5.2 Positive Youth Development/Life Skill Development

V(A). Planned Program (Summary)

1. Name of the Planned Program

5.2 Positive Youth Development/Life Skill Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
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<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
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<td><strong>100%</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</table>

V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2007</th>
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<tr>
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<tr>
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<tr>
<td>Actual</td>
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</table>

2. Institution Name: Cornell University

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

<table>
<thead>
<tr>
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<th>Research</th>
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<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
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<td>1890 Extension</td>
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<tr>
<td>1862 Matching</td>
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<tr>
<td>1890 Matching</td>
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<td>0</td>
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<td>1862 All Other</td>
<td>14626598</td>
<td>0.0</td>
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<tr>
<td>1890 All Other</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

2. Institution Name: NY State Agricultural Experiment Station
V(D). Planned Program (Activity)

1. Brief description of the Activity

4-H Youth Development Staff are recruited with Youth Development experience including an understanding in helping youth develop competencies or life skills. New professionals are introduced to 4-H youth development’s system of developing life skills in youth through professional development opportunities using resources such as 4-H 101 and Advancing Youth Development. Staff and volunteers are trained in the use of the NYS 4-H Resource Directory to acquire approved curriculum throughout the nation to teach life skills to 4-H members based on their subject matter interests.

Volunteers in 4-H Youth Development are carefully recruited, screened and selected based on roles needed to promote life skill development in youth. Volunteers, including professional staff from other community agencies and schools, are trained, supported and evaluated to ensure understanding and ability to develop youth and life skills.

Trained 4-H Staff, teachers, community agency staff, volunteers, and teens lead youth in 4-H projects, which are a planned series of learning experiences through which youth develop knowledge, practical skills (woodworking, gardening, cooking, etc.) and life skills (decision-making, self-discipline, leadership, etc.) in a variety of settings. The development of life skills builds assets that promote positive learning and prepare young people for work and adult responsibilities. Statewide, regional, and county events are structured to showcase 4-H project work, to recognize 4-H youths accomplishments and to allow 4-H participants opportunities for developing mastery, independence, generosity and belonging.

2. Brief description of the target audience

There are four distinct audiences. The youth development educator is professional or paraprofessional staff employed by Cornell Cooperative Extension. The adult volunteer / leader accepts a role defined by a written volunteer position, does not receive compensation for work, and works directly with young people. The 4-H participant is a young person between the ages of 5 and 19 who chooses to participate in the program. The youth development educator / worker within the community works directly with young people and may or may not have formal training in the area of education or youth development.

Youth development educators must understand and be able to apply the intentional process that promotes positive outcomes for young people by providing support, relationships, and opportunities. Additionally, it is necessary for educators to have training and support in how to incorporate research findings process into program design. The adult volunteer leader must be trained in youth development principles and practices to ensure that the program creates positive opportunities for young people to reach their full potential. Young people must have an active voice in program determination, implementation, evaluation, and policy development. The front line youth worker is provided training in the core concepts of a youth development approach and its implications for youth work practice.

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th>Year</th>
<th>Target for the number of persons (contacts) reached through direct and indirect contact methods</th>
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<td>Direct Contacts Adults</td>
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<td>2007</td>
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</table>

Report Date 12/03/2009
5.2 Positive Youth Development/Life Skill Development

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
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<td>Plan:</td>
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<td>2007:</td>
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</table>

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
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<tbody>
<tr>
<td>Plan 2007</td>
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<td>0</td>
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</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure
- # non-credit instructional activities directed to this program.

<table>
<thead>
<tr>
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</thead>
<tbody>
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Output #2

Output Measure
- # non-credit instructional activity contact hours directed to this program.

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<tr>
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</thead>
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Output #3

Output Measure
- # funded applied research projects directed to this program.

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<tbody>
<tr>
<td>2007</td>
<td>1</td>
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</table>

Output #4

Output Measure
- # of youth program educators and adult volunteers participating in programs on positive youth development. (5.2.1a)

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
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<td>0</td>
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</tbody>
</table>

Output #5

Output Measure
- # of youth participating in projects related to vocational skills and/or citizenship. (5.2.1b)

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
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Output #6

Output Measure
- # refereed publications directed to this program.

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<th>Target</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
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### V(G). State Defined Outcomes

<table>
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<tbody>
<tr>
<td>1</td>
<td># of youth participants who demonstrate gains in vocational/citizenship skills – knowledge, attitudes, and/or behaviors. (5.2.1c)</td>
</tr>
<tr>
<td>2</td>
<td># of youth participants who learn to set goals, make plans and identify resources to achieve goals. (5.2.1d)</td>
</tr>
<tr>
<td>3</td>
<td># of youth program educators and adult volunteers who demonstrate knowledge and/or skill gains in meeting the needs of youth at various stages of development. (5.2.1e)</td>
</tr>
<tr>
<td>4</td>
<td># of youth participants who demonstrate ability to express their ideas confidently and competently. (5.2.1f)</td>
</tr>
<tr>
<td>5</td>
<td># of adult volunteers documented to mentor and advise youth and other adult volunteers in an effective and positive manner. (5.2.1g)</td>
</tr>
<tr>
<td>6</td>
<td># of youth participants documented as serving in age-appropriate leadership roles. (5.2.1h)</td>
</tr>
<tr>
<td>7</td>
<td># of youth organizations/programs documented as reflecting youth needs, interests, and excitement for learning. (5.2.1i)</td>
</tr>
<tr>
<td>8</td>
<td>Reproductive Health Among Youth: Intergenerational Communication, Healthy Families and Community Engagement</td>
</tr>
<tr>
<td>9</td>
<td>Social Aggression in Adolescent Girls: Bystander Behavior and the Development of Moral Integrity and Action</td>
</tr>
<tr>
<td>10</td>
<td>Youth Employment Success</td>
</tr>
<tr>
<td>11</td>
<td>Strengthening Families Program for Parents and Youth</td>
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</tbody>
</table>
5.2 Positive Youth Development/Life Skill Development

Outcome #1

1. Outcome Measures
   # of youth participants who demonstrate gains in vocational/citizenship skills – knowledge, attitudes, and/or behaviors. (5.2.1c)

2. Associated Institution Types
   • 1862 Extension
   • 1862 Research

3a. Outcome Type:
    Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tr>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #2

1. Outcome Measures
   # of youth participants who learn to set goals, make plans and identify resources to achieve goals. (5.2.1d)

2. Associated Institution Types
   • 1862 Extension
   • 1862 Research

3a. Outcome Type:
    Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results
4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**Outcome #3**

1. **Outcome Measures**
   
   # of youth program educators and adult volunteers who demonstrate knowledge and/or skill gains in meeting the needs of youth at various stages of development. (5.2.1e)

2. **Associated Institution Types**
   
   • 1862 Extension
   • 1862 Research

3a. **Outcome Type:**

   Change in Knowledge Outcome Measure

3b. **Quantitative Outcome**

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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</thead>
<tbody>
<tr>
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3c. **Qualitative Outcome or Impact Statement**

   **Issue (Who cares and Why)**

   What has been done

   **Results**

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**Outcome #4**

1. **Outcome Measures**

   # of youth participants who demonstrate ability to express their ideas confidently and competently. (5.2.1f)

2. **Associated Institution Types**

   • 1862 Extension
   • 1862 Research

3a. **Outcome Type:**

   Change in Action Outcome Measure

3b. **Quantitative Outcome**

<table>
<thead>
<tr>
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3c. **Qualitative Outcome or Impact Statement**

   **Issue (Who cares and Why)**
5.2 Positive Youth Development/Life Skill Development

What has been done

Results

4. Associated Knowledge Areas

<table>
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<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #5

1. Outcome Measures
   
   # of adult volunteers documented to mentor and advise youth and other adult volunteers in an effective and positive manner. (5.2.1g)

2. Associated Institution Types
   
   • 1862 Extension
   • 1862 Research

3a. Outcome Type:
   
   Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
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3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #6

1. Outcome Measures
   
   # of youth participants documented as serving in age-appropriate leadership roles. (5.2.1h)

2. Associated Institution Types
   
   • 1862 Extension
   • 1862 Research
3a. Outcome Type:
   Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
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<th>Year</th>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

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<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</tbody>
</table>

Outcome #7

1. Outcome Measures
   
   # of youth organizations/programs documented as reflecting youth needs, interests, and excitement for learning. (5.2.1i)

2. Associated Institution Types

   • 1862 Extension
   • 1862 Research

3a. Outcome Type:
   Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

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<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</tbody>
</table>

Outcome #8

1. Outcome Measures
   Reproductive Health Among Youth: Intergenerational Communication, Healthy Families and Community Engagement
2. Associated Institution Types

• 1862 Research

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Reproductive health, effective decision-making about alcohol and drug use, and strong networks of support are essential in rural communities for social welfare policies and programs to be effective. According to the CDC, six preventable behaviors are related to most of the serious illnesses and premature deaths in the US. Sexual behaviors that result in HIV infection, other STDs, and unintended pregnancies are prominently included. This project seeks to reduce risky behaviors and advance healthy life styles among adolescents, while improving intergenerational communication.

What has been done

This project focuses on advancing healthy lifestyles, safety, and wellness; strengthening family supports across the life course, and reducing stress and violence through its intergenerational communication emphasis. In addition, it defines and applies principles of positive youth development by applying youth community action models and methods.

Results

Youth Councils in two site communities were visited and presentations including preliminary results of the study were shared. Questions from the council members and citizens attending the meetings were discussed. Selected youth professionals were invited to complete one of the adult surveys, incorporating and sharing their experience and knowledge of the youth in these two communities around reproductive health, pregnancy, HIV/AIDS/STD infection rates, and the use of alcohol, tobacco and other drugs. As local communities become increasingly responsible for the well-being of their citizens and federal and state governing bodies systematically divest themselves of these financial obligations, rural communities are finding fewer resources to facilitate research, and the development and implementation of programs targeted to ensure the health and safety of their children. The impact of HIV/AIDS transmission for youth and adults in rural communities is enormous. This research has developed adapted and evaluated strategies that specifically address adult/youth connectedness, teen/parent communication, reproductive health, risk and protective factors in the prevention of HIV/AIDS/STDs, and community engagement in these efforts.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</table>

Outcome #9

1. Outcome Measures
Social Aggression in Adolescent Girls: Bystander Behavior and the Development of Moral Integrity and Action

2. Associated Institution Types

• 1862 Research

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
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</table>

3c. Qualitative Outcome or Impact Statement

Report Date: 12/03/2009
5.2 Positive Youth Development/Life Skill Development

Issue (Who cares and Why)

Violence is an undercurrent in schools that manifests itself in myriad ways resulting in school dropouts, lower academic achievement, depression, physical abuse, acting out in classes, and drug and alcohol use and abuse. The Journal of the American Medical Association (2001) reports 35 percent of girls in grades sixth through tenth grade are bullied in schools. Results of social aggression include anorexia, bulimia, depression, anxiety, school phobia, low self-esteem, and suicide. Understanding girls' social aggression is a critical gap for educators, advocates and others who play a role in girls' lives and for the girls who are victims.

What has been done

This project examines all the participants in the social context of bullying, and especially bystanders, which most literature on bullying does not address. This research explores the roles people play in relational aggression situations, their behavior in the context of aggression, and how girls develop the life skills, inner strength and integrity to engage in pro-social actions to help rather than harm one another. This year we added a component to the research to examine mothers' role in how girls perceive and respond to situations of relational aggression.

Results

The impact of this research is both practical and theoretical. No model in moral psychology has proposed an intersectionality model of moral emotion, moral self, moral judgment, and moral action, as well as metacognition, intuition, school climate, and parental influences. This study is designed to make those theoretical connections. Our findings to date suggest an important influence of mothers' past and current experiences with relational aggression in their daughters' perceptions. We continue to explore mothers' role via a survey that was developed and disseminated to mothers in the local community. Next, specific modes of intervention can be designed to protect girls from perceived threats, help them deal with actual threats, and to develop a stronger sense of self and moral behavior, including respect for others. Girls in our study are already gaining a sense of personal strength because they have a vocabulary and venue for talking about issues they thought were their own private problems. And, as girls begin to understand the way the social world influences their behavior, they gain a greater sense of self and are not so easily manipulated by others.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>806</td>
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</table>

Outcome #10

1. Outcome Measures

Youth Employment Success

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
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<th>Year</th>
<th>Quantitative Target</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth with developmental or physical limitations have challenges in obtaining and retaining unsubsidized employment. Many lack necessary skills expected by employers such as integrity/honesty, participating as a team member, personal appearance/hygiene, listening, social, responsibility, self-esteem, writing, speaking, and customer service.

What has been done

Youth Employment Success (YES!) of CCE Saratoga County offers a variety of programs including: Goal Setting, Working with Fractions, Running a Restaurant, Tying a Tie, Women's Personal Safety and Self-Defense, Study Skills, Time Management, Using a Dictionary, Homework Club (Tutoring), 'Stretching Your Paychecks' as well as a Saturday Book Club. 75% of current members fall along the autism spectrum and 90% have a recognized learning disability. Other barriers include foster care, physical disabilities, low socio-economic status, and probation.
Results

Local school districts have reported that 22 of the 24 participating youth deemed deficient in these skills raised their reading and/or math level by half a grade level over the last school year, three youth graduated high school, and six youth enrolled in post-secondary education for the fall 2007 semester. YES! Saratoga County has helped them with dictionaries, school supplies and tutoring help. Participants, now, willingly share their love of learning with members of other programs as a community service. Throughout this past year, YES! youth presented classes and offered community service to various Saratoga County programs, including the Department of Probation, Department of Employment and Training, Foster Care Services, and the Department of Environmental Conservation.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
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</tbody>
</table>

Outcome #11

1. Outcome Measures

Strengthening Families Program for Parents and Youth

2. Associated Institution Types

• 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Child management skills, parent-child relationships and family communication are challenges for many families, particularly those with youth in the challenging 10-14 year range. The Jefferson County Department of Social Services identified particular need for strength-based approaches that would decrease out-of-home placements.

What has been done

CCE Jefferson County received funding to offer the Strengthening Families Program for Parents and Youth 10-14. The program was based on Project Family, a research endeavor of the Institute for Social and Behavioral Research at Iowa State University. Long range goals are reduced substance use and behavior problems during adolescence. Intermediate objectives include improved skills in nurturing and child management by parents and improved interpersonal and personal competencies among youth.

Results

Forty youth in need of PINS diversion services due to conflicts and inappropriate behaviors in school, the community and within their families have demonstrate that they have learned the need to follow established rules and standards of the environments in which they find themselves everyday as evidenced by a 50% decrease in such behavior as reported by pre-post evaluations, case notes and anecdotal information and demonstrated a 50% increase in participation in positive youth development activities. Forty parents of youth who are in need of PINS diversion services demonstrated improved child management practices, including establishing rules, monitoring, effective communication and constructive use of their youth's extracurricular time as evidenced by a 60% increase in such practices as reported by pre-post evaluations, case notes and anecdotal information.

4. Associated Knowledge Areas

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<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
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<tr>
<td>806</td>
<td>Youth Development</td>
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</table>
5.2 Positive Youth Development/Life Skill Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

See plan.

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

1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study
- Comparisons between program participants (individuals,group,organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

Evaluation Results

Evaluation results are reflected in the outcome indicators and impact statements associated with each planned program and result from a broad variety of evaluation approaches appropriate to the individual programs and contexts they represent.

Key Items of Evaluation

Each of our planned programs represents broad program emphases and strategies. Absent selection criteria, individual “findings” are not useful. See impact statements associated with this planned program for representative results.

Example results from impact statements:

- Developed, adapted and evaluated strategies that specifically address adult/youth connectedness, teen/parent communication, reproductive health, risk and protective factors in the prevention of HIV/AIDS/STDs, and community engagement in these efforts.
- Use of moral psychology framework identified the important influence of mothers' past and current experiences with relational aggression in their daughters' perceptions.