Bonita Williams, Ph.D.
National Program Leader, Vulnerable Populations
Institute of Youth, Family and Community
Division of Youth and 4-H
STAFF INTRODUCTIONS

**Lisa Hampton**
USDA/NIFA Specialist

**Linda Toppin**
USDA/NIFA Program Assistant

**Bonita Williams**
USDA/NIFA NPL
Legislative Authority and Background

• Funding for the Children, Youth, and Families At-Risk Sustainable Community Projects (CYFAR SCP) is authorized under section 3(d) of the Smith-Lever Act of May 8, 1914, as amended (7 U.S.C. 341, et seq.). Section 7403 of the Food, Conservation, and Energy Act (FCEA) of 2008 amends section 3(d) of the Smith-Lever Act of 1914 (7 U.S.C. 343(d)) in regards to eligibility. The eligibility to compete for CYFAR funding is broadened to include 1890 Land-grant Colleges and Universities, including Tuskegee University and West Virginia State University. Eligibility is also provided to the University of the District of Columbia.

• Legislation indicates payments for youth-at-risk programs under section 3(d) of the Smith–Lever Act.
CYFAR is an Extension Project

Total

• $8.4 M

• Sustainable Community Projects
  $6.9 M

• Professional Development and Technical Assistance
  $850K

• Military 4-H Clubs
  $400K
Funding program to improve the quality and quantity of comprehensive community-based programs for at-risk children, youth, and families supported by the Cooperative Extension System.

The CYFAR program mission is to marshal resources of the Land-Grant and Cooperative Extension Systems to develop and deliver educational programs that equip limited resource families and youth who are at-risk for not meeting basic human needs with the skills they need to lead positive, productive, contributing lives.
(a) At least 45 percent of the population in targeted communities must be living at or below 185% of the Federal poverty level; or

(b) A minimum of 50 percent of participants at each site must meet one or more of the following characteristics: family qualifies for a public assistance program; family income falls below the Federal poverty threshold;
POVERTY RISK FACTOR

FACTOID

Children represent a disproportionate share of the poor in the United States; they are 22 percent of the total population, but 36 percent of the poor population.

In 2010 (U.S. Census), 16.4 million children, or 22.0 percent, were poor.
Four National Outcomes

National CYFAR Outcomes for all proposed community sites.

Early Childhood
Children will have their basic physical, emotional and intellectual needs met. Babies will be born healthy.

School Age (K-8)
School age youth will demonstrate knowledge, skills, attitudes and behavior necessary for fulfilling contributing lives.

Teen
Teens will demonstrate knowledge, skills, attitudes and behavior necessary for fulfilling contributing lives.

Parent/Family
Parents will take primary responsibility for meeting their children’s physical, social, emotional and intellectual needs and providing moral guidance and direction. Families will promote positive, productive, and contributing lives for all family members.
Critical issues and demographic trends impacting children and families in the state should be examined when making outcome and audience decisions.

**SOME EXAMPLE AUDIENCES**
- Migrant workers’ children;
- New immigrant children and families;
- Children and youth facing issues of drugs, violence, crime, teen pregnancies, sexually transmitted diseases, AIDS, obesity, isolation, poverty and poor school achievement.
Bronfenbrenner’s Ecological Model

Figure 1 - Ecological theory of development\textsuperscript{15}
OBESITY
As a Problem Issue in the US

CYFAR EXAMPLE

• Youth need information and skills to perform physical fitness activities

• Parents need to understand the impact of dietary choices in the home

• Youth need to develop an increased willingness to consume healthier foods
SOME REPORTED CYFAR OUTCOMES

- Change in attitude regarding teamwork
- Engagement in resolving issues in their communities
- Understanding the concept of an individual’s carbon footprint
- Correctly identifying four greenhouse gases
- Gaining awareness of the empowerment of community involvement
- Increased willingness to consume healthier foods
- Greater parental engagement with their children on setting and obtaining common educational goals
- Increased positive affect
- Improved dietary choices in the home
- Increase knowledge and skills in emotional literacy
- Gaining understanding of actions and decisions and occupational choice
- Learning how to solve problems through logic
- Increased desires to pursue college degrees
- Increased knowledge and performance of physical fitness activities
- Improved self-esteem by developing relationship(s) with professional role model(s)
CYFAR FUNDED PROJECTS
CYFAR BY THE NUMBERS

- 41 funded projects in 38 States/Territories
- Two “service” sites per state
- 9,818 participants (Youth/Adults)
- 92 community sites across the U.S. and U.S. Territories.
- Poverty Risk Rate Average 80%
# CYFAR PROGRAM PARTICIPANTS

## Race/Ethnicity

<table>
<thead>
<tr>
<th>Category</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Participants - 9818</strong></td>
<td></td>
</tr>
<tr>
<td>Adults 23%</td>
<td>23%</td>
</tr>
<tr>
<td>Youth 77%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>YOUTH/PARENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Caucasian/White = 4861</td>
<td>50%</td>
</tr>
<tr>
<td>Minority = 4957</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>2555</td>
</tr>
<tr>
<td>White</td>
<td>4861</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>2897</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>502</td>
</tr>
<tr>
<td>Asian</td>
<td>97</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>195</td>
</tr>
<tr>
<td>Persons indicating more than one race</td>
<td>375</td>
</tr>
</tbody>
</table>
WHY,
IF NOT ELIGIBLE?
Eligible Applicants are Encouraged...

CYFAR projects are **strongly encouraged to partner** with community sites inclusive of public housing authorities as well as **1994 Land-grant institutions**, Hispanic-serving Institutions and minority-serving institutions.
CYFAR JOINT AND SINGLE PROJECTS
Request Up To...

Single University/College Projects

Year One
$80,000

Years Two-Five
$145,000 annually

Total
$660,000

Joint University/College Projects

Year One
$160,000

Year Two-Five
$290,000 annually

Total
$1,320,000
CYFAR APPLICATION EVALUATION FOR 2015-2016

• SCP Projects including 1994 Institutions (5 Points) A premium of five (5) points will be offered to projects including 1994 institutions as Subawardee.


• Persistent Poverty Communities (2 Points) A premium of two (2) points will be offered for projects engaging at least one (1) of the over 700 Persistent Poverty Communities.

CYFAR IN INDIAN COUNTRY
Wisconsin: Nicianok 4 Health

Nicianok 4-Health project is a longitudinal effort designed to improve children's health and wellbeing by intervening at multiple ecological levels.

The key program delivery model will be the formation of 4-H family clubs to provide Native American youth and families opportunities to create and share healthy and nutritious meals, build family relationships and increase opportunities for safe recreation and physical activity. Programming will support youth opportunities to develop and practice healthy life skills through direct culturally relevant educational programming, through caregiver social support, and through family strengthening in collaboration with schools and community partners.
Heart and Shield: A Program to End Family Violence  University of Nevada Shoshone Paiute Tribe

The purpose of this project is to create an environment that allows Intimate Partner Violence (IPV) child and adult victims to obtain the resources/skills necessary to break the cycle of IPV. The ultimate goal is to decrease the number of IPV disputes by empowering victims and communities to create safe, caring neighborhoods through education, intervention, and family support via multi-disciplinary procedures.
FACES, a project collaboration between the University of Minnesota and the Fond du Lac Tribal and Community College, engages high school aged youth from an educational perspective focused on financial, physical, and social emotional well being.

*The program addresses the academic achievement gap.*
Youth who participate in the program will demonstrate a knowledge of how to use geospatial and computer-aided design technologies and thus will be better prepared for employment on and off the Reservation. Another long term outcome is a sustainable, well-developed after school programs that focus on agriculture and engage youth with community partners.
What Can You Do?

• Engage the 1862 in your state, inquire about potential partnership
• Understand that some projects do operate across state lines
• Engage both 1862s and 1890s in other states
• Understand, we support the subaward process
• Please be reminded, NIFA encourages, can’t command
• Volunteer to serve as a NIFA Peer Panelist, in particular for CYFAR (virtual)
CYFAR ANNUAL REPORT

http://www.csrees.usda.gov/nea/family/cyfar/annual_report.html
THANK YOU!