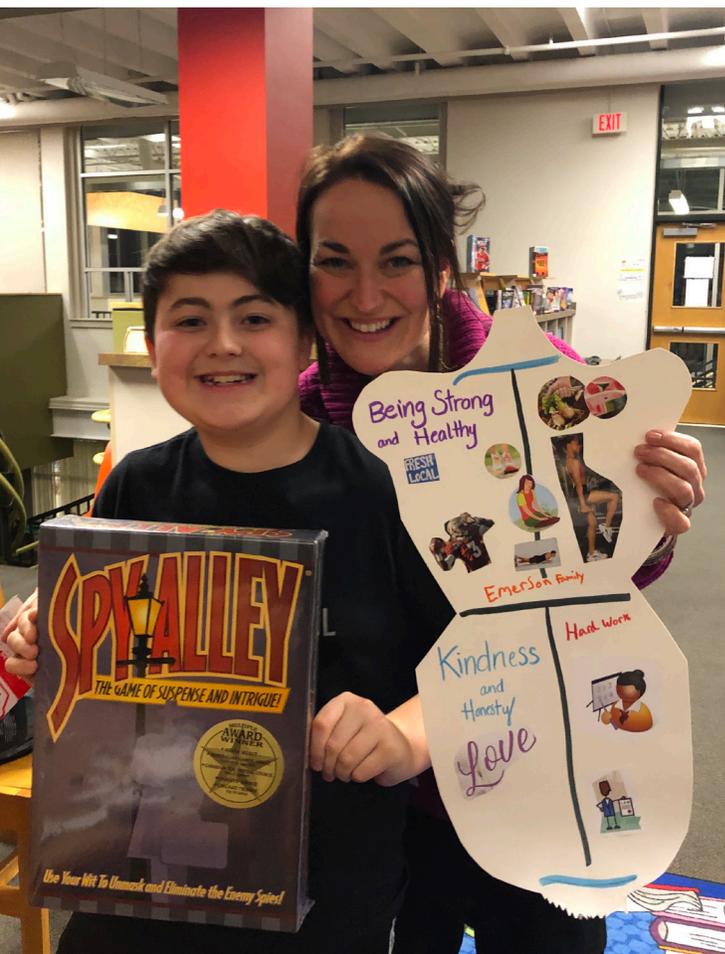
Vermont Youth PROSPER

VERMONT - University of Vermont

USDA Strategic Goal 1

CYFAR Common Measure: Workforce Preparation

Program Report: In the first year of this project, PROSPER (PROmoting School-University-Community Partnerships that Enhance Resilience) was launched at two new community sites: St. Johnsbury and Orleans South Supervisory Union. PROSPER is a three-pronged, evidence-based partnership model that builds strong families by building skills that help develop protective factors and reduce risk factors. The three prongs include development of a community team, implementation of a family-focused program, and implementation of an in-school program. St. Johnsbury implemented the evidence-based Botvin's Lifeskills to most seventh graders as well as the evidence-based family program Strengthening Families Program Ages 10-14. The teams are still forming at both sites, and both sites have participation from school leadership and the Vermont Department of Health Prevention Specialists.



“How to listen to and respect my child.”
 - Parent Participant on the most valuable thing they learned during the program

Lessons Learned: The first year was a year to be proud of at this site. Moving forward we will be getting more people trained in the in school program at this site to aid with observations and subbing as needed.

Sustainability Statement: Plans are underway to host our first Strengthening Families Program Ages 10-14 facilitator training. This training lays the groundwork for our sustainability plan as having enough trained, community-based facilitators is critical to ensuring program implementation. A memorandum of understanding has also been executed that helps reinforce organization expectations as PROSPER is launched and delivered.

Strengthening the Heartland: Promoting Life Readiness in Rural Youth

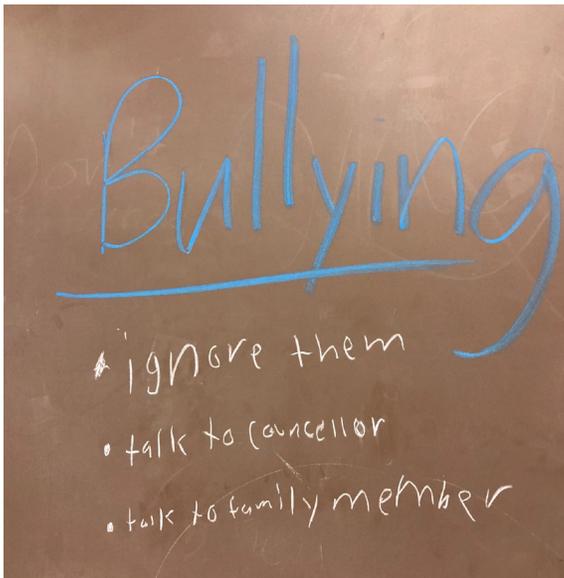
SOUTH DAKOTA & NORTH DAKOTA - South Dakota State University & North Dakota State University

USDA Strategic Goal 4

CYFAR Common Measure: Workforce Preparation

Program Report: Given the aging workforce in rural North and South Dakota, mentally healthy youth who possess life skills are critical to filling the expected increase in vacancies in the future workforce. Social and emotional learning (SEL) skills such as emotion regulation and self-awareness reduce anxiety, allowing youth to combat stress and focus on life readiness skills needed in the workplace. In the first months of programming, community site staff were trained in the Second Step SEL program for middle school youth. Planning also began for the development of a new life readiness curriculum, called Launch Skills, for high school youth.

Planning included naming and branding for the curriculum as well as developing initial lesson plans.



Lessons Learned: An initial challenge we experienced was finding the best option for facilitating data collection at each site. We wanted to be as accommodating as possible for each site, which led to multiple different procedures for our team to track. Our intention was to reduce as much burden on community staff; however, the flexibility led to more confusion than was necessary. Two strategies are expected to alleviate this issue in the future. First, a project liaison was hired to be the point person for all community sites. Her duties will include facilitating data collection for all sites. Second, a set of recommended procedures and timelines for data collection will be created and shared with the sites at the beginning of Year 2.

Sustainability Statement: To support sustainability, the project team will provide outcome results to community sites, which can be shared with school administrators to advocate for resources to continue funding the Second Step curriculum after the project period. If internal funding cannot be secured, the SCP team will work with the school staff to identify external funding sources. The lessons associated with the new Launch Skills curriculum will continue to be available after the funding period.

“

I am so thankful and impressed that they chose Second Step for my school because it is very inclusive and considerate of the population. The lessons prompt the students to critically think through their values and goals. I have seen an increase in emotional regulation, conflict resolution, and public speaking skills since integrating this program. ”

- Community Partner

Helping Vermont Youth PROSPER

VERMONT - University of Vermont

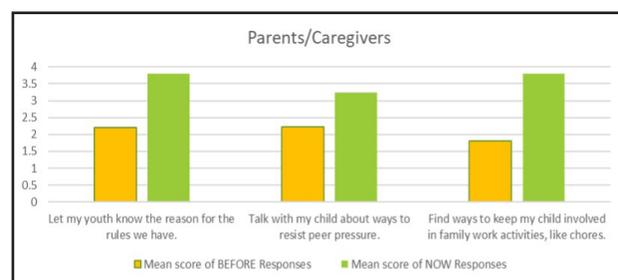
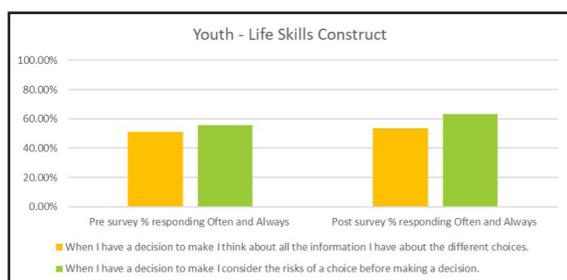
USDA Strategic Goal 1

CYFAR Common Measure: Workforce Preparation

Program Report: PROSPER (PROmoting School-University-Community Partnerships That Enhance Resilience) is a three-pronged, evidence-based partnership model that builds strong families by building skills that help develop protective factors and reduce risk factors. After 5 years, PROSPER continues completely in one of the two communities, with the second implementing elements of

“ So much wonderful information and tools to help bring families together and to teach all how to deal with hard situations. It’s 7 weeks of love and family and worth every minute. Your family is worth it. ”
 - Parent Participant

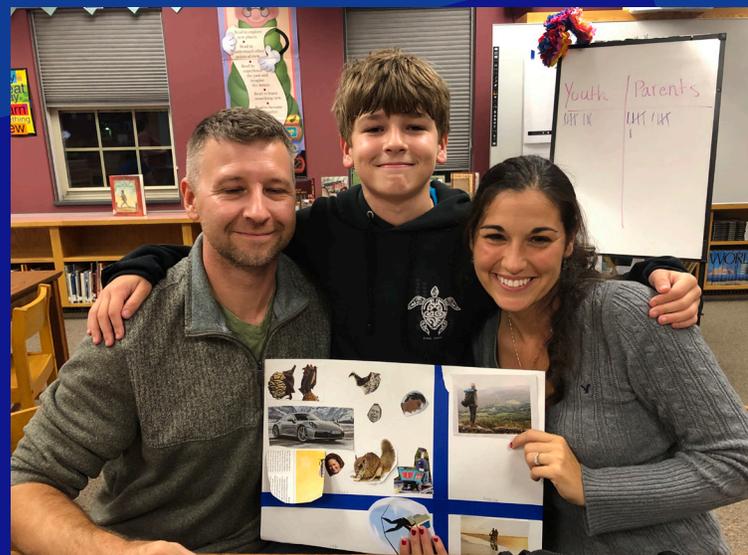
the model; monthly meetings of community teams occur, which include school personnel, Vermont Health Department Prevention Specialists, community and business leaders, and more. These teams review data, determine needs, help make decisions about program implementation, and help find the resources to sustain the work. Both sites implemented sessions of the Strengthening Families Program Ages 10-14, an evidence-based, family-focused intervention that helps families build empathy, increase communication, and develop strategies that will support successful outcomes as youth navigate the challenges of growing up. Both sites also implemented an in-school program for all seventh graders, Botvin’s Lifeskills. As the grant wraps up, both sites will sustain most, if not all, elements of the model. Lyndon is well poised to sustain PROSPER for years to come. The school budget has repeatedly offered a line item annually to support implementation. The school culture has shifted and includes PROSPER in its promotion of students from elementary to middle school so that all families know the program and look forward to participating. There are enough trained facilitators to offer the curriculum. Rutland Northeast Supervisory Union will sustain the in-school program, and there are enough trained Strengthening Family Program facilitators in the community to offer that program if desired. Both sites have Facebook pages that are actively used to promote key messages around behavioral health, family function, youth development and self-care, many of which are shared from the Vermont 4-H page to help better connect youth to other positive youth development opportunities.



Lessons Learned: PROSPER has the most success when schools are deeply committed and administrative leadership understand and participate in the program. Including school teachers as the program facilitators helps to build buy-in, increases understanding of the programs, and changes the culture in the school to promote PROSPER across subjects. In addition, the PROSPER model is more easily facilitated where the sixth graders are contained within one school; in supervisory unions where grades are dispersed among multiple schools, it's harder to ensure communication and support is provided at all sites, which ultimately creates inequity regarding which families access the programs.

Sustainability Statement: PROSPER uses two evidence-based curricula, both requiring intensive training of facilitators. A large focus of our work has been to ensure there are enough trained facilitators to sustain the program for years to come, considering attrition. Facebook pages are established and led by 4-H personnel to help share mutual messages, and the pages continue to generate followers. The Lyndon site receives a line item in the school budget to financially support the program, and the team now operates with minimal support from the University of Vermont Extension.

Outcomes: Participation in PROSPER had a positive impact on several program goals. Youth participants improved important life skills such as decision-making, and parent and caregiver participants strengthened their parenting skills and improved their relationship with their children.



Maine 4-H Community Central: Engaging Teens in College Readiness and Workforce Development

MAINE - University of Maine

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development & Workforce Preparation

Program Report: This is the kickoff year of our project. Our focus for this first year is the creation of a program that is embedded in our communities. This program will provide quality out-of-school time and link crucial ecological entities in the lives of teens (i.e., family, elders, school, after-school, faith community) in order to grow leadership opportunities, strengthen workforce preparation and college readiness skills, and build social capital. The majority of our work has been creating the framework for program launch. This includes marketing, promotion, and the creation of a website. We have worked collaboratively with our community partners to identify locations, responsibilities, and recruitment of participants.

Lessons Learned: This is the first year of our program. We had a major barrier in navigating the hiring of one of our site coordinators due to a hiring freeze at our university.

Sustainability Statement: This is our first year of programming. Sustainability is at the forefront of all decisions.

4-H Dream Catchers Sustainable Community Project

ALASKA - University of Alaska - Fairbanks

USDA Strategic Goal 4

CYFAR Common Measure: Workforce Preparation

Program Report: Alaska 4-H Dreamcatchers was able to start program delivery immediately because our award builds upon and enhances a more-than-5-year relationship we have with our partners: the Fairbanks Youth Facility and the Alaska Office of Children Services. Using the 4-H Thriving model, we delivered and modeled healthy living skills education to youth in state custody: those incarcerated in the long-term treatment unit of the Fairbanks Youth Facility and those youth in foster care. Programming topics included things like developing personal budgets; designing and preparing low-cost, healthy meals; stress and anger management through mindfulness techniques; and often just joining these youth in fun, unstructured time where games are played or there are lively discussions about favorite snacks, movies, or music. Our most notable program accomplishment has been consistency.

Sustainability Statement: We will continue to build our collaborations with both State of Alaska programs. The increased community partnerships for each site will aide in ensuring sustainability beyond the 5 years of funding. We will also look at working in a statewide manner.

Tennessee SCP

TENNESSEE - University of Tennessee

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development & Science

Program Report: The mission of the University of Tennessee's Sustainable Communities Project is to enhance educational curricula, develop linkages to support families, and provide technical assistance and training for after-school staff. The project focuses on middle-school-age youth and seeks to improve their knowledge, skills, attitudes, and behaviors necessary for fulfilling contributing lives. The program targets school-age, high-risk youth and their families, who are experiencing trauma-induced environments, lack pro-social and emotional learning skills, are academically challenged, are potential dropouts, are more likely to engage in delinquent behaviors, and often lack strong positive role models. The sites the project will serve have a large number of children who live in poverty. The primary content utilized focuses on three primary areas: (a) social emotional learning (SEL); (b) student's academics through STEM agriculture, STEM nutrition, STEM robotics and STEM engineering programming; and (c) intensive family engagement programming. Nonacademic content such as leadership, decision-making, positive relationship building, and increased self-work are also stressed. The philosophy of this project believes youth must first address their social-emotional needs before academic gains can occur. Year 1 focused on hiring, training, and the development of community partnerships.

Healthy Youth Leading the Way in the VI

VIRGIN ISLANDS - University of the Virgin Islands

USDA Strategic Goal 4

CYFAR Common Measure: Nutrition & Physical Activity

Program Report: Healthy Youth Leading the Way in the Virgin Islands has successfully engaged 80 school-age youth in deepening their nutrition knowledge, developing healthy habits, exploring the importance of eating fresh fruits and vegetables, and engaging in fun, innovative physical activity designed to foster a healthier lifestyle for them, their families, and the communities in which they live. As a result of their involvement in this project, participants have tasted new foods, prepared healthy snacks, and created award-winning science fair projects.

Lessons Learned: Staff recruitment and retention is mission critical. In addition, being more deliberate and carefully articulating what is required of a partner site may help to avoid further issues with site stability.

Sustainability Statement: The CYFAR Advisory Council has developed a committee to address sustainability beyond the 5 years of CYFAR funding. That committee has developed an action plan and solicited input, suggestions, and recommendations from council members, 4-H/F&CS staff, site-based partners, and program

“ I was really proud when I was asked to lead a lesson and I could share some of my favorite vegetarian food with my classmates. It was really cool, and I would like to teach something again soon! ”
- Program Participant

participants and their families. This committee continues to meet to identify needs and resources.

Michigan State University Extension (MSUE) Sustainable Community Project (MSUESCP)

MICHIGAN - Michigan State University

USDA Strategic Goal 1

CYFAR Common Measure: Parenting

Program Report: The Michigan State University Extension Sustainable Community Project (MSUESCP) focuses on supporting high-context parents with children that have been exposed to lead during the Flint, Michigan, water crisis, utilizing parenting education and supports for young children. The project focuses on two neighborhoods, identified in Flint as Wards, that experienced elevated blood lead levels and water lead levels during the Flint water crisis. Families are brought together once a week for 5 weeks for two concurrent family-focused programs. During the time together, participants share a meal that models foods to fight the effects of lead. Then parents and children are split into different workshops. The parent curriculum, Guiding Principles for Highly Successful Parenting, focuses on skills to support families such as routine management, positive discipline and consequences, and respectful language and communication in the home. The child program, Brain Train, focuses on increasing children's executive functioning skills. Fourteen series of Guiding Principles classes were offered at five locations: at the MSUE location in downtown Flint, at Carriage Town Ministries, at Carman-Ainsworth Head Start, at Neithercut Elementary school, and at Sylvester Broome Empowerment Village. A total of 91 adults began the series, which was held in the community from December 1, 2018, through November 30, 2019, with 91 adults

“ [This program helped me to] understand how my little's brain functions so I can be the best mamma possible. I want them to feel safe and loved and always have trust and comfort in me. ”
- Parent Participant

beginning the series, 84 female participants, (74 African-American/Black, eight Caucasian, and two Latina) and seven male participants (five African-American/Black and two Caucasian). An additional five one-time presentations were held with community partners. These trainings serve as a recruitment tool to help engage families with a lower level of commitment than a 5-week series. To evaluate the impact of this program, parents complete a series of surveys at pre- and posttest, including measures of family protective factors and inter- and intrapersonal skills. Children complete a behavioral measure of executive function at pre- and posttest: the Minnesota Executive Function Scale. Additionally, CYFAR Flint curriculum staff met with Dr. Bob Sornson, Guiding Principles curriculum author, to suggest cultural sensitivity changes and add trauma-informed, supportive materials.

Lessons Learned: Factors out of CYFAR staff control impacted some planned programs. School closures due to an unusually harsh winter led to cancellations of programs and reduced retention in classes. Likewise, an unexpected switch from an academic year to a balanced calendar year in the Flint schools caused cancellation of scheduled summer programs. As is frequently the case in parenting education programs, recruitment and retention is an ongoing challenge. Staff are continuing to explore options to support program retention including assessing locations for programming, and feasible options for transportation assistance through program partners. Recruitment challenges are being addressed in part through new referral partnerships with the courts and the Flint Registry. The original program model focused primarily on evening programming with dinner being served and child-focused activities provided; however, parents and partners are increasingly identifying daytime programs on-site at children's elementary schools to be easier to access and attend. Flexibility with scheduling in terms of not just location but also time of day has proven to be beneficial to participant recruitment.

Sustainability Statement: As the MSUESCP CYFAR Flint project moves into its final year of funding, the team anticipates continued strong partnerships with community partners that provide critical support to the programs. The Flint program has developed four key partners to support long-term sustainability at this time. The first two are countywide collaborations: Genesee Health Systems and the Genesee Great Start Collaborative. Genesee Health Systems, the Genesee County public mental health provider, allows staff to attend as volunteers for the children's portion of programming and thus builds the volunteer base for the program. All volunteers have passed through the Michigan State University Volunteer Selection Process and work alongside our MSUE program staff. The Genesee Great Start Collaborative brings together all agencies across the county focused on early childhood and serves as a hub for early childhood work. A third partner, Carriage Town Ministries, a homeless shelter that also serves food every day and provides a health screening clinic, has incorporated the Guiding Principles classes for their families in residence at the Carriage Town Family Center. They host classes on-site and provide supports for families to attend, such as a meal and childcare.



Urban G.E.M.S. (Gardening Entrepreneurs Motivating Sustainability)

OHIO - Ohio State University

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development, Nutrition, Science, Technology, & Workforce Preparation

Program Report: The Urban GEMS (Gardening Entrepreneurs Motivating Sustainability) program has gone from a seed of an idea to a blossoming program with eight implementation sites across Columbus, Ohio. Urban GEMS was taught at two community implementation sites through 129 sessions with lessons drawn from the GEMS Facets curriculum. In addition, we conducted another 125 meetings at a middle school and three public high schools. By the end of 2019, youth were growing food on 48 tower gardens operating in seven locations and maintained two good-sized outdoor youth gardens with our implementation partners. The GEMS Facets lessons guided youth leaders in developing powerful motivational messages to peers and the larger community. Urban GEMS youth contributed to the concept and practice of sustainable living for healthier communities by promoting the grow, buy, and eat local ethos. They also reduced waste, recycled and composted, made healthier personal choices, promoted healthier choices, and shared knowledge to teach others. Our youth shared their knowledge on multiple community stages including a science festival at the Center of Science and Industry (COSI), at the Ohio State Fair in the Engineering and Technology Hall, and at the College of Education and Human Ecology research forum at Ohio State University. The pre- and posttest evaluation results include several significant positive outcomes including increased science of gardening knowledge, increased leadership and workforce readiness skills, and improved food safety and nutritional knowledge, eating habits, and persistence in education. Youth with the most program engagement had the better outcomes. Sites implementing the program as designed saw better outcomes.

“

It helped me learn how to grow my own plants so if I ever want to grow my own plants, start my own business—with this information I can help sustain my family with food in case there are any financial problems we might have; I can help with that. Even a small amount will help. ”

- *Program Participant*

Lessons Learned: We learned that the GEMS Facets curriculum is appealing to our target audience of youth. It works best with youth ages 12 and up. Having an experienced instructor prep and lead the lessons as an assistant apprentices is the best method to ensure that the lessons are implemented as intended. Once staff members got into the habit of writing an online reflection after each teaching episode, the team and partners had an easier time, and youth enjoyed the lessons more. The reflective practice also helped in identifying issues such as low attendance and disruptive or distracting behavior of “extra” children in the space. The personal connections between the teachers, assistants, and students are important. Youth love to harvest, cook, and eat what they make during the program. They also love taking food home for their families. We have some evidence the program could be replicated in other areas based on a teacher in Indiana who is using the GEMS Facets Curriculum and the Reaching Higher Heights 4-Life team implementing in Year 5 without much assistance from OSU.

Sustainability Statement: The two implementation sites are well-positioned to continue implementing Urban GEMS into the future. They will keep and maintain tower garden equipment and the outdoor beds and vertical towers. We are actively working to secure additional funding to keep the project coordinator employed and able to provide direct instruction and support to more schools.

Sustainable Community Revitalization Through Children's Hands (SCRATCH)

WEST VIRGINIA - West Virginia State University

USDA Strategic Goal 1

CYFAR Common Measure: Nutrition, Science, & Technology

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We would like to plant a dwarf apple tree because if kids are still hungry, they can grab something to eat, or if they are tired, they can eat it. ”

- Program Participant

Program Report: The overarching mission of the SCRATCH (Sustainable Community Revitalization Through Children's Hands) program, now known as Sowing Young Sprouts, is to develop a rural methodology for engaging low-income, at-risk youth populations in grades K-8 in the local food system in their communities. During 2018-2019, Sowing Young Sprouts engaged 48 youth across three elementary schools by immersing them in the Junior Master Gardener (JMG) Wildlife curriculum. Through this curriculum, students gained a better understanding of and appreciation for the wildlife that is part of their community; enjoyed hands-on, project-based learning; and built components of wildlife gardening habitats. Two of the three elementary school sites started the process of becoming certified monarch waystations and wildlife habitats. In addition, Sowing Young Sprouts engaged local youth in the process of getting an orchard planted at their schools. By participating in this program, youth have gained a better understanding of healthy food choices, how technology can be incorporated to assist with garden management, and how important local wildlife is to the health of their community gardens.

Lessons Learned: Looking forward, the coordinators have determined that starting earlier in the school year and mapping out a plan for the entire year is the most effective way to reach programmatic goals. For example, due to winter weather, some of the activities did not go according to plan.

Sustainability Statement: In order to sustain the program, we aim to expand into a community center and five or six more schools. The community coordinator is working with local Master Gardeners that will use their volunteer hours to help maintain school and community garden sites. The program team is working on finding additional funding to continue to support the program. However, once the garden sites are established and in conjunction with the Master Gardener program, minimal funding is needed to sustain these sites.

4-H STEM Education and Science Literacy: Developing the Next Generation of Scientists

*North Carolina & South Carolina - North Carolina State University, Clemson University,
& North Carolina A&T State University*

USDA Strategic Goal 1

CYFAR Common Measure: Science

Program Report: In 2019, the North Carolina (NC) and South Carolina (SC) 4-H CYFAR STEM project has taken great strides. The goal of this school year was to continue to increase youth exposure to science, positive attitudes related to the study of STEM content, and teacher efficacy and abilities to teach STEM content. Following the hire of our new coordinator, we have increased our community involvement as well as our involvement in our school's STEM achievement. In July 2019, we introduced 4-H curriculum to a summer program located in Richmond County, NC, which has led to a continuous relationship with both the summer program and an after-school program. We also brought the 4-H STEM curriculum to the Richmond County Extension Open House in September and the Richmond County Agricultural Fair in October. In addition to our community involvement, we have increased the availability of STEM content to our schools. We created and distributed 1,134 kits to our schools between August and December 2019. In Anson County, NC, a Robotics club and STEM club began in September 2019 while in Richmond County, NC, 4-H STEM content was made available during the 4-H Science Adventures in October. In addition to these accomplishments, we have also increased teacher efficacy and abilities to teach STEM content. In September, we held a series of training events for the 4-H curriculum implemented in our schools. This training was helpful in maintaining the efficacy of new teachers to the grant and implementing our fifth grade curriculum (microbiology). By increasing STEM exposure in our communities and schools and increasing teacher training in STEM curriculum, youth are more likely to pursue higher education and careers in STEM.

“ I would really like to see this implemented in a countywide fashion for us. It's amazing the resources and assistance that are given through the grant. We would not be able to function as a robotics club or as a STEM club without the support of the CYFAR grant. ”
- *Community Partner*

Lessons Learned: The hiring of a new STEM coordinator improved the correspondence with the 4-H agents in Richmond and Anson Counties. This relationship has proven to be successful when incorporating 4-H activities and clubs into the schools. This has increased exposure to STEM curriculum and expanded the goals of the grant into the community of the sites involved. The training program at the beginning of each school year was expanded to include not only the newly added fifth grade curriculum but also a “catch-up” training for teachers that may

be new to the grant. This led to more informed teachers and increased the fidelity of the teaching of 4-H STEM curriculum. Regular site visits and email check-ins helped to establish better communication between the teachers and the coordinator. This enhanced the overall cooperation of the sites with the project.

Sustainability Statement: At this point in the grant, all that are involved are committed to the project. School administrators and teachers are supportive of the STEM opportunities for youth provided by the grant, and extension staff will be able to continue the implementation beyond the funding period. Trained teachers will deliver the 4-H STEM curriculum to second through fifth graders, and after-dinner-science kits will be distributed to schools five times throughout the school year. Additionally, the community outreach that has occurred throughout this year of the project will help sustainability of STEM opportunities in the counties we serve. In Richmond and Anson Counties, after-school and summer programs as well as 4-H volunteers have been exposed to the 4-H STEM curriculum. These combined efforts will likely increase the sustainability of STEM curriculum and achievement beyond CYFAR funding in the school sites and communities that surround them.



Creating a Village for Transition Into Adulthood Through Youth-Adult Partnerships, Teen Mentoring, and Community Sustainability

HAWAII - University of Hawaii at Manoa

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development & Workforce Preparation

Program Report: Creating a Village is a multilayered educational intervention for middle school youth focused on enhancing their workforce preparation and life management skills. The project incorporates the strengths of teen mentors and the experience of adult partners to create a safe and effective learning environment. The program is designed to provide education, mentorship, and leadership development opportunities for all program participants. In August, all team members met to coordinate logistics and begin evaluation planning. The project team met regularly online with their CYFAR coach. During this time, the team began work on its project plans: communication,

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I am excited about the opportunities to network with not only fellow CYFAR grant recipients in other institutions across the United States but also with colleagues within our own institution. Through this project, we are strengthening our collegial relationships as well as building a sense of belonging to the place in which our project is held. ”

- Grant Staff

sustainability, evaluation, publishing, and partnerships. In December, recruitment began for the graduate assistant to support institutional review board applications and evaluation planning. Job descriptions were written for the site coordinator positions to start at the end of Year 1. The team worked together to identify evaluation instruments, in addition to the CYFAR common measures, for assessment.

Lessons Learned: As we began development of our planning documents we learned to appreciate the importance of breaking down the parts of the project and coordinating the steps in both a focused and overview approach, allowing us to simultaneously plan for the immediate stages and program implementation as well as the future and sustainability.

Sustainability Statement: As part of the planning process, a sustainability outline was created and all program-building decisions were made with sustainability in mind. Partnership contact lists are in development to sustain the program during the grant and potentially into the future.

4-H SNAC

CALIFORNIA & NEVADA - University of California & University of Nevada - Reno

USDA Strategic Goal 7

CYFAR Common Measure: Leadership Development & Nutrition

Program Report: The University of California Cooperative Extension (UCCE) and University of Nevada Cooperative Extension (UNCE) will integrate the 4-H SNAC program into communities in San Luis Obispo and El Dorado Counties (California) and Clark County (Nevada), where a high percentage of youth and families are SNAP-Ed eligible and eligible for the free and reduced price meals program. The target audiences for the 4-H SNAC clubs programming are school-age children (K-8) and families in low-income schools. The program will serve youth that are at increased risk for negative outcomes: undernourishment, neglect, poor health, substance abuse, teenage pregnancy, crime, violence, and academic underachievement due to family, community, social, political, and economic conditions that they did not create. The 4-H SNAC club program model will be expanded through a partnership between the University of California (UC) 4-H, CalFresh (SNAP-Ed), Nevada (NV) 4-H, NV Expanded Food and Nutrition Extension Programs, NV SNAP-Ed, local schools, and community partners. Community health and youth development professionals will design interventions at the social and environmental level to address social determinants of health impacting youth. Through this partnership, the program will also provide opportunities for youth to learn valuable healthy living, advocacy, and peer mentoring skills. Based on the outcomes achieved by similar projects, it is expected that participants will have improved nutritional and physical health knowledge and practices, improved confidence in leadership and presentation skills, increased career readiness, and increased self-efficacy for being an advocate for health.

Lessons Learned: During this planning year we have focused on staff development. Training opportunities have been provided to staff to further develop knowledge of how to host 4-H SNAC clubs for students. Training included discussions and presentations from experienced staff, on-site observation of a 4-H SNAC meeting in progress, and the opportunity to speak with 4-H SNAC club members. Training also provided materials such as handouts, letters to parents, and a breakdown of activities for a 4-H SNAC club group. Additionally, staff were trained on community partner engagement, recruitment, and cultural competency.

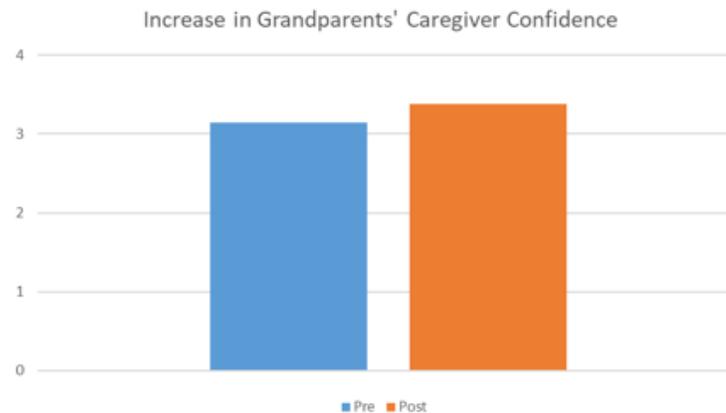
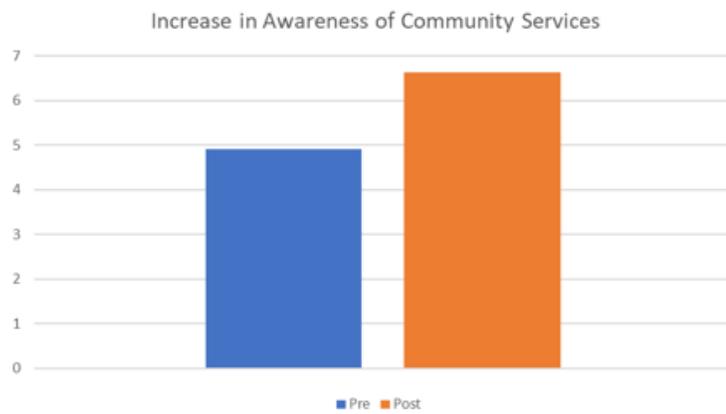
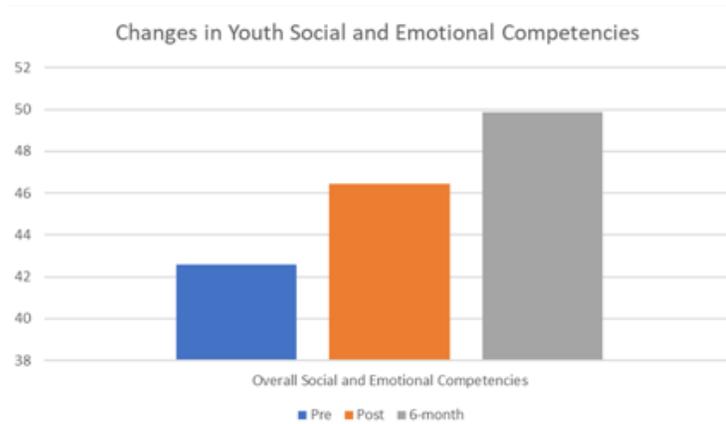
Sustainability Statement: The 4-H SNAC program is building on and establishing new partners and connections within the program communities. Program sustainability is embedded in these partnerships, staff and volunteer training, and the benefits youth receive as program participants. For the next reporting year, we plan to have five running 4-H SNAC clubs. Elementary students will have the opportunity to host Harvest of the Month programming and peer-to-peer direct education with students in their school. Middle school students will have the opportunity to host Harvest of the Month programming and peer-to-peer direct education with their school as well as with the local Boys and Girls Club, an after-school program for youth in pre-K through middle school. Staff and volunteers will continue to engage in online trainings, adjust teaching content, and expand curricula as needed. A review of the effectiveness of materials and educational strategies will be conducted alongside data collection on outcomes and impacts.

GRANDcares Program

COLORADO & HAWAII - Colorado State University University & University of Hawaii at Manoa

USDA Strategic Goal 1

CYFAR Common Measure: Parenting



Program Report: This project includes the development of GRANDcares, a systems-based intervention for vulnerable grandparent-headed families. The three-part intervention is based on family resilience theory and focuses on strengthening self-care and parenting skills in custodial grandparents, developing communication and leadership skills in grandchildren, and increasing the ability of service providers to meet grandfamilies' needs. GRANDcares's long-term goal is to create an effective, evidence-based intervention to improve quality of life for custodial grandparents and their grandchildren. This was our fifth and final year, and we found through our programming that we increased grandparents' self-efficacy as caregivers to grandchildren, increased their quality of life, and decreased depressive symptoms. The resiliency of grandchildren participants was trending toward improving as a result of our programming efforts.

Lessons Learned: There are a number of lessons learned from implementing our CYFAR program. First, we learned that the grandfamilies in Colorado and Hawaii have different needs. For example, our Hawaiian grandfamilies often reflect that their needs are focused on basic needs (i.e., food, clothing, housing, etc.) while in Colorado these needs are often met. Thus, we found that we were successful in recruiting more grandfamilies from Colorado to participate given where they were on Maslow's hierarchy of needs. A second lesson learned is a number of creative ways to recruit

grandfamilies, which we were able to share during our presentation at the CYFAR 2019 Annual Event.

Sustainability Statement: We have a number of community partners interested in taking on the delivery and management of the GRANDcares intervention. Our partners were particularly interested in the grandparent program as our outcomes indicated significant improvement. In 2019, we discussed plans with

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It has been a pleasure to watch this [program] grow. As a grandparent raising my grandchild I truly wish this would have been there when I first took on my grandchild 13 years ago. I am thankful that it did finally come along. The many families that I know have taken the class have had such a rewarding experience. An intervention that I was not able to have early on, so I know the difference having the Powerful Tools for Caregivers—Grandfamilies has made a difference for the families I serve today.

- Participant turned Community Partner

”

key stakeholders to implement the grandparent program after our CYFAR funding ends and with hopes that the grandchild youth club would be a second addition. Findings from our evaluation for the grandparent program is promising, and those from the grandchildren programming are trending in the right direction. Thus, we are working on a proposal to the National Institutes of Health for further testing with a control group. It is our hope that with continued funding to further test this program, it will lead to securing evidence-based status and thus greater likelihood that it will be implemented by community and state agencies in the future.

Outcomes: In addition to strengthening service providers’ knowledge of grandfamilies and increasing community capacity to support the needs of custodial grandparents, youth participating in GRANDcares increased their confidence and leadership skills, and grandparents enhanced their self-care practices and health and wellness.

Food for a Long Life: A Community-Based Intergenerational Project

OHIO & VIRGINIA - Ohio State University & Virginia Polytechnic Institute and State University

USDA Strategic Goal 1

CYFAR Common Measure: Nutrition

Program Report: Food for a Long Life (FFLL) uses a community-based participatory action research (CBPAR) approach to improve knowledge about, access to, and eating of healthy food in families with young children living on the near east side of Columbus, Ohio, and Lynchburg, Virginia. Two childcare centers in each state and partners dedicated to elder well-being and healthy food access initiatives joined with FFLL staff to identify community needs and resources related to healthy food. To support sustainability, we concentrated on partnerships with local organizations to pilot new initiatives in Year 4: a Food Satellite in Ohio and new SNAP-Ed-approved curriculum in Virginia. With this pilot experience, we shift to a mentoring partner role in Year 5 so that site staff and community partners have the training, resources, and experience to sustain programming beyond the grant period.

Lessons Learned: Responding to feedback from partners has resulted in more effective programming. At both VA sites, issues of group size and consistency needed to be addressed with the partners serving older adults. They were responsive, allowing smaller, consistent groups of older adult participants to work with the children. Site staff turned out to be a secondary audience that may be experiencing food insecurity themselves. We aimed to better incorporate staff in nutrition education and access programming to support their health and investment in FFLL. Collaborations with local organizations can change with time. One organization in Ohio, which sent a representative to planning year meetings but discontinued participation in Year 2, became the key partner of the Ohio Year 4 Food Satellite initiative and will be central to program sustainability. In Virginia, a new Virginia Cooperative Extension partner from the Master Food Volunteer program joined the Discovery Council meeting in September 2019, opening up new opportunities to sustain FFLL programming. Engaging in the iterative process of CBPAR and communicating project updates with local organizations yields flexibility to incorporate new partners across project duration.

Sustainability Statement: To prepare for sustainability of We Inspire Smart Eating (WISE) programming in Virginia, partners will coordinate WISE facilitator training for site teachers, and FFLL facilitators will work with these teachers and administrators to cocreate a mentoring plan, transitioning from facilitators to coaches and working with site staff to plan nutrition and intergenerational programming. In Ohio, Food Satellite programming will be sustained as team members develop a manual including role descriptions, schematics for set-up and flow of order pick-up, monthly calendar, schedule for order delivery and pick-up days, evaluation tools, and resources to share with families related to healthy food access and nutrition education. The equipment and procedures can be transferred to a different site if needed.

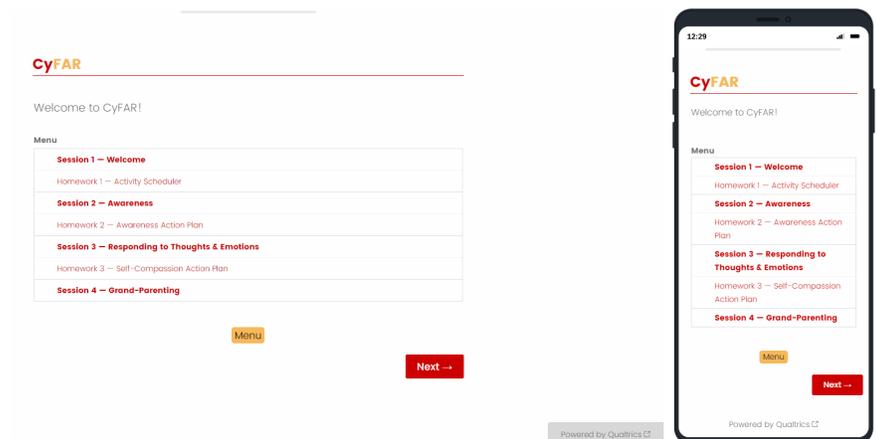
Acceptance Commitment Therapy Program for Custodial Grandchildren and Custodial Grandparents

IOWA - Iowa State University

USDA Strategic Goal 4

CYFAR Common Measure: Parenting & Technology

Program Report: Currently, more than three million custodial grandparents are providing care for their grandchildren without the presence of birth parents in the United States. Due to the exposure to earlier adversity, custodial grandchildren often exhibit emotional and behavioral difficulties at home and at school. Custodial grandparents also experience depression and anxiety from the stress of childcare and face health challenges due to aging. Despite their needs and challenges, both groups are underserved with little access to social and technical resources. To address these issues, this project proposes to improve positive developmental and mental health outcomes for both custodial grandchildren and custodial grandparents with an evidence-based program based on the acceptance and commitment therapy (ACT) model, which has been shown to be effective at addressing emotional problems and health behaviors in teens and older adults. Given the emotional vulnerabilities and higher prevalence of mental health issues emerging in adolescents, we will target adolescent custodial grandchildren (middle school aged). Delivery of the program will utilize both online and in-person platforms. A rigorous program evaluation will be implemented with mobile devices. Various types of 4-H activities will be introduced and incorporated into the ACT program. This project strives to improve custodial grandparents and grandchildren's emotional regulation, self-efficacy, decision-making skills, and prosocial attitudes while encouraging the behavior change necessary to lead fulfilling and contributing lives.



Program Report: Currently, more than three million custodial grandparents are providing care for their grandchildren without the presence of birth parents in the United States. Due to the exposure to earlier adversity, custodial grandchildren often exhibit emotional and behavioral difficulties at home and at school. Custodial grandparents also experience depression and anxiety from the stress of childcare and face health challenges due to aging. Despite their needs and challenges, both groups are underserved with little access to social and technical resources. To address these issues, this project proposes to improve positive developmental and mental health outcomes for both custodial grandchildren and custodial grandparents with an evidence-based program based on the acceptance and commitment therapy (ACT) model, which has been shown to be effective at addressing emotional problems and health behaviors in teens and older adults. Given the emotional vulnerabilities and higher prevalence of mental health issues emerging in adolescents, we will target adolescent custodial grandchildren (middle school aged). Delivery of the program will utilize both online and in-person platforms. A rigorous program evaluation will be implemented with mobile devices. Various types of 4-H activities will be introduced and incorporated into the ACT program. This project strives to improve custodial grandparents and grandchildren's emotional regulation, self-efficacy, decision-making skills, and prosocial attitudes while encouraging the behavior change necessary to lead fulfilling and contributing lives.

Lessons Learned: We have not implemented our CYFAR program. The program will be pilot tested with older adults and school-age children for usability. Actual implementation will occur in the spring of 2021.

Sustainability Statement: During the reported period, the project team met with local advisory committee members bimonthly and discussed the logistics of the program. We have also started discussing several sustainability options for after the funding period.

Southside Simple Suppers Scale-Up (S4): Expansion of a Validated Family Meals Program for At-Risk Children and Youth

OHIO - Ohio State University

USDA Strategic Goal 4

CYFAR Common Measure: Nutrition

Program Report: Year 2 of the Southside Simple Suppers Scale-Up (S4) was dedicated primarily to initiating the scale-up of the Simple Suppers program across the three Head Start sites: Southside, Watkins, and Moler. We transitioned from offering the program on a monthly basis during the school year at the Southside site, to offering the program on a weekly basis for 8 weeks each during the school year at all three sites. Specifically, at the Southside site where Year 1 piloting occurred, we offered the 8-week program three times during the year: fall, winter, and spring. At the Watkins and Moler sites, we offered the 8-week program once, in the fall at Watkins and in the spring at Moler. To date, average weekly attendance across the three sites is 32 individuals, or approximately 10 families per program. Pre- and postprogram evaluations have occurred in coordination with all programming delivered thus far. In addition, process evaluations occurred concurrently with all programming to date, including fidelity via a program specific checklist and videotaping.

“ You guys gave me the tools; all I have to do is implement them, and it can make my life easier. ” - Program Participant

Lessons Learned: In postprogram focus groups, we received feedback from parents and caregivers that many would like increased variety in the meals prepared (for example, less corn). In addition, based on program fidelity sheets, we noticed that oftentimes the last portion of the adult education was not covered (i.e., planning a family meal for the upcoming week). To help overcome this problem, we have revised the curriculum to better highlight for educators the key lesson goals.



Sustainability Statement: Program sustainability has been woven into all aspects of the project. For example, collaboration is at the heart of our project. To this end, Columbus Urban League Head Start, whose responsibility it is to empower racial minorities and disenfranchised groups through economic, educational, and social progress, is our primary partner. In addition, each investigator has a deep and culturally sensitive understanding of our target community and their needs because of our past individual and collective work. We will rely on an existing statewide staffing structure in program delivery: extension. We will also solicit critical feedback from extension and Head Start staff in pilot testing and program implementation. Finally, our intervention has been designed with broad applicability, meaning our approach can be applied to any Head Start site, which has direct implications for future regional and national scale-up.

Youth Civic Engagement

NEBRASKA - University of Nebraska - Lincoln

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development

Program Report: Youth Civic Engagement is an engaging and innovative learning program, including online simulations and design thinking, that will provide civics, entrepreneurship, and leadership education to at-risk youth in two of the highest poverty communities with large racial and ethnic minority populations in Nebraska. This project incorporates two evidence-based curricula adapted for use in a 20-hour summer camp: iCivics, which uses online gaming simulations to promote citizenship and civic engagement, and Lean LaunchPad®, an experiential learning tool to improve problem-solving skills. Year 1 was primarily focused on planning. To establish a collaborative team across the state, we hired graduate research assistants and provided them orientation and trainings, recruited advisory board members, and held both internal and external meetings. The team conducted critical reviews on existing youth civics programs such as iEngagement from Baylor University and We the People from Nebraska Extension. Additionally, we examined curriculum components and learning activities embedded in iCivics and Lean LaunchPad®. Adapting from these aforementioned curricula, we were able to develop a tentative youth camp program model, Nebraska Youth Civic Engagement Summer Camp: Version 1.0. We developed a mixed-method evaluation plan, including an interview questionnaire and quantitative instruments using CYFAR common measures.

Lessons Learned: The major change in Year 1 was that our team chose to focus more on planning and building relationships than implementing a pilot program. Although our initial proposal included

pilot testing in Year 1, we will invest more time and effort in carefully designing the program and establishing trust relationships within and among our project team, extension sites, local schools, and community partners.

Sustainability Statement: Youth leadership, civic engagement, and community development are program foci within Nebraska Extension, and reaching diverse and underserved audiences has been identified as a priority. Thus, the proposed program can be seamlessly integrated into Nebraska Extension 4-H programming after the grant period via multiple learning platforms, such as face-to-face classroom settings, 4-H clubs, and online education modules. With committed statewide and national partners (e.g., Beyond School Bells, eXtension, Nebraska 4-H), sustainability and scaling are highly feasible. Components of the program, such as iCivics and Lean LaunchPad®, were chosen because of strong evidence for their effects and because they are available online at no cost. Thus, after completing program orientation and staff training that our team provides, local community partners will be able to implement the program with minimal resources. The comprehensive evaluation will be used to demonstrate program effectiveness and evidence will position the team to obtain additional federal and foundation funds to scale up the program across the state or to neighboring locales. The team will focus on building leadership among community partners and strengthening collaboration to create environments for project sustainability at the onset.

Helping Youth PROSPER and Avoid Opioid Misuse in Virginia

VIRGINIA - Virginia State University

USDA Strategic Goal 1

CYFAR Common Measure: Workforce Preparation

Program Report: PROSPER (PROmoting School-Community-University Partnerships to Enhance Resilience) has the potential to stem the tide of opioid and other substance related challenges in communities by reaching youth at a pivotal stage. Specifically, this project provides prevention education for adolescents at a vulnerable stage in their development, middle school, in order to equip children and their families with the skills and support required to make healthy decisions about drugs. PROSPER includes a school-based program for seventh graders, a program for families to participate in together, and a community team to guide and support the effort. PROSPER is implemented in four Virginia communities. This community engagement system uses evidence-based programs with middle schoolers (ages 11-13) and their families. It has been proven effective with increased positive outcomes for high-risk populations. Programs delivered using PROSPER

“*Life is hard, but no matter what, someone will always love you.*”
- Program Participant

build youth assets, such as problem-solving and decision-making, workforce readiness, and positive parent-adolescent relationships, and reduce problem behaviors, such as alcohol and drug use, including opioid misuse, and delinquent activity. PROSPER further supports the sustained delivery of evidence-based programs in a way that maximizes the resources of extension and partner organizations.

Lessons Learned: We have learned that it is critical that your PROSPER team leaders are well-informed about the project goals and are well-connected within the communities. We have also learned the value of being nimble and responsive to unique community needs.

Sustainability Statement: We have embedded sustainability planning into the agendas of each local team meeting and hold it as a standing agenda item on the full-project staff twice monthly meetings. We are strategically forming partnerships that have potential to continue programming at the end of the grant cycle.

Clemson-South Carolina State Sustainable Community Project

SOUTH CAROLINA - Clemson University & South Carolina State University

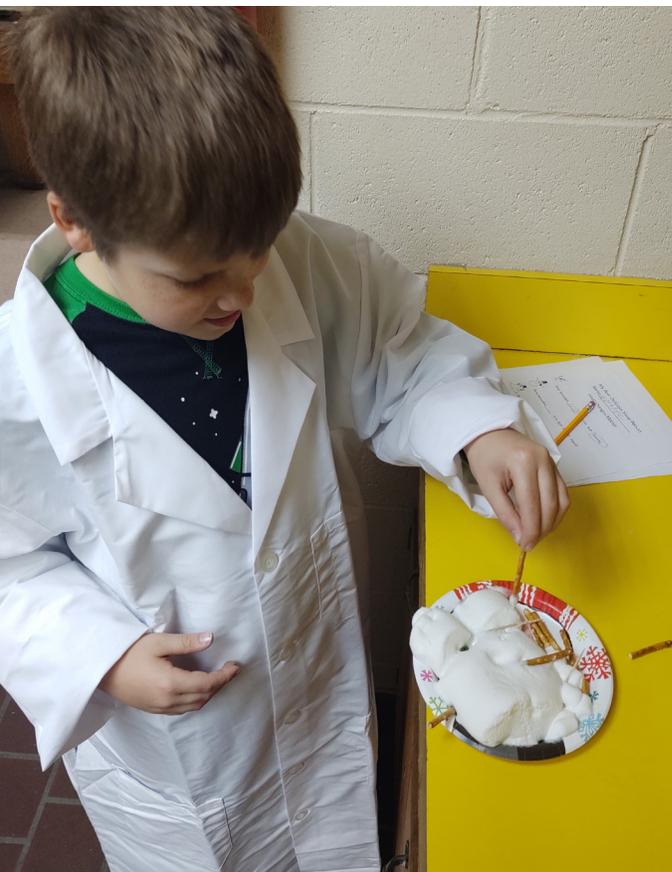
USDA Strategic Goal 4

CYFAR Common Measure: Science & Technology

Program Report: Clemson-South Carolina State Sustainable Community Project aims to provide children in grades three through eight with quality after-school programming centered around science, technology, engineering, arts, and mathematics (STEAM) activities. In the course of the reporting year, the initiative served over 80 at-risk youth in four communities across rural South Carolina. Activities included in-person meetings up to two times a week with trained staff members. Additional events, such as the launch of the program, and guest speakers from various industries, outside of regularly scheduled curriculum helped keep students engaged and facilitated further discussion of the versatility of STEAM-oriented careers. Efforts were made to keep staff at each site engaged, and several group meetings throughout the year enabled the exchange of ideas, sharing of common challenges, and brainstorming of solutions.



Lessons Learned: Although the curriculum implemented worked for all four of our sites, there had to be enough flexibility within the curriculum to meet each site where they were. For example, a couple of our sites had elementary-age youth, whereas our other sites served middle school youth. Due to this, we had to add extra components to activities to make sure that older youth were challenged. Changes in sites also emphasized the importance of flexibility within our curriculum and programming as we had to address unanticipated challenges related to turnover of staff responsible for program implementation. Lastly, our sites had changes within their own programming. For example, one site relocated and hired a new director, which delayed our program implementation at the site. We learned to work with sites and work around their changes while implementing our STEAM program.



Sustainability Statement: Meetings with community partners and leadership teams at universities and participating sites continued to be held to plan for sustaining the program beyond the funding period. Specific components of the sustainability plan include volunteers to teach the STEAM curriculum, utilizing students at nearby colleges and universities to carry out a portion of the curriculum, and identifying potential community donors to replace STEAM supplies used in the curriculum. Additionally, ways that 4-H and extension from both universities might be integrated into the overall approach of the Boys and Girls Clubs were discussed. This is still a work in progress.

The United We Can: African American Youth Entrepreneurship Program

OKLAHOMA - Oklahoma State University

USDA Strategic Goal 4

CYFAR Common Measure: Parenting & Workforce Preparation

Program Report: The United We Can! program is a research-based program focused on African American middle school youth and their families. The program employs a family-based positive youth development approach to help youth do better in school, avoid risky behaviors such as drug use and teen pregnancy, and reduce the chronic stress that leads to long-term physical and emotional problems. The program accomplishes these goals by (a) helping parents learn how to be more involved in their child's schooling; (b) promoting the growth of social and emotional learning skills, such as problem-solving, critical thinking, perseverance, and goal setting; (c) fostering positive peer relationships and sense of belonging; and (d) cultivating hope for a positive future self. To date we have worked with 39 youth and their families.

Lessons Learned: Working with an African American population requires a very different

approach compared to working with a Hispanic population. African American parents in North Tulsa give much more responsibility to their children for engaging with schools and with after-school activities, such as the programming we are offering. When schools were in session, we were able to meet with students and engage them in programming. Once students were engaged, we began working with parents to engage them. We believe that partnering with established community partners will lead to greater success working with parents and students.

Sustainability Statement: We are partnering with established community partners who align with our work.



4-H UNITY

NEW YORK - Cornell University

USDA Strategic Goal 1

CYFAR Common Measure: Leadership Development & Workforce Preparation

Program Report: 4-H UNITY (Urban Neighborhoods Improved Through Youth) combines 4-H youth development, civic engagement, nutrition, and parent education to ensure teens ages 14-18 years demonstrate the knowledge, skills, attitudes, and behaviors necessary for fulfilling, contributing lives and promotes healthy lifestyles among teens and their parents or guardians. 4-H UNITY's program model, 5-year plan, and curricula are grounded in positive youth development research and the ecological principles of working within the context of family and community. Participants meet weekly after school and complete summer employment experiences. Each of the two counties serve two cohorts of 12-15 teens for 2 years and then repeat the 2-year model with new groups of youth and community partners. The UNITY teen leaders will demonstrate improved leadership and workforce development skills as their community projects, job shadowing, and internships provide opportunities for real-world skill application. They will gain the skills needed to prepare for college, careers, and being engaged community members. UNITY will establish a strong foundation for long-term sustainability by partnering with local government leaders, businesses, and community organizations in ongoing community projects to ensure UNITY's continuation.



Lessons Learned: We continue to apply lessons learned from our successfully sustained CYFAR projects in New York, applying these strategies and approaches to ensure 4-H UNITY's ongoing and future success.

Sustainability Statement: Sustainability is an integral focus of UNITY, beginning with the intentional selection of community partners and implementation of focused plans for the partners' professional development. UNITY's 5-year program plan describes the steps that will be taken to achieve sustainability beginning with the memoranda of understanding and continuing with the involvement of community partners in implementing UNITY's sustainability plan—from the beginning of the project. By focusing on sustainability and developing

“ *The ASPIRA students in UNITY Rochester had a wonderful academic school year. The youth were exposed to new opportunities and faced challenges that helped them grow this past year. Special thanks to our partners at Cornell Cooperative Extension of Monroe County. Your contributions have made our partnership a success! I am so grateful for the relationships we have developed. Thank you for all you do for the youth in Rochester and Monroe Counties.* ”

- Community Partner

intentional partnerships with local organizations, government, and business leaders, we fully anticipate that UNITY in Endicott and Rochester will be sustained. In addition, we believe that this comprehensive, multilevel approach to sustainability will elevate project effectiveness, establish professionalism among UNITY teen leaders, and enhance both their career aspirations and a sense of community connectedness.

Wisconsin Sustainable Communities: The Growing Connections Program

WISCONSIN - University of Wisconsin

USDA Strategic Goal 4

CYFAR Common Measure: Leadership Development

Program Report: The Growing Connections Program is built on youth participation in three intersecting and multilevel educational approaches: youth-led gardening education and food production, youth leadership development focused on action planning and community leadership, and youth-centered exploration of workforce pathways at the community and individual levels. During the summer months, youth participants will engage in an

“*While a delay in funding disrupted the actualization of this process [implementation of the grant] initially, the conversations with partners and young people continued, and an opportunity to utilize the site for education, career pathway exploration, and a true youth-driven community development project remains.*

- Community Partner

intensive developmental experience at the program’s hub, the Connections Garden at Kohl Farm. They will then apply their skills and leverage their new relationships in two communities, each centered on grassroots organizations. Growing

Connections works with youth in Milwaukee neighborhoods isolated by poverty and racial segregation and those in the juvenile justice system, who have fewer in-school and out-of-school opportunities for consistent, positive developmental experiences and relationships and face significant opportunity gaps to developing the essential skills needed to become productive adults.

During educational sessions, extension educators implement proven educational approaches from gardening education, community place-making and design, and workforce development. Organizational partners foster deep connections with youth and provide neighborhood assets in two of Milwaukee’s most challenged neighborhoods. Youth bring their perspectives to developing the Connections Garden as a community cultural and food production space, to leading neighborhood action projects, and to exploring available community pathways to adult roles from their own points of view.

Lessons Learned: A delay in funding was our primary challenge in implementing our CYFAR program in Year 1. We were not able to hire the program coordinators who would have been primarily responsible for participant recruitment and retention and whose input is critical to program development and implementation. Prior to receiving funding, extension and the community sites had the opportunity to navigate the challenges inherent in partnerships, such as understanding our unique human resource and programmatic needs and requirements, building synergy amongst the team, and developing a strategy for participant recruitment that best fit their organizations' distinct youth programs and needs. Additionally, the Division of Extension recently merged with the University of Wisconsin-Madison, which required program staff and partners to navigate and adapt to new processes and timelines for all financial and reporting aspects of the grant.

Sustainability Statement: The University of Wisconsin-Division of Extension in Milwaukee County is actively developing partnerships doing similar and/or complementary work in the community with the goal of collaboration, diversifying programming and funding sources, and creating a long-term plan for continuous programmatic opportunities for program participants as they learn and grow. We are beginning to have introductory conversations with local funders, which will allow us to assess interest and shared values and develop a realistic sustainability plan beyond the term of the grant.



Growing U

TEXAS - Texas A&M University and Prairie View A&M University

USDA Strategic Goal 4

CYFAR Common Measure: Nutrition

Program Report: The Growing U project targets the CFYAR goals of reducing childhood obesity and helping low-income, school-age youth fulfill contributing lives by increasing their skills in nutrition, gardening, and physical fitness and increasing the number of low-income youth in 4-H clubs. Youth will learn from the evidence-based Learn, Grow, Eat, & Go! (LGEG), Junior Master Gardener, and Walk Across Texas (WAT) curriculums. Each year, a cohort of 210 children (35 at each of the six sites) will participate in a 4-H club with volunteers and staff to support them. Parent volunteers will assume the club leader responsibilities and transition each cohort to a community club supported by the 4-H agent. This will result in 1,050 youth receiving a long-term 4-H experience. Youth will then have the opportunity to return to the program the following school year to be trained as youth leaders to help younger participants through the program. Families will learn gardening and nutrition skills with their youth through the parent component of the LGEG curriculum. This creates a community-level factor that will help youth with their long-term health decisions. Scientific journal articles show LGEG's validity in reducing obesity and increasing youth knowledge, vegetable preferences, vegetable consumption, and healthy food availability at home, and WAT has over 14 years of documented success in improving wellness and physical activity among adults and kids statewide. Texas A&M AgriLife Extension Service will partner with Prairie View A&M Cooperative Extension to serve more youth and combine expertise in serving at-risk youth.



Lessons Learned: The lesson we learned from implementing the CYFAR program is the importance of educating youth about health and nutrition at a young age. Many of this site's students never had the opportunity to learn about gardening and how beneficial it is to keep our bodies strong and healthy. An additional lesson learned was patience. This program is still new to the school and community. Youth and their parents and guardians love being part of it, and taking the time to be part of their community to be trusted with the program and welcomed is important.

Sustainability Statement: Sustainability will be achieved by training parents as 4-H club leaders and creating community clubs for each cohort for each site to move to, utilizing grow boxes beyond the grant, and bringing youth back after they have completed the program to be youth leaders. Leaders will be paired with an experienced 4-H club leader, who will serve as a mentor. The schools and community center will allow clubs to use the temporary grow boxes in the summer as they work to create their own by the next fall. After the grant ends, schools can turn the materials used to build the grow boxes into school gardens or community gardens. This will allow youth to continue their learning and the community to continue to be involved in the health and wellness of their children. Resources will be made available for parents, including LGEG and JMG recipes, newsletters about fitness, and instructions on how to start a garden at home. The curriculum is geared toward improving nutrition and building a healthier lifestyle; after the foundation has been built, families will continuously benefit from the program in their own lives.

SCP to Promote Early Language and Literacy Development in Native Communities

ARIZONA - Arizona State University

USDA Strategic Goal 4

Program Report: This project is a comprehensive, community-based, and sustainable program to promote young children's early literacy in two rural American Indian communities in Arizona. These two communities are the Navajo Nation communities near Sanders (Nahata'Dziil, Wide Ruins, Pine Springs, and Houck Chapters) and the communities of the San Carlos Apache tribal lands. We are using research-based components and coordinated culturally responsive programming to increase the amount of time caregivers spend reading with young children, improve the quality of shared book reading interactions, and increase the use of nonbook reading activities that promote early literacy. We will also provide professional development to community members in order to enhance community capacity to sustain high-quality, culturally responsive early literacy programming. During the 3 months of our grant period that are covered by this report, we began convening community advisory boards in both communities. These advisory boards are important for ensuring our program addresses community-identified needs in a culturally responsive way and for sustaining the project beyond the 5 years of CYFAR funding.

Sustainability Statement: We are using several strategies to sustain this program beyond the 5 years of CYFAR funding. Community advisory boards have been convened to enhance preexisting partnerships within the community sites and guide our development of a culturally responsive program that addresses community-identified needs. We will provide board members with professional development in needs assessment, evaluation, grant writing, and technology in order to enhance community capacity for providing high-quality early literacy programming. Additionally, the culturally responsive program materials that we create will be freely available online so they can be widely used even after the funding period. We will also continually identify program champions, regularly update them on program activities and encourage them to promote the program within their networks. Finally, we are working with the community advisory boards to explore opportunities to integrate our materials into existing programs.

¡Unidos Se Puede!

OKLAHOMA - Oklahoma State University

USDA Strategic Goal 1

CYFAR Common Measure: Workforce Preparation

Program Report: The ¡Unidos Se Puede! program is a research-based program focused on Hispanic immigrant middle school youth and their families. The Unidos program employs a family-based positive youth development approach to help youth do better in school, avoid risky behaviors such as drug use and teen pregnancy, and reduce

“ *I was going to be like the rest of my family: my dad, my brother, my grandma—they all dropped out. I was going to do the same thing, but the Unidos program helped me out, and now I want to go to college.* ”
- Program Participant

the chronic stress that leads to long-term physical and emotional problems. The program accomplishes these goals by (a) helping parents learn how to be more involved in their child’s schooling; (b) promoting the growth of social

and emotional learning skills, such as problem-solving, critical thinking, perseverance, and goal setting; (c) fostering positive peer relationships and sense of belonging; and (d) cultivating hope for a positive future self. A rigorous program evaluation has shown that youth in Unidos decrease chronic absenteeism, increase their GPAs, and initiate drug and alcohol use at significantly lower rates than a comparison group. Additionally, parents are more engaged in their child’s schooling as demonstrated by 95% parental attendance to parent-teacher conferences. Over the past 6 years the program has grown to include cover five Tulsa middle schools and has served over 500 families.

Sustainability Statement: The ¡Unidos Se Puede! program is working to develop sustainability in several ways: (a) by creating a value added program for our primary partner, Tulsa Public Schools, such that they allocate funding to support ongoing efforts; (b) by working with community partners to garner their support; and (c) by developing an active and effective community advisory board that works to sustain the program after grant funding has ceased.



Expanding 4-H to Urban Latino/a Audiences

MISSOURI - Arizona State University

USDA Strategic Goal 4

CYFAR Common Measure: Nutrition

Program Report: Missouri 4-H continues to expand program offerings to meet the interest and needs of our youth and communities. Expanding 4-H to Urban Latino/a Audiences will start in two community sites in Kansas City and be expanded to additional communities throughout Missouri. The project will increase healthy behaviors and educational aspirations for Latino/a school-age youth, ages 10-13, and their families. In both communities, the program efforts were driven by the planning and community organizational goals of the program implementation, professional development of the CYFAR team, and formation of the Partnership Advisory Group (PAG). In the interest of gaining further programming in the area of healthy living, two individuals serving as site director and 4-H associate attended the US Soccer Foundation's professional development conference and received certification as local trainers of Soccer for Success. Efforts to connect and engage within the community were managed with the 4-H associate through formal routes with the schools and a memorandum of understanding between the University of Missouri and the selected program location, Independence School District. Marketing items and recruitment flyers were created and made available to the community.

Lessons Learned: Program quality has strong relationships to community engagement. Youth and families within the selected target audience of the grant are within a residential community and public school. They do have multiple other opportunities for engagement outside of their communities, resulting in multiple families choosing to leave their communities for family engagement activities. The families often do not attend the same supporting agencies, such as faith organizations or community centers. During this reporting time, there was a trusted community partner who made some programmatic choices resulting in mistrust within the community. The University of Missouri Extension's approach was to remain neutral during this time.

Sustainability Statement: We are sustaining the efforts of Expanding 4-H to Urban Latino/a Audiences through coleadership of faculty and administrators from multiple departments: 4-H Youth Development, Nutrition and Exercise Physiology, and with Community Development. Program fundamentals are sustained through understanding the serviced community through engagement of the PAG. The evaluation tools were developed to show the demonstrated program results and impacts. An introductory professional development session for Soccer for Success was offered in October 2019 to University of Missouri Extension 4-H program staff and faculty. Plans were secured for the required Soccer for Success 7-hour training for program growth and engagement with team members with a particular program focus and professional interest in underserved youth.

Seed to Bloom (StB) 4-H STEAM Sustainable Community Project

OHIO - Central State University

USDA Strategic Goal 1

Program Report: The Seed to Bloom (StB) project goal is to provide 4-H after-school experience in positive youth development to underserved and at-risk youth living in urban (inner-cities) and rural communities. The program offers experiential learning activities in science, technology, engineering, agriculture, and mathematics (STEAM) and healthy living and community and civic engagement education to be functional, responsible citizens and caring adults. The project objectives include (a) creating and developing a strong community partnership that fosters positive youth development based on the needs and strengths of youth, their families, and their communities; (b) encouraging youth to improve their dietary habits, nutrition, health and wellness, and physical activities; (c) gaining access to healthier foods through hands-on activities in gardening and healthy food preparation. The project outcomes include enhanced community partnership and relationships, improved nutrition, and healthy living activities. By bringing together community partners to teach and learn about nutrition, health and wellness, and youth development into a program with families using fun activities, the project addresses society's need for stronger families, healthier communities, and youth prepared for the future. Partnerships were developed between two community sites: The Cleveland Metropolitan School District (CMSD) in Cleveland, Ohio, and Gabriel's Place in Cincinnati, Ohio. These partnerships provided resources to leverage programming while engaging stakeholders to implement the project. Students completed lessons in nutrition and wellness, physical activities, and mindfulness exercises. Using the hydroponics concept, students were introduced to the tower garden. They planted seeds in the tower garden to study how plants grow without soil, researched hydroponic and aeroponic technology, applied math skills to create charts and graphs on plant growth over time, and compared vegetables grown in soil with those grown in the aeroponics system.

Lessons Learned: Developing partnership takes time and should be approached with tact. A few recommendations include (a) review the strategic plan regularly and incorporate potential partnership as one of targeted goals, (b) develop standard operating procedures with partners and update them annually or biannually, and (c) have legal counsel review all memoranda of understanding to ensure all parties comprehend their contents before signing.

Sustainability Statement: The project has reached out to potential community partners such as nonprofits, after-school agencies, and faith-based groups to buy in to the project model for joint programming to accomplish the project goal and objectives. Through a memorandum of understanding between Central State University Extension, the project has developed partnerships with the CMSD in Cleveland, Ohio, and Gabriel's Place in Cincinnati, Ohio. Both community partners have provided office spaces for a program assistant to be hired to facilitate and ensure efficient and effective program implementation. Additional partnership is underway at the Greene County project site where programming will continue at the Xenia public schools, faith-based organizations, and after-school agencies. The project is pilot testing programs for future expansion into communities located in the Dayton Public and Private Schools System to serve youth and families.

Juntos Idaho

IDAHO - University of Idaho

USDA Strategic Goal 4

CYFAR Common Measure: Workforce Preparation

Program Report: The University of Idaho's Sustainable Community Project (UISCP) works with middle and high school Latino students and parents in a robust club program, to improve academic success, increase college- and career-awareness, and offer enriching skill building activities. The UISCP is using the Juntos 4-H program model developed by North Carolina State University (NCSU) Extension. Two central Idaho sites, Blaine and Twin Falls Counties, are served. The site educators attended the annual Idaho Hispanic Youth Summit in Twin Falls, and they completed Coming Together for Racial Understanding cultural competency training. Staff also received a 3-day NCSU Juntos 4-H curriculum training. This training covered four Juntos components: (a) teen-parent workshops, (b) 4-H clubs and community activities, (c) one-on-one success coaching, and (d) campus visits introducing academic and career pathways. Program evaluation review included the CYFAR common measures, Juntos parent-youth surveys, workforce preparation, and 4-H common measures of college/career readiness. The 28 participants included community educators and stakeholders. The Jerome County 4-H coordinator and two parents presented their experiences and successful implementation of Jerome County Juntos 4-H. A site visit to the Jerome High School Juntos 4-H program was included with presentations given by Juntos 4-H students.

Lessons Learned: Monthly Zoom meetings were held to connect the project director and staff at the Blaine, Twin Falls, and Jerome

Counties Juntos 4-H programs for site reports and updates and to monitor progress in managing the day-to-day project operations in the Year 1 planning phase. County site coordinator bilingual/bicultural position descriptions were developed and posted for recruitment (.5 FTE in Blaine and 1 FTE in Twin Falls). The hiring process is proving to be lengthy in order to comply with all state, federal, and university requirements.

Sustainability Statement: Blaine County and Twin Falls County Extension site directors are working with community members to develop and strengthen partnerships: Blaine County school district and I Have a Dream Foundation, Idaho Commission on Hispanic Affairs (ICHA), College of Southern Idaho (CSI) faculty, and Twin Falls school district personnel. A sustainability panel discussion held at Jerome High School called Why Juntos was well attended and received by Blaine and Twin Falls community partners during the NCSU/UI Juntos 4-H curriculum training. The six-member panel included an ICHA resource development specialist, the Jerome Middle School principal, a member of the Jerome High School administration, the Jerome High School counselor, a CSI professor, a Spanish/Bilingual Education/ICHA regional representative, the CSI director, and the Jerome and Gooding Centers & Hispanic Community.

The Juntos Sustainable Community Project

NORTH CAROLINA & IDAHO - North Carolina State University & University of Idaho

USDA Strategic Goal 1

CYFAR Common Measure: Wokrforce Preparation

Program Report: The mission of the Juntos Program is to help Latino students achieve high school graduation and attend higher education. This is done via four components: family engagement, one-on-one success coaching, after-school 4-H clubs, and summer academy. The program goals are to (a) increase family engagement that leads to students' educational success; (b) increase sense of belonging among Latino students and their families in their schools and communities; (c) increase Latino student success by improving student attendance, grades, and graduation rates; and (d) increase the percent of Latino students attending higher education. During 2018-



2019, over 300 Latino students participated in Juntos across six counties in North Carolina and one in the state of Idaho. A total of four counties were funded via the CYFAR grant, which served 155 youth and their families. The program made significant impacts in North Carolina; 78% of students reported Juntos helped them to improve their grades, 79% improved their school attendance, 95% reported Juntos helped motivate them to graduate high school, and 77% reported Juntos helped them feel confident they will go to college. Additionally, 84% reported that Juntos helped them to feel like they belong in school, and 91% participated in community service. Lastly, 100% of high school seniors who participated in Juntos in North Carolina graduated from high school, and 59% of them are attending a higher education institution.



Lessons Learned: Sustainability continues to be the area within local sites that needs to advance. Each CYFAR site has different partnerships at different levels, and we would like to see more uniform collaboration through the Juntos 4-H counties. Juntos leadership continues to challenge and work with the K-12 and community college

“ *The most important thing that I learned by being involved in Juntos 4-H is to take a lot of responsibilities after graduating high school, to go to the University that is right for me to complete my goal into the career I want to become in the future, and that I will go through tough obstacles but that it will be okay because I am prepared.* ”
 - Program Participant

systems to evaluate how sustaining efforts for Juntos leads to meeting their own strategic goals. Due to a lack of high school and superintendent engagement at one of North Carolina’s

sites, we are strongly considering switching sites. The considered new site already has the partners in place to lead a strong program. In one county, the school district not served by Juntos has been implementing two components of the program with no funding. Leadership within the superintendent’s office has proven that they could benefit from some sustainability funds. In February, a 1-day, all-staff training was held, where STEM and other activities were modeled with 4-H curriculum training and kits. These trainings improve club quality for our participants. Juntos leadership provided information sessions about Juntos and its impact around the state at the statewide extension conference, which led to a Juntos 4-H conference session in 2019 where all 4-H agents and educators who support the program came together to discuss successes, challenges, and sustainability of the program. This meeting unified the group and allowed for strategic planning to take place around best practices to use for the future growth of the program. The sites with CYFAR funds were able to support unfunded sites with strategies and experience to support the growth of Juntos 4-H.

Sustainability Statement: Juntos is in the process of developing a sustainability guide that will assist both new and veteran coordinators as they take their sustainability plan for the program to the next level. This guide, once completed, will be shared with the coordinators, and they will be guided in the process of what sustainability means in their program by the sustainability coordinator. This year, our sustainability coordinator will be working with CYFAR sites in starting their partners advisory committee, which will bring advocates, educators, and community partners together to discuss resources to support the program after the funding ends. We move forward knowing we will need to be innovative while also ensuring we stay committed to our goals and the success of this project. This sustainability coordinator will play a role in establishing partners within each county that conducts programming. These partners are expected to play an active role in the program’s growth and sustainability. There will be partner meetings held three times per year within each community, and updates, success stories, and needs will be presented to the program partners at these meetings.

Fostering Achievement & Connections to Engage Students (FACES)

MINNESOTA - University of Minnesota

USDA Strategic Goal 4

CYFAR Common Measure: Nutrition & Physical Activity

Program Report: FACES (Fostering Achievement and Connections to Engage Students) is a project collaboration between the University of Minnesota and the Fond du Lac Tribal and Community College. The program engages youth in making good choices by focusing on financial, physical, and social-emotional well-being. These aspects of daily living are especially important for at-risk youth as these strategies help promote overall healthy well-being and confidence within oneself and one's community.

Lessons Learned: When programming isn't working, don't be afraid to start over. Just listening to the youth participants isn't enough—you have to let them teach you.

Sustainability Statement: The grant allowed each of the sites to expand their programming and connect with resources in the community. Although the connections look very different at each site, the partnerships represent the strengths of the community and form a solid foundation for going forward.

Outcomes: As a result of the FACES program, youth (a) increased their financial literacy skills, (b) reported small improvements in healthy eating choices, (c) increased youth-family engagement, and (d) improved their confidence in making good choices.

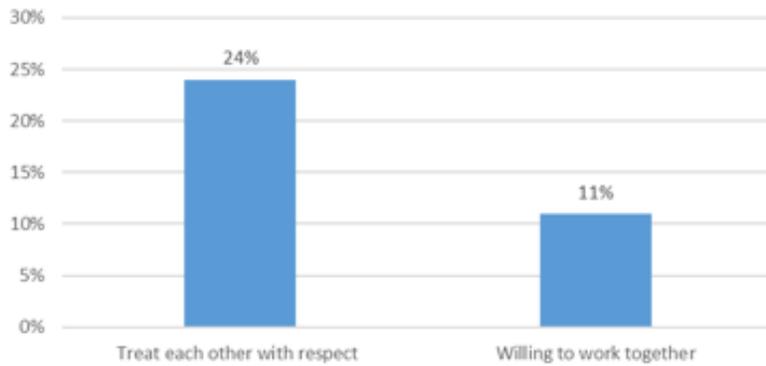


“ It worked! I have only been written up once this year! Last year, I got write-ups all the time!”

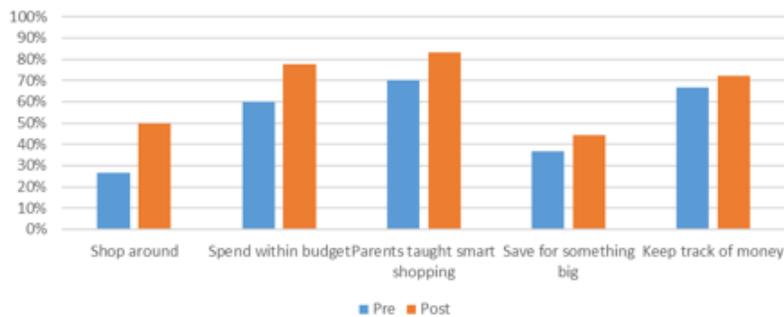
- Program Participant on the impact of relationships with program staff



Youth-Family Engagement
Change between Pre and Post



Financial Literacy Outcomes





CYFAR:
Publications

Helping Vermont Youth PROSPER

VERMONT - University of Vermont

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OHIO - Ohio State University

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OHIO - Ohio State University

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VIRGINIA - Virginia State University

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Food for a Long Life: A Community-Based Intergenerational Project

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