

2020 ANNUAL REPORT



CYFAR

Promoting the Well-Being of Children, Youth, & Families At-Risk

A large, teal-colored geometric frame surrounds the central text. The frame is composed of several thick, teal lines that form a series of connected, slightly offset rectangular shapes, creating a modern, layered effect.

2020

C Y F A R

A N N U A L

R E P O R T

The Children, Youth, and Families At-Risk (CYFAR) Program is funded by the National Institute of Food and Agriculture. The purpose of CYFAR is to improve the quality and quantity of comprehensive community-based programs for at-risk children, youth, and families supported by the Cooperative Extension System. Collaboration across disciplines, program areas, and geographic lines as well as a holistic approach that views the individual in the context of the family and community are central to Sustainable Community Projects (SCPs). At-risk children are at the center of each funded project. Projects across the U.S. and the U.S. Territories design programs that develop skills youth need to lead positive, productive, and contributing lives.

Eligibility for this congressional funding is established for Extension programs at all three types of land-grant colleges and universities: 1994 Tribal Land-Grant Colleges and Universities, 1890 Historically Black Colleges and Universities, and 1862 Land-Grant Colleges and Universities. The CYFAR Program is aligned with USDA's Goal 4 (facilitate rural prosperity and economic development) and the Research, Education, and Economics Action Plan Goals 4 and 6 (nutrition and childhood obesity and education and science literacy).

Despite the challenges of social distancing related to COVID-19, projects learned the value of pivoting to continue to meet the needs of the youth, families, and communities. Project directors, staff, and volunteers remained resilient, finding creative ways to engage their audiences while remaining safe. One such project engaged youth using the Youth Aware of Mental Health curriculum. Another project using the 4-H SPIN Club model with teens realized that a hybrid model of engagement was required during this time. The Growing Connections Program offered virtual workshops through weekly online classes, and staff purchased, portioned, and delivered workshop session ingredients to participants' homes. With that strategy, youth continued to learn basic cooking and kitchen safety skills and prepared healthy meals under the virtual guidance of a nutrition educator.

All CYFAR programs continued to engage, including the CYFAR Professional Development and Technical Assistance (PDTA) Center, which serves to provide professional development and technical assistance to CYFAR SCPs with the engagement of CYFAR coaches. The University of Minnesota and Pennsylvania State University housed the PDTA Center. The 4-H Military PDTA Program, operated by North Carolina State University with military liaisons, educated civilian citizens concerning military life and the unique needs of children and youth of military-connected families.

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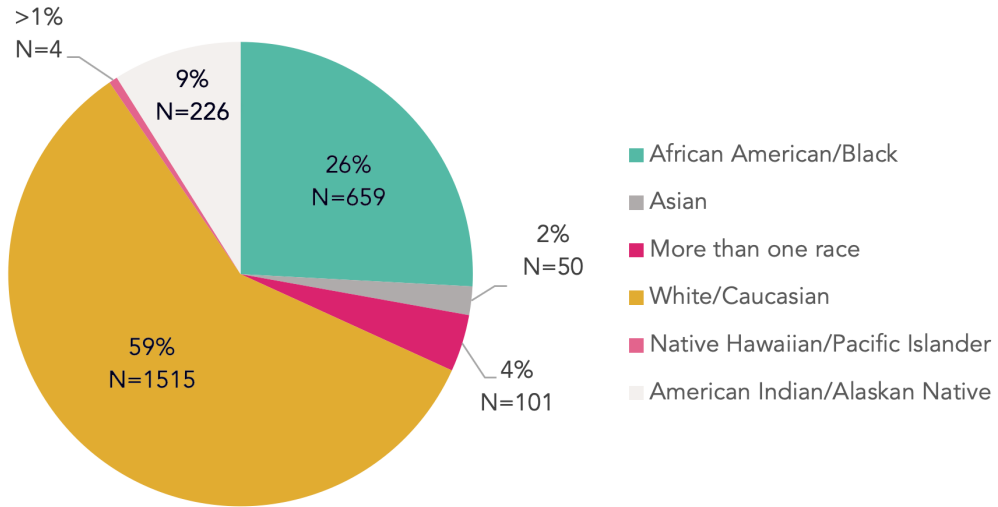
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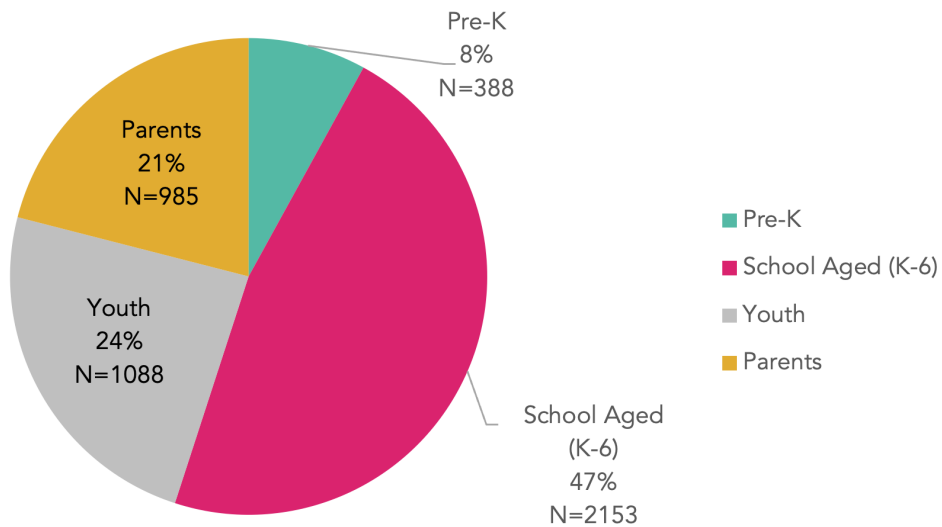
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2020 CYFAR DATA

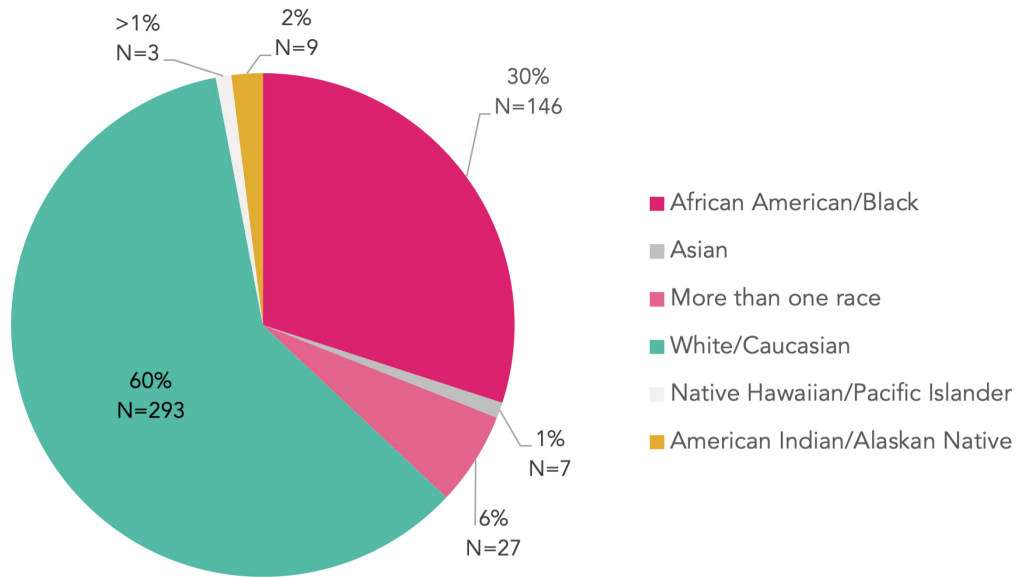
CYFAR Participants - Race



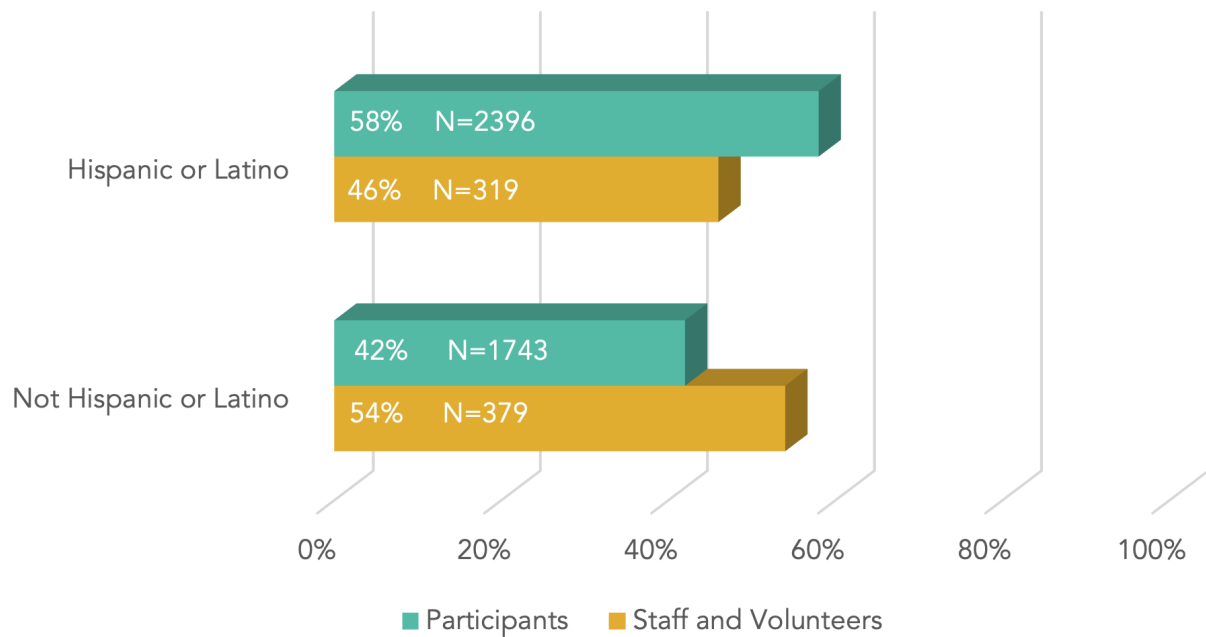
CYFAR Participants - Age



CYFAR Staff and Volunteers - Race



CYFAR Participants, Staff, and Volunteers - Ethnicity



State	Project Name	Percentage of Youth Served in Poverty (>50%)
Alaska	4-H Dream Catchers Sustainable Community Project	90%
California & Nevada	4-H SNAC	87%
Colorado	Family Engagement: Bringing Families and Decision Makers Together for Collaboration	81%
Maine	Maine 4-H Community Central: Engaging Teens in College Readiness and Workforce Development	98%
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)	64%
Missouri	Expanding 4-H to Urban Latino/a Audiences	82%
New York	4-H Unity	94%
North Carolina & Idaho	The Juntos Sustainable Community Project	87%
North Dakota	Building Community Capacity and Resilience through 4-H in ND Tribal Nations	100%
Ohio	Seed to Bloom (StB) 4-H S.T.E.A.M. Sustainable Community Project	100%
Ohio	Southside Simple Suppers Scale-up (S4): Expansion of Validated Family Meals Program for At-Risk Children and Youth	100%
Oklahoma	Unidos Se Puede	89%
Oklahoma	The United We Can: African American Youth Entrepreneurship Program	99%

State	Project Name	Percentage of Youth Served in Poverty (>50%)
Rhode Island	A Multi-Level Youth Out-of-School Intervention Stemming from Foods	100%
South Carolina	Clemson-South Carolina State Sustainable Community Project	100%
Tennessee	Tennessee SCP	75%
Texas	Growing U	88%
Vermont	Vermont Youth PROSPER	75%

2020 C Y F A R B U D G E T

The total budget for the CYFAR Program equaled \$8,395,000, representing 35 Sustainable Community Projects (SCPs). These SCPs represented 80% (\$6,684,000) 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 accounted for \$500,000, or 6%, of the budget. The professional development and technical assistance for the CYFAR SCPs represented \$850,000, or 10%, of the budget dedicated to the Professional Development and Technical Assistance Center. Agency overhead made up \$335,800, or 4%, of the budget.



CYFAR

P R O G R A M

R E P O R T S

Seed to Bloom (StB) 4-H S.T.E.A.M. Sustainable Community Project

Ohio – Central State University

USDA Strategic Goal 1 | CYFAR Topic Area: Physical Activity and Science

Program Report: The project goal is to provide 4-H after-school experience in positive youth development to underserved and at-risk youth living in urban and rural communities using experiential learning activities in science, technology, engineering, agriculture, and mathematics education; healthy living; community and civic engagement; and career preparedness to assist them in becoming 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 communities; (b) encouraging youth to improve their dietary habits, nutrition, health and wellness, and physical activities; and (c) gaining access to healthier foods through hands-on activities in gardening and healthy food preparation.

The expected project outcomes include enhanced community partnership and relationships with Seed to Bloom 4-H after-school programs, increased frequency of healthy eating habits and decreased unhealthy eating habits, and increased community involvement in changing patterns of food consumption. To accomplish these outcomes, the project incorporates innovative technology use, a multilevel approach to community involvement, and a sustainability plan. By bringing together community partners and families to teach and learn about nutrition, health and wellness, and youth development using fun activities, the project addresses society's need for stronger families, healthier communities, and youth prepared for the future.

Key Lessons Learned: The COVID-19 pandemic made it difficult to recruit students and implement programs virtually. However, we were able to deliver relevant program content through PowerPoint presentations and other resources that were dropped off or mailed to students who signed up to request program activities while schools were closed (or in lockdown). The activities we compiled were packaged in an activity bag termed Discovery 4-H Kit. The kit included instructions on how to make a face covering without a sewing machine, the CDC guidelines to social distancing, jump rope kits, and a link to encourage students to exercise and promote healthy living habits.

Sustainability: Central State University Extension support is strong at the faith-based community sites and at the public school sites within the Cleveland Metropolitan School District. The faith-based communities currently work with 4-H youth on agricultural and natural resource issues. The after-school programs at these faith-based communities will be run as 4-H clubs, and several of the evaluation components reflect the 4-H model; for example, following a 4-H demonstration example, students will show what they have learned in a public setting. Students participating in the Central State University Seed to Bloom Ag-STEM Institute will learn lifelong skills that will improve not only their health and wellness but their families and community as well. The volunteer base will continue to grow as more community members become engaged in the project. The project will serve as a pipeline to enroll youth into Central State University Extension summer camps and college programs.

Stepping Into STEM

Nevada – University of Nevada

USDA Strategic Goal 1 | CYFAR Topic Area: Parenting, Science, and Technology

Program Report: We planned full program implementation this year, but we had to stop our in-person programming between the middle of March and August because of COVID-19. During those months, our staff developed and provided 50 virtual science, technology, math, and engineering (STEM) parenting workshops, which 300 families attended and 161 families watched later as recordings. In addition, we developed 41 STEM YouTube videos on STEM activities for parents/caregivers and children. The video Blooming Paper Flower Experiment reached 12,400 views. We also posted 48 Facebook posts and 193 Instagram posts and reached 2732 individuals. In addition, our staff in Reno delivered parent-child STEM activity materials to individual families during those months and made some changes to our program for virtual classes: we shortened our individual classes (from 1.5 hours to 30–40 minutes), reduced the number of in-class activities (from five to two or three), made plans for delivering prepackaged materials (handouts, activity materials, STEM books, and homework materials), and chose the right virtual classroom option. In collaboration with our community partners, we successfully set up our virtual classes depending on their needs and scheduled to deliver all the program materials to each family.

We published our curriculum through the University of Nevada Reno Publishing. 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 minilesson for parents on the importance of STEM and parents' role in their children's interest in and learning of STEM-related

"After the workshop, my children were very much interested in STEM, and we were able to do simple at-home activities with items we already had."
- Parent

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. The workshops were presented at 16 targeted at-risk elementary schools in Las Vegas and Reno, reaching



175 families. Families attended an average of five out of seven sessions for 1,313 hours of direct contact teaching time. In addition to program implementation, we established connections with community sites for family workshops, attended a few community events, trained staff, purchased curriculum materials and supplies, and developed marketing materials.

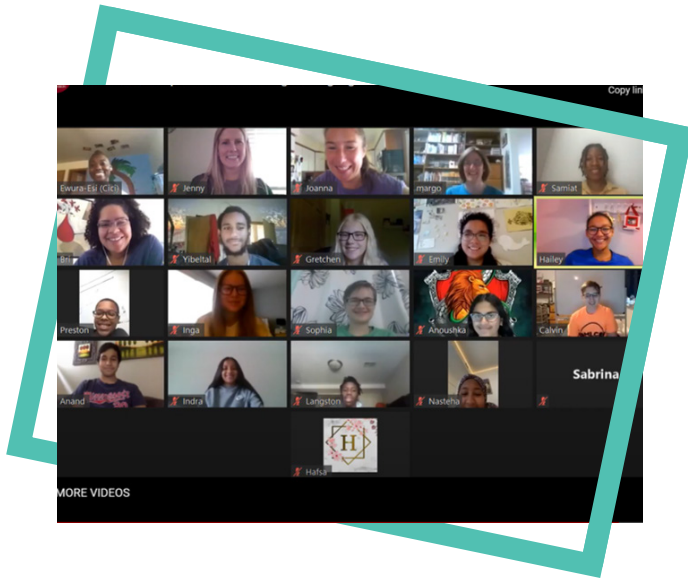
Key Lessons Learned: We continued collecting a survey on children's STEM readiness skills and parents and caregivers reported that children improved 16 STEM readiness skills after attending the Let's Discover STEM program. It is very meaningful that our program helped improve children's actual STEM readiness skills.

Sustainability: 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 administrators about continued Extension funding in the future.

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

Minnesota – University of Minnesota

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development, Parenting, Science, and 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 U.S. teens and their Somali-born parents. In response, the MN 4-H CYFAR team designed a joint family and youth program model that has three key elements: (a) Ka Joog 4-H STEAM Connects Clubs that ignite youth interest in learning about science, technology, engineering, arts, and math and create opportunities for youth to imagine and plan for their educational futures; (b) parent/guardian sessions through Partnering for School Success to gain resources that help them connect with their children and support their education; and (c) parent and youth shared programming activities to share learning with one another, cocreate educational plans, and have shared educational experiences.

Key Lessons Learned: This year, we learned the importance of flexibility and commitment as we implemented this program in a virtual setting. We've learned that our community partners are truly community leaders on whom others relied to help them understand and navigate the pandemic. This would sometimes take urgent precedence over

planning meetings for the youth program. Still, we all felt committed to providing youth with high-quality learning and a safe and robust environment in which to belong and connect with others. For the Minneapolis site, we knew quality of engagement was more important than dosage; we decided to meet weekly for 1 hour via Zoom. Community members felt less comfortable with online delivery, so we engaged three college students to lead the program. We learned that youth are still engaged, even if we cannot see their faces! Youth mostly had their cameras turned off and communicated via chat and other online interactions (e.g., jamboard, trivia games, reacting with emojis).

Sustainability: Sustainability is guided by five main factors: (a) having a program agreement in place; (b) strong partnerships with Ka Joog, UMN Twin Cities College Readiness Consortium, UMN Crookston chancellor; (c) strong team that collaborates; (d) core groups of adult volunteers (trained using the MN 4-H volunteer systems) and youth leaders; and (e) a project that is embedded in MN 4-H Youth Development and Ka Joog. A program agreement was drafted outlining the roles and responsibilities of each team member from the University of Minnesota Extension and Ka Joog. Ka Joog staff became screened 4-H volunteers. 4-H staff members virtually engaged in community

*"Asking for help is a big part of being successful."
- Youth Participant*

meetings in Minneapolis and Moorhead to understand the needs and assets of the local Somali community. A professional service agreement was also created that details the Ka Joog staffing structure and the invoice timeline to the university. Team building is a regular part of the project's team practice, and each partner has a unique contribution that they bring to the success of this project. Team members are actively involved in volunteer and youth recruitment. Lastly, this project is embedded into the MN 4-H Youth Development program and Ka Joog.

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 Topic Area: Leadership Development

Program Report: Creating a Village is a multilayered educational intervention for middle school youth that provides opportunities for youth to enhance their workforce preparation and life management skills. The program is delivered within a supportive environment that includes peers, a youth-adult partnership team with teen mentors and an adult partner, and community-based experts. The program is designed to develop education, mentorship, and leadership development opportunities through program interactions. To prepare for the 1st year of implementation, Maui and Oahu site coordinators were hired in June to help with curriculum development and set school partners for program delivery and the youth-adult partnership team was hired at the end of the program year to support the program structure. The project team was trained on positive youth development, mentoring, youth-adult partnerships, communication skills, learning styles, cultural awareness, and resolving conflict. The program was unable to be implemented in 2020 because of COVID-19 restrictions and hesitancy on the part of schools and community partners to participate with the uncertainty of their own schedules and policies.

Key Lessons Learned: The importance of flexibility in all aspects of program planning and delivery were continually emphasized during the preparations for implementation. Under COVID-19 restrictions, schools and programs were working under great uncertainty, which impacted our planning and scheduling and ultimately cancelled the opportunity to begin implementation in the fall of 2020. Frequently-scheduled meetings were an integral part of supporting flexibility and allowed all members of the team to be informed and updated on a timely basis.

Sustainability: As part of the planning process, a sustainability outline was created and all program building decisions are made with sustainability in mind. The partnership plan and contact lists that were begun in Year 1 have been updated. The discussion of program sustainability is included on the agenda for both site and full team meetings. Activities focused on program sustainability planning have been included in the monthly meetings with our CYFAR coach.



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 Topic Area: Nutrition

Program Report: In light of the COVID-19 pandemic, and in line with Columbus City Schools and Columbus Head Start, Simple Suppers Scale-Up (S4) made the decision to deliver programming entirely remotely (online), rename the project Simple Suppers – Gone Online or Simple Suppers-GO (SS-GO), and treat it as a feasibility study. Our team collaborated with our community partners Columbus Urban League and Head Start families to adapt the core components (caregiver education, child education, family meal) of Simple Suppers to an online format and delivered programming three times during the academic year (fall, winter, and spring). Feasibility outcomes (demand: attendance, retention; acceptability: satisfaction; implementation: fidelity, cost; limited effectiveness: diet, weight status) were measured via survey, focus groups, and direct measure pre- and postpilot test. Demographic data were also collected. The research-community team came to consensus on:

(a) utilizing e-methods that families were accustomed to using in local Head Start programs and elementary for the educational component, (b) enhancing the educational components with a supplemental program-specific weekly magazine (Simple Suppers Digest), (c) creating a weekly meal kit delivery for the family meal component (Simple Suppers Chef's Crate), and (d) adding an additional week to programming (from 8 to 9 weeks) to orient families to the new online format. In the fall session of SS-GO programming, 13 families participated. Mean (SD) weekly attendance was 4.0 (0.86), 11 families participated in the research, and 10 completed pre- and posttesting. Survey and focus group data revealed high levels of satisfaction with SS-GO. Weekly lessons were delivered as intended 92.8% of the time, and Chef's Crates were received by families 100% of the time. Mean (SD) food cost was \$212.33 (66.06) or \$16.33 per family. Baseline mean (SD) caregiver age was 32.5 (9.32) years. Caregivers were also 100% female, 72.7% black, 36.4% low income, and 36.4% had low or very low food insecurity. Mean (SD) child age was 3.45 (0.69) years, and 50.0% were male and had a mean (SD) BMI z-score 0.63 (0.76).



connection (via Zoom) sustained things programmatically, but participants still missed being person.

Key Lessons Learned: One of the main lessons learned last year (during COVID-19) was the need/desire for participants to connect in person. Remote

Sustainability: Based on current findings, keys elements of program sustainability include leadership competence, effective collaboration, understanding the community, demonstrating program results, strategic funding, staff involvement and integration, and program responsiveness. So that our community partner on this project may

continue and grow the program beyond CYFAR funding, program sustainability has been woven into all aspects of this proposed project, and collaboration is at the heart of our project. Our primary partner is Columbus Urban League, whose responsibility it is to empower racial minorities and disenfranchised groups through economic, educational, and social progress. We will employ an advisory group where ongoing feedback and joint learning may occur. In addition, each investigator on the project has a long history of working with low-income minority children in the city of Columbus and beyond. Thus, we have a deep and culturally sensitive understanding of our target community and their needs because of our past individual and collective work. In addition, we will solicit critical feedback from community partners in 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 in future regional and national scale-up.

"I know what I found with the soup that they give here at the Simple Suppers. The diced tomatoes—I took a couple of those cans—and I got this hand blender, and I pureed it and made my own tomato sauce, and it was just awesome! Instead of leaving it diced and throwing it in the spaghetti, I pureed it up, and it was really good."
– Participant

Vermont Youth PROSPER

Vermont – University of Vermont

USDA Strategic Goal 1 | CYFAR Topic Area: Parenting

Program Report: PROSPER (PROmoting School-University-Community Partnerships that Enhance Resilience) is an evidence-based partnership model that builds strong relationships between schools, the university, and community groups to offer evidence- and strengths-based programming that builds strong families and helps youth avoid risky behaviors. Each of the two Vermont sites are led by a community team made up of school personnel; a prevention specialist from the Vermont Department of Health; and community leaders, including parents, to guide program implementation, communications, and review evaluation data. Each site delivers two complete sessions of the Strengthening Families Program Ages 10–14 (SFP) to 15–20 sixth grade families and Botvins Lifeskills to all seventh graders during the school day. After a delayed start, the Orleans Southwest Supervisory Union site is pulling its community team together. St. Johnsbury, the second site, delivered one full session of SFP and a full year of Botvins Lifeskills despite the pandemic interrupting the program year less than halfway through. Since the family program was paused, attention turned to delivery of program kits to all families, helping not only to promote SFP and PROSPER but also to continue to offer opportunities to build family unity and cohesiveness.

Key Lessons Learned: The pandemic threw a curveball and delayed the delivery of some programming. Training facilitators to deliver SFP was not possible during the pandemic, so we had to draw on trained facilitators from other districts. Online delivery of both programs, while possible, also presented some challenges regarding fidelity and student attentiveness. Creation of family kits requires intentionality towards evaluation and desired purpose beyond a structured, fun activity.

Sustainability: While only in our 2nd year, part of the sustainability plan is to ensure enough community members and school personnel are trained in the delivery of both programs. In addition, sources of funds, grants, and other strategies to raise dollars to support elements of the program grow with each passing year. Increasing awareness of PROSPER through marketing and school events that permeate the culture are also part of the strategy.

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

Ohio and Virginia – Ohio State University and Virginia Polytechnic Institute and State University

USDA Strategic Goal 1 | CYFAR Topic Area: Nutrition

Program Report: Food for a Long Life (FFLL) uses a community-based, participatory action research 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, or Lynchburg, Virginia. Childcare centers and partners supporting older adult well-being 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. FFLL goals became more salient with the onset of COVID-19 and the dramatic increase in food insecurity. All sites closed for at least several months. Partnerships shifted to get food and nutrition information to site affiliates using new and varied strategies, including video nutrition lessons emailed to parents, social phone calls and door-to-door deliveries of healthy snacks and engaging activities to socially isolated older adults, mailed newsletters with nutrition information, and support from area food banks. While only one childcare center was able to deliver We Inspire Smart Eating (WISE) preschool nutrition curriculum, FFLL staff and partners actually reached more children, older adults, and their families through partnerships in this reporting period than any other. Intergenerational programming was greatly missed, and we are planning with partners for safe ways to connect the generations through sustainable programming that extends beyond the life of the grant.

Key Lessons Learned: Relevance of an initiative can change. With COVID-19 mandating site closure and restricted operations, programming could not continue as planned, requiring responsive shifts. Members rose to the occasion, acknowledging that access to and information about healthy food were most critical

and directing resources to partners providing these services. Knowing the importance of social connection to good nutrition, we maintained contact with those most vulnerable to social isolation, checking on not only their food supplies but their spirits as well, connecting them with engagement opportunities as well as food. Zoom is not the answer for most people served by FFLL. Cost, internet availability, and familiarity with the technology are barriers to high tech access. We stayed in touch with partners and their clients through phone calls; videos created by staff and emailed

“I wanted to thank you for all the time, energy, and passion you’ve put into the grant and Windy the Owl’s visits. [My child] got in the car saying, I tried strawberries! I tried strawberries, and they were GooooOOD! She then taught me and directed me to do the chant, ‘Whoooo, Whooo, Who tried strawberries today?’”

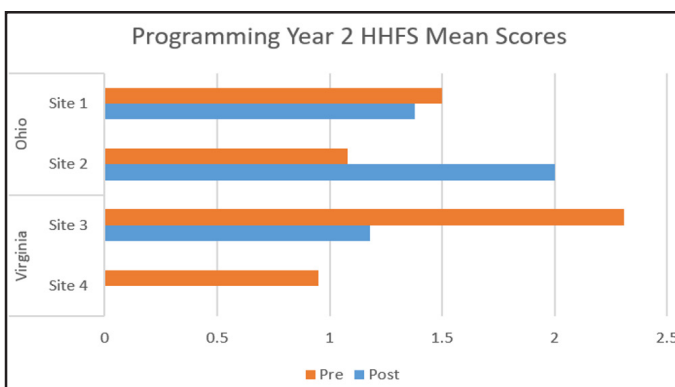
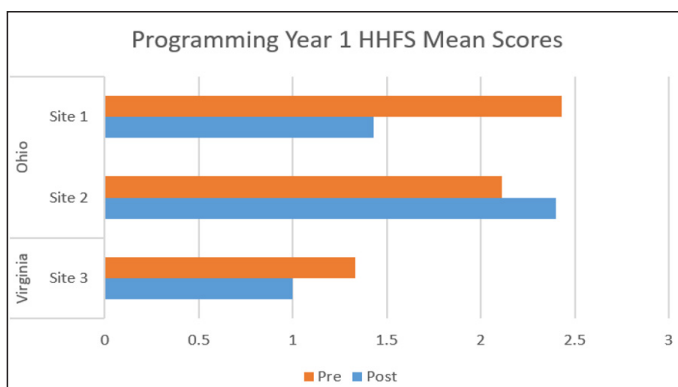
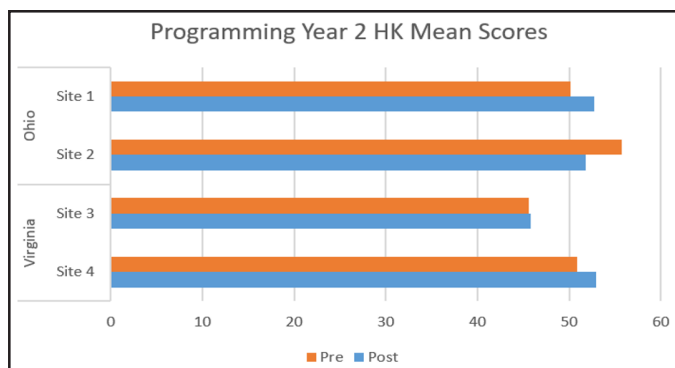
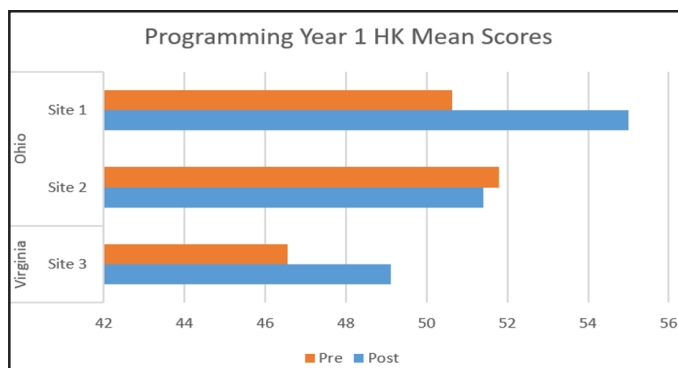
– Parent

to teachers who forwarded them to parents; and delivery of materials to older participants, teachers, and sites. There are always circumstances that cancel intergenerational programming. Inclement weather, flu, and other contagious illnesses prevent vulnerable populations from mingling. Responsive programming developed this year should remain in place for such instances in the future.

Sustainability: To prepare for sustainability of WISE programming in Virginia, FFLL will coordinate and host WISE facilitator training for site teachers and staff. FFLL staff 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. Food satellite efforts in Ohio and Virginia will move towards sustainability through Extension partnerships. In Ohio, the partnership with the Broad Street Food Pantry and mini-grants to community partners will allow for continued capacity for serving this population. In Virginia, the partnership with the Fillin Station and Extension will result in continued access to healthy food and nutrition education.

Outcomes: FFL focuses on increasing healthy food access, consumption, and education among preschoolers and adults, and overall scores on the Household Food Security (HHFS) and Healthy Kids (HK) surveys showed the program succeeded in reaching this goal, especially pre-pandemic.



Note. Lower HHFS scores indicate higher food security.

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

Kentucky – University of Kentucky and Kentucky State University

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development and Workforce Preparation

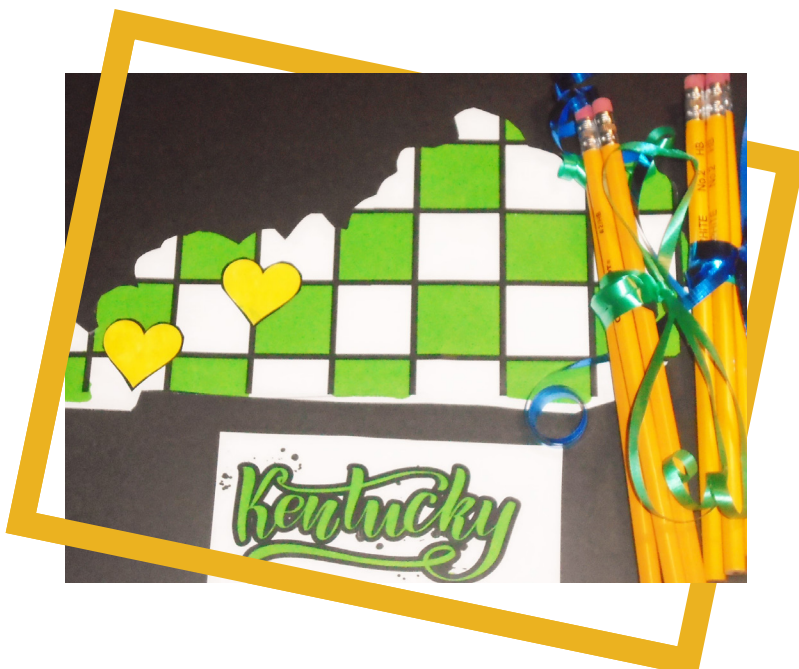
Program Report: Uplift: Empowering Today's Youth for Tomorrow's Future provides a comprehensive life skills development program for high-risk youth and strengths-based programming for their families. Primary goals include increased awareness and understanding of critical life skills for self-sufficiency by youth, increased awareness and understanding of critical parenting skills for self-efficacy by parents and guardians, and increased community partnerships among youth and family organizations in target communities. The program model utilized is the YMCA Safe Place Program Model. The program vision employs a multidisciplinary positive youth development and trauma-informed approach that views youth in the context of the family and community and develops programming based on local needs and grounded in research.

"The girls are really excited about learning the life skills in the CYFAR Uplift Program. The skills that they are learning in this program are really going to prepare them for the next phase of their academic careers and for after high school."
– Community Partner

Key Lessons Learned: When the grant began in August 2019, we found that the state coordinator could serve in that role while also serving as program coordinator at both grant sites, especially after the second grant site was changed to Hardin County, which was several hours closer. This allowed us to forego conducting the hiring process twice, saving significant time and money. It also provided consistency as the same person would be providing all programming at both grant sites. It will save a substantial amount of money over the life of the 5-year grant. In October 2020, we submitted a request to USDA to add a component to our grant that wasn't in the initial proposal: We are developing 4-H Critical Conversations and the Social Justice Teen Board, a program developed by University of Kentucky Family and Consumer Sciences Extension, 4-H, the Office of Diversity, and the Kentucky CYFAR team (UK and KSU). We discovered that youth want to address real issues that are affecting them now, so we will focus on leadership development, awareness of inequalities, and cultural competency skills.

Sustainability: No concrete steps have been taken as of the report period end to move toward sustainability. However, we are working with strong partners on this grant that will not be going away and have been utilizing

their space from the start of program implementation to improve the potential for sustainability with staff and meeting spaces. We will conduct focus groups with participants in order to ensure we are delivering appropriate and useful life skills curricula to youth to keep them engaged in programming to make this a sustainable program. The collaboration with 4-H Youth Development on Critical Conversations and the Social Justice Teen Board is laid out to have multiple people and groups with shared ownership so that both programs are sustainable from the beginning. The collaboration with Kentucky State University in counties where they have personnel forms a strong foundation for shared ownership and sharing of resources, partners, and ideas to make all programming more sustainable when the grant ends.



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

Maine – University of Maine

USDA Strategic Goal 4 | CYFAR Topic Area: Science and Workforce Preparation

Program Report: The 4-H Teen Teaching club engaged 18 CYFAR teens in summer 2020. The teens explored career pathways in education by creating educational videos for public consumption. The videos instructed families to conduct simple and fun science, technology, engineering, and math (STEM) activities at home using items commonly found in the home. The teens created a total of 28 videos, including one dubbed in Vietnamese and one created in Swahili. The teens completed 4-H Reflection Tools and were mentored by four college interns, all of whom were 4-H alumni.

“My largest takeaway was learning how much [each visitor] works to change the world just a little bit more in different ways. I found out how one became the first Somali-American Lewiston City Council member—this was very motivational.”
– Participant

To reach third through sixth grade students during the pandemic, 4-H Community Central partnered with other 4-H staff and University of Maine organizations to assemble and deliver 2,880 STEM Kits in summer 2020. The STEM kits corresponded with the videos made by Community Central teens and were distributed through Portland Housing Authority, Lewiston Housing Authority, 21st Century Learning Centers, summer lunch programs, libraries, and Boys & Girls Clubs. For October and November of 2020, teens continued with a virtual modality in the form of weekly workforce development, college preparation, or skill building sessions and the first 6-week SPecial INterest (SPIN) club: Community and Civic Engagement. Session topics were determined through conversation with participants.

Key Lessons Learned: 2020 was difficult. Programming during a global pandemic provided our team with opportunities and challenges. Communication with teens is often difficult, particularly when coupled with Zoom fatigue and the challenges of social distancing and new program initiatives. Our teens proved to be resilient during this unprecedented time. They were willing to try new things, take on new challenges, and ultimately create a new program delivery mode that worked for them and community partners. Our staff were able to pivot to create meaningful opportunities for teens. Using technology to include special guest speakers and build connections within the group and the community.

Sustainability: We are still early in the implementation of our program, but we are building community connections to help us find resources that will sustain Community Central beyond the grant period. We have explored using social media as a way to generate interest. We are continuing to inform and educate our Extension leadership team of the importance of this program.

Sustainable Community Revitalization Through Children's Hands (SCRATCH)

West Virginia – West Virginia State University

USDA Strategic Goal 1 | CYFAR Topic Area: Nutrition and Science

Program Report: The southern coal fields of West Virginia are a region with high rates of poverty, food insecurity, & health-related disease. As such, SCRATCH (Sustainable Community Revitalization Through Children's Hands), now known as Sowing Young Sprouts (SYS), was designed to mitigate the effects of poverty and obesity by intervening with children. The aim of the program was to improve nutrition in participating youth, change attitudes towards science, and increase student knowledge around science, technology, engineering, and math concepts. Prior to the onset of the pandemic, SYS reached 48 youth through direct service, and staff built local school gardens with small after-school programs and provided Junior Master Gardener activities for youth to each school. After pandemic restrictions were in place, the program

adapted by offering grab-and-go garden activities. These activities were provided through both library and nonlibrary programs, increasing accessibility by allowing parents to pick items up directly from multiple prearranged locations. This allowed program staff to continue reaching youth on a monthly basis without breaking CDC guidelines. This hands-on approach with virtual support proved wildly successful in Raleigh County, expanding the program from 48 youth to 367. Data from the surveys appear to show that the program was successful in meeting some of the programmatic goals. According to the surveys, after participating in programming, the majority (69%) of youth changed their minds about the difficulty level of eating a vegetable as a snack, making it clear that it would not be as hard as they originally thought.

In addition, 76% of youth indicated that science was not as difficult as they originally thought, and 54% said that they strongly agreed that they enjoyed science-related activities in the postsurvey. This reflects an overall improvement and enjoyment of science. The findings from the pre-post activity ticket reports show that 54% of students increased their knowledge around animal science, 100% reported that they learned something new about animal science, 50% responded that they learned more about nutrition, 29% increased their knowledge around plant science, and 66% reported that they learned something new about plant science.

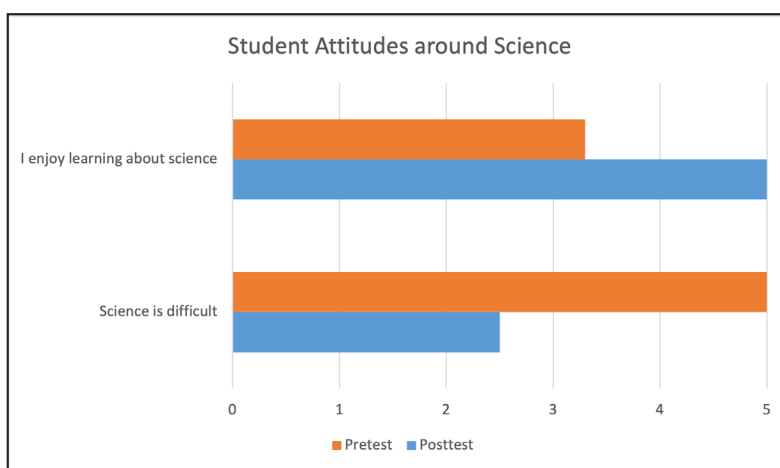
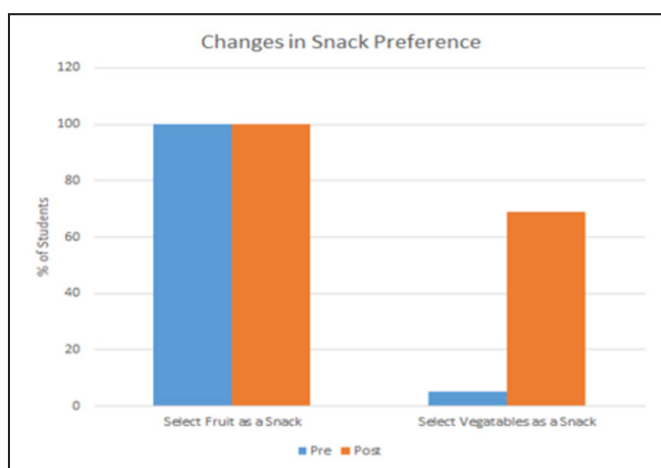


Key Lessons Learned: The COVID-19 pandemic has provided an opportunity for SYS to gain multiple insights into best practices in virtual programming. The team discovered how to increase partnerships beyond local schools and into libraries and community centers. By adapting the curriculum to grab-and-go activities, the program was able not only to collect valuable data from participants but also to reach additional youth. In addition, the program learned how to engage the public through social media platforms, such as Facebook. One of the biggest lessons learned, however, was the importance of having extension agents who are able to form and sustain relationships with the community. At the grassroots level, this program was successful because of the passion the lead extension agent had in seeing its success.

"This has been a wonderful activity for my kids. They have learned many new things throughout this program. This has been a very fun learning experience. We are very thankful to have had the opportunity to have these fun, hands-on learning experiences! I hope we can do this again next year!"
– Parent

Sustainability: The SYS program is setting up program partners for success for continued implementation of the program at their sites by providing each site with the SYS toolkit, composters, Junior Master Gardener curriculum, and seed libraries. The sites were provided with composters and taught composting in order to mitigate the cost of replenishing soil in their raised beds. In addition, youth and adults at each site were taught to save seeds and provided with a seed library. In this way, they will have little to no cost associated with planting year to year. Each site also received grow lights for seed starting and a full set of Junior Master Gardener curriculum books to allow them to continue rigorous gardening activities that meet state and national standards.

Outcomes: The project focused on improving children's attitudes around healthy foods to increase the frequency they selected a healthy snack and on increasing science, technology, and entrepreneurship knowledge. Both goals showed positive results..



Note. Lower scores are expected on the posttest for the "Science is Difficult" item.

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

North Dakota – North Dakota State University and Cankdeska Cikana Community College

USDA Strategic Goal 4 | CYFAR Topic Area: Science, Technology, and Workforce Development

Program Report: Building Community Capacity and Resilience is a 4-H science, technology, engineering, art, and mathematics (STEAM) development program for rural Native American North Dakota youth in the tribal communities of Standing Rock Sioux and Spirit Lake. Youth in Grades 3–5 will participate in regular 4-H STEAM programming, integrating culturally relevant components. Community members will be fully engaged as volunteers to assist with program delivery. Program staff will have constant communication with community members to ensure the program continues to be what the community feels is needed. Engaging with schools is a critical piece of the program that will help ensure sustainability after the grant ends. The program will rely on the cultural expertise of community members and will use the Circle of Courage to provide a sense of Belonging, Mastery, Independence, and Generosity through STEAM educational activities.

Key Lessons Learned: COVID-19 impacted tribal communities especially hard. No-contact orders posed challenges to reaching youth because they were not in school. The positive relationships with schools in some of the communities proved to be extremely valuable because although classes were not being held face-to-face, regular meals were being delivered to families. Because of this relationship, program staff were able to tap into this resource to send educational materials home to students and to stay connected with those dealing with isolation and other emotional challenges. We learned that regular connections, in any form, are critical to keeping youth engaged.

Sustainability: Continuing to build and nurture relationships with schools in tribal communities will be key in creating sustainability beyond the 5 years of funding. Relationships take time to build, especially in tribal communities, and staff must continue to work on making these connections and building working relationships. It will also be critical to find ways to share with the larger community about the program, including results from evaluation. It is important to continue open dialogue with communities to confirm programming and goals are in line with community needs.

The Juntos Sustainable Community Project

North Carolina and Idaho – North Carolina State University and University of Idaho

USDA Strategic Goal 1 | CYFAR Topic Area: Leadership Development, Science, Technology, and Workforce Development

Program Report: The Juntos Sustainable Community Project is a 4-H life skills, technology-enhanced, dropout prevention and college preparation program with Latinx youth and their parents in North Carolina and Idaho. The project uses a defined curriculum for parents and teens with four wraparound components: (a) family engagement, which includes a 5-week middle

school or 6-week high school Juntos Family Workshop Series followed by bimonthly family nights to increase parent involvement and school communication; (b) monthly individualized success coaching by a local Juntos site coordinator with each student to help them with their academic progress; (c) after-school Juntos 4-H club meetings and activities twice a month throughout

the school year; and (d) a week-long summer college experience, 4-H summer programming, full-day college family events, soccer tournaments, and other educational events and field trips. The project has six goals: (a) increase Latinx academic success by improving student attendance and grades in school; (b) increase the sense of belonging among Latinx students and families in their schools and communities; (c) increase

"I love reflection time. We can express our feelings and discuss our problems. It breaks my heart not getting up in the mornings saying, 'Zoom meeting at 11.'"

– Participant

family engagement that leads to Latinx students' educational success; (d) increase Latinx teens' use of technology for workforce skills necessary for the 21st century digital economy; (e) increase the percentage of Latinx students graduating and attending higher education; and (f) increase the Juntos project's long-term sustainability. Over the 5 years of project funding, 390 high-context, high-contact Latinx youth in Grades 8–12 (ages 13–19) will be served.

Key Lessons Learned: Due to the pandemic the Juntos program focused on innovative ways to reach our students and families in a way that met the needs they faced. We had to go back to our internal review board office and rethink how we would survey our students and parents, and we were able to complete a good number of presurveys with email and text surveys. We transitioned from planning an in-person summer program to a virtual experience that provided all the resources needed for the youth to have a rewarding experience. Wi-Fi access, technology, planned pick-up and drop-off locations, and packaged kits made it possible for our youth and parents to feel they had what they needed to participate in the summer academy experience. Fall 2020 continued to bring innovation as we planned statewide and local virtual club meetings, success coaching, and family nights. Our local coordinator

planned drive-in events as needed to ensure families had sufficient information to ensure academic success and were provided with resources to support them during the pandemic.

Key Lessons Learned: Juntos is in the process of establishing partnerships in each county where programming takes place. 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. Due to the pandemic, only a few of these meetings have taken place, most of them virtually. We are planning to refocus on needs during meetings this year. One of those needs will be funding meals and expenses for club meetings and family nights. In Sampson County, we are partnering with the local community college as we have recognized that many of our Juntos alumni tend to begin their higher education at community colleges. We have also developed relationships with partnering food organizations such as Feast for the East in Pender County to provide meal boxes for families. Catawba County Juntos continues to receive additional funds from United Way. Juntos was awarded the eXtension Foundation NTAE Award in 2020, which has already greatly assisted sustainability efforts for the program in the state of North Carolina and nationally.



4-H Dream Catchers Sustainable Community Project

Alaska – University of Alaska – Fairbanks

USDA Strategic Goal 4 | CYFAR Topic Area: Workforce Preparation

Program Report: Alaska 4-H Dreamcatchers has been able to continue programming through the pandemic thanks to our longstanding relationship with both the state juvenile detention facility and our foster care partners. We have maintained contact with youth through Zoom and have been able to work with agencies to create and deliver activity kits that are delivered before our sessions with the youth. We also prepared and virtually delivered healthy habits and financial literacy presentations to the now statewide Independent Living Program that serves teens and young adults throughout Alaska. Topics included things like developing personal budgeting skills; designing and preparing low-cost, healthy meals and developing healthy food habits (including discussions about not-so-healthy habits and mental health); stress and anger management through mindfulness techniques; discussing what defines a healthy relationship and learning how to communicate well in any relationship; exploring concepts in art and storytelling; and often just joining these youth in fun, unstructured time where games are played or lively discussions about favorite snacks, movies, or music happen. Our most notable program accomplishments have been consistency and finding ways to work around COVID-19 restrictions to stay engaged with our youth. We were also able to help support the garden at the youth facility over the summer which engaged the young men in hands on agricultural education with another great community partner.

Key Lessons Learned: Zoom can be a great way to reach more youth! Having online programming can make it more accessible to youth throughout our state and while nothing beats meeting in person, it is critical for the youth we work with, particularly in the youth facility, to have access to the outside world. While we may be frustrated with not being able to meet with the youth in person, we are thankful that we can meet with them at all during these strange times.

Sustainability: We continue to build on our collaborations with both State of Alaska programs (Youth Facility and Foster Care) and are working together to develop programs that are beneficial to the needs of the youth we serve. Our relationship with these partners has made it possible for us to continue to engage with the youth, and they have been very willing to work with us on how best to deliver the programming in these challenging times. When the pandemic is over, we will have established even stronger community ties that will further ensure the sustainability of this program.

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

Washington – Washington State University

USDA Strategic Goal 4 | CYFAR Topic Area: Parenting

Program Report: Children, Youth, and Families At-Risk Sustainable Community Projects: Adaptation of Strengthening Families (SFP 10–14) for Legalized Marijuana Context aims to design and complete two adaptations to increase the impact of SFP 10–14 on youth cannabis use. The first adaptation will develop and create content for the current SFP 10–14 program (now virtual) to include content specific to communication of cannabis use and consequences in the context of legalized cannabis. The second adaptation is a collaboration with colleagues at Colorado State University to implement an online cannabis personalized normative feedback (PNF) tool, which will aim to correct cannabis use misperceptions and provide youth and caregivers with strategies to prevent cannabis use. Both adaptations will take place for youth and caregiver program participants.

"I thought [SFP 10–14] was perfect—perfect 7 weeks—and when the 7th week came, I was already like, 'We're done already.' Wait, wait, wait, wait. That wasn't long enough...."

– Caregiver

During the reporting period, the Washington State University (WSU) team worked towards the first adaptation by conducting virtual focus groups with SFP 10–14 trained facilitators and caregivers who had previously participated in the SFP 10–14 program. Focus groups were conducted to assess interest in the addition of cannabis program content and understand how the SFP 10–14 program could be adapted to incorporate the new content. Focus group data and responses are currently being qualitatively coded and analyzed to help inform future adaptations. In addition, the WSU team began adapting SFP 10–14 program content and facilitator guides for a virtual delivery format. To do so, WSU worked with SFP 10–14 master trainers as well as SFP 10–14 trained facilitators across the state of Washington. WSU is currently working in partnership with Iowa State University on these adaptations. The WSU team has also completed the first draft of the PNF tool with Colorado State University. The PNF tool is currently still being developed, aiming to pilot towards the end of Year 2 or in Year 3. For the reporting period, we did not directly deliver programming to participants. Program delivery will occur between January and August 2021.

Key Lessons Learned: The WSU team did not implement the SFP 10–14 program yet; program implementation was postponed due to the COVID-19 pandemic and resulting executive orders. The COVID-19 pandemic prompted the WSU team to pivot their focus groups and planned SFP 10–14 implementation to virtual platforms. Pivoting to virtual platforms has resulted in new tools and techniques for the WSU faculty and extension staff to use in reaching Washington State families. This pivot has also resulted in development of a protocol to support virtual program delivery across the state. The pivot to virtual platforms has also highlighted challenges with technological literacy and access for certain families, creating opportunities for future work and outreach around hybrid models of programming.

Sustainability: This project has and will continue to contribute to the development of virtual delivery materials for SFP 10–14. This work will enable future implementations of SFP 10–14 to meet community needs by allowing for in-person, hybrid, or virtual program delivery. In addition, the WSU CYFAR team has created an SFP Community of Practice of SFP 10–14 professionals and facilitators in Washington State. The SFP Community of Practice listserv and group was created to help SFP professionals and facilitators effectively connect with WSU and current research and to provide timely access to resources. Resources include information about SFP 10–14 trainings, professional development opportunities, and current research. During this reporting period, the SFP Community of Practice was used to recruit focus group participants and disseminate information for virtual SFP 10–14 trainings and materials.

Family Engagement: Bringing Families and Decision Makers Together for Collaboration

Colorado – Colorado State University

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development and Parenting

Program Report: In 2020, our CYFAR project focused on building capacity to provide local training in our two community sites, pivoting to virtual programming and offering limited short-term programming that was focused on leadership development and parenting. Due to COVID-19, our efforts were dedicated to establishing and starting our evaluation plan, adapting the current curriculum to be offered in a virtual setting, providing virtual training opportunities at our sites, and developing components of our sustainability plan. We are currently in the process of transitioning from offering one-time trainings and group mentoring sessions focused on self-efficacy, leadership, and communication skills to offering our 20-week class for parents and 6-week class for youth in 2021. Despite setbacks with the 2019 funding delay and the pandemic, our CYFAR team was able to make significant progress which we believe will set us up for success in offering our programming virtually and when possible in person in 2021. We have purchased equipment for families to use in hybrid or virtual classes; established site teams; trained staff on diversity, equity, inclusion, cultural sensitivity, self-efficacy, facilitating and creating virtual learning environments, and civic engagement; and started recruiting participants.

Key Lessons Learned: Year 1 funding came in May 2020. Once received, local teams were hired, site design teams started meeting, and work was done to overcome public health limitations due to COVID-19 and virtual programming. In fall 2020, efforts focused on curriculum development and adaptation, piloting online classes, and then offering virtual group mentoring focused on self-efficacy. The curriculum adaptation and development work narrowed down what adaptations needed to be made to the current curriculum to allow for social distancing during activities when in-person classes are offered and how to adapt the curriculum for programming in a virtual setting. Strides were made to support virtual learning. Online tools for facilitators were made, such as instructional videos on how to utilize virtual platforms for classes and tip sheets on how to engage your class, even in the virtual setting. In addition, we were able to digitize all handouts and posters from in-person classes so that the content from those materials could still be used in class and support student progress through PowerPoint.

Sustainability: Sustainability is a priority for our project. From the very start of our project, we have built sustainability into our model. Our larger team meets monthly, and each month we discuss sustainability. In addition, each local site has a community civic design team that supports implementation, program delivery, and sustainability. Our local sites work hard to recruit a diverse group of partners and community members to join the civic design teams to connect this project to broader local community needs and goals. Each local civic design team meets quarterly. One unexpected benefit of having a local civic design team during COVID-19 was that it made transitioning to online classes and recruiting for one-time classes a lot easier.

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

Montana – Montana State University

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development and Technology

Program Report: The Social, Emotional, and Physical Health and Wellness (SEP) program model provides at-risk youth with tools to increase and enhance social-emotional learning through training that helps youth learn coping skills, increase emotional intelligence, address and solve social problems, and build leadership and life skills. The model includes training related to mental health using the Youth Aware of Mental Health (YAM) curriculum, an evidence-based, pilot-tested curriculum that increases students' knowledge about depression and anxiety, and enhances the skills and emotional resilience needed to deal with stress and crisis. Our community sites have agreements with the schools to offer YAM, and the Extension staff who will deliver the training are YAM-certified facilitators. Facilitators work with two high schools in their communities: Ronan and St. Ignatius on the Flathead Reservation and Rocky Boy and Box Elder on the Rocky Boy Reservation.

Each year, facilitators will select up to five YAM-trained youth to be part of a peer and leadership group (PALS). In addition, they will select YAM-trained students to be part of a technology club that develops materials to support the project. The overall goal of the student cohorts will be to apply YAM curriculum and use technology to develop and implement a mental health awareness campaign in their communities. Facilitators have recruited the first student cohort and are now working with them on leadership development and program (mental health campaign) development. A pre- and posttest community survey has been developed and pretest surveys were completed in Spring of 2020 for the Flathead communities and Fall of 2020 for the Rocky Boy communities .

Key Lessons Learned: Due to the timing of the COVID-19 pandemic and tribal councils issuing stay-at-home orders, schools were forced to implement online-delivered curriculum. Navigating SEP and YAM programming varied by community. For much of the reporting year, facilitators had to navigate how to implement programming according to each school's policies. For example, the Flathead facilitator was still able to implement YAM but on a delayed timeline. The Rocky Boy facilitator retired and the replacement could not yet be trained due to YAM training needing to be in person. Despite these setbacks, the facilitators were ingenious in their abilities to (a) continue engaging schools, (b) implement YAM (or alternative mental health curriculum on the Rocky Boy reservation communities), and (c) successfully obtain robust pretest community survey responses.

Sustainability: Being a school-based program, each site facilitator will work with school administrators and personnel to strategize ways to sustain programming beyond the 5-year grant period. In addition, facilitators have been successful in developing partnerships with community organizations. Although not stated in the proposal, we will be adhering to best principles of community-based projects by establishing community advisory boards for each reservation site (one for Flathead and one for Rocky Boy). Doing so will create a better sense of trust and community investment in the project. Starting this year, we will be reaching out to news media and through social media to raise awareness about the impact of the project on students and their communities.

Clemson-South Carolina State Sustainable Community Project

South Carolina – Clemson University and South Carolina State University

USDA Strategic Goal 4 | CYFAR Topic Area: Science and Technology

Program Report: During the school year, children in Grades 3 through 8 participate in 2 to 4 hours of weekly science, technology, engineering, art, and math (STEAM) activities. During the summer, students participate in Camp Voyager, a 1-week technology camp. An estimated 30 students from each of four sites in South Carolina will be targeted. The desired long-term results are (a) to involve community partners in improving educational outcomes for students from Allendale, Anderson, and Jasper Counties; (b) to integrate STEM into the everyday experiences of children; (c) to integrate CYFAR youth participants into the 4-H Youth Development Program; and (d) to create a self-sustaining program at the conclusion of the project. Programming and curriculum are implemented twice a week. During the first session of the week, a lesson with background information needed to complete the STEAM activity is led. During the second session of the week, the

activity is completed from the curriculum. In-person programming took place until COVID-19 restrictions no longer allowed for meeting in person. When summer break started, the original plan was for youth to attend summer camp at Clemson's Youth Learning Institute, but it was cancelled due to COVID-19. Staff had to create an alternate camp experience for youth, which was identified as a virtual camp. After a short break, summer programming resumed virtually twice a week. Arrangements for online programming included site staff creating kits to mail to the youth to complete STEAM activities at home, staff connecting with youth to discuss the activities via phone and Zoom, and purchasing iPads.

Key Lessons Learned: Many lessons were learned from implementing our CYFAR program. Most notably, COVID-19 changed the way that we implemented programming, and we had to learn to be adaptable. We also had to learn to communicate more regularly with site staff. The importance of community stakeholders was especially emphasized with COVID-19 as they helped us learn about the communities and how to make plans for programming that best suit each individual site. One of our sites could not operate due to COVID-19, which was difficult. Although we tried our best to adapt the program to fit the needs of the community, stakeholders helped us put the program on hold.

Sustainability: We are meeting with staff and district leaders to discuss the importance of the after-school site with the hopes of developing a plan to sustain STEAM activities. We are exploring a mix of funding opportunities that include 4-H STEAM grants and local government grants.



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

Rhode Island – University of Rhode Island

USDA Strategic Goal 7 | CYFAR Topic Area: Nutrition, Science, and Technology

“I thought overall that the curriculum was excellent. I think that the kids will really enjoy doing a lot of the activities. They were engaging, hands-on, and they addressed various team concepts. Some of them I would love to use in my own classroom.”
– Volunteer

Program Report: The University of Rhode Island Children, Youth, and Families Sustainable Communities Project (CYFAR SCP), Project StRide: Science and Technology Reinforced by Innovative Dietary Education with Rhode Island Youth, 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 4–5) and their families to

address two critical overarching disparities: the science, technology, engineering, art, and mathematics (STEAM) academic achievement gap and dietary behaviors and food-related skills. To achieve this goal, the University of Rhode Island 4-H program, Boys & Girls Club of Newport County, and Boys & Girls Club of Providence will deliver and sustain an interdisciplinary STEAM and nutrition summer camp and family night program. Due to COVID-19, we were unable to pilot our summer camp curriculum with youth. Instead, we used this year to conduct an extensive formative evaluation of our curriculum to assess the content, cultural sensitivity, feasibility, and curriculum standard adherence to inform revisions to the curriculum. Despite social distancing, we maintained communication with community partners, the CYFAR team, and experts in the field to cultivate lasting relationships and collaboratively develop a sustainable program.

Key Lessons Learned: We were not able to pilot Project stRide this year due to COVID-19. Therefore, we conducted a formative evaluation to engage our community partners and others in our curriculum development. Through surveys and interviews with community partners, we learned which themes community partners want covered, including how to effectively promote youth engagement, where increased guidance or lesson support is needed, activity level of difficulty, confidence in teaching lessons, time required for lessons, and cultural appropriateness.

Sustainability: Sustainability has been a major emphasis of Project stRide since its inception. We continually engage our community partners, the Boys & Girls Clubs of Providence and Newport County, in determining ways we can ensure that Project stRide can be feasibly delivered after the grant period. By having the core CYFAR team available to train summer camp staff and offer technical assistance, we will be supporting program sustainability. Furthermore, this year we created videos on various lesson topics that will greatly enhance our community partners’ ability to both deliver and sustain Project stRide for years to come.



4-H SNAC

California and Nevada – University of California and University of Nevada – Reno

USDA Strategic Goal 7 | CYFAR Topic Area: Nutrition and Physical Activity

Program Report: The University of California Cooperative Extension and University of Nevada Cooperative Extension will integrate the 4-H Student Nutrition Advisory Council's (SNAC) Club program into communities in San Luis Obispo and El Dorado Counties (California) and Clark County (Nevada) with SNAP-Ed eligible youth who qualify for the free or reduced price meals program. The target audiences for the 4-H SNAC Club 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, such as undernourishment, neglect, poor health, substance abuse, teenage pregnancy, crime, violence, and academic underachievement due to family, community, social, political, and economic conditions. The 4-H SNAC Club program model will be expanded through a partnership between the University of California 4-H, CalFresh (SNAP-Ed), Nevada 4-H, Nevada Expanded Food and Nutrition Extension Programs, Nevada SNAP-Ed, local schools, and community partners. Community health and youth development professionals will implement 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 (a) improved nutritional and physical health knowledge and practices, (b) improved confidence in leadership and presentation skills, (c) increased career readiness, and (d) increased self-efficacy for being an advocate of health.

Key Lessons Learned: COVID-19 greatly impacted our programming. The project may need to evolve into an online platform depending on recommendations and guidelines upheld by the school district for outside partners and whether school will be in person. We are putting together plans to offer virtual programming for both the nutrition portion and the 4-H Club program and would like to hire an instructional design expert to help us put together a high-quality online program. In addition, we have been working on identifying schools that already have relationships with either SNAP-Ed or 4-H for the 1st year of the programming. The goal would be to expand the programming into new schools for the 2nd year of programming. Lastly, personnel issues also affected our project. One of our key faculty members left Extension, and we needed to redistribute their part of the project. Due to COVID-19, the university also instituted a hiring freeze, so we are just beginning the process of posting the description for the community based instructor.

Sustainability: 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 hands-on materials such as handouts, letters to parents, and a breakdown of activities for a 4-H SNAC Club group. In addition, staff were trained on community partner engagement, recruitment, and cultural competency. Furthermore, plans to offer virtual programming for both the nutrition portion and the 4-H Club program have been established and executed.

Growing U

Texas – Texas A&M University and Prairie View A&M University

USDA Strategic Goal 4 | CYFAR Topic Area: Nutrition, Physical Activity, and Technology

Program Report: The Growing U project strives to fulfill the CFYAR goals of reducing childhood obesity and helping low-income, school-age youth lead fulfilling, 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 participants in Grades 3–5 have enjoyed experiences in the kitchen, garden, and within themselves. Students participated in learning from the evidence-based Learn, Grow, Eat, & Go!, Junior Master Gardener, and Walk Across Texas curricula. This year, almost 100 children participated in living a healthy lifestyle and learning in an outdoor classroom. Each of our communities participated in a 4-H club led by volunteers and staff. This year's graduates will have the opportunity to return to the program next school year to be trained as youth leaders. Along with their students, parents joined in growing the garden and learning new information about cooking and nutrition.

"I want to thank you for all you have done for our Hearne community to enhance the 4-H program for our third and fourth grade students over the past few years. You have been a wonderful addition to our Hearne family, and the relationship you and [staff] have built will last a lifetime! I love what you did with the garden."

– Community Partner

This community-level factor will help youth with their long-term health decisions.

Due to the COVID-19 pandemic, agents and site coordinators leapt into action in new capacities by delivering personal protective equipment to their schools, screening community first responders for symptoms, and tracking the spread of COVID-19 within Texas. Staff and volunteers were met with obstacles yet overcome by the desire to

support their youth in crisis. The sporadic trends within the state led to communities facing new challenges at different times. The Prairie View A&M University and Texas A&M University GrowingU team depended on the relationships and trust they had built within the community to create a plan that was nonobtrusive to healing yet at the same time a space where things could seem fun. After a considerable lapse, communication was restored shortly before the end of the school year. With hope in their hearts and minds, the communities looked forward to the fall.

Key Lessons Learned: Starting with relationship building is important. Clear, consistent communication assists with mitigating challenges and unexpected barriers. Be flexible and supportive during unexpected changes and leadership transitions. Think outside of the box to accomplish goals and maintain relationships during conflicts.

Sustainability: Two of the schools are planning to absorb the costs into their annual budget. One site is a school located and supported by a church. The school leadership is hoping the church will sponsor the program, but the county agent will also work with school leadership to seek outside funding. This will increase sustainability by generating a larger funding source. The other Prairie View A&M University sites are working to secure support from community business. In the upcoming annual training, we will focus significant time on providing guidance on how to seek financial partnerships and build in-kind relationships to support program sustainability.



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

North Carolina and South Carolina – North Carolina State University, Clemson University, and North Carolina A&T State University

USDA Strategic Goal 1 | CYFAR Topic Area: Science

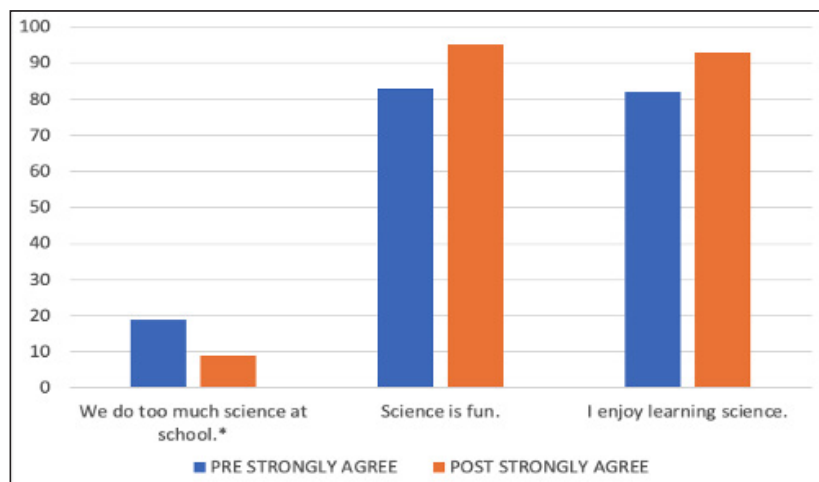
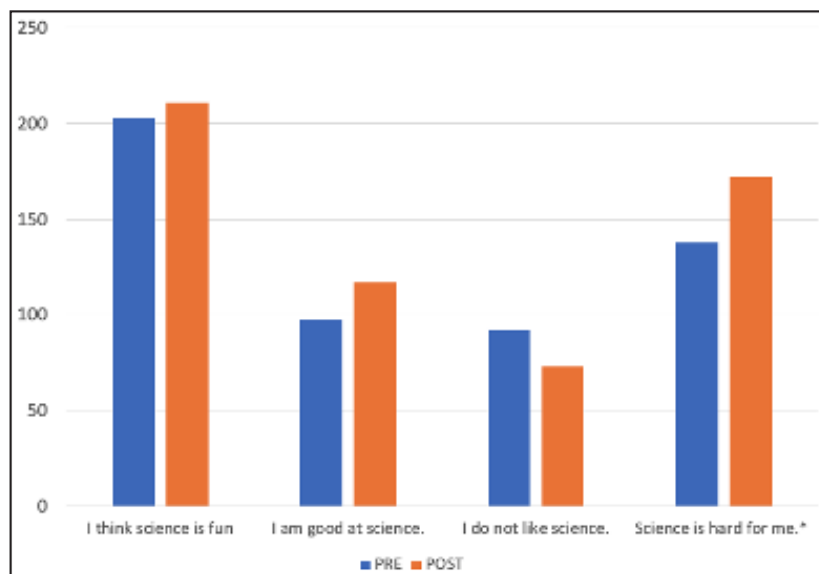
Program Report: In 2020, our CYFAR science, technology, engineering, and math (STEM) project took great strides among the various obstacles that this year brought us. Our central goal has been to increase youth's exposure to science and their positive attitudes related to the study of STEM content and to increase teacher efficacy and abilities for teaching STEM content. In February, our CYFAR team partnered with Ansonville Elementary to design and host a STEM night for students and their families. Soon after, our spring school enrichment programs began, starting with embryology at Ansonville and Monroe Avenue Elementary Schools. In March, North Carolina State University halted all face-to-face programming efforts, which directly impacted our CYFAR project. The CYFAR team quickly began to rethink how we could implement our programs and continue to achieve the grant's goals. The CYFAR STEM coordinator was able to continue to create all After Dinner Science (ADS) kits during this time while working remotely. She coordinated with site administrators to complete ADS drop-offs at each site. Students received all of our initially planned program materials when they obtained their take-home packets from their schools, whether it was remote or in person. In addition to providing the ADS kits, the coordinator and the state CYFAR team created videos for each kit during the pandemic. This provided teachers with a prepared virtual resource that coincided with the 4-H STEM curriculum being taught online. For example, North Carolina 4-H embryology live streaming chick hatchlings garnered over 90,000 views. During the summer of 2020, the coordinator and the North Carolina 4-H state program team provided STEM digital resources to 4-H youth across the state. These resources were promoted to youth involved in the CYFAR grant and across the state. 4-H Spark virtual programs took place twice daily so educators could tap into them as classroom resources and during after-school hours. 4-H Spark programs focused on various STEM topics as well as health, leadership, and arts. In the fall, the coordinator joined the state 4-H curriculum team to create digital content on the curriculum pieces included in the CYFAR grant. This content was placed on the newly developed North Carolina 4-H Curriculum website and provided digital assets and virtual training to professionals not only within the grant but across North Carolina.

"Without [staff] and the CYFAR grant, our school would be nowhere near our STEM progress goals. Our school has really benefited from the resources and materials provided by them."
–Community Partner

Key Lessons Learned: The COVID-19 pandemic was a significant obstacle for our grant, but it also provided growth opportunities for the grant and the entire CYFAR Team. What was initially seen as a detriment to the success of the grant actually expanded and enhanced our endeavors in unexpected ways. The CYFAR team was forced outside of the original plan and challenged to provide resources to our sites in new ways. Once the team realized the impact of the virtual resources, they were able to place more of a focus on these areas when in-person opportunities slowly opened. Our virtual programming efforts expanded the number of 4-H STEM programs offered to our sites and made site-specific programs open to schools across the state. In addition to availability, the quality of the curriculum provided to the sites was also significantly increased. With a team of specialized curriculum consultants, the CYFAR team created and distributed virtual curriculum and additional digital assets that teachers will be able to utilize and share for years to come. These resources can be constantly updated for the benefit of education professionals.

Sustainability: School administrators, teachers, and Extension staff are all supportive of the CYFAR STEM programs provided by our grant. Trained teachers will deliver the 4-H STEM curriculum to youth in Grades 2–5. Trained after-school and summer program staff will provide robotics and various 4-H curricula to all youth. ADS kits have been distributed to the schools, and digital resources have been provided. Agents involved in the grant support the program and will be able to continue the implementation of 4-H curricula in the school sites beyond the funding period. In addition, the community outreach that has occurred throughout this year of the project through the additional virtual resources will help the sustainability of STEM opportunities in not only the counties we serve but North Carolina and South Carolina overall. These combined efforts will likely increase the sustainability of the STEM curriculum and achievement beyond CYFAR funding in the school sites and surrounding communities.

Sustainability: 4-H STEM and Education and Science Literacy focused on increasing student interest in STEM-related career fields and on increasing teacher efficacy in STEM instruction. Students showed a significant, positive change in their thoughts related to science. Teachers reported significant increases in their science and math teaching efficacies.



Note. Lower scores are expected at pretest for the “Science is hard for me” item where youth responded “No.” Lower scores are also expected for the “We do too much science at school” item.

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

Michigan – Michigan State University

USDA Strategic Goal 1 | CYFAR Topic Area: Parenting

Program Report: The Michigan State University Sustainable Community Project focuses on supporting parents with children exposed to lead during the Flint water crisis with parenting education and supports for children. Originally, families were brought together weekly for 5 weeks. We began with a family meal with foods that fight the effects of lead. Parents and children then split into separate groups. The parent curriculum, Guiding Principles for Highly Successful Parenting (GP), focuses on skills to support families. The child program, Brain Train, focuses on increasing children's executive functioning skills. In the fall of 2019, face-to-face GP series were offered at five locations in Flint. In the beginning of 2020, three classes began with 18 parents enrolled, but in March 2020, all face-to-face programming was suspended due to the pandemic, so

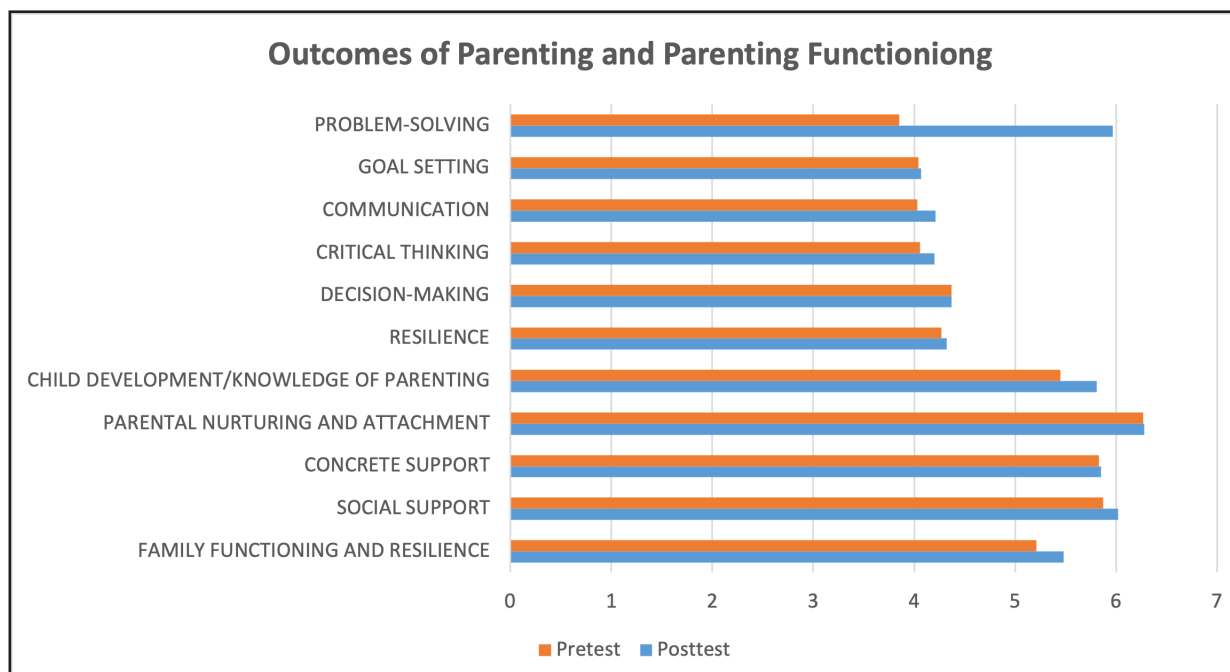
the team moved to online programming. Nine online parent education trainings were offered from March to August with 119 participants. Of those attending, 40% gained an understanding of the importance of supporting a child's learning, and 42% increased techniques to help young children learn.

In addition, the team created Extension Extras Enrichment Kits. In July 2020, 150 educational kits with social-emotional (SE) skill-building activities were distributed to families at two Flint schools. These kits contained five lessons and three children's books focused on SE health. Instructional videos were also provided. In the fall, the team offered virtual series of GP with community partners. Participants received kits that included the course workbook, children's books, and activities to support children's SE health and executive functioning skills. A total of five GP virtual series, with 44 parents enrolled, were offered from September to December 2020.

Parents in face-to-face and virtual GP series completed pre- and posttests. The parenting outcomes showed statistically significant change from pre- to posttest. Parents' understanding of child development and effective child management techniques and parents' problem-solving skills increased most noticeably. Parents participating online showed significantly higher knowledge of child development than parents participating face-to-face.

Key Lessons Learned: For Flint families, the pandemic was the second public health crisis in 6 years. The team knew they needed to support families as we moved to fully virtual programming. The team began by creating the Extension Extras Social and Emotional Health Enrichment Kits. The kits were designed to reach out to families in Flint that lacked internet access and may have had reduced literacy skills with regards to





physical educational materials. The kits contained five activities designed to support social-emotional health, along with three children's books, and 150 kits were distributed at two Flint schools. In March, the team began offering one-time online trainings. A total of nine trainings were offered, with 119 persons enrolled. In September, the team resumed the parenting series online, which included a physical kit of materials to support parents and children. The team found strength in strong community partnerships and was able to finish the year successfully.

Sustainability: The GP series and expanded offerings for Flint families have been very successful in Flint communities. The program is a key portion of services offered to families in need of parenting education. As the pandemic closed down face-to-face programs, ours was one of few able to continue offering classes for parents to support reunification goals and to provide critically needed supports during a time of crisis. Through this difficult time, we were able to successfully offer virtual programming, a new model for this audience. Virtual programming has a much lower cost, increasing sustainability. As communities begin to recover from the pandemic, resilience is a crucially needed support. For communities like Flint, still recovering from the water crisis, the impacts of

a second public health crisis have been great. The program enjoys strong community support and demonstrated successes and anticipates successful funding opportunities. Through limiting the extra costs associated with face-to-face programming, virtual programming will provide an additional model to support sustainability.

"I can't say enough about what we have been working on at home so far. We are taking and implementing these lessons one day at a time, and I am not putting pressure on myself—progress, not perfection. I'm so thankful for all that I have learned so far."

– Parent Participant

Outcomes: The Michigan State University Sustainable Community Project focused on supporting high-context parents with children that had been exposed to lead during the Flint water crisis. The project did so by utilizing parenting education and supports for young children. While the project did not conclude as expected, due to the pandemic, outcomes were very strong.

Expanding 4-H to Urban Latino/a Audiences

Missouri – University of Missouri

USDA Strategic Goal 4 | CYFAR Topic Area: Nutrition and Physical Activity



Program Report: At the beginning of 2020, program efforts were driven by the planning and community organizational goals of the program implementation and professional development of the CYFAR team and the formation of the Partnership Advisory Group from award until March 2020. In the spring of 2020, the transition from development and planning to in-person 4-H club offerings occurred. The Nowlin 4-H Club: Soccer for Success was in Week 2 of in-person 4-H education sessions and continuing to actively recruit when both University of Missouri Extension and the Independence School District suspended face-to-face programming in March. With the promotion of health and wellness during the national COVID-19 pandemic, our 4-H practices adapted to meet the guidelines and acceptance of our communities and the partners within this project while prioritizing the goals of Expanding 4-H to Urban Latino/a Audiences. Immediately, 4-H youth members received correspondence, virtual invitations, and access to virtual program offerings from Missouri 4-H while additional pivot plans and instructional materials were arranged and developed. Virtually and socially distinct efforts included (a) Soccer for Success: Virtual-Live Club, (b) 4-H Healthy Living @ Home, and (c) Soccer and 4-H at Home along with referrals to statewide 4-H virtual program offerings.

In February 2020, two individuals, both certified U.S. Soccer Foundation: Soccer for Success coach-mentor trainers, delivered 7.5-hour Soccer for Success coach-mentor training to seven participants in the Kansas City urban metro area. The U.S. Soccer Foundation switched to hosting virtual trainings, and 18 partners and 4-H team members completed coach-mentor training in adaptive socially distant Soccer for Success programming. These professionals, now coach-mentors with Soccer for Success, have full access to the curricula for expansion to all audiences, with special interest for servicing Expanding 4-H to Urban Latino/a Audiences. Even though 2020 presented many challenges, the majority of participating youth indicated they were engaged in content regarding healthy food choices, and were aware of the choices they made. The program is successful in recruiting Latino youth to participate in 4-H-sponsored programming. Although these are not long-term results, these data provide a benchmark for future program efforts.

Key Lessons Learned: Reflection on the program year reinforced the importance of engagement, trusted relationships, and the primary needs of the community members. Just as we were moving from planning to culturally relevant in-person programming with Soccer for Success, our efforts had to pivot to virtual programs. The program goals to increase healthy behaviors and educational aspirations for Latino/a youth and families continued through adjustments in the delivery from in-person to distance learning and virtual and web-based programming for 4-H club members. The program advisory group allowed the team to engage with the primary needs of participants through 4-H at home with printed packets and partnership porch visits, especially when the technology was not available for virtual programming.

Sustainability: Program sustainability plans are inclusive of adaptive programming, cross-training partners as 4-H volunteers and practitioners and engaging them in the value of the program within the serviced community. The required socially distant programs offered during the COVID-19 pandemic provided the platform for virtual,

statewide distribution of program materials available in English and Spanish. Sustainability offered through partnership will strengthen the current program and assure ongoing programming availability. For example, we formalized a partnership with Boys and Girls Club, who offer the after-school program at one school location. In 2021, Missouri 4-H will introduce Juntos 4-H. This will provide a culturally relevant program offering to expand our current College and Career Pathways programs.

4-H UNITY

New York – Cornell University

USDA Strategic Goal 1 | CYFAR Topic Area: Leadership Development and Workforce Preparation

Program Report: 4-H Urban Neighborhoods Improved Through Youth (UNITY) combines 4-H youth development, civic engagement, nutrition, and parent education to ensure teens ages 14–18 demonstrate the knowledge, skills, attitudes, and behaviors necessary for fulfilling, contributing lives and promotes healthy lifestyles among teens and their parents and guardians. 4-H UNITY’s program model and 5-year plan 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 youth and community partners. Through their involvement, UNITY teen leaders demonstrate improved leadership and workforce development skills as their community projects and job shadowing provide opportunities for real-world skill building. The teen leaders gain the skills needed to prepare for college, careers, and being engaged community members. UNITY works to 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.



Key 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. The project teams provide the supports and opportunities through which young people can learn, apply and practice the skills needed to graduate successfully from high school, and prepare for college, careers and future successes.

Sustainability: 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 are being taken to achieve sustainability, beginning with the memoranda of understanding and continuing with the involvement of community partners in implementing UNITY’s sustainability plan. By focusing on sustainability and developing 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 teen leaders’ career aspirations and sense of community connectedness.

Wisconsin Sustainable Communities: The Growing Connections Program

Wisconsin – University of Wisconsin

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development and Workforce Preparation

Program Report: The Growing Connections program takes place at two partner community-based organizations, Running Rebels Community Organization and Milwaukee Christian Center. While the COVID-19 pandemic created unprecedented challenges, all partners maintained honest and ongoing communication and adapted, adjusted, and reimagined programming in order to meet the needs of youth and their families and provide programming, even if limited and/or virtual, whenever possible.

From December 2019 through March 2020, 54 youth were engaged in weekly, in-person Growing Connections programming. Activities focused on indoor gardening and plant care, leadership development, team building, and maintaining strong mentoring relationships. All programming transitioned to weekly virtual meetings in March 2020. Staff worked to ensure that youth had the necessary technology and internet access for participation in virtual programming. While activities related to the program continued, the

focus of staff at both agencies shifted to address the needs of youth and their families. They connected with participants to understand challenges they and their families were facing and provided support and resources whenever possible.

In-person programming restarted in early summer in a limited capacity. Group sizes were significantly reduced, with limited access to the gardens in the summer of 2020. Because agencies were unable to transport youth, no programming took place at Kohl Farm. While development of that educational and growing space continues for future use, we turned our focus to community-based garden spaces and programming. This pivot created engaging outdoor community spaces, the importance of which has been reemphasized by the COVID-19 pandemic. Most youth live in the same neighborhoods as the growing spaces, which are located within some of Milwaukee's most distressed zip codes. This pivot to community-based growing spaces facilitates participants' understanding

of issues of food access and security, giving them the space and support to grow food and discover solutions in their own neighborhoods and supporting the Growing Connections program goal of deepening youth's connection to their communities and understanding of their roles and opportunities within it.

Key Lessons Learned: Throughout the program year, Extension staff, partners, and the program evaluator held monthly meetings to discuss opportunities to address programmatic challenges related to COVID-19. As the program continues, these regular meetings will include space for discussion of evaluator observations and reviewing evaluation data as one way of ensuring ongoing program improvement.



Sustainability: With the transition to community-based gardens, it became clear that the growing spaces in both neighborhoods need significant repairs, beautification, and infrastructure that will support youth and community engagement. Youth will identify the spaces' assets and needs, create a shared vision and design, and do the work to bring that vision to life. Youth will develop important life skills, such as

communication, teamwork, community placemaking, and grow connections to community and self-efficacy to contribute. Through our engagement in community spaces, we are aligning with other community stakeholders to seek additional funding and resources for the program and identify and engage community members as mentors and partners.

SCP to Promote Early Language and Literacy Development in Native Communities

Arizona – Arizona State University

USDA Strategic Goal 4 | CYFAR Topic Area: Parenting

Program Report: Our 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 are also providing professional development workshops for early care and education professionals in order to enhance community capacity to sustain high-quality, culturally responsive early literacy programming. In 2020, we developed our programming and an evaluation plan. Working closely with our community advisory boards, we selected program names and logos. We also developed 20 in-person early literacy events and modified them for use online, began the development of online content and websites for our two community programs, and hired staff members to deliver programming. Our program websites can be viewed at <https://extension.arizona.edu/gowa> and <https://extension.arizona.edu/NavajoBabyCollege>.

Key Lessons Learned: The main lessons that we learned in 2020 revolved around the value of adding online or virtual programming. We had initially envisioned this as a completely in-person program, and while we are still going to offer in-person programming when it is safe to do so, we are also planning to offer online programming. In 2020 we realized the value of holding our community advisory board meetings on Zoom. We were forced to do so due to the pandemic, but an unanticipated positive outcome of this was that it allowed for greater participation because members did not have to travel to attend the meetings.

Sustainability: We are using several strategies to sustain this program beyond the 5 years of CYFAR funding. Community advisory boards have been convened and are meeting regularly to enhance preexisting partnerships within the community sites and guide program development. We will provide professional development workshops to community advisory board members and other early care and education professionals in order to enhance community capacity for providing high-quality early literacy programming. 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 also regularly communicate with our program champions. For example, once we have started offering programming, we will circulate a quarterly report of our accomplishments to internal and external stakeholders and leaders. Finally, we are working with the community advisory boards to explore opportunities to integrate our materials into existing programs.

Juntos IN for Success

Indiana – Purdue University

USDA Strategic Goal 1 | CYFAR Topic Area: Leadership Development, Parenting, Science, and Workforce Preparation

Program Report: Juntos 4-H, an after-school program, will give Latino students and their families the knowledge and resources needed for their academic success now and in the future to improve college attendance and graduation rates. The program is designed to promote family engagement; improve the sense of belonging among Latino students and families in their schools and communities; increase Latino student success by improving attendance, grades, and high school graduation rates; and raise the number of Latino students pursuing college. Students in Juntos and their parents will participate in family engagement activities, 4-H clubs, success coaching, summer activities, college visits, and more throughout the year. Participation is voluntary, and the schools play a role in recommending students who would most benefit from the program. Indiana 4-H planned to start implementation of the program in all three sites by March 2020. Due to the pandemic, this plan was altered. Most of the past year's efforts were devoted to maintaining communication with the schools and community partners. The schools stopped their classes, and the students returned home, making it impossible to start the program in person or virtually because the potential students and their families were not identified yet. The uncertainty of the pandemic caused the loss of several collaborators, and one of the selected schools withdrew its participation. We immediately began conversations with people in the community to connect with a new school administration, and a new school was identified in October 2020. During this 1st year of implementation, we finalized all agreements required as part of the partnership between the school corporations and Purdue University. We were able to hire and train Juntos 4-H staff, collaborate to review the evaluation instruments, conduct more than 60 meetings to maintain the program, and participate in personal development seminars. Educators and state staff kept and secured existing and new alliances with entities from different areas. Because of this effort, we gained five new statewide partners who are offering programs, advising, and funding to support the program for years to come. Several counties started opening and schools began to provide families' information, and Juntos staff started recruiting and interviewing the first cohort of 29 Indiana Juntos 4-H families in November 2020.

"We want Juntos 4-H to be a national model and trailblazer!"
– Community Partner



Key Lessons Learned: We have learned a great deal throughout the entire process of implementing Juntos 4-H. We learned to pivot our goals and the timeline of implementation due to COVID-19. We were able to have intentional conversations (virtually) with community members and organizations interested in becoming more involved in our Juntos 4-H program. We also learned that changing our way of interacting to a totally virtual format requires a high level of trust, adaptability, flexibility, and commitment. The workload has increased significantly due to these factors, but all we have accomplished gives us confidence that we can overcome any obstacle as a team moving forward. Relationships are stronger.

Sustainability: To create a better understanding of how to better serve and meet the needs of Latino youth and their families and increase participation in 4-H programs, the Indiana 4-H program will obtain new knowledge of area Latino populations and partnerships. Indiana Juntos 4-H has done a fantastic job partnering with local business and community organizations in all three sites and with statewide, government, corporate, and higher education entities. Partnering with the Indiana Commission on Higher Education brought new opportunities for Extension professionals and Juntos staff. They have conducted virtual training on how to have all Juntos 4-H'ers enrolled in the scholarship program offered by the state and provided one-on-one consultations to those counties that are seeking to establish Juntos 4-H or similar programs in their counties. Community faith-based organizations have opened their doors for free for Juntos 4-H in-person sessions and distribution of to-go meals. We have also been intentional in securing funding from corporate sponsors and local 4-H councils. We will continue working with community foundations, Indiana 4-H Foundation, school corporations, and local business and corporate sponsors to sustain and expand Juntos 4-H and make it as accessible as possible to communities in the state of Indiana.

The United We Can: African American Youth Entrepreneurship Program

Oklahoma – Oklahoma State University and Langston University

USDA Strategic Goal 4 | CYFAR Topic Area: Workforce Preparation

Program Report: United We Can (UWC) is an educational, research-based program that helps to equip youth who are at risk of not meeting basic human needs with the skills they need to lead positive, productive, and contributing lives through our strong partnerships with the land-grant university and community organizations. To accomplish these outcomes, UWC addresses three primary aims known to impact academic attainment and workforce preparation: (a) improving parental involvement in the child's education through family workshops, (b) promoting youth social-emotional learning skills by assigning a success coach to each child, and (c) creating a sense of belonging by involving youth in activities with other positively focused peers.

In response to the pandemic, we developed and began to implement a new delivery system to work with youth and their parents online. We developed a series of online 4-H programs that promote program goals and objectives by allowing youth and parents to interact with program staff around goal setting, problem-solving, critical thinking, and emotion regulation. More specifically, we developed several online clubs such as (a) Minecraft Education, to improve youth problem solving and decision-making skills in addition to developing math and English skills; (b) Financial Literacy, to help youth better their entrepreneurship skills and teach them how to make healthy financial decisions; (c) Worldwalking, to encourage youth and parents to compete to see who can walk more steps daily and to develop healthy habits; (d) Your Dream Career, to expose youth to possible career opportunities and nurture goal setting and help-seeking abilities; (e) Mastering Technology, to teach typing and time management to more efficiently complete schoolwork; and (f) Music Masters and Blogging clubs were incorporated into the program to help youth express themselves and work towards their career goals. These activities were designed to help keep youth and their parents engaged in the program during the pandemic and to create a sense of belonging among a group of positively focused peers.

Key Lessons Learned: We learned that youth are extremely hesitant to engage through online platforms and are more likely to engage in fun activities than standard programming in online platforms.

Sustainability: We have built strong relationships with our community partners.

Helping Youth PROSPER and Avoid Opioid Misuse in Virginia

Virginia – Virginia State University

USDA Strategic Goal 1 | CYFAR Topic Area: Workforce Preparation

Program Report: The PROmoting School-Community-University Partnerships to Enhance Resilience (PROSPER) Model is being 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 scientifically proven effective, with increased positive outcomes for high-risk populations. Programs delivered using PROSPER build youth assets (e.g., problem-solving and decision-making, workforce readiness, and positive parent-adolescent relationships) and reduce problem behaviors (e.g., alcohol and drug use, including opioid misuse; delinquent activity). PROSPER further supports the sustained delivery of evidence-based programs in a way that maximizes the resources of Extension and partner organizations. In addition to creating and supporting productive, high-functioning PROSPER community teams, all four sites identified and recruited three facilitators to be certified and lead the family-based program, namely Strengthening Families Program for Youth Ages 10–14 (SFP 10–14). Twenty individuals from the CYFAR project team and local PROSPER teams completed the 3-day,

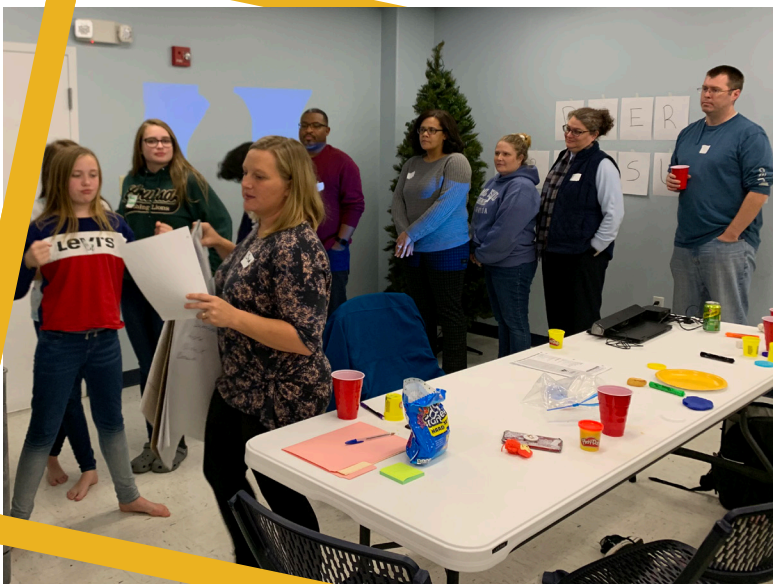
face-to-face certification training. They then planned logistics, including locations, recruitment strategies, implementation planning, schedules, and other items for implementing the program. One site, Louisa County, graduated a group of families in December 2019.

“Enthusiasm is at an all time high as our team is determined to deliver the program and make a difference in the community.”

– Staff

Program results were promising and underscored the need for the model as well as its effectiveness. Three sites were slated to begin sessions in March 2020, with one in progress, when COVID-19 restrictions brought all in-person programming to a halt. We pivoted to support families and youth dealing with the sudden closure of schools and facing other life disruptions. PROSPER team agents and grant staff supported school packet pick-ups, school lunch distributions, and food pantry sites, providing informational resources and 4-H youth activities kits as appropriate.

With all in-person programming halted, we launched a series of rapid response weekly webinars addressing current needs stemming directly from the COVID-19 pandemic. To date, 33 distinct sessions have been held, with topics including working and schooling remotely from home, teens, anxiety and stress, strengthening family relationships during tough times, teen mental health in challenging times, guiding children and teens through uncertain times, and two K–12 schooling Q&A sessions with Virginia teacher of the year. The typical audience size is just over 200. Members of this grant team engage their communities with the series through emails, social media posts, and personal invitations as a strategy for equipping families, educators, and



service providers with tools and resources to address the most immediate pressing needs stemming from or exacerbated by COVID-19. Our project continues to make timing adjustments, and we are revisiting strategies for implementation. We have continued working closely with the SFP 10–14 national director to support programming during COVID-19. One site, Prince George, piloted an effort to send seven SFP 10–14 activities via post or email and received promising feedback. Our project also agreed to serve as a pilot site for a 3-week national SFP 10–14 virtual initiative slated to begin in October. However, that project has been delayed at the national level.

Key Lessons Learned: We have learned that our communities and its members are resilient and that they are stretched. We have learned that some we thought

would not or could not engage in virtual programming have in fact done so. We have also learned that with school-based programming and programming that relies on teacher-delivery, it can be unrealistic to ask them to launch our programming when they have such uncertainty and continue to pivot. Lastly, we learned the importance of acknowledging the humanity (and not just the work outputs) of each team member, partner, and participant as well as the critical place that that holds in our resilience as individuals and project teams.

Sustainability: We continue to tell our story, leverage current partnerships, seek new partnerships, and brainstorm ways to continue programming at the end of the grant cycle.

¡Unidos Se Puede!

Oklahoma – Oklahoma State University

USDA Strategic Goal 1 | CYFAR Topic Area: Workforce Preparation

Program Report: ¡Unidos Se Puede! is an educational, research-based program that helps to equip youth who are at risk of not meeting basic human needs with the skills they need to lead positive, productive, and contributing lives through our strong partnerships with the land-grant university and community organizations. To accomplish these outcomes, Unidos addresses three primary aims known to impact academic attainment and workforce preparation: (a) improving parental involvement in the child’s education through family workshops, (b) promoting youth social-emotional learning skills by assigning a success coach to each child, and (c) creating a sense of belonging by involving youth in activities with other positively focused peers.

In response to the pandemic, we developed and began to implement a new delivery system to work with youth and their parents online. We developed a series of online 4-H programs that promote program goals and objectives by allowing youth and parents to interact with program staff around goal setting, problem-solving, critical thinking, and emotion regulation. More specifically, we developed several online clubs such as (a) Minecraft Education, to improve youth problem-solving and decision-making skills in addition to developing math and English skills; (b) Financial Literacy, to help youth better their entrepreneurship skills and teach them how to make healthy financial decisions; (c) Worldwalking, to encourage youth and parents to compete to see who can walk more steps daily and to develop healthy habits; (d) Your Dream Career, to expose youth to possible career opportunities and nurture goal setting and help-seeking abilities; (e) Mastering Technology, to teach typing and time management to more efficiently complete schoolwork; and (f) Music Masters and Blogging clubs were incorporated into the program to help youth express themselves and work towards their career goals. These activities were designed to help keep youth and their parents engaged in the program during the pandemic and to create a sense of belonging among a group of positively focused peers.

Key Lessons Learned: We learned that youth are extremely hesitant to engage through online platforms and are more likely to engage in fun activities than standard programming in online platforms.

Sustainability: We have built strong relationships with our community partners. In addition, we encourage positive youth development and build rapport with the youth involved in the program.

Tennessee SCP

Tennessee – University of Tennessee

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development, Nutrition, Parenting, Physical Activity, Science, Technology, and Workforce Preparation

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 high-risk, school-age youth and their families who are experiencing trauma-inducing environments, academically challenged, potential dropouts, more likely to engage in delinquent behaviors, and lack prosocial and emotional learning skills and strong positive role models. The sites the project serves have a large number of children who live in poverty. The primary content utilized focuses on three primary areas: (a) social-emotional learning; (b) student academics through science, technology, engineering, math, agriculture, nutrition, and robotics programming; and (c) intensive family engagement programming. Nonacademic content such as leadership, decision-making, positive relationship, 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.

Key Lessons Learned: Lessons learned this reporting period revolve around teaching virtually. The learning curve was great, and we all had to be patient. There were two main lessons we learned from teaching virtually. First, it’s imperative to spend an ample amount of time teaching students and parents how to navigate the virtual portal being used. It’s extremely difficult to find a platform that all participants are familiar with. After trial and error, it’s best to use the platform the public school is already using; however, there are issues around licensing at times. Second, there are some teachers who are excellent at virtual

education and others who are not. It’s best to focus on teacher strengths by assigning some teachers to teach virtually and appointing the other teachers to conduct background prep and research on the selected lesson.

Sustainability: An educational program has great success for sustainability if the program addresses three areas: evaluation, collaborations, and grant writing experience. In order to acquire additional funding for this grant project, we have devised a very reliable and proven evaluation plan. We have tested, revised, and fine-tuned our existing evaluation plan. One of the most powerful strengths of our family and consumer science/4-H agents is their established relationships with decision makers, other agencies, and general populations in their communities. The University of Texas agents in Shelby and Union Counties currently have the relationships, skills, and resources necessary

“I’m amazed that my son still wants to learn online after being on the computer all day for regular school. He loves virtual after-school because it gives him a chance to hang out with his classmates doing more fun activities. He really loves doing team LEGOs virtually—which at first I was like, ‘How do you do that?’ But it works thanks to his awesome teachers”
– Parent

to enhance their collaboration development when and where appropriate. All agents, including the project director, have experience successfully acquiring funds from local community agencies, government offices, and businesses. A few other grants that currently help support our programs are Tennessee Lottery for Afterschool, 21st Century Afterschool, Department of Children’s Services Building Stronger Brains Innovation Grant (RULER Grant), and the Tennessee free snack program. We have already taken steps to establish sustainability beyond the 5 years of CYFAR funding with funding from school districts, a plan to recruit volunteers, and continuing to build partnerships.

Juntos Idaho

Idaho – University of Idaho

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development, Technology, and Workforce Preparation

Program Report: The University of Idaho's Sustainable Community Project focuses on the CYFAR Teen Outcome, involving middle and high school Latino students and parents in a robust club program, improve academic outcomes and college and career awareness, and provide enriching activities to support skill building. The University of Idaho's Sustainable Community Project is using the Juntos 4-H program model and curriculum developed by North Carolina State University Extension. Two sites in central Idaho, Blaine County and Twin Falls County, are served. There are four components of Juntos Idaho programming: (a) teen-parent weekly workshops, (b) teen-directed 4-H clubs and community activities, (c) one-on-one success coaching and mentoring, and (d) campus visits to introduce requirements for academic and career pathways. COVID-19 created major challenges in implementation during the 2nd year of this project. Juntos 4-H is directly connected to local schools which were closed or transitioned to distance learning March–December 2020. Blaine County was the first location impacted in Idaho, with no in-person classes. Twin Falls site schools chose a blended remote and in-person delivery September–December 2020. CYFAR Coaching and site visits were canceled. In order to move forward in our project, monthly Zoom meetings were held to connect Blaine, Twin Falls, and Jerome County Juntos 4-H programs for site reports and updates and to monitor progress in managing the day-to-day project operations. Blaine and Twin Falls educators continued to be connected and updated in Juntos trainings. County site coordinator bilingual/bicultural position descriptions were developed and posted. The hiring process is proving to be lengthy in order to comply with all state, federal, and university requirements under COVID-19 restrictions.

Key Lessons Learned: All in-person activities and site visits were cancelled due to COVID-19. In order to move forward in our project, monthly Zoom meetings were held to connect Blaine, Twin Falls, and Jerome County Juntos 4-H programs for site reports and updates and to monitor COVID-19 restrictions. All university processes and personnel shifted to a remote virtual format, which caused major delays in direct implementation of the project. A University of Idaho Juntos website is in development.

Sustainability: Blaine and Twin Falls County Extension site directors are working with community members to develop and strengthen partnerships. Updates on fluctuating COVID-19 situations in each community were monitored on a regular basis. The COVID-19 shutdown prevented direct implementation of Juntos in-school programs in both communities. Twin Falls site school partners are looking forward to implementation of the Idaho Juntos 4-H project in January 2021. Blaine educator and community partners continue to monitor the COVID-19 lockdown.

Strengthening the Heartland: Promoting Life Readiness in Rural Youth

South Dakota and North Dakota – South Dakota State University and North Dakota State University

USDA Strategic Goal 4 | CYFAR Topic Area: Leadership Development and Workforce Development



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 and allow youth to combat stress and focus on life readiness skills needed in the workplace. In Year 2, community site staff continued implementing the Second Step

“Just watched the webinar on Helping Youth Develop a Coping Toolbox, and I have to say thank you! I work with 4-H in my community, and I am working on short videos on social-emotional learning. This webinar gave me more food for thought! Thanks for sharing!”

– 4-H County Professional

SEL program for middle school youth. The first volume of the new life readiness curriculum for high school students, called Launch Skills, was completed and distributed to community sites. Lessons in the first volume focused on financial literacy, career exploration, and wellness. Due to COVID-19, the planned in-person career camp was converted into a two-part program consisting of a virtual career camp and career kits, known as Careers in a Box, that will

be shipped to each community site. Both the virtual and on-site career camps will highlight a series of careers within the food, agriculture, natural resources, and human sciences (FANH) fields. Sample careers include soil and water conservationist, metal fabricator, livestock trader, interior designer, and food safety officer. Finally, seven webinars in a how-to series were presented to youth program staff. Given the unexpected additional stress experienced during the pandemic and the transition to remote work for many of our staff, the number of webinars provided was increased from the original plan. Webinar topics included helping youth deal with stress during uncertain times and helping youth build a coping toolbox. Interest in the series has grown, with an average of 137 views per webinar including live attendance and recorded views.

Key Lessons Learned: Our initial plan included hosting an annual, campus-based career camp for all ninth grade youth at the community sites. During the camp, youth would participate in workshops with interactive lessons related to potential careers in the FANH fields. The first career camp was scheduled for fall 2020 but was quickly cancelled due to COVID-19. The SCP team pivoted, however, and developed a new option to ensure



that youth would still have the opportunity to learn about FANH careers. The sustainable community project (SCP) team dedicated time in fall 2020 to preparing a virtual camp and career kits to be shipped to each site. This option was not in the original plan, but after seeking feedback from each community site, it was discovered that the virtual and mailed version of the camp was preferable compared to the on-campus version. Thus, the SCP team plans to continue offering the adapted version of the career camp in future years of programming.

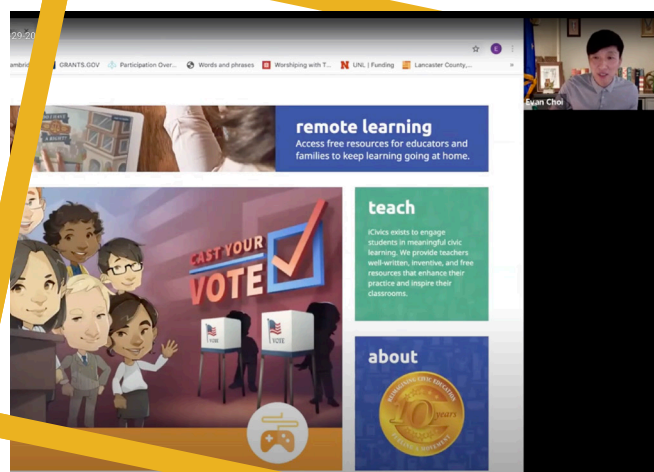
Sustainability: To support sustainability, the project team will provide outcome results to community sites, which can be shared with school administrators to advocate for resources to continue funding the Second Step SEL curriculum after the project period. Posttest data will be available for the first time at the end of Year 2. If internal funding cannot be secured, the SCP team will work with the school staff to identify external funding sources. The first and forthcoming volumes of the Launch Skills curriculum will be available for use after the funding period. The virtual career camp and career kit lesson plans will also continue to be available for community partners to access. Finally, all webinars are recorded and posted online on a project Youtube channel, allowing future professionals at the community sites to gain knowledge.

Youth Civic Engagement

Nebraska – University of Nebraska – Lincoln

USDA Strategic Goal 4 | CYFAR Topic Area: 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, launching our pilot program (Youth Arise) in two community sites. Since all in-person youth programs in Nebraska were canceled or postponed due to the pandemic, our team transitioned from in-person camps to virtual programs, using after-school and summer camp models. We incorporated a new curriculum, Youth Participatory Action Research, into our previous program model using iCivics and adapted into a three-level program (i.e., I-challenger, community-changer, system-changer). We also modified our curriculum and developed three different versions of the program (3-hour, 5-hour, and 10-hour lesson plans) in coordination with the current after-school programs implemented in our target sites. During the reporting period, a total of 20 students participated in our first virtual pilot program through an online learning platform titled Nebraska 4-H Boredom Buster Challenge. Among them, 12 students (Grades 6–8) were engaged in the program synchronously via Zoom, and eight students participated asynchronously in the program through YouTube channels at a later time. In addition, we conducted a mini-session through a series of virtual and at-home learning sessions titled Fun with 4-H Fun Fridays. This introductory session for youth civic participation included one student and his parent.



Year 2 also included promotion and branding. Using a crowdsourcing platform, we publicly collected potential brand names. We also developed our strategic plans to promote effective and consistent communication using visuals, messaging, and experience. Accordingly, we launched our website at www.youthariseplus.com. Youth participants and parents can register and contact the site coordinators through the website.

Key Lessons Learned: One of the lessons learned from implementing our program is that some parents/guardians are willing to let their children engage in our program but not in our research and evaluation. This may be due to the technical language in our institutional review board form. To address the reluctance, we have created an evaluation package to better explain the purpose and process of data collection that includes all required documents. The second lesson is that distance learning during the

pandemic has exhausted youth participants, leading to Zoom fatigue. We are currently considering a hybrid model that incorporates in-person and remote learning platforms in our after-school program and are planning in-person summer camps in 2021. This series of program experiments will give us a better understanding of how the program could work in different formats to find the best delivery model. Lastly, there were technical difficulties and communication issues in our virtual delivery. In our future virtual programs, we will ensure that a program staff or assistant is physically present and available at each site to support the lead facilitator, particularly for interactive learning activities and group projects.

Sustainability: Reaching diverse and underserved audiences has been identified as a priority in Nebraska Extension. Youth Arise can be seamlessly integrated into Nebraska Extension 4-H programming after the grant period via multiple learning platforms, such as in-person classes, 4-H clubs, and online education modules (e.g., eXtension, Google Classroom). With committed statewide and national partners (e.g., Civic Nebraska,

Beyond School Bells), sustainability and scaling are highly feasible. Components of the program (e.g., iCivics, Youth Participatory Action Research) are available online at no cost. After completing program orientation and staff training that our team provides, local community partners will be able to implement the program with minimal support. Our program design can be adapted to various delivery formats, such as after-school, homeschool, weekday, or weekend programs. The comprehensive evaluation will be used to demonstrate program effectiveness. Evidence will position the team to obtain additional federal and foundation funds to scale up the program to neighboring locales or across the state. The team prioritizes sustainability and focuses on building leadership among community partners and strengthening collaboration to create environments for project sustainability.

Acceptance Commitment Therapy Program for Custodial Grandchildren and Custodial Grandparents

Iowa – Iowa State University

USDA Strategic Goal 4 | CYFAR Topic Area: Parenting and Workforce Preparation

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 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. Given the emotional vulnerabilities and higher prevalence of mental health issues emerging in adolescents, we will target adolescent custodial grandchildren (middle-school-aged group). ACT has been shown to be effective to address emotional problems and health behaviors, including in teens and older adults. Delivery of the program will utilize both online and in-person platforms. A rigorous program evaluation will be implemented with mobile tablets. Various types of 4-H activities will be introduced and incorporated into the ACT program. This project will promote the CYFAR Teens Outcome (adolescent custodial grandchildren) and cater to their custodial grandparents to improve their emotional regulation, self-efficacy, decision-making skills, prosocial attitudes, and behavior change necessary for fulfilling and contributing lives.

Key Lessons Learned: From the initial launch of the program, and based on the participants' responses, we learned that most custodial grandparents have a difficult time finding the time to meet with facilitators during the scheduled times. We understand that most custodial grandparents are working while taking care of grandchildren. Another lesson we learned was that grandparents were quite savvy about technology. We prepared several technology lessons to help them onboard the program, but most of the grandparents were quite knowledgeable and resourceful. Most grandparents who signed up for the program were in their 50s and 60s, rather young older adults. Thus, we have decided not to focus too much on the technology introduction for grandparents.

"These ACT sessions are quite easy to implement. I cannot wait to teach kids about the ACT!"

– Facilitator

Sustainability: The program directors and two community sites have agreed to build the online module program for sustainability purposes. Given that community partners found that having all the materials and program materials on one site was efficient and more practical, we built the website with all the information.

The logo features a solid yellow square with the text 'CYFAR' and 'PUBLICATIONS' centered on it. This square is partially enclosed by a thick, teal-colored frame that is slightly offset and tilted, creating a layered effect.

CYFAR

PUBLICATIONS

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

Minnesota – University of Minnesota

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Ohio – Ohio State University

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Maine – University of Maine

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North Carolina and Idaho – North Carolina State University and University of Idaho

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Colorado – Colorado State University

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New York – Cornell University

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Wisconsin – University of Wisconsin

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Juntos IN for Success

Indiana – Purdue University

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Acceptance Commitment Therapy Program for Custodial Grandchildren and Custodial Grandparents

Iowa – Iowa State University

- Faulhaber, M. E., Zaring, A., & Lee, J. (2020). Acceptance commitment therapy intervention for custodial grandfamilies [Issue supplement]. *Innovation in Aging*, 4(1), 928.

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