

GRADUATING THE CYFAR
INITIATIVE: NATIONAL RESULTS
OF ROUND TWO OF
THE ORGANIZATIONAL
CHANGE SURVEY

SHERRY C. BETTS, DONNA J. PETERSON, AND JAMES C. ROEBUCK

January 2002



**COOPERATIVE
EXTENSION'S
CAPACITY TO
SUPPORT
PROGRAMS
FOR
CHILDREN,
YOUTH AND
FAMILIES AT
RISK**

CYFERnet
Children, Youth And Families
Education and Research Network



The University of Arizona
Institute for Children,
Youth and Families

CONTENTS

INTRODUCTION	3
RESPONDENT CHARACTERISTICS	7
COMPARING ROUNDS 1 AND 2: PROGRESS TOWARD SUSTAINED CAPACITY	10
COMPONENT 1 DEVELOP AND IMPLEMENT A COMMON VISION AND STRATEGIC PLAN FOR PROGRAMMING FOR CHILDREN, YOUTH AND FAMILIES AT RISK.	18
COMPONENT 2 TRAIN, SUPPORT AND REWARD EXTENSION SALARIED AND VOLUNTEER STAFF FOR IMPLEMENTING PROGRAMS WHICH ACCOMPLISH THE CYFAR MISSION.	21
COMPONENT 3 RECOGNIZE EXTENSION PROFESSIONALS AS CRITICAL RESOURCES IN RESEARCH AND EDUCATION FOR CHILDREN, YOUTH, FAMILIES AND COMMUNITY ISSUES.	26
COMPONENT 4 PROMOTE DIVERSITY, INCLUSIVITY AND PLURALISM IN EXTENSION PROGRAMS AND STAFF.	31
COMPONENTS 5 AND 6 PROMOTE (INTERNAL) COLLABORATIONS OF EXTENSION 4-H, FAMILY AND CONSUMER SCIENCE, AGRICULTURE, COMMUNITY DEVELOPMENT AND OTHER UNIVERSITY DEPARTMENTS IN PROGRAMMING FOR CHILDREN, YOUTH AND FAMILIES AT RISK ACROSS THE STATE. PROMOTE AND JOIN (EXTERNAL) COLLABORATIONS OF COMMUNITY, COUNTY, STATE AND FEDERAL AGENCIES AND ORGANIZATIONS TO STRENGTHEN PROGRAMS AND POLICY FOR CHILDREN, YOUTH AND FAMILIES.	36
OVERALL TRENDS: DISCREPANCIES BETWEEN CURRENT AND IDEAL	43
REFERENCES	47

The University of Arizona is an Equal Opportunity Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to sex, race, religion, color, national origin, age, Vietnam Era Veteran's status or disability.

This material is based upon work supported by the Cooperative State Research, Education, Extension Service, U.S. Department of Agriculture, and the Cooperative Extension Service, University of Arizona under special project number 99-EXCA-3-0707.

INTRODUCTION

The Cooperative Extension System supports base programs and national initiatives that help provide direction for educational programming across the country. Base programs and national initiatives are supported by the Cooperative State Research, Education and Extension Service (CSREES) and by the state partners (Cooperative State Research, Education, and Extension Service Base Programs, <http://www.reeusda.gov/1700/programs/baseprog.htm>). Established in 1994, the Children, Youth and Families At Risk (CYFAR) National Initiative was graduated into base programs in 1999. National Initiatives give special programming emphasis to issues that are of national importance and attention, and have about a five-year life. Base programs support the seven major areas in which the Cooperative Extension Service provides educational programming: 4-H Youth Development; Agriculture; Community Resources and Economic Development; Family Development and Resource Management; Leadership and Volunteer Development; Natural Resources and Environment Management; and Nutrition, Diet and Health (Cooperative State Research, Education, and Extension Service, <http://www.reeusda.gov/1700/programs/baseprog.htm>).

The mission of the CYFAR Program is: "to marshal resources of the Land-Grant and Cooperative Extension Systems to collaborate with other organizations to develop and deliver educational programs that equip limited resource families and youth who are at risk for not meeting basic human needs with skills needed to lead positive, productive, contributing lives." (CYFAR Philosophy, <http://www.reeusda.gov/4h/cyfar/philosophy.htm>). CSREES provides funding and support to the states for three objectives—building Statewide Extension capacity, supporting community-based projects and integrating CYFAR programming into Extension's base programs—all directed toward the CYFAR mission (2002 CYFAR Request For Applications—Program Announcement, http://www.reeusda.gov/4h/cyfar/rfa2002/program_announcement.htm). This report directly addresses the first and third of these objectives:

- ▶ OBJECTIVE 1: To build Statewide Extension capacity to support community-based programs for children, youth and families at risk. In order to effectively develop and deliver educational programs, states are expected to institute significant statewide organizational strategies at the same time as they support counties in developing and implementing strong community-based programs for at-risk children and their families.

- ▶ OBJECTIVE 3: To integrate CYFAR programming into base Extension programs for children, youth and families. The Extension Committee on Policy decided to graduate the CYFAR Initiative into base programs effective July 1, 1999. CYFAR strategies used to sustain community programs for at-risk children, youth and families, and to build capacity for such programming, contribute to graduating or integrating CYFAR work into base Extension programs. Collaborations among 4H Youth Development and Family Consumer Science professionals and programs and various university departments and disciplines are critical to integration into base programs.

In October 1998, the University of Arizona, under contract to CSREES, published the report, “[National Results of the Organizational Change Survey](#)” (Betts, Marczak, Peterson, Sewell, & Lipinski, 1998). That report included data from 42 states which were collected between September 1997 and July 1998 from all paid Extension professionals in the state who worked directly or indirectly with children, youth and families. It provided a snapshot of the state of Extension during the late 1997 and early 1998 time period with regard to its organizational ability to support programming for children, youth and families at risk. National and state trends were reported and organized by the six components of organizational change as conceptualized in this program:

1. Develop and implement a common vision and strategic plan for programming for children, youth and families at risk.
2. Train, support and reward Extension salaried and volunteer staff for implementing programs which accomplish the CYFAR mission.
3. Recognize Extension professionals as critical resources in research and education for children, youth, families and community issues.
4. Promote diversity, inclusivity and pluralism in Extension programs and staff.
5. Promote [internal] collaborations of Extension 4-H, Family and Consumer Science, Agriculture, Community Development, and other university departments in programming for children, youth and families at risk across the state.
6. Promote and join [external] collaborations of community, county, state and federal agencies and organizations to strengthen programs and policy for children, youth and families.

In the current report, results from the second round of the CYFAR Organizational Change Survey are reported with special attention to the integration of CYFAR programming into base programs and a second snapshot of the state of Extension three years after the first round with an emphasis on changes that have occurred over this time. The report is organized to first report on respondent characteristics followed by a section which compares Rounds One and Two. A current snapshot of the six components follows. This is similar to the 1998 report cited earlier. Finally, a comparison of the discrepancies between perceptions of the current and an ideal system is included.

Please see the 1998 report for a full description of the related literature, survey construction, and method. The survey was changed slightly in Round Two to reflect feedback received after its first implementation and system changes. Specific references to the Children, Youth and Families At Risk (CYFAR) National Initiative were replaced with phrases referring to children, youth and families at risk in general or simply removed as appropriate. Since the organizational structure of CYFERnet changed between Round One and Round Two, questions surrounding Internet use were modified. Additionally, questions were included to assess how Extension professionals use the Internet in their work with children, youth and families. Each state collected data and forwarded it to the University of Arizona where the data sets were aggregated and analyzed. Twenty-four states submitted data which are included in this report.

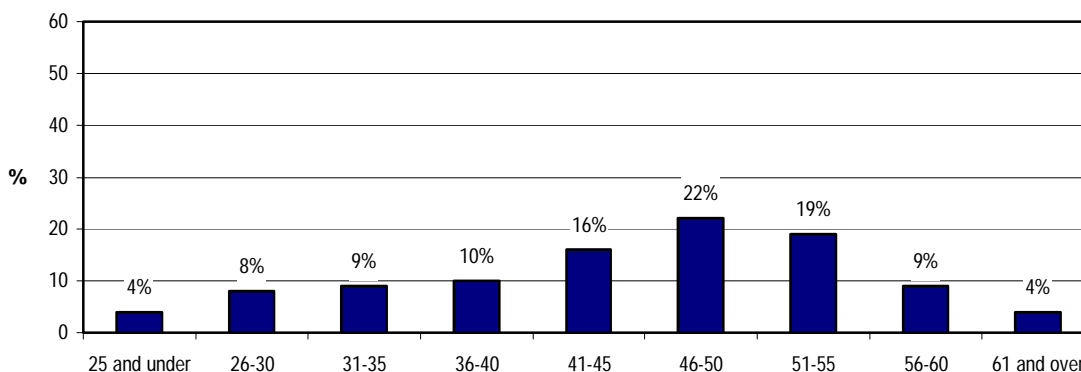
RESPONDENT CHARACTERISTICS

Twenty-six states completed Round Two of the Organizational Change Survey. The twenty-four states that completed the survey between August 2000 and May 2001 are included in this report: Arizona, Delaware, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia, and West Virginia.

Eligible respondents included all paid Extension professionals in the community, county, region, area and university who work directly or indirectly with children, youth and families. Individuals in nonpaid positions and Extension professionals who work primarily on unrelated issues were excluded. The 24 participating states are the unit of analysis. Response rates among the 24 states were consistently high, ranging from 63% to 98%. The number of eligible respondents in the states varied with the size of the state Extension staff. The total number of eligible respondents as determined by each of these 24 states varied widely, from a low of 30 to a high of 487. Overall, 3404 individuals out of about 4366 returned a completed Organizational Change Survey, resulting in a 78% response rate.

The following characterizes individuals who responded across the 24 states. While the states are the unit of analysis in the remainder of the report, the following individual information provides an interesting snapshot. Of those who returned completed surveys, 1061 (32%) are male and 2280 (68%) are female. Figure 1 presents the age of respondents. Two-thirds (67%) reported that they are between the ages of 36 and 55, while 21% reported that they are 35 years old or under, and the remaining 13% reported that they are over the age of 55.

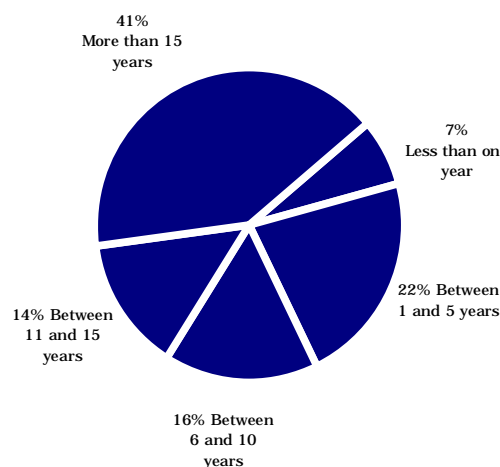
Figure 1. AGE OF RESPONDENTS



The majority (90%) of the respondents reported their ethnic group as White or Caucasian, 6% as African American or Black, 2% as Hispanic or Latino, 1% as Asian or Pacific Islander, 1% as Native American or Eskimo or Aleut and 1% as Other. Approximately two-thirds (66%) of the respondents reported that they had received a graduate or professional degree, 27% had obtained a college degree, 5% had some college, and 3% had completed high school.

The participants answered several questions about their responsibilities for working with children, youth and families. While 4% of respondents reported that their primary responsibility is at the *community* level, 63% reported their primary responsibility at the *county* level. An additional 18% reported having primary responsibility at the *multi-county* level and 15% at the *state* level. Figure 2 shows the number of years the respondents have been employed by Extension for pay. Forty-one percent

Figure 2. NUMBER OF YEARS EMPLOYED BY EXTENSION FOR PAY



(41%) reported being employed by Extension for more than 15 years, 14% between 11 and 15 years, 16% between 6 and 10 years, 22% between 1 and 5 years, and 7% have been employed by Extension for less than 1 year.

Figures 3 and 4 display the proportions of assignment devoted to children, youth and family issues and to administration, respectively. Twenty-three percent (23%) reported a three-quarter- to full-time assignment devoted to children, youth and family issues, 12% reported a half- to three-quarter-time assignment, 20% reported a quarter- to half-time assignment, and 45% reported a zero- to quarter-time assignment devoted to these issues. On the other hand, 74% of the respondents reported a zero- to quarter-time assignment devoted to administration, 14% reported a quarter- to half-time assignment, 6% reported a half- to three-quarter-time assignment, and 6% reported a three-quarter- to full-time assignment devoted to administration.

Figure 3. PROPORTIONS OF ASSIGNMENT DEVOTED TO CHILDREN, YOUTH AND FAMILY ISSUES

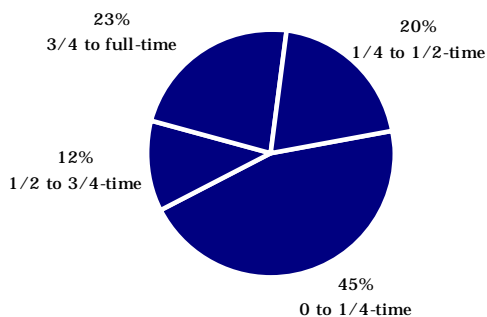
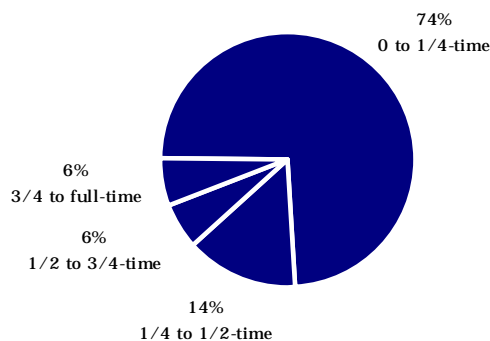


Figure 4. PROPORTIONS OF ASSIGNMENT DEVOTED TO ADMINISTRATION



When asked to characterize their Extension program, 7% of the respondents characterized their program as urban, 2% as suburban, 47% as rural/small towns, 13% as urban/rural, 3% as urban/suburban, 8% as suburban/rural, and 19% as urban/suburban/rural.

OVERVIEW

Of the 24 states that completed Round Two, 22 states also participated in Round One (Arizona, Delaware, Florida, Georgia, Idaho, Iowa, Kentucky, Massachusetts, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia, and West Virginia). The purposes of this section are:

1. Relative to Objective 1—to examine whether states have maintained, increased or decreased in Extension capacity to support community-based programs for children, youth and families at risk, as measured by this survey, and;
2. Relative to Objective 3—to interpret these data to determine how CYFAR programming has been integrated into base programs.

The results are encouraging in regard to both Objectives 1 and 3. The big picture indicates that the vast majority of states show either maintenance of or increase in capacity with strong indications of integration into base programs. The following sections present data for each of the six components. This chapter compares the data from Round One to Round Two with little or no consideration of the actual level of support or functioning, while mean levels are reported in subsequent chapters on each of the six components. T-tests were performed on data from each state to detect significant differences in the mean responses for Rounds One and Two. The tables present the number of states which increased, decreased or maintained capacity as measured by each item. If there were no statistical differences between the data from Rounds One and Two, the state is counted in the column marked “Maintained.” If there was a significant increase at the $p < .05$ level, the state is counted in the column marked “Increased and Significant.” If there was trend level significance where the probability was greater than .05 but less than .10, the state is counted in the column marked, “Increased and Approaching Significant.” The same procedure was used for those states which showed either a significant or approaching significant decrease in capacity.

COMPARING ROUNDS ONE AND TWO

Progress
toward
sustained
capacity

COMPONENT 1

Component 1 is concerned with vision, planning and commitment. Table 1 shows that few if any states showed a decrease in the number of respondents who indicated that their state system has articulated a vision for CYFAR programs, that the vision is congruent with the national vision, that they have a clear understanding of the vision, their state is committed to this work, their state has a strategic plan that guides their work and they have personal plans also, and there is a research base that undergirds their programs. Of particular note is the number of states that have increased in those who believe their states have a clear, long-term commitment to work with children, youth and families at risk (17 states) and who personally understand their state's vision (13 states). Both of these issues are critical to the integration of CYFAR programming into base programs on a continuing basis.

Table 1. COMPONENT 1: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING SHARED VISION AND STRATEGIC PLANNING^a

<i>Item</i>	Increased			Maintained	Decreased		
	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>	<i>Total</i>	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>
State's Vision	8	1	9	12	1	0	1
Congruency of State and National Vision	1	1	2	16	3	1	4
Statewide Commitments	17	0	17	4	0	1	1
Statewide Strategic Plans	6	1	7	13	2	0	2
Research Base	8	1	9	12	1	0	1
Respondents' Personal Understanding of State Vision	12	1	13	9	0	0	0
Respondents' Personal Work from a Strategic Plan	3	0	3	14	4	1	5

^a Significant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

COMPONENT 2

Component 2 is concerned with training, supports and rewards for staff and volunteers. Table 2 presents data on perceived administrative and campus support. Supervisor support for allocation of time and priorities to work with at risk audiences when there are conflicting demands rose dramatically. Fourteen states reported increases—12 states reported significant differences at the $p < .05$ level and an additional 2 states reported trend level increases ($p < .10$). The other 8 states maintained supervisor support; no states decreased in this area. All 22 states reported either maintained or increased allocation of financial resources for work with children, youth and families at risk.

Table 2. COMPONENT 2: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING ADMINISTRATIVE AND CAMPUS SUPPORT^a

Item	Increased			Maintained	Decreased		
	Significant	Approaching Significant	Total	Total	Significant	Approaching Significant	Total
Staff Recognition	2	0	2	17	2	1	3
Allocated Resources	8	0	8	14	0	0	0
Supervisor Support	12	2	14	8	0	0	0
Campus Support	5	1	6	11	5	0	5

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

Table 3 reports the status of training received. The large majority of states maintained or increased the participation of respondents in all training topic areas. Twenty-one of the 22 states either maintained (13 states) or increased (8 states) the number of respondents who reported good or excellent overall training and staff development opportunities.

Table 3. COMPONENT 2: NUMBER OF STATES WHICH INCREASED, MAINTAINED, OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING PARTICIPATION IN TRAINING BY TOPIC AREA^a

<i>Item</i>	Increased			Maintained	Decreased		
	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>	<i>Total</i>	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>
Finding Resources	4	0	4	16	2	0	2
Principles of Collaboration	2	1	3	17	1	1	2
Impact of Values	3	2	5	16	1	0	1
Empowering Community	4	2	6	16	0	0	0
Research-Based Information	5	2	7	14	0	1	1
Recruiting Volunteers	5	1	6	14	2	0	2
Evaluation	9	0	9	8	4	1	5
Organizational Change	3	1	4	15	2	1	3
Use of Computers	2	0	2	17	3	0	3
Electronic Communication	0	1	1	15	4	2	6

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

Questions regarding Internet use were added in Round Two, so comparison with Round One is not possible on many questions. However, both rounds asked about frequency of use of the CYFERnet website. Chi-square analysis found significant differences between the two rounds with definite movement from less to more frequent use ($\chi^2=160.687$, $df=4$, $p < .000$). In Round One, 76% of the respondents accessed CYFERnet once a year or never; in Round Two, this fell to 66%. The greatest increase between rounds was in the category “Every Few Months.” It appears that Internet use as a whole needs to be encouraged.

COMPONENT 3

Component 3 is concerned with the degree to which Extension professionals are recognized as critical resources in research and education for children, youth and family issues. Table 4 presents the data for five items, all of which show most states either maintained or increased the number of respondents who reported good or

excellent knowledge in principles of positive development, risk and resilience factors, programming for at-risk audiences, and obtaining resources to support programs. The fifth item documents that 19 of the 22 states either maintained (16 states) or increased (3 states) in the percentage of respondents who are called upon at least monthly for their expertise.

Table 4. COMPONENT 3: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING KNOWLEDGE OF ISSUES KEY TO PROGRAMMING FOR CHILDREN, YOUTH AND FAMILIES AT RISK^a

Item	Increased			Maintained	Decreased		
	Significant	Approaching Significant	Total	Total	Significant	Approaching Significant	Total
Principles of Positive Development	3	0	3	16	2	1	3
Risk and Resilience Factors	3	0	3	17	1	1	2
Programming for At-Risk Audiences	4	0	4	16	2	0	2
Obtaining Resources and Funds to Support Programs	5	1	6	16	0	0	0
Called Upon at Least Monthly for Expertise	3	0	3	16	3	0	3

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

Table 5 presents data regarding evaluation knowledge and practice. The number of states which showed an increase in respondents involved in evaluation (16 states) was very encouraging. The other six states maintained this involvement from Round One; no states reported a decrease in those doing evaluation. CYFAR programming has emphasized accountability and evaluation of programs to help in the sustainability efforts and integration into base programs.

Table 5. COMPONENT 3: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING EVALUATION^a

Item	Increased			Maintained	Decreased		
	Significant	Approaching Significant	Total	Total	Significant	Approaching Significant	Total
Knowledgeable About Evaluation	4	1	5	15	1	1	2
Currently Involved in Evaluation	14	2	16	6	0	0	0

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

Table 6 presents data regarding knowledge of and involvement with policy. Nearly 76% of the respondents believe that one of their roles is to educate policymakers on children, youth and family issues. This rate was maintained for 16 states and increased from Round One for four states. However, only 26% of the respondents indicate they have good or excellent knowledge of policy and legislation with only three states reporting improvement since Round One, two states reporting a decrease, and 17 states maintaining the status quo. This is an area where we would expect to see greater improvement and have more work to do.

Table 6. COMPONENT 3: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING POLICY AND LEGISLATION^a

<i>Item</i>	Increased			Maintained	Decreased		
	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>	<i>Total</i>	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>
Knowledgeable About Policy and Legislation	2	1	3	17	0	2	2
Educating Policymakers is One of my Roles	2	2	4	16	2	0	2

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

COMPONENT 4

Component 4 is concerned with diversity, inclusivity and pluralism. Again, maintenance of or improvements in this area are evident from the data in Tables 7, 8 and 9. Diversity is treated as a critical issue in all 22 states, with most states reporting hiring staff and volunteers from populations not historically a part of Extension as a priority. Most states also report a great deal of work with diverse audiences which was maintained or increased. Twenty states reported maintained or increased skill in working with diverse audiences, and all 22 states reported maintained or increased comfort in working with diverse audiences.

Table 7. COMPONENT 4: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING STATUS OF DIVERSITY^a

<i>Item</i>	Increased			Maintained	Decreased		
	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>	<i>Total</i>	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>
General Status of Diversity	1	1	2	18	1	1	2
Programming Around Needs of Diverse Audiences	1	2	3	17	1	1	2

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

Table 8. COMPONENT 4: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING RECRUITING AND HIRING VOLUNTEERS AND STAFF FROM DIVERSE AUDIENCES^a

<i>Item</i>	Increased			Maintained	Decreased		
	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>	<i>Total</i>	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>
Recruits Volunteers from Diverse Population	1	1	2	17	2	1	3
Recruits Staff from Diverse Populations	4	0	4	15	3	0	3
Hires Staff with Experience Serving CYFAR	5	1	6	15	0	1	1
Diversity of Staff Seen as Critical	4	1	5	17	0	0	0

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

Table 9. COMPONENT 4: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING WORK WITH DIVERSE AUDIENCES^a

<i>Item</i>	Increased			Maintained	Decreased		
	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>	<i>Total</i>	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>
People from Diverse Ethnic Backgrounds	1	0	1	17	4	0	4
People from Single-Parent Families	2	1	3	16	2	1	3
People in Low-Income Families	2	0	2	16	2	2	4
People At-Risk for Problem Behavior	2	1	3	16	3	0	3
Skilled in Working with Diverse Audiences	5	2	7	13	0	2	2
Comfortable Working with Diverse Audiences	3	0	3	19	0	0	0

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

COMPONENTS 5 AND 6

Components 5 and 6 address internal and external collaboration. Seven states report increased support from campus-based faculty with an additional ten maintaining the level of support reported in Round One. Increases in seven states were also reported for the number of respondents who agree that collaboration with other community, county, state and federal organizations is worth the effort, and five states reported increases for those that said collaboration enhances Extension’s experience and credibility in work with at risk audiences. The majority of states either maintained or increased in all items in this area as shown in Table 10.

Table 10. COMPONENTS 5 AND 6: NUMBER OF STATES WHICH INCREASED, MAINTAINED OR DECREASED THE CAPACITY FOR EXTENSION SERVICES REGARDING WORK WITH OTHERS^a

<i>Item</i>	Increased			Maintained	Decreased		
	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>	<i>Total</i>	<i>Significant</i>	<i>Approaching Significant</i>	<i>Total</i>
Receive Support from Campus-Based Faculty	6	1	7	10	5	0	5
Work with Other Extension Professionals has Improved Programs	3	1	4	15	2	1	3
Collaboration Enhances Experience and Credibility	5	0	5	13	3	1	4
Collaboration Worth the Effort	6	1	7	13	2	0	2
Engage Program Participants	4	3	7	14	1	0	1
Participation in Community Task Forces	1	2	3	16	2	1	3
Work with Outside Groups Influences Extension Work	1	3	4	15	3	0	3
Provision of Resources Necessary to Collaborate	2	2	4	16	1	1	2

^aSignificant: $p < .05$. Approaching Significant: $.05 < p < .10$. Maintained: no significant difference.

SUMMARY

The data are clear. The majority of the 22 states who participated in Rounds One and Two of the survey have either maintained or increased in their capacity to support community-based programs for children, youth and families at risk. Data collected in Round Two, after the graduation of the CYFAR Initiative into base programs indicate that at least thus far, gains are being maintained or strengthened. It is recommended that this survey be repeated again in three years to measure sustained support. This will provide data at three critical points: two years after the CYFAR Initiative was created, one year after it was graduated into base programs and four years after graduation. The survey data will provide strong support for continued work in this area. Lessons about strategies used to successfully integrate this Initiative into base programs may be learned through follow-up interviews with key stakeholders.

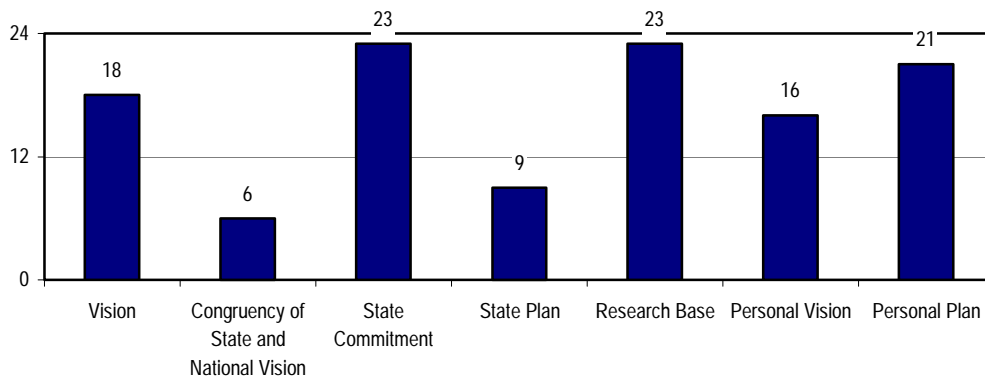
It is important to acknowledge the utility of a shared vision and strategic planning in supporting programs for children, youth and families at risk.

THIS COMPONENT WAS ADDRESSED BY SEVEN QUESTIONS ABOUT:

1. STATE EXTENSION SYSTEM'S VISION FOR CHILDREN, YOUTH AND FAMILIES AT RISK
2. RESPONDENTS PERSONAL UNDERSTANDING OF THE STATE VISION
3. CONGRUENCY OF THE STATES' VISION WITH THE NATIONAL VISION
4. EXTENSION'S LONG-TERM COMMITMENT TO WORK WITH CHILDREN, YOUTH AND FAMILIES AT-RISK
5. STATES' STRATEGIC PLAN TO EXPAND AND STRENGTHEN PROGRAMMING FOR CHILDREN, YOUTH AND FAMILIES AT-RISK
6. WHETHER RESPONDENTS PERSONALLY WORK FROM A STRATEGIC PLAN THAT ADDRESSES CHILDREN, YOUTH AND FAMILIES AT-RISK
7. WHETHER RESPONDENTS HAVE A RESEARCH BASE THAT UNDERGIRDS THEIR CHILDREN, YOUTH AND FAMILIES PROGRAMS

Figure 5. SHARED VISION AND STRATEGIC PLANNING

Number of states in which half or more Extension professionals "agree" or "strongly agree"



THE BIG PICTURE

Figure 5 shows the number of states in which half or more of the Extension professionals agreed or strongly agreed to each question. Several trends are evident from this data. Most professionals work from a personal strategic plan that addresses CYFAR programming, and many reported having a clear understanding of state plans. While it is discouraging that only one quarter of the states report that their state vision is congruent with the national vision, the vast majority report that they have a long-term commitment to CYFAR, and that their programs are undergirded by existing research.

1

COMPONENT

Develop and implement a common vision and strategic plan for programming for children, youth and families at risk.

A CLOSER LOOK

The percent of respondents who agreed or strongly agreed to each question was computed for each state, and then states were divided into quartiles. Table 11 shows the means, standard deviations, and the range of percentages for each quartile. For example, regarding the first variable, on average, 59% agreed or strongly agreed that their states have a clear vision relative to CYFAR. In the top quartile, between 68% and 76% supported this statement. In contrast, only 36% to 50% of respondents in the bottom quartile agreed or strongly agreed that their states have a clear vision.

**Table 11. SHARED VISION AND STRATEGIC PLANNING:
QUARTILE RANGES OF STATE PERCENTAGES***

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
States' Vision	36-50%	51-62%	63-67%	68-76%	59.33	11.34
Congruency of State & National Visions	27-33%	34-44%	45-49%	50-59%	43.34	10.40
Statewide Commitments	29-64%	65-74%	75-81%	82-88%	71.10	13.55
Statewide Strategic Plans	19-39%	40-44%	45-52%	53-63%	44.78	11.17
Research Base	48-57%	58-66%	67-73%	74-95%	67.41	12.11
Respondents' Personal Understanding of State Vision	39-47%	48-54%	55-62%	63-74%	55.75	9.41
Respondents' Personal Work from a Strategic Plan	40-57%	58-62%	63-67%	68-79%	62.00	10.05

*Percent of respondents within each state who "agree" or "strongly agree" with each item. Each state can reference their state data for their percentages.

Four states (Iowa, North Carolina, Texas and Utah) consistently ranked in the top quartile on at least five of the seven questions. Three of the four states were also in the top quartile in Round One of the survey. All four states ranked in the top quartile for questions regarding whether the state had articulated a clear vision relative to CYFAR and whether the state had a strategic plan for CYFAR. When these states did not rank in the top quartile, they usually ranked

in the second quartile. None of these states ranked in the bottom quartile on any of the seven questions. These states are characterized by clearly articulated visions which are congruent with the national vision for CYFAR, a long-term commitment to CYFAR programming, statewide strategic plans, programming supported by existing research, and employees who understand the state vision and work from a personal strategic plan.

Unfortunately, three states ranked consistently in the bottom quartile on five of the seven questions. All three states scored in the bottom quartile on items regarding the states' visions, personal understanding of state vision, and statewide commitments to CYFAR programming.

Administrative and campus support, availability of and participation in training and the accessibility and utilization of technological resources, including the Internet, facilitate Extension professionals' work with children, youth and families at risk.

2

COMPONENT

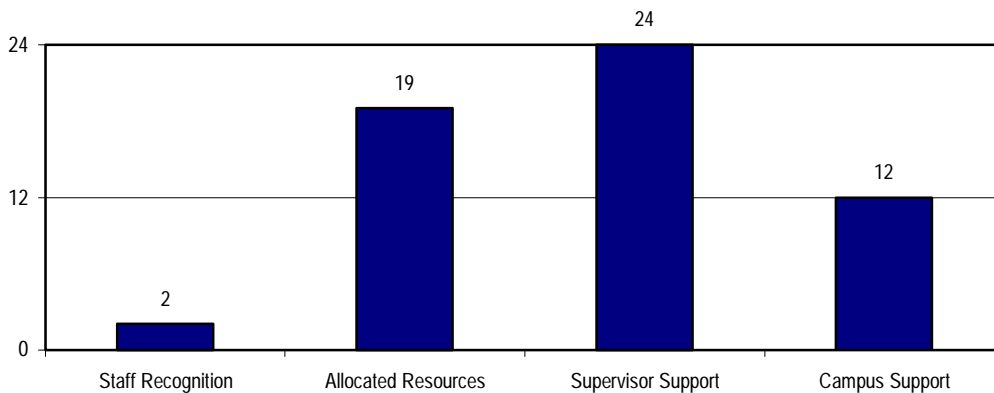
Train, support and reward Extension salaried and volunteer staff for implementing programs which accomplish the CYFAR mission.

THIS COMPONENT WAS ADDRESSED BY THE FOLLOWING QUESTIONS:

1. RECOGNITION AND PROMOTION FOR OUTSTANDING WORK AMONG PAID STAFF
2. STATE EXTENSION'S ALLOCATION OF FINANCIAL RESOURCES FOR WORK WITH CHILDREN, YOUTH AND FAMILIES AT RISK
3. SUPERVISOR SUPPORT FOR RESPONDENT'S ALLOCATION OF TIME AND PRIORITIES TO CHILDREN, YOUTH AND FAMILIES AT RISK PROGRAMMING WHEN THERE ARE CONFLICTING DEMANDS
4. CAMPUS-BASED FACULTY SUPPORT FOR CYFAR EFFORTS
5. PARTICIPATION IN TEN TRAINING TOPICS
6. SUFFICIENCY OF TRAINING RECEIVED IN TEN TRAINING TOPICS
7. OVERALL QUALITY OF TRAINING AND STAFF DEVELOPMENT OPPORTUNITIES
8. USE OF THE INTERNET TO ACCESS CYFAR-RELATED RESOURCES
9. HOW INTERNET-BASED CYFAR RESOURCES ARE USED TO COMMUNICATE, RETRIEVE INFORMATION, AND/OR PARTICIPATE IN ONLINE EXPERIENCES

Figure 6. ADMINISTRATIVE AND CAMPUS SUPPORT

Number of states in which half or more Extension professionals "agree" or "strongly agree"



THE BIG PICTURE: ADMINISTRATIVE AND CAMPUS SUPPORT

Figure 6 shows the number of states in which half or more of the Extension professionals agreed or strongly agreed to each question. Nationally, it is apparent that we are not doing a good job recognizing good work in this area. On the other hand, most states reported strong support from supervisors regarding the allocation of time and priorities when there were conflicting demands.

A CLOSER LOOK: ADMINISTRATIVE AND CAMPUS SUPPORT

To gain another perspective, the percent of respondents who agreed or strongly agreed to each question was computed for each state, and then the states were divided into quartiles. Table 12 shows the means, standard deviations, and range of percentages for each quartile.

Table 12. SHARED VISION AND STRATEGIC PLANNING: QUARTILE RANGES OF STATE PERCENTAGES*						
<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
Staff Recognition	22-32%	33-34%	35-39%	40-55%	37.12	7.82
Allocated Resources	38-51%	52-55%	56-61%	62-83%	57.33	10.65
Supervisor Support	52-66%	67-73%	74-75%	76-91%	73.17	9.85
Campus Support	7-43%	44-48%	49-58%	59-78%	50.63	16.32

*Percent of respondents within each state who “agree” or “strongly agree” with each item. Each state can reference their state data for their percentages.

Three states (Arizona, Pennsylvania and Virginia) consistently ranked in the top quartiles in at least three of the four questions. These states, all of which moved to the top quartile since Round One, demonstrate a high degree of administrative and campus support for CYFAR programming. However, four states ranked in the bottom quartile in at least three of the four questions.

THE BIG PICTURE: TRAINING

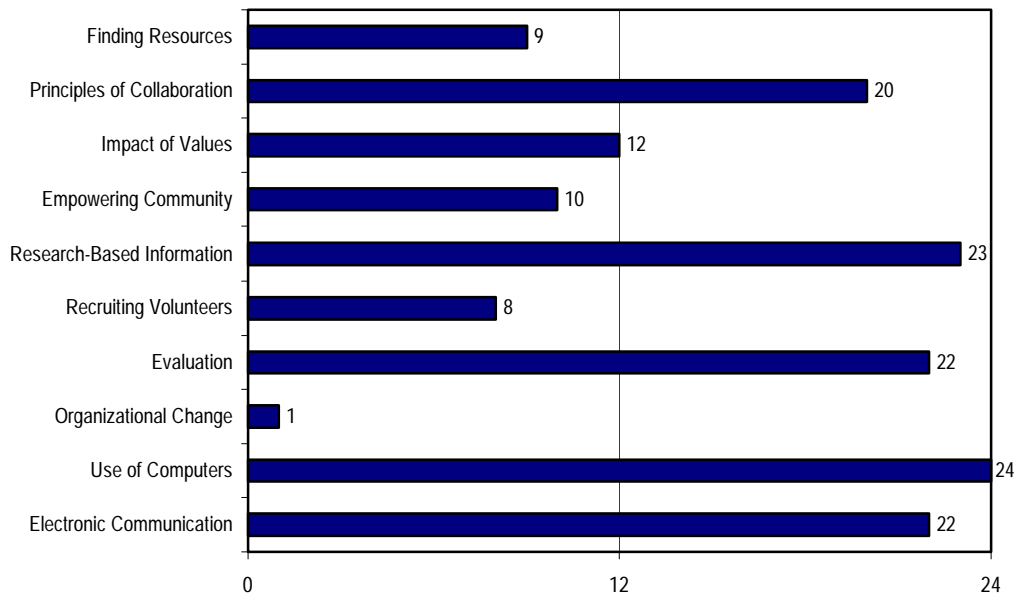
Questions were asked about participation in ten training topics and about the overall quality of training and staff development experienced in the last 12 months. Turning to quality of training first, between 62% and 74% of those in the top quartile and between 41% and 54% of those in the bottom quartile responded “good” or “excellent.” On average, 58% of states included in the report felt their quality of training was good or excellent.

Figure 7 shows the number of states in which over half the respondents reported they participated in each of the ten topics within the preceding 12 months. There was considerable variability across the topics. Several questions

might be raised about the need for future training. Do low numbers of participants indicate a need for training or does it indicate saturation? What are the relationships between training and perceived knowledge and skill?

Figure 7. PARTICIPATION IN TRAINING TOPICS

Number of states in which half or more Extension professionals participated in each topic



A CLOSER LOOK: TRAINING

Table 13 shows the means, standard deviations, and the range of percentages for each quartile regarding each training topic. Three states (Pennsylvania, Texas and Utah) ranked in the top quartile in at least six of the ten topics, with Texas maintaining this rank from Round One. Only one state was in the bottom quartile in at least six of the ten topics.

**Table 13. PARTICIPATION IN TRAINING BY TOPIC AREA:
QUARTILE RANGES OF STATE PERCENTAGES***

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
Finding Resources	29-44%	45-47%	48-49%	50-68%	49.82	9.31
Principles of Collaboration	43-49%	50-55%	56-59%	60-70%	56.56	7.96
Impact of Values	32-45%	46-48%	49-53%	54-73%	51.43	10.57
Empowering Community	33-37%	38-45%	46-50%	51-63%	46.33	8.29
Research-Based Information	48-64%	65-68%	69-71%	72-89%	68.94	9.68
Recruiting Volunteers	29-37%	38-43%	44-48%	49-70%	45.63	10.97
Evaluation	46-59%	60-63%	64-67%	68-78%	63.33	8.99
Organizational Change	12-36%	37-39%	40-43%	44-57%	39.27	9.66
Use of Computers	62-72%	73-74%	75-78%	79-86%	75.78	6.62
Electronic Communication	45-57%	58-63%	64-68%	69-79%	63.54	9.03

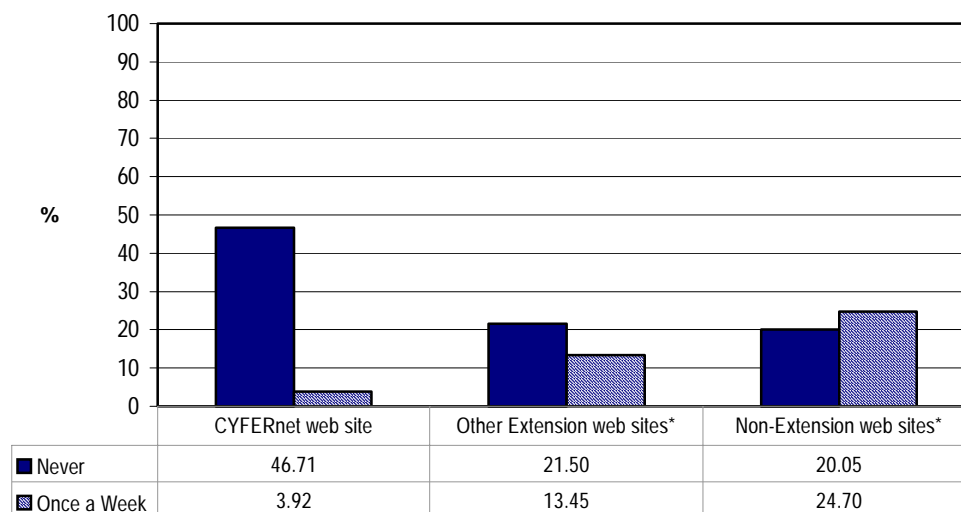
*Percent of respondents within each state who said they participate in each topic. Each state can reference their state report for their percentages.

A CLOSER LOOK: INTERNET USE

Because the organizational structure of CYFERnet changed between Round One and Round Two, questions surrounding Internet use were modified. Three questions assessed the frequency of Internet usage. The figure below presents the means of state averages of percent of respondents who reported accessing the CYFERnet web site, other Extension web sites, and non-Extension web sites “never” or “at least once a week.” Although the majority of respondents received training in the use of computers and the use of electronic communication (see Table 13), nearly half reported never using these resources to access the CYFERnet web site. However, other Extension web sites and non-Extension web sites are used more frequently. While this survey did not tap

reasons for the use or non-use of the CYFERnet web site, we do know the 98% have access to e-mail, and 94% have access to the World Wide Web.

Figure 8. AVERAGE OF STATE MEAN PERCENTAGES OF RESPONDENTS WHO REPORT THEY ACCESS ELECTRONIC RESOURCES “NEVER” OR “ONCE A WEEK”



*Note: Only 22 states included these questions in their survey.

Respondents were also asked how they have used children, youth and family Internet resources within the past 12 months. For each usage category, the following table shows the number of states in which at least half the respondents indicated using children, youth and family Internet resources. The most common ways the Internet is used in most states are to locate information to develop new programs or modify existing programs and to locate information or fact sheets to share with program staff and/or participants.

Table 14. NUMBER OF STATES IN WHICH AT LEAST HALF THE RESPONDENTS INDICATED USING CHILDREN, YOUTH AND FAMILY INTERNET RESOURCES*

Use	Yes*
Communicate with a colleague within my state	16
Communicate with colleagues in another state	1
Locate background information for a news article or presentation	19
Locate information or fact sheets to share with program staff and/or participants	21
Locate information to develop new programs or modify existing programs	22
Locate information on program evaluation	1
Participate in an online tutorial or interactive learning experience	0
Other	9

*Note: Only 22 states included these questions in their survey.

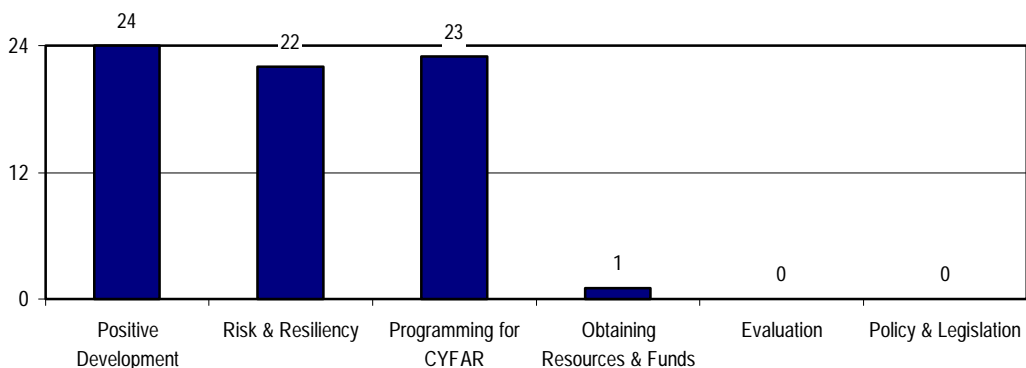
At the heart of Extension’s capacity to support community-based programs is a group of committed professionals who are knowledgeable and skilled in serving children, youth and families at risk.

THIS COMPONENT WAS ADDRESSED BY THE FOLLOWING:

1. KNOWLEDGE OF POSITIVE CHILD, YOUTH AND FAMILY DEVELOPMENT
2. KNOWLEDGE OF RISK AND RESILIENCE FACTORS
3. KNOWLEDGE OF PROGRAMMING FOR CHILDREN, YOUTH AND FAMILIES AT RISK
4. KNOWLEDGE OF OBTAINING RESOURCES AND FUNDS TO SUPPORT SUCH PROGRAMS
5. KNOWLEDGE OF EVALUATING PROGRAMS
6. KNOWLEDGE OF POLICY AND LEGISLATION AS IT AFFECTS CHILDREN, YOUTH AND FAMILIES AT-RISK
7. INVOLVEMENT IN EVALUATIONS THAT DEMONSTRATE OUTCOMES TO KEY STAKEHOLDERS
8. WHETHER IT IS ONE OF THEIR ROLES IN EXTENSION TO EDUCATE POLICYMAKERS AND OTHER COMMUNITY LEADERS ON CHILDREN, YOUTH AND FAMILY ISSUES
9. THE FREQUENCY WITH WHICH RESPONDENTS ARE CALLED UPON FOR THEIR EXPERTISE IN WORKING WITH AND PROGRAMMING FOR CHILDREN, YOUTH AND FAMILIES AT RISK

Figure 9. EXTENSION PROFESSIONALS’ KNOWLEDGE OF CHILDREN, YOUTH AND FAMILY ISSUES IN PARTICULAR AREAS

Number of states in which half or more Extension professionals reported “good” or “excellent” knowledge



THE BIG PICTURE

Figure 9 shows the number of states in which half or more Extension professionals reported “good” or “excellent” knowledge in six areas. The figure displays rather dramatically the areas in which Extension professionals are extremely knowledgeable and areas where future training and staff development may be needed. In most states, Extension professionals appear to be very knowledgeable of principles of positive development, risk and resilience factors,

3

COMPONENT

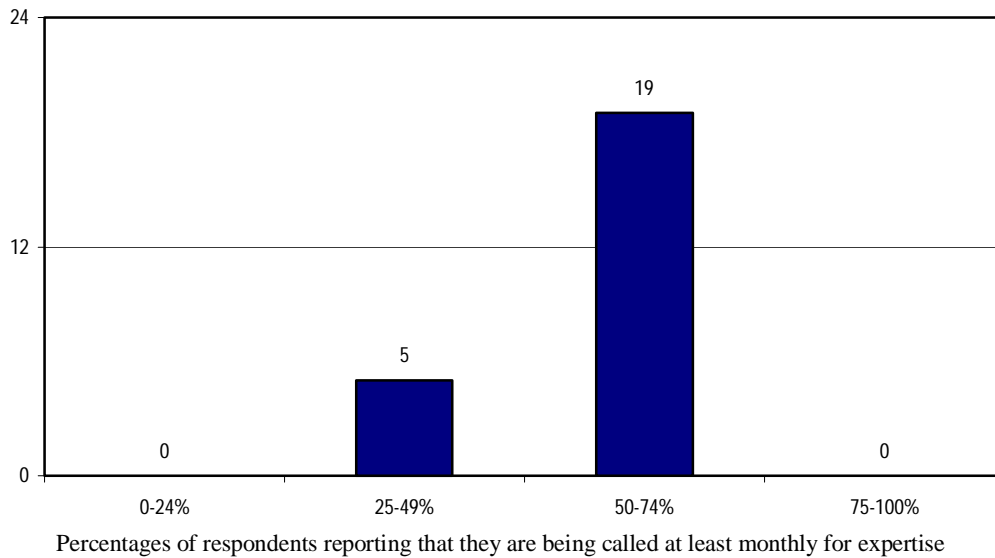
Recognize
Extension
professionals as
critical resources
in research and
education for
children, youth,
families and
community
issues.

and programming for at-risk families. In contrast, most are much less knowledgeable about obtaining resources and funds to support programs, evaluation, and policy and legislation affecting lives of at-risk families.

Figure 10 indicates that Extension professionals across the country are indeed being recognized as critical resources in education for children, youth, family and community issues. In a majority of the states (19 out of 24 states), half or more respondents reported that they are called upon at least monthly for their expertise in such issues.

Figure 10. RESPONDENTS CALLED UPON AT LEAST MONTHLY FOR THEIR EXPERTISE IN WORKING WITH CHILDREN, YOUTH AND FAMILIES AT RISK

Number of states reporting selected percentages



A CLOSER LOOK: KNOWLEDGE OF CHILDREN, YOUTH AND FAMILY ISSUES

Extension professionals across the country are very knowledgeable about issues pertinent to working with children, youth and families. Table 15 shows the means, standard deviations, and the range of percentages for each quartile.

Table 15. KNOWLEDGE OF ISSUES KEY TO PROGRAMMING FOR CHILDREN, YOUTH AND FAMILIES AT RISK: QUARTILE RANGES OF STATE PERCENTAGES*

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
Principles of Positive Development	66-74%	75-77%	78-81%	82-94%	78.98	6.90
Risk and Resilience Factors	45-54%	55-59%	60-62%	63-85%	60.55	9.00
Programming for At-Risk Audiences	46-56%	57-63%	64-66%	67-80%	63.48	9.17
Obtaining Resources and Funds to Support Programs	23-29%	30-37%	38-40%	41-61%	37.63	8.55
Called Upon at Least Monthly for Expertise	29-51%	52-54%	55-55%	56-70%	54.70	8.52

*Percent of respondents within each state who indicated “good” or “excellent” knowledge and were called upon at least monthly for their expertise. Each state can reference their state data for their percentages.

A majority of respondents within each state reported good or excellent knowledge of principles of positive development, risk and resilience factors, and programming for at-risk audiences. Even in the bottom quartile, up to 74% of respondents reported good or excellent knowledge about principles of positive development. Extension professionals reported less confidence in their knowledge of how to obtain resources and funds to support programs for at-risk audiences. The national average for this question was 38%. When asked how frequently they were called upon for their expertise regarding children, youth and family issues, the state percentages of respondents reporting monthly or weekly ranged broadly from 29% to 70%. However, the national average was 55%, suggesting that Extension professionals are being recognized for their expertise in these issues.

Two states [Minnesota (also in Round One) and New York] ranked in the top quartile in at least four of the five questions. Both states ranked in the top quartile in principles of development, programming, and called upon for expertise areas. Unfortunately, five states ranked in the bottom quartile in at least four of the five questions.

A CLOSER LOOK: EVALUATING PROGRAMS FOR CHILDREN, YOUTH AND FAMILIES AT RISK

Evaluation is seen as a critical knowledge area by the CYFAR Program and continues to be a key area of training and staff development across state Extension systems. As can be seen in Table 16, future work may be needed in this area.

Table 16. EVALUATION: QUARTILE RANGES OF STATE PERCENTAGES*

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
Knowledgeable About Evaluation	25-32%	33-35%	36-38%	39-46%	35.95	5.99
Currently Involved in Evaluation	37-55%	56-62%	63-65%	66-78%	60.85	11.40

*Percent of respondents within each state who indicated “good” or “excellent” knowledge and “agree” or “strongly agree” that they were involved in evaluation. Each state can reference their state data for their percentages.

Relatively few Extension professionals appear to be confident about their knowledge of evaluation. Only 25% to 32% of respondents in the bottom quartile and 39% to 46% in the top quartile reported good or excellent knowledge of evaluation. When asked if they were currently involved in evaluating programs for at-risk families, between 37% and 55% of respondents in the bottom quartile and between 66% and 78% in the top quartile agreed or strongly agreed that they are currently involved in such evaluation efforts.

Three states [Delaware (also in Round One), Utah and Vermont] ranked in the top quartile on both these questions. Three states ranked in the bottom quartile on both these questions.

A CLOSER LOOK: KNOWLEDGE OF POLICY AND LEGISLATION AFFECTING THE LIVES OF CHILDREN, YOUTH AND FAMILIES AT RISK

Table 17 shows that between 17% and 36% of respondents across states reported good or excellent knowledge of policy and legislation affecting the lives of children, youth and families they serve. On the other hand, between 55% and

94% of respondents across states reported that one of their roles in Extension is to educate policymakers and other community leaders on children, youth and family issues. These data show little change from Round One.

One state (Minnesota) ranked in the top quartile in both these questions. Three states ranked in the bottom quartile in both these questions. The quartile rankings were consistent for most states.

Table 17. POLICY AND LEGISLATION: QUARTILE RANGES OF STATE PERCENTAGES*

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
Knowledgeable About Policy and Legislation	17-22%	23-24%	25-27%	28-36%	25.61	5.12
Educating Policymakers is One of my Roles	55-72%	73-74%	75-77%	78-94%	75.70	7.31

*Percent of respondents within each state who indicated “good” or “excellent” knowledge and “agree” or “strongly agree” that it is one of their roles in Extension to educate policymakers. Each state can reference their state data for their percentages.

The results in Table 17 indicate that Extension professionals were not at all confident about their knowledge of policy and legislation affecting lives of the children, youth and families they serve. However, the majority believe that it is one of their roles to educate policymakers and other community leaders on children, youth and families issues. These findings, which were consistent in every participating state, suggest a need for future work in this area.

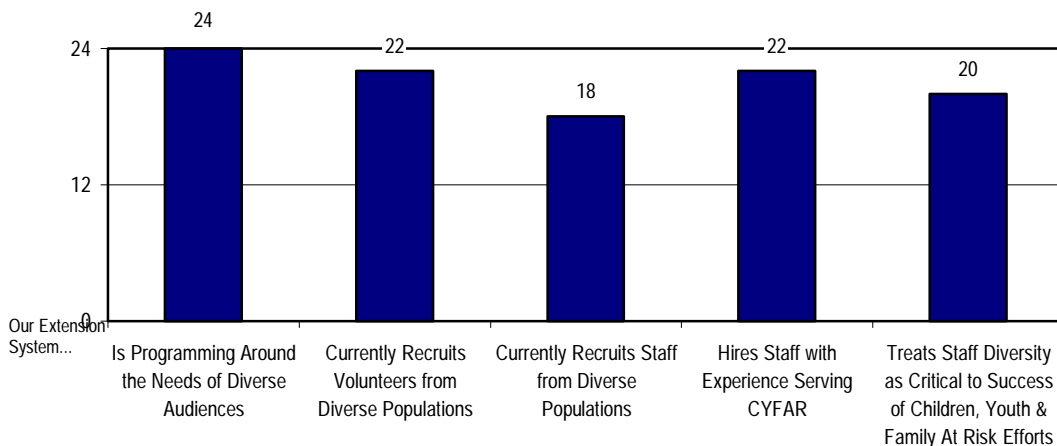
Component 4 of the CYFAR Program recognizes that diversity, inclusivity and pluralism in Extension programs and staff will likely lead to the best possible outcomes for children, youth and families they serve.

THIS COMPONENT WAS ADDRESSED BY THE FOLLOWING:

1. THE CURRENT STATUS OF DIVERSITY IN THE RESPONDENTS' STATE EXTENSION SYSTEM
2. PLANNING PROGRAMS TO ADDRESS THE NEEDS AND ASSETS OF DIVERSE AUDIENCES RATHER THAN EXPECT PARTICIPANTS TO FIT EXISTING PROGRAMS
3. RECRUITING VOLUNTEERS FROM POPULATIONS NOT HISTORICALLY PART OF EXTENSION
4. RECRUITING STAFF FROM POPULATIONS NOT HISTORICALLY PART OF EXTENSION
5. HIRING NEW STAFF MEMBERS WITH EXPERIENCE SERVING CHILDREN, YOUTH AND FAMILIES AT RISK
6. TREATING STAFF DIVERSITY AS A CRITICAL COMPONENT TO THE SUCCESS OF CYFAR EFFORTS
7. WORKING WITH PEOPLE FROM DIVERSE ETHNIC BACKGROUNDS
8. WORKING WITH PEOPLE FROM SINGLE-PARENT FAMILIES
9. WORKING WITH PEOPLE FROM LOW-INCOME FAMILIES
10. WORKING WITH PEOPLE AT RISK FOR PROBLEM BEHAVIOR
11. WHETHER RESPONDENTS FEEL SKILLED AND/OR COMFORTABLE WORKING WITH DIVERSE POPULATIONS

Figure 11. STATUS OF DIVERSITY AT THE SYSTEM LEVEL

Number of states in which half or more respondents reported positively to the following question on diversity



THE BIG PICTURE

While the status of diversity varies widely across participating states, the results suggest that nationally, Cooperative Extension is fairly active in incorporating diversity in work with children, youth and families at risk. Figure 11 shows the number of states in which half or more respondents reported positively to multiple questions about the status of diversity in their state Extension system. Impressively, in all 24 states, half or more respondents agreed

4

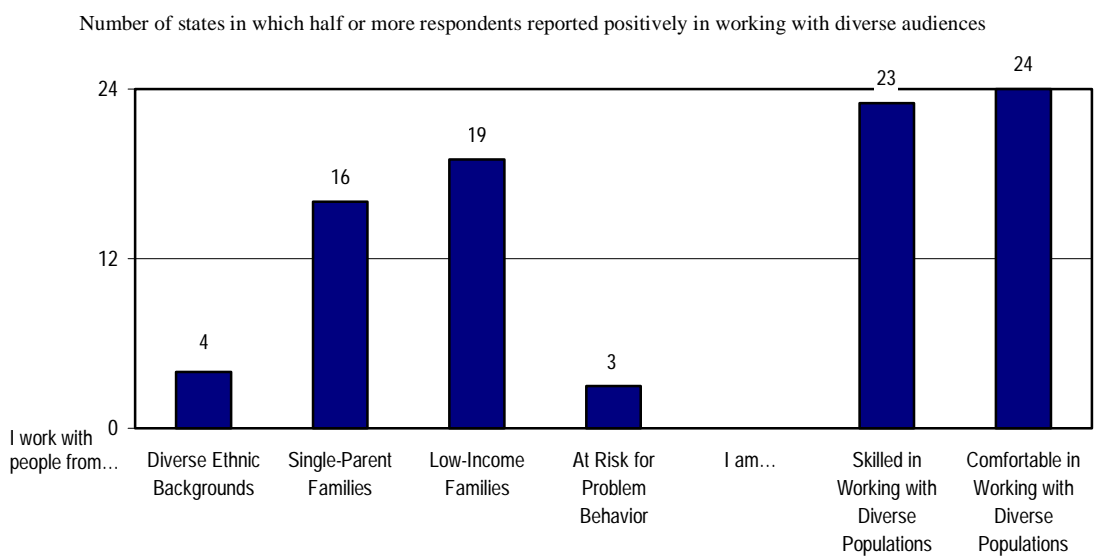
COMPONENT

Promote diversity, inclusivity and pluralism in Extension programs and staff.

that their Extension system is currently programming around the needs of diverse audiences. In addition, half or more respondents in 18 to 22 states agreed that their Extension system is incorporating diversity in recruiting and hiring volunteers and staff.

Figure 12 shows the number of states in which half or more respondents work with four different populations. It also shows the number of states in which at least half the respondents agreed or strongly agreed that they are skilled or comfortable working with diverse audiences. The results indicate that the majority of participating states are working much more with single-parent and low-income families (16 and 19 states, respectively) than with those from diverse ethnic backgrounds and those at-risk for problem behaviors (4 and 3 states, respectively). That every participating state had half or more respondents agreeing that they are comfortable and nearly all saying they are skilled working with diverse audiences reflects very positively on the Cooperative Extension System and lays a solid foundation for improving Extension’s work with diverse populations.

Figure 12. WORKING WITH DIVERSE AUDIENCES



A CLOSER LOOK: THE STATUS OF DIVERSITY

Table 18. STATUS OF DIVERSITY: QUARTILE RANGES OF STATE PERCENTAGES*

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
General Status of Diversity	26-41%	42-45%	46-52%	53-67%	47.84	9.87
Programming Around Needs of Diverse Audiences	57-67%	68-70%	71-76%	77-88%	73.38	8.13

*Percent of respondents within each state who indicated at least a “4” on a continuum from 1 to 5 measuring the status of diversity and “agree” or “strongly agree” that their state is currently programming for diverse audiences. Each state can reference their state data for their percentages.

When asked about the status of diversity in their Extension system (see Table 18), 26% to 41% of respondents in the bottom quartile and 53% to 67% of respondents in the top quartile reported that their system values multiple cultures and groups. Eleven of the participating states had at least half their respective respondents indicate that their system values multiple cultures and groups.

Extension professionals overwhelmingly agreed that their Extension system is currently programming around the needs of diverse audiences. Even in the bottom quartile, up to 67% of the respondents agreed that their state is currently addressing needs of diverse audiences. In the top quartile, an impressive 77% to 88% of respondents agreed that their state is meeting the needs of diverse audiences. Three states (Kentucky, Pennsylvania and Virginia) were in the top quartile in both these questions while three states ranked in the bottom quartiles.

A CLOSER LOOK: DIVERSITY IN HIRING AND RECRUITING STAFF AND VOLUNTEERS

Table 19 indicates that on average, most states are recruiting both volunteers (61%) and staff (56%) from diverse populations. Respondents in nearly every state (19 states) reported that their system is doing more to recruit volunteers than staff from diverse populations. In a majority of states (22 of 24 states), at least half the respondents agreed or strongly agreed that their

Extension system hires staff with experience serving children, youth and families at risk. Three states (Delaware, Pennsylvania, and Virginia) ranked in the top quartile in at least three of the four items.

Table 19. RECRUITING AND HIRING VOLUNTEERS AND STAFF FROM DIVERSE AUDIENCES: QUARTILES RANGES OF STATE PERCENTAGES*

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
Recruits Volunteers from Diverse Populations	42-52%	53-58%	59-67%	68-77%	61.18	9.92
Recruits Staff from Diverse Populations	42-50%	51-56%	57-59%	60-79%	56.48	9.12
Hires Staff with Experience Serving CYFAR	43-57%	58-65%	66-68%	69-91%	65.43	10.48
Diversity of Staff Seen as Critical	45-52%	53-58%	59-61%	62-76%	58.88	8.68

*Percent of respondents within each state who “agree” or “strongly agree” with the statements. Each state can reference their state report for their percentages.

A CLOSER LOOK: RESPONDENTS’ OWN WORK WITH DIVERSE AUDIENCES

Table 20. WORK WITH DIVERSE AUDIENCES: QUARTILE RANGES OF STATE PERCENTAGES*

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
People from Diverse Ethnic Backgrounds	16-24%	25-33%	34-38%	39-58%	35.06	11.83
People from Single-Parent Families	37-47%	48-52%	53-55%	56-76%	53.29	9.49
People in Low-Income Families	40-51%	52-55%	56-62%	63-81%	57.43	9.13
People At Risk for Problem Behavior	19-28%	29-36%	37-40%	41-62%	37.16	11.98
Skilled in Working with Diverse Audiences	48-63%	64-68%	69-72%	73-84%	69.06	9.17
Comfortable Working with Diverse Audiences	72-81%	82-85%	86-89%	90-97%	86.23	7.26

*Percent of respondents within each state who indicated at least a “4” on a continuum from 1=none to 5=a lot the extent to which they work with different populations and those who “agree” or “strongly agree” on their skill and comfort levels. Each state can reference their state data for their percentages.

With few exceptions, Extension professionals reported working extensively with people in low-income families and single parent families (see Table 20). Relatively fewer respondents reported working extensively with people from diverse ethnic groups and people at risk for problem behavior. Results suggest that respondents across states are both skilled and comfortable working with diverse audiences. Between 48% and 63% in the bottom quartile and between 73% to 84% in the top quartile agreed that they were *skilled* in working with diverse audiences. An impressive 72% to 81% of respondents in the bottom quartile and 90% to 97% in the top quartile agreed that they were *comfortable* working with such audiences.

Three states (Delaware, Florida and Vermont) ranked in the top quartile in at least four of the six questions. All three ranked in the top quartiles on questions about comfort levels working with diverse audiences. These states were generally in the top two quartiles on the remaining questions. Five states ranked in the bottom quartile in at least four of the six questions.

Components 5 and 6 of the CYFAR Program acknowledge that collaborations of professionals both within and outside Extension are critical to strengthening programs and policy for children, youth and families. Because of this commonality, results for these two components are addressed together.

THESE COMPONENTS WERE ADDRESSED BY THE FOLLOWING:

1. RECEIVING STRONG SUPPORT FROM CAMPUS-BASED FACULTY
2. WORKING WITH OTHER EXTENSION PROFESSIONALS IMPROVES PROGRAMS FOR AT-RISK POPULATIONS
3. COLLABORATING WITH OTHER COMMUNITY, STATE AND FEDERAL ORGANIZATIONS ENHANCES CREDIBILITY AND EXPERIENCE IN WORKING WITH AT-RISK AUDIENCES
4. WHETHER COLLABORATION IS WORTH THE EFFORT
5. ENGAGING PROGRAM PARTICIPANTS IN IDENTIFYING AND ADDRESSING THE NEEDS OF CHILDREN, YOUTH AND FAMILIES IN THEIR COMMUNITY
6. PARTICIPATING IN COMMUNITY TASK FORCES THAT WORK ON CYFAR-RELATED ISSUES
7. WHETHER WORK WITH OUTSIDE GROUPS INFLUENCES HOW EXTENSION WORKS WITH CHILDREN, YOUTH AND FAMILIES AT RISK
8. WHETHER THERE ARE RESOURCES NECESSARY TO ENGAGE IN COLLABORATIVE EFFORTS
9. THE NATURE OF WORKING RELATIONSHIPS WITH VARIOUS PROFESSIONALS

THE BIG PICTURE

Figure 13 displays the number of states in which half or more Extension professionals agreed or strongly agreed with items regarding work with others. Half or more respondents in 12 of the 24 states agreed or strongly agreed that they receive support from campus-based faculty. In all 24 states, half or more respondents agreed that working with other Extension professionals has improved their programs for at-risk audiences. In all 24 states, at least half the respondents agreed with the following: collaboration with other community, state and federal organizations enhances their experience and credibility in work with at-risk audiences; participate in community task forces working on children, youth and family issues; and work with outside groups influences how Extension works with at-risk children, youth and families. While all agree that working with others is critical in serving children, youth and families at risk, in only 2 of the 24 states did half or more respondents agree that they are provided the resources (time and money) necessary to engage in collaborative efforts.

5

COMPONENT

Promote (internal) collaborations of Extension 4-H, Family and Consumer Science, Agriculture, Community Development and other university departments in programming for children, youth and families at risk across the state.

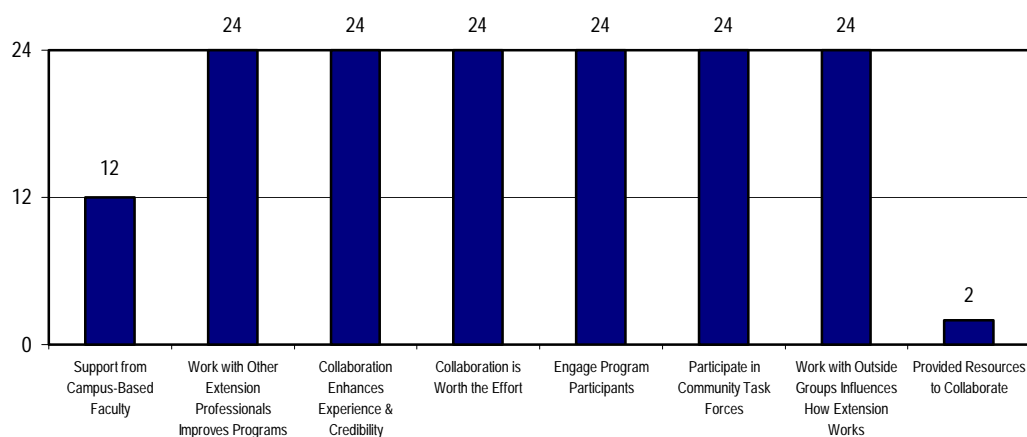
6

COMPONENT

Promote and join (external) collaborations of community, county, state and federal agencies and organizations to strengthen programs and policy for children, youth and families.

Figure 13. WORK WITH OTHERS

Number of states in which half or more Extension professionals “agree” or “strongly agree” with each item



A CLOSER LOOK: WORK WITH OTHERS

Table 21. WORK WITH OTHERS: QUARTILE RANGES OF STATE PERCENTAGES*

<i>Item</i>	<i>Bottom Quartile</i>	<i>Third Quartile</i>	<i>Second Quartile</i>	<i>Top Quartile</i>	<i>Mean</i>	<i>Standard Deviation</i>
Receive Support from Campus-Based Faculty	7-43%	44-48%	49-58%	59-78%	50.63	16.32
Work with Other Extension Professionals has Improved Programs	59-74%	75-77%	78-80%	81-90%	77.92	7.37
Collaboration Enhances Experience and Credibility	69-77%	78-83%	84-85%	86-95%	83.32	6.78
Collaboration is Worth the Effort	74-80%	81-84%	85-85%	86-94%	83.75	4.95
Engage Program Participants	61-70%	71-74%	75-75%	76-89%	75.03	7.67
Participation in Community Task Forces	63-74%	75-79%	80-83%	84-96%	79.58	8.86
Work with Outside Groups Influences Extension Work	68-75%	76-80%	81-84%	85-91%	81.46	6.30
Provision of Resources Necessary to Collaborate	16-32%	33-35%	36-37%	38-59%	36.35	9.70

*Percent of respondents within each state who “agree” or “strongly agree” with each item. Each state can reference their state data for their percentages.

Most respondents agree that working with others is important (see Table 21). With the exception of support from campus-based faculty and the provision of resources necessary for collaboration, the state percentages for the remaining

items ranged from approximately 59% to 96% with the lowest national average being 75%. There was a wide range of responses on the issue of support from campus-based faculty, as state percentages ranged from 7% to 78%. The national average was 51%. States also showed variability in the number of respondents who agreed that they are provided the resources (time and money) necessary to engage in collaborative efforts. State percentages ranged from 16% to 59%, with a national average of 36%. An examination of the quartile rankings showed that two states (Arizona and Minnesota) consistently ranked in the top quartile in at least five of the eight questions. In contrast, four states consistently ranked in the bottom quartile on at least five items.

A CLOSER LOOK: THE COLLABORATION FRAMEWORK

Several questions in Components 5 and 6 asked respondents about the extent to which they have built a relationship with other professionals, including Extension professionals from other counties, Extension professionals from other program areas (e.g., Agriculture, 4-H Youth Development, Family and Consumer Sciences), Extension professionals at the state level, community agencies and organizations, state agencies and organizations, and federal agencies and organizations. Response categories were adapted from the Collaboration Framework developed by the National Network for Collaboration. These categories and a brief description of each follows:

- ▶ None: no working relationship;
- ▶ Networking: establish dialogue and common understanding;
- ▶ Cooperation: match needs and coordinate efforts to avoid duplicating services;
- ▶ Coordination: share or merge resources to address common issues or to create something new;
- ▶ Coalition: share ideas, leadership and resources over several years;
- ▶ Collaboration: build an interdependent system to accomplish shared vision and outcomes.

It is important to note that while these categories are hierarchical in nature (i.e., increasingly intensive working relationships), they do not necessarily imply that the more intensive levels are always more desirable or appropriate.

Component 5 focuses on collaborations of professionals within Extension. Across states, a general trend emerged (see Figures 14-16). Networking was the most common working relationship with Extension professionals from other counties (16 states), with Extension professionals from other program areas (21 states), and with Extension professionals at the state level (22 states). Regarding relationships with multiple universities and land-grant universities, most respondents indicated that they had no relationships (22 and 22 states, respectively: see Figures 17-18).

Component 6 focuses on collaborations with professionals outside Extension—community, state and federal agencies and organizations. The most common working relationship varied by level of organization (see Figures 19-21). The most common type of relationship with community agencies reported was networking (7 states). Networking was overwhelmingly listed as the most common relationship with state organizations (20 states). Most respondents indicated that they had no relationship with federal agencies (14 states).

As expected, respondents worked the least intensively with Extension and non-Extension professionals at state or federal levels and were more involved with those at a community level. Extension professionals worked more intensively with community agencies and organizations than they did with Extension professionals from other counties. Respondents were also asked to indicate the types of working relationships they ideally would like to have with these six groups. Most indicated that in an ideal system they would work more intensively with others.

Figure 14. WORKING RELATIONSHIPS WITH EXTENSION PROFESSIONALS FROM OTHER COUNTIES

Number of states reporting their most common working relationship*

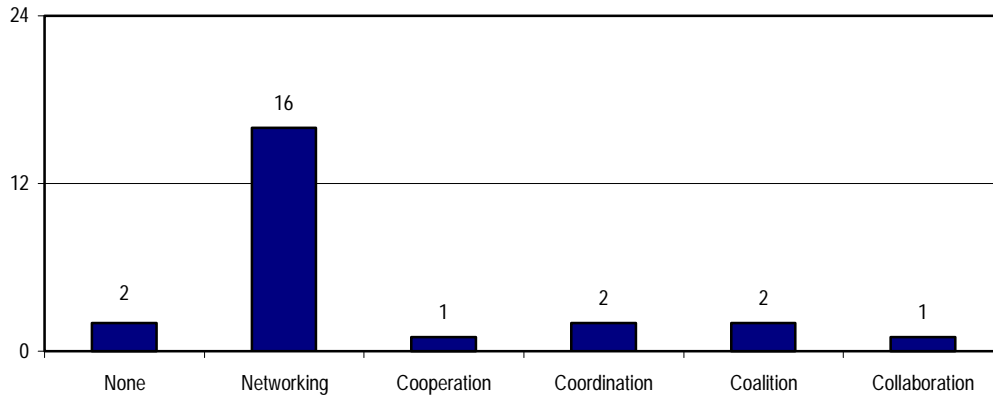


Figure 15. WORKING RELATIONSHIPS WITH EXTENSION PROFESSIONALS FROM OTHER PROGRAM AREAS

Number of states reporting their most common working relationship*

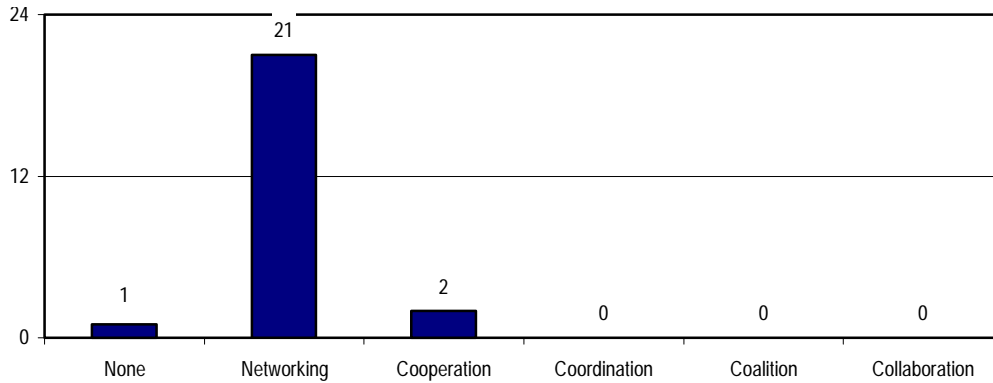
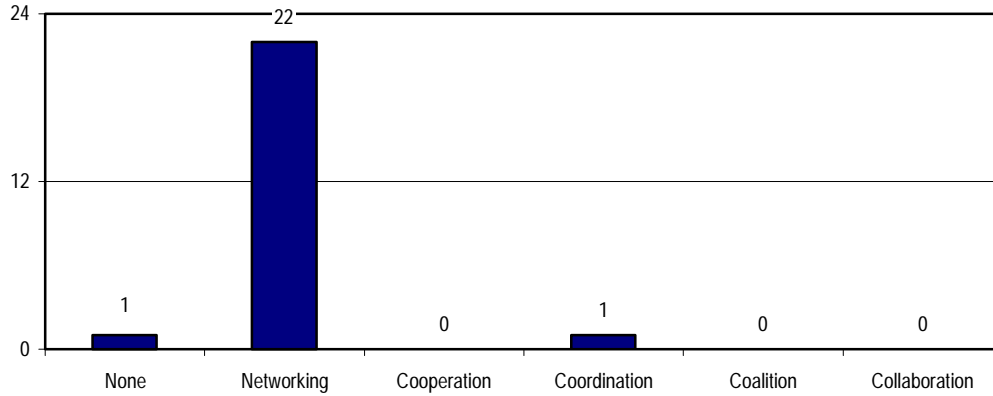


Figure 16. WORKING RELATIONSHIPS WITH EXTENSION PROFESSIONALS AT THE STATE LEVEL

Number of states reporting their most common working relationship*



*When any one state had a tie between two levels of working relationships, the one at the more intensive level is reported.

Figure 17. WORKING RELATIONSHIPS WITH EXTENSION PROFESSIONALS AT MULTIPLE UNIVERSITY DEPARTMENTS

Number of states reporting their most common working relationship*

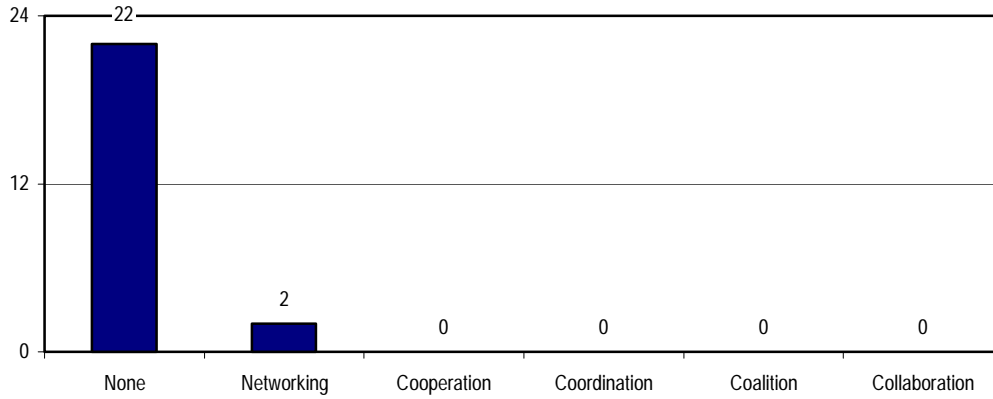


Figure 18. WORKING RELATIONSHIPS WITH EXTENSION PROFESSIONALS FROM OTHER LAND-GRANT UNIVERSITIES

Number of states reporting their most common working relationship*

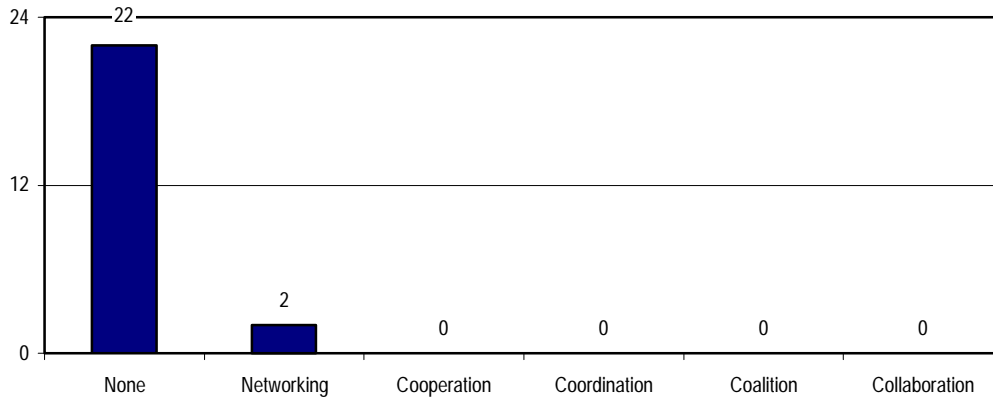
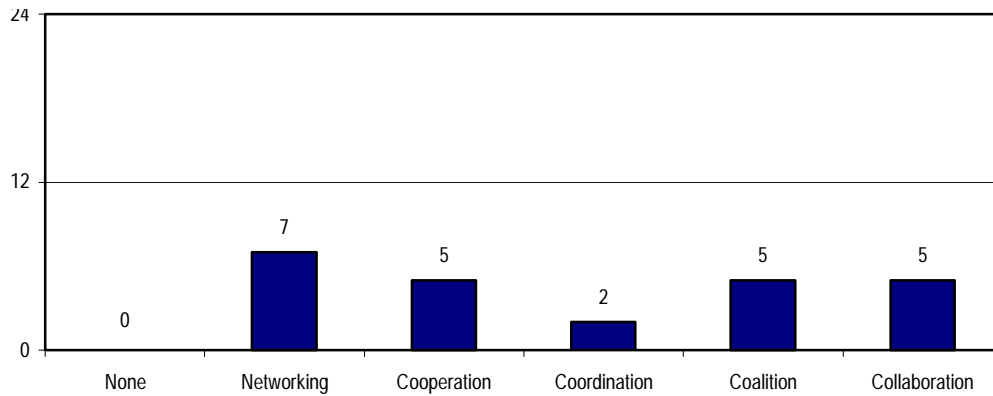


Figure 19. WORKING RELATIONSHIPS WITH COMMUNITY AGENCIES AND ORGANIZATIONS

Number of states reporting their most common working relationship*



*When any one state had a tie between two levels of working relationships, the one at the more intensive level is reported.

Figure 20. WORKING RELATIONSHIPS WITH STATE AGENCIES AND ORGANIZATIONS

Number of states reporting their most common working relationship*

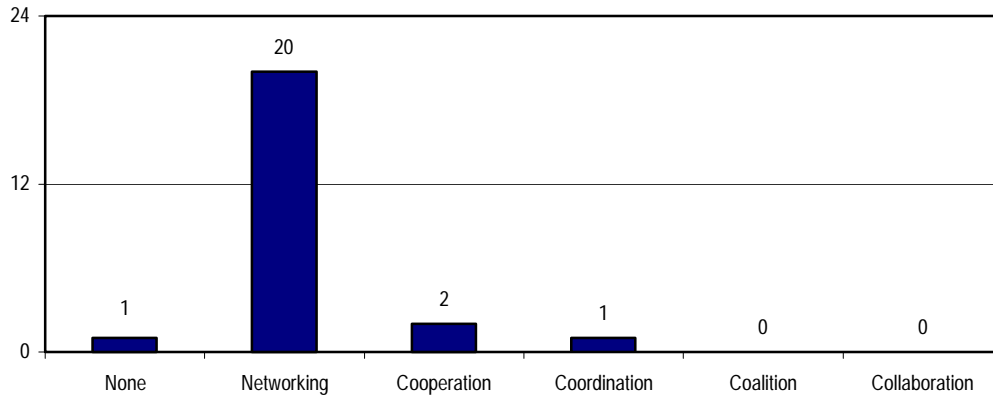
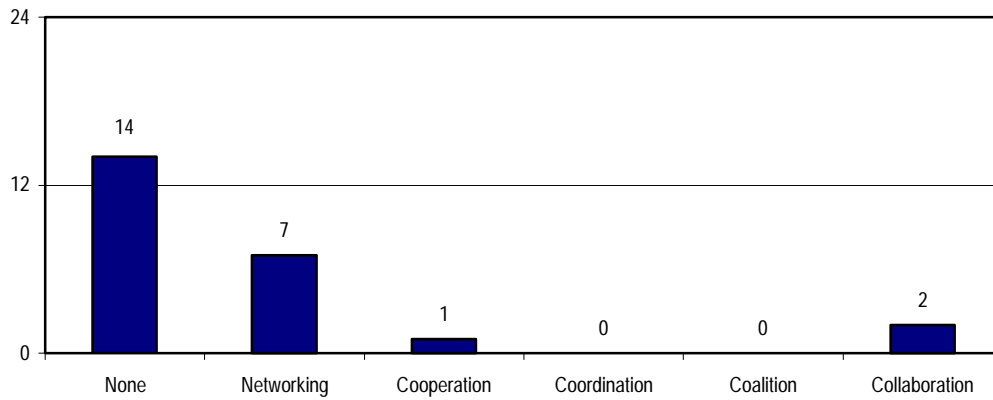


Figure 21. WORKING RELATIONSHIPS WITH FEDERAL AGENCIES AND ORGANIZATIONS

Number of states reporting their most common working relationship*



*When any one state had a tie between two levels of working relationships, the one at the more intensive level is reported.

OVERALL TRENDS: DISCREPANCIES BETWEEN CURRENT AND IDEAL

Examining the overall trends in the discrepancy between the current and ideal status of Extension is important because it can highlight the direction of our system development as we work with children, youth and families at risk.

The majority of survey questions addressed the six components. Of those, 33 were asked in such a way that respondents were required to answer twice, once for the current situation and once for the ideal. Discrepancy scores were then calculated for each of these 33 items by subtracting the response to the ideal item from the response to the current item. These discrepancy scores revealed the size and direction of the gap between a respondent's perception of the current and an ideal system. A t-test was then calculated to test whether there was a significant difference between the current and ideal status of each relevant question.

When the Organizational Change Survey was constructed, the performance gap measures were included for several reasons. First, there was some feeling that some respondents wanted to do less work with children, youth and families at risk, not more. This discrepancy would be revealed. Second, not just the direction of the discrepancy, but the size of the gap would reveal how much work was to be done. Third, these measures were expected to provide a baseline from which progress toward the "ideal" could be measured when the survey is repeated. The results presented here are dramatic.

COMPONENT 1

Component 1 deals with the utility of a shared vision and strategic plan in supporting programs for children, youth and families at risk. Respondents were quite definite in their opinions about this component. In all 24 states, discrepancy scores were significant ($p < .05$) in the positive direction. This

indicates that all 24 states ideally believe:

- ▶ Their state Extension system should articulate a clear vision for CYFAR,
- ▶ The state vision should be congruent with the national vision,
- ▶ The state should be committed to CYFAR, and
- ▶ States and individuals should work from strategic plans that address children, youth and families at risk.

COMPONENT 2

This component addresses the training, support and rewards that Extension professionals receive. While 23 of 24 states reported significant ($p < .05$) differences in the positive direction, all 24 states would like to see more of the following:

- ▶ Supervisors supporting allocation of time and priorities to at-risk programming when there are conflicting demands,
- ▶ Support from campus-based faculty for CYFAR efforts,
- ▶ Staff being recognized and supported for outstanding work, and
- ▶ Allocation of financial resources for children, youth and families at risk.

COMPONENT 4

Component 4 examines how respondents promote diversity in Extension programs and staff. Significant differences between the current and ideal in all 24 states indicate they would like to see:

- ▶ More programs planned to address the needs of diverse audiences,
- ▶ Increased recruiting of staff and volunteers not part of Extension,
- ▶ The hiring of new staff with experience dealing with CYFAR,
- ▶ Treating staff diversity as critical to the success of CYFAR, and
- ▶ Increased work with people from diverse ethnic backgrounds.

Of the results that were not statistically significant, three involved the discrepancy between the current and ideal work done with: 1) people from single-parent families (8 of 24 states, no significant difference), 2) people in

low-income families (5 of 24 states, no significant difference), and 3) people at-risk for problem behavior (4 of 24 states, no significant difference). We speculate that so much work is currently being done with these populations that the size of the gap between current and ideal is smaller.

COMPONENTS 5 AND 6

The last two components deal with internal and external collaborations. Significant differences ($p < .05$) indicate that for the most part, nearly all of the states would like to see:

- ▶ Support from campus-based faculty,
- ▶ Increased participation in community task forces,
- ▶ Work with other Extension professionals to improve programs for at risk audiences,
- ▶ Increased resources to collaborate,
- ▶ That collaboration enhances credibility and is worth the effort, and
- ▶ That work with outside groups influences how Extension works.

However, two states responded that they would like to see less work with Extension professionals from other areas and with federal agencies, while one state would like to see less work with Extension professionals from other counties. These results were statistically significant.

Of those differences that were not significant, four involved work with community agencies, work with other counties, that collaboration is worth the effort, and that work with outside groups influences Extension work.

SUMMARY

In sum, the vast majority of states indicated that they want to do more, not less, with CYFAR programming. Further, in nearly all states, nearly all discrepancy scores were not only in the desired direction, but were also statistically significant.

Please keep in mind, as you read this report and reflect on the meaning and implications of the results reported for each of the six components, that what respondents believed to be ideal revealed strong support for strengthening this system in working with children, youth and families at risk. Clearly, the results suggest a need to continue building support for community-based programs for at-risk audiences.

REFERENCES

- 2002 CYFAR Request For Applications – Program Announcement. (n.d.). Retrieved November 28, 2001, from http://www.reeusda.gov/4h/cyfar/rfa2002/program_announcement.htm
- Betts, S. C., Marczak, M. S., Peterson, D. J., Sewell, M., & Lipinski, J. (1998). Cooperative Extension's capacity to support programs for children, youth & families at risk: National results of the Organizational Change Survey. Tucson, AZ: The University of Arizona, Institute for Children, Youth and Families.
- Cooperative State Research, Education, and Extension Service Base Programs. (n.d.). Retrieved November 24, 2001, from <http://www.reeusda.gov/1700/programs/baseprog.htm>
- CYFAR Philosophy. (n.d.). Retrieved November 24, 2001, from <http://www.reeusda.gov/4h/cyfar/philosophy.htm>