

**Departmental Compact Plan, 2007-2010**  
**Department of 4-H Youth Development and Family & Consumer Sciences**  
**College of Agriculture and Life Sciences**  
**NC State University**

**I. Introduction**

**a. Brief overview of unit**

The Department of 4-H Youth Development and Family & Consumer Sciences was formed in July of 2006. The new department is a result of the merger of the Department of 4-H Youth Development and the Department of Family & Consumer Sciences. The department houses two separate program areas within the NC Cooperative Extension Service, 4-H and Family and Consumer Sciences (FCS), as well as a Master of Science degree program in Human Development & Family Studies and a graduate specialization in Youth Development Leadership (YDL).

FCS views the family, in all its diverse forms, as the cornerstone of a healthy society. Faculty work to improve the well-being of the family through programs that educate, influence public policy, and help families put research-based knowledge to work in their lives. Faculty members have expertise in areas that are germane to family needs including, nutrition, food safety, parenting, adult and child development, housing, health, family resource management and volunteer leadership development.

4-H Youth Development provides the leadership for teaching, research, and delivery of youth programs in North Carolina, within the context of the NC Cooperative Extension. These programs are based on research based best professional practices related to the primary needs of youth: personal achievement and affirmation for self-confidence; family/school/community support systems; and peer involvement in productive activities. The core 4-H program in North Carolina encourages a program design that responds to the needs of youth, families, and communities in the context of these research findings. Faculty members have expertise in areas of youth development, volunteerism, program administration, youth program delivery and learning strategies, diversity/pluralism, collaboration and partnerships.

**Mission and goals of the unit**

The Department of 4-H Youth Development and Family and Consumer Sciences is guided by the mission of NC Cooperative Extension, which is to “help people

put research-based knowledge to work for economic prosperity, environmental stewardship and an improved quality of life.”

The FCS program mission is to provide individuals, families and communities with dynamic, issue driven education to foster informed decision-making about human environmental concerns in a changing world.

The 4-H program mission is to design and deliver youth-focused programs for diverse audiences in North Carolina in support of the overall 4-H program mission in North Carolina: “to create helping relationships to enable youth to become responsible, productive citizens.”

## **b. Personnel and budgetary composition of the unit**

Tenure-Track Faculty - 18

7 Professors

8 Associate Professors

3 Assistant Professors

EPA Non-Tenure Track - 33

1 Extension Assistant Professor

2 Extension Specialists

16 Extension Associates

13 Extension Assistants

1 Visiting Scholar

SPA Staff - 79

27 Permanent positions

48 Temporary positions

4 Student workers

Major Funding Sources - State, Federal, Academic and Grant Funds

## **c. Progress made on initiatives of 2004-2006 compact**

### **Family and Consumer Sciences**

#### **Initiatives Supporting University Goals**

- 1. Provide quality, research-based programs that address contemporary issues pertinent to Extension’s diverse clientele.***

Continual environmental scans emphasize the need for educational programs in the areas of nutrition, health, human development and family resource management. Multiple curricula, programs, and publications have been

developed to support areas of high need for North Carolina families. Campus faculty support field-faculty with training and materials to facilitate the delivery of programs that have impact with targeted audiences. The department has in recent years allocated resources each year for multi-day trainings for all FCS field faculty. Faculty continue to address the needs of changing populations and other demographics when developing programs. Translating materials into Spanish continues to be a priority for faculty. Two new faculty members have been hired to address areas of critical need in North Carolina, family resource management and programming for Latino families.

Faculty have worked as partners on an interdisciplinary team to provide disaster preparedness, response and recovery policies and procedures to all 100 counties and the Cherokee Reservation. Through a partnership with the American Red Cross, a curriculum on family and community disaster preparedness has been developed and 27 counties have received training on the curriculum.

## ***2. Form collaborative partnerships to expand program resources.***

Family and Consumer Sciences faculty have more than 117 active partnerships with external organizations. These partnerships result in joint training for field-faculty, development of educational materials as well as allow for increased competitiveness for external funding. Multi-agency grant proposals in the areas of food safety, childhood overweight, environmental health, housing, and aging have been successfully funded.

Seven faculty have adjunct appointments with UNC-Greensboro, one faculty is adjunct at Duke University and three hold membership on the Agromedicine Institute.

FCS has developed a joint Master of Science degree program with UNC-Greensboro in Human Development and Family Studies with a concentration in Family Life and Parent Education. The UNC Board of Governors approved this new degree program in May 2006.

The Family and Consumer Sciences Foundation was formed in 2005 and has appointed its first Board of Directors. Currently, the Foundation has over \$750,000 to be used to build endowments and support county programming.

## **Initiatives Arising from Unit Issues and Priorities**

### ***1. Increase the College's educational programs in family financial management***

A faculty member was hired in the area of Family Resource Management in 2003. She worked with field-faculty to increase capacity for addressing Family

Resource Management issues. In 2005 this faculty member resigned from the department to join the administrative team at NC A & T State University. A new Family Resource Management faculty was hired in August, 2006 to continue programming in this critical area.

**2. *Initiate actions that will demonstrate how Family and Consumer Sciences programs contribute and add value to College and University programs.***

Annual reports for 2002 and 2004 were produced. The reports were distributed to administrators within Cooperative Extension, the College, County Directors and field-faculty. A promotional booklet was produced in 2004 that is being used with stakeholders at the state and local level. Family and Consumer Sciences promotional exhibits have been produced.

**3. *Forge specialist/field faculty collaborations.***

An FCS program council has been established with field-faculty representation from each district. The Long Range Plan, Strengthening and Sustaining Families, consists of five focus areas each led by a team of faculty and field-faculty. Faculty continue to collaborate with field-faculty on educational initiatives, programs and development of materials. Communication continues via the FCS listserv that includes all faculty, field-faculty and staff.

**4. *Enhance and market volunteer leadership opportunities to extend outreach and impact of the College's Extension and FCS programs.***

The Extension and Community Association (ECA) is an organized group of 9,000 volunteer leaders. Other volunteer program and training opportunities are emerging for skill-based programs. To recruit and integrate volunteer resources most effectively, FCS is working with ECA to establish a common vision for their support and educational role. ECA is being mentored to develop a long range plan and educational programming for the membership that are compatible with educational goals of FCS and Extension.

**5. *Establish a bi-annual forum on high priority contemporary issues for professionals and leaders working with families and communities.***

The Forum for Family and Community Issues (formerly the Eloise S. Cofer Seminar) was held in October 2003 with the topic Children's Environmental Health Issues. The merged department is exploring opportunities to combine the Youth Summit with the Forum of Family and Community Issues in 2007-2008.

**Initiatives Related to Enrollment Planning**

N/A

## Initiatives Addressing Performance Aspirations

- 1. Advance the process to establish a joint Master's of Family Life and Parenting M.S. degree program with the Department of Family and Consumer Sciences and UNC-G Department of Human Development and Family Studies.**

A joint Masters degree with UNC-Greensboro in Human Development and Family Studies with a concentration in Family Life and Parent Education, was approved in May, 2006. A faculty member was hired with a 50% teaching appointment. The Director of FCS Graduate Studies has a 20% teaching appointment. Staff time has been allocated to support the academic program.

- 2. Increase efforts to obtain external funding to improve and expand FCS programs and program resources.**

The FCS faculty have a long history of success in securing outside funding to support programming efforts. Numerous grants and contracts from private as well as government agencies have been awarded to the department. Sources from grants and contracts have included United States Department of Agriculture, Environmental Protection Agency, National Institutes of Health, Division of Social Services, NC Department of Health and Human Services, Parenting Institute of North Carolina and the NC Department of Public Instruction. Since 2003, the department has brought in over 12 million dollars in external funding.

- 3. Increase the use of distance education and electronic technologies to implement cost effective and innovative education for field-faculty, and for new audiences in the state, region, and nation.**

The new Master's degree program with UNC-G is being offered using a combination of on-campus classes and distance education. Faculty have secured DELTA funds to partially support this effort. FCS hired a computer support technician in 2003. He provides needed support for desktop and laptop computers as well as online course and web consultation.

A website for consumers has been developed, [www.family-info.info](http://www.family-info.info). An editor who works with FCS faculty to develop content updates the site.

Faculty continue to use distance education when appropriate to conduct training with field-faculty.

**4. *Strengthen accountability and evaluation methods to more accurately measure and reflect impacts of state and county Family and Consumer Sciences programs.***

An online survey was conducted with all FCS field-faculty in late 2003. Competencies in all five focus areas of the long range plan were collected. Faculty used the data to assess training needs of field-faculty for all subject matter areas.

Data collected by Extension Reporting System was updated in 2003 to reflect the Strengthening and Sustaining Families Long Range Plan. Faculty continue to work with field-faculty on data collection and work to provide appropriate data collection tools. In May 2005 FCS conducted a 3-day training on program value for all FCS field-faculty. This training provided field-faculty with tools and information to help them show the impact of their program. In June 2006 FCS conducted a 5-day training for field faculty focusing on models used in program development and evaluation including the logic model.

**5. *Create a work environment that will sustain and improve productivity.***

The department has made significant progress in budget management and development of a fiscal oversight plan. This process, combined with improved oversight of contract and grants close-outs has allowed the department to increase resources in a time of flat or declining appropriated allocations. Personnel systems have been strengthened for support staff through in-range adjustments, re-classifications and increased levels of responsibilities. The department has completely revised its promotion and tenure guidelines and post-tenure guidelines, to ensure faculty excellence. Additionally, a mentoring process for junior faculty is in place, and all faculty have a Statement of Mutual Expectations with the department, college and university. Department relationships and communications have been enhanced through various workshops and trainings about team building and crucial conversations.

## **4-H Youth Development**

### **Initiatives Supporting University Goals**

**1. *Involving a diverse staff and serving diverse audiences***

All targeted measures were met: 1)increase percentage of faculty from under-represented groups from 20-25% 2)maintain percentage of staff from under-represented groups at 20% 3) maintain participants from under-represented group at no less than 30%.

## **2. *Creating and maintaining productive partnerships***

Both targeted measures were met: 1) maintain faculty receiving sponsored grants/contracts at 100% 2) increase average grant support per FTE from \$220,00 to \$235,000.

## **3. *Operating in a fiscally and programmatically efficient manner***

Several targeted measures were met; others approached: 1) both volunteer and youth participation targets though not met were significantly increased 2) increased funds for annual program support and increased development receipts were beyond targets 3) web page construction and webpage hits met targets 4) new curricula piloting, national leadership for curricula development and 5% state level use of curricula were met 5) camping program targets to refine baseline measurement of customer satisfaction, develop business and marketing plans were all met.

## **Initiatives Arising from Departmental Issues/Priorities**

### **1. *The assets-based, life skills development outreach of the university will be increased***

Both measures were accomplished well beyond the target 1) the accomplishment report for the “Developing Responsible Youth” Initiative annually engaged campus and field faculty in a well conceptualized, delivered and evaluated 4-H Youth Development program 2) evaluation instruments were developed and utilized for the thirteen objectives targeted in the 8 long range focus areas for the Developing Responsible Youth initiative.

### **2. *The K-12 outreach of the university will be: 1) improved in quality and 2) expanded in quantity.***

Both measures were accomplished 1) two full time positions were dedicated to school age and after school programming 2) school enrichment gains were accomplished annually.

### **3. *The University’s 4-H program will have an expanded capacity to measure program impact***

The measure was met by having every faculty member’s statement of mutual expectation tied directly to at least one of the eight long range objectives delineated in the Developing Responsible Youth initiative.

## **II. Enrollment Planning**

### **a. Enrollment for the past seven years**

#### **Masters in Human Development and Family Studies – concentration in Family Life and Parent Education**

The first graduate courses were offered through the Department of Family & Consumer Sciences in the Fall semester, 2003. The program was officially approved in May 2006 and application review for admittance to the official program will begin in December 2006. The program shows genuine promise based on the daily phone calls and email inquiries.

The enrollment for the available courses has been as follows:

|             |                                |
|-------------|--------------------------------|
| Fall 2003   | FCS 595, 15 students           |
| Spring 2004 | FCS 510, 7 students            |
| Fall 2004   | FCS 522, 9 students            |
|             | FCS 510, 5 students            |
|             | FCS 523, 7 students            |
| Spring 2005 | FCS 510, 5 students            |
| Fall 2005   | FCS 512, 2 students            |
|             | FCS 522, 9 students            |
| Spring 2006 | FCS 510, 6 students            |
| Summer 2006 | FCS 531 (FCS590E), 10 students |
| Fall 2006   | FCS 512, 7 students            |
|             | FCS 522, 18 students           |

#### **Graduate Specialization in Youth Development Leadership**

The first courses were offered through the former Department of 4-H Youth Development in the Spring Semester, 2004. Application review for admittance to the official program began in Fall semester 2004. The program continues to grow, both in graduate non-degree (i.e., PBS) students enrolled in individual courses as well as increasing numbers of full- and part-time students enrolled formally in the program.

Enrollment numbers in the YDL courses achieved to date (Spring 2003 – Fall 2006) by academic semester and specific course are:

| Year  | Sem-ester | Course No. | Course Title   | Professor(s)        | Enrollment   | No. NC-REN Sites |
|---|-----------|------------|--|---------------------|--|------------------|
| 2003  | Spring    | ECI 509 E  | Volunteerism in Non-formal Youth Development             | Safrit & Edwards    | 8  | 0                |
|   | Summer    | ECI 509 G  | Applied Research Methods in Non-formal Youth Development | Safrit              | 8  | 1                |
|   | Fall      | ECI 509 J  | Organizational Systems in Non-formal Youth Development   | Safrit              | 15   | 4                |
| 2004  | Spring    | ECI 509E   | Learning Strategies in Non-formal Youth Development      | Maxa                | 6  | 3                |
|   | Fall      | ECI 509E   | Collaborations in Non-formal Youth Development           | Downing             | 8  | 3                |
| 2005  | Spring    | ECI 509E   | Volunteerism in Non-formal Youth Development             | Safrit & Edwards    | 13   | 5                |
|   | Fall      | ECI 509N   | Foundations of Non-formal Youth Development              | McKinney & Silliman | 3  | 2                |
|   |           | ECI 509E   | Organizational Systems in Non-formal Youth Development   | Safrit              | 4  | 3                |
| 2006  | Spring    | ECI 509E   | Learning Strategies in Non-formal Youth Development      | Maxa                | 6  | 5                |
|   | Summer    | ECI 509E   | Applied Research Methods in Non-formal Youth Development | Safrit              | 4  | 1                |
|   | Fall      | ECI 509E   | Collaborations in Non-formal Youth Development           | Downing             | 4  | 4                |
| <b>TOTAL ENROLLMENT TO DATE<br/>(Spring 2003 – Fall 2006)</b> |           |            |  |                     | <b>79 students X 3<br/>credits = 1237 credit<br/>hours<br/>(at the 500 grad<br/>level)</b> |                  |

## **b. Enrollment targets for the next five years**

### **Masters in Human Development and Family Studies – concentration in Family Life & Parent Education**

|               | Year 1<br>2006-07 | Year 2<br>2007-08 | Year 3<br>2008-09 | Year 4<br>2009-10 |
|---------------|-------------------|-------------------|-------------------|-------------------|
| Full-time     | 0                 | 5                 | 7                 | 10                |
| Part-time     | 5                 | 10                | 15                | 20                |
| <b>TOTALS</b> | <b>5</b>          | <b>15</b>         | <b>22</b>         | <b>30</b>         |

### **Graduate Specialization in Youth Development Leadership**

|               | Year 5<br>2006-07 | Year 6<br>2007-08 | Year 7<br>2008-09 | Year 8<br>2009-10 |
|---------------|-------------------|-------------------|-------------------|-------------------|
| Full-time     | 5                 | 7                 | 9                 | 10                |
| Part-time     | 10                | 10                | 10                | 15                |
| <b>TOTALS</b> | <b>15</b>         | <b>17</b>         | <b>19</b>         | <b>25</b>         |

## **III. Initiatives**

### **a. Initiatives contributing to the ACADEMIC mission of CALS**

#### ***1. Provide graduate education to develop professionals to support the emerging needs of youth and families.***

The college mission is to discover develop, teach, and apply knowledge and technology that enable students, clientele, North Carolinians and others to improve the quality of their lives and to enhance the agricultural, economic, environmental, and social well being of the state and world and to create and extend new knowledge through scientific research and extension in agriculture and the life sciences. Certainly a mission to develop professionals to support the emerging needs of youth and families is in keeping with this mission.

In the last compact, there were two departments serving youth and families; 4-H/Youth and FCS. Now these departments have merged into the Department of 4-H/Youth and Family & Consumer Sciences. With this merged department, two young and increasingly popular academic programs are offered. The merger occurred in July 2006 and just three short months later, the academic programs are well enrolled but continue to operate separately. These two programs (a Masters in Human Development and Family Studies and the graduate specialization in Youth Development and Leadership) serve two separate audiences.

## **The Department's Graduate Program in Human Development and Family Studies**

### **Strategies:**

- Determine if there are courses that may be co-listed to meet the needs of both programs
- Determine if there are courses that may be co-taught to maximize faculty resources
- Request another FTE with at least a .50 teaching appointment to teach in the Human Development and Family Studies program. This instructor should have expertise in gerontology and financial planning but work in collaboration with the existing Extension faculty to coordinate resources to respond to the growing and emerging need for professionals working with the aging baby boomer population. Additional FTE resources could be aligned to provide professional staff support to current faculty to facilitate graduate program instruction by these faculty. This arrangement leverages existing departmental expertise in gerontology and financial counseling.

### **Expected Outcomes and Impacts:**

- Development of a plan regarding how the two academic programs cross-over including strategies for being efficient in course delivery
- A five year plan for faculty expansion to serve the academic program
- Completion of a needs assessment to determine if a Center for Family Learning would enhance the academic and outreach program if housed in the department
- Enrollment that meets the goals outlined in b above

## **The Department's Graduate Specialization in Youth Development Leadership**

### **Strategies:**

- Finalize a formal in-state marketing analysis (currently underway) of NC community-based youth development programs to further determine and target graduate audiences for the YDL specialization
- Determine if there are courses that may be co-listed with the FCS graduate program to meet the needs of both programs.
- Determine if there are courses that may be co-taught with the FCS graduate program to maximize faculty resources
- Request formal FTE in Academic Programs for one of the tenure-track faculty members who teach in the YDL specialization (at least three of six semesters every two years) to total at least a .50 teaching appointment holistically

- Continue to assign a formal .05 FTE to the one non-tenure track faculty member who teaches in the YDL specialization once every two years.
- Explore potential extended collaborations with the Department of Educational Leadership and Policy Studies in the College of Education at NCSU
- During 2007-2009, adapt YDL courses to a “blended learning” (= face-to-face via NC REN + Web-based modules) approach (based upon current e-learning research, literature, and best practice). Resulting 15 week semester YDL courses would involve 3-5 face-to-face sessions (via NC REN) and 10-12 interactive Web-based lesson

**Expected Outcomes and Impacts:**

- Graduation of the first students in the YDL Specialization (anticipated 2007)
- Development of a plan regarding how the Department’s two independent academic programs may share instructors and cross-list selected courses while maintaining the integrity of the separate programs and respective target audiences
- Expansion of YDL Specialization course target audiences to include advanced undergraduates majoring in Agricultural and Extension Education, with a focus in 4-H Youth Development
- Pilot redevelopment of two current courses per year demonstrating effective and efficient blended learning of face-to-face and distance/Web deliveries to maximize learner impacts and faculty resources
- Expanded collaboration between teaching and research faculty of the Department and the Department of Curriculum and Instruction in the College of Education
- New collaborations with other departments and colleges, including (but not limited to) the Department of Education Leadership and Policy Studies in the College of Education, and the Non-profit Emphasis in the Public Administration Program in the College of Humanities and Social Sciences

**b. Initiatives contributing to the RESEARCH mission of CALS**

No faculty member in the department has a research appointment, however, all faculty conduct applied research as part of their Extension program.

**c. Initiatives contributing to the EXTENSION mission of CALS**

***1. Provide evidence-based programs that address contemporary youth and family issues pertinent to Extension's diverse clientele.***

The Department will focus its energy and resources in support of the change management initiative priority areas: strengthening the economy through profitable, sustainable and safe food, forest and green industries; protecting the environment and natural resources; and empowering youth and families to lead healthier lives and become better leaders. The Department will make a conscious effort to develop integrated, multifaceted solution-focused programs that address issues affecting youth and families. In addition, the Department will continue to focus on programmatic diversity to assist in empowering all residents of North Carolina.

**Strategies:**

- Collaborate with other departments, colleges and external agencies to assess needs and develop educational programs for targeted populations
- Develop interdisciplinary teams to address issues and create solution-focused program responses.
- Develop a departmental long-range plan for strengthening and sustaining youth and families.
- Work to finalize the creation of the 4-H Center for Youth Development and Research.

**Expected Outcomes and Impacts:**

- Interdisciplinary teams formed to address multifaceted issues
- Integrated trainings
- Collaborative efforts documented
- Program impacts measured by ERS
- Creation of the 4-H Center for Youth Development and Research

***2. Create and maintain partnerships to increase resource development for youth and family programs***

The Department of 4-H, Youth Development and Family and Consumer Sciences has a rich tradition for representing the University through creating and maintaining numerous partnerships within and outside NC State University. These partnerships occur within the department drawing from diverse faculty areas of expertise, between the department and other NCSU departments, and between the department and other universities, especially A & T State University, and state agencies, organizations, industries, and foundations. The Department is also especially committed to working in partnership and collaboration with donors/sponsors, supportive foundations, and volunteers to further develop the youth and family potential and to raise the quality of life for people in North Carolina. More than 100 partnerships currently exist between the faculty and external organizations. These partnerships have helped increase the departmental resources for youth and family programs through collaborative grants, contracts, foundations and in-kind resource contributions. Through collaboration, programs are

strengthened and can be sustained over a longer period of time. Faculty also holds adjunct appointments in academic departments at NCSU, the University of North Carolina at Greensboro, and Duke University. It is crucial that faculty continue to maintain current relationships and to build new ones with other faculty and organizations.

**Strategies:**

- Faculty will strive to create new and maintain existing pertinent collaborations or partnerships within and outside NCSU.
- Faculty will maintain current and develop new relationships with donors/sponsors, supportive foundations, and volunteers.
- Faculty will maintain appropriate adjunct appointments and develop new pertinent ones in academic departments at NCSU and other universities.

**Expected Outcomes and Impacts:**

- Strengthened linkages with other universities and agencies to support applied research and innovative programs;
- New collaborative relationships developed within the College of Agriculture and Life Sciences and across NCSU;
- Expanded scope of existing relationships with state agencies, organizations, and pertinent industries by collaboratively seeking external resources;
- Increased visibility and viability to existing foundations and forging new ones, as the need arises, to support programming
- Increased number of program plans developed with other departments and state agencies;
- Increased number of collaborative grants and contracts funded;

***3. Strengthen evaluation methods to more accurately measure impacts of youth and family programs***

Impact evaluation is an organizational imperative that has been communicated through Extension's Change Management Initiative. An investment must be made in evaluation if this imperative is to be met. Extension administration has communicated that knowledge, attitude, skills and aspiration changes are no longer acceptable as impact evaluation and more stringent procedures must be adopted to document behavior changes in clientele. There is a need for a position in evaluation of family and youth programs that has the academic preparation to assist the faculty in rigorous evaluation of programs as well as assist with data entry. This issue has been very apparent, as we have strategized to position ourselves as a leader in youth and family programming. Some faculty have been held back by their lack of evaluation expertise and as a result have settled for available instruments as opposed to creating valid and reliable instruments of their own. Others who have the expertise have created their own

appropriate instruments. The overriding need for assistance in evaluation for all faculty is for data collection and data entry. Currently, no faculty in the combined department has a terminal degree in evaluation. While there is some support from Extension Administration through the Extension Reporting System, the system is not set up to respond to the kind of impacts being suggested by the chairs of our Long Range Focus Areas. Evaluation of 4-H and Family programming is imperative. In Extension's One Mission – One Vision – One Extension document of March 2006, it is clear that this department responds directly to the strategic priority: *To empower youth and families to lead healthier lives and become community leaders*. In addition we provide additional expertise in support of the remaining two strategic priorities: *To strengthen the economy through profitable, sustainable and safe food, forest and green industry systems* and *to protect the environment and natural resources*. These strategic priorities are also found in a broader context within the College of Agriculture and Life Sciences and NCSU mission statement. Quality program evaluation is vital when reporting to our federal partners at USDA – CSREES through the Youth and Family mission mandate teams of Healthy Lifestyles, Science-Technology-Engineering-Mathematics, and Youth in Governance, Food and Fiber Systems, and Nutrition and Health. Our partners, funders and national leaders are requesting that we develop programs that are based on established research (in methods and content) and that we strive to produce quality programs with clear evidence of effectiveness and impact.

**Strategies:**

- Secure an Extension Associate in Evaluation Analysis
- Secure a data entry position
- 

**Expected Outcomes and Impacts:**

- Rigorous evaluation tools for youth and family programming
- Rigorous evaluation analysis outside the capabilities of the Extension Reporting System
- Data which can be utilized to formulate county, district, state and federal reports
- Data which can be translated into documents to secure external funding
- Data which can be supporting documentation for refereed articles

***4. Create and maintain specialist field faculty partnerships to facilitate effective programming in youth and family issues.***

Successful community based programming arises from input and collaboration between faculty and field-faculty. Collaboration to secure external funding, develop programs and pilot test new ideas serves to strengthen programming at the local level. Strengthening collaboration is imperative as we move to more integrated programming as an organization.

**Strategies:**

- Establish a system by which field-faculty can advise departmental administration and faculty regarding new and innovative partnership opportunities
- 4-H faculty and field faculty collaborate on state leadership teams/committees for state long range focus areas and state level educational programs
- Work with ECA to renew their collaborative agreement with the department

**Expected Outcomes and Impacts:**

- Program council, or other similar structure, developed to advise the Department of 4-H Youth Development and Family & Consumer Sciences
- Collaboration between faculty and field-faculty on grants and contracts
- Collaboration between faculty and field-faculty on the development of educational materials

***5. Enhance and market volunteer leadership opportunities to extend outreach of youth and family programs.***

Extension family and youth programs across the state rely heavily on well-trained volunteers to extend the outreach and impact of the University. The Department supports field faculty by providing resources needed to recruit, place, train and evaluate volunteers in county programs. Volunteers are involved in all aspects of programming, including design and development, implementation, and evaluation. Faculty and staff invest time in managing and supervising volunteers for program delivery, making volunteer development strategies critical competencies for successful staff members.

While numerous 4-H-FCS staff members contribute to volunteer training and development efforts, only two funded FTEs are devoted to volunteer development at the state level. Increasing the available resources at the state level to support initiatives at the district and county levels will only increase the support provided for the CALS and NCSU engagement mission of bringing the University into communities.

**Strategies:**

- Develop curricula to support volunteer-led programming
- Provide on-going staff development to support volunteer involvement
- Increase resources (FTEs and tools) at the state level to support county staff related to volunteerism
- Partner with the Advisory System Leader and CRD Specialists on relevant collaborative projects

- Paid and unpaid staff will work together to complete environmental scanning and asset mapping processes to identify needed partnerships and collaborations to strengthen communities
- Strengthen marketing initiatives to increase volunteer involvement and to educate stakeholders about the value of volunteers in Extension programming

**Expected Outcomes and Impacts:**

- Appropriate curricula developed and disseminated in the system
- Standardized schedules for in-service and other training opportunities
- Increased FTE to support volunteer development
- Engagement of new collaborators and partners to increase volunteer outreach and impact
- Tools developed and marketing resources disseminated

***6. Increased asset-based, life skills development outreach***

Description: Developing responsible youth targets three long range focus areas: 1) Strengthening Civic Responsibility through Leadership and Volunteerism 2) Preparing for an Employable Future, 3) Preparation for Asset Retention and Informed Resource management, and 4) Nurturing Healthy Lifestyles. Programs will be designed, delivered and evaluated for impact in the context of two broad prisms: 1) K-12 educational support and 2) STEM, Science, Technology, Engineering and Math programming design. Campus and field faculty (approximately 20 per LRFA for a total of 60) will be encouraged to seek and invest resources to design, deliver and evaluate community based youth development programs integrating K-12 and STEM imperatives.

**Strategies:**

- Identify Campus and Field Faculty co-chairs for each Long Range Focus Area
- Form Teams for Each Long Range Focus Area
- Support LRFA Teams in Developing Focus Area Specific Guides
- Incorporate LRFA-Specific Measures of Progress and Impact Indicators into NCCES Reporting System
- Support integrated and renewable programming cycle

**Expected Outcomes and Impacts:**

- Increased Knowledge
- Improved Attitudes
- Expanded Skills
- Improved Aspirations
- Better Behaviors, Decisions, Practices, Policies, and Social Actions
- Positive Social, Economic, Environmental, and Civic Change

- Informed Production (Employment Selection) and Consumer Decision making

**7. Increase the use of distance education and electronic technologies to implement cost effective and innovative education for field faculty and new audiences across the state.**

As technology becomes more readily available, Extension staff and clientele expect immediate access to accurate, timely information on a myriad of subjects. Technology is rapidly emerging as a preferred delivery mode and can provide excellent opportunities to fulfill the Land Grant mission of taking the university to the people. Using technology can also extend the reach of Extension educators in even the most remote regions of the state. By using distance education delivery options in addition to web resources, the Department can provide more efficient training options for paid staff and volunteers, can reach out to non-traditional Extension clientele, and can be a conduit for research-based, time sensitive information.

**Strategies:**

- Expand resources available via web to establish the Department as a national leader in web-based information for paid and unpaid staff
- Convert appropriate print curricula/publications to web-formats
- Encourage faculty to publish in electronic journals including those emanating from the Department such as *The Forum for Family and Consumer Issues (FFCI)* and *The International Journal of Volunteer Administration (IJOVA.org)*
- Provide support for Departmental peer-reviewed web-based journals (FFCI and IJOVA) and web-based newsletter outreach (Family-info.info.)
- Work with continuing education staff to increase availability of on-line training for field faculty and other paid staff and volunteers
- Provide support and training for paid staff and volunteers to more effectively utilize electronic resources
- Employ additional IT specialist(s) to specifically support instructional design, web design and maintenance, web-based journals and newsletter, and hardware support to meet the increased technical skill needs and the increased work load involved in moving additional resources to web/distance delivery modes
- Develop innovated blended e-learning approaches (i.e., distance technologies and face-to-face instruction) to both academic and non-credit instruction in the department
- Increase use of distance education via Elluminate

**Expected Outcomes and Impacts:**

- Development and placement of web resources for access within and external to NCCE
- Increase in availability of web curricula and publications

- Increase in web page “hits” and repeat visits to web site
- Development, placement and evaluation of online training/courses for field faculty and other paid and unpaid staff
- Increase in FTE committed to instructional design and/or IT support
- Increased competency of agents by increased training

***8. The new merged department will engage in strategic planning to explore integrated programming opportunities.***

The merger of the department of 4-H Youth Development and Family and Consumer Sciences provides many new opportunities for integrated programs. In keeping with the Change Management Initiative, the department will engage in strategic planning to determine programs that can be strengthened through integrated efforts. This will allow faculty and staff to initiate a plan for interdisciplinary programming opportunities that are relevant to the needs of youth and families.

Because of the merger between 4-H Youth Development and Family and Consumer Sciences, the departmental faculty and staff more than doubled. Currently faculty members and staff are located in two separate locations. This situation is not conducive to fostering program interaction, productivity or collegiality. Co-locating the department is an important concern that must be addressed. In addition, it is essential that a quality work environment for the new department be identified.

**Strategies:**

- Investigate joint training for 4-H and Family and Consumer Science educators
- Create a North Carolina Youth and Families Summit by merging the Cofer Forum for Family and Community Issues with the NC 4-H Professionals Summit
- Develop a joint website that highlights the department as a whole as well as the respective programs
- Advocate for quality work environments in one location for all Department faculty and staff as quickly as possible

**Expected Outcomes and Impacts:**

- Development of a strategic program plan for the merged department
- Integrated trainings, programs and other educational venues
- Development of a departmental website
- Identification and relocation of faculty and staff into one location

## **IV. Resources**

### **a. Steps taken to enhance business efficiency and operational effectiveness**

- Evaluated each 4-H camp to determine unnecessary expenses, decreasing expenses and at the same time improved usage rates, increasing income. This has resulted in reducing the debt owed at the 4-H camps and centers
- Collaborated with the distance education program on campus to offer monthly video broadcast trainings to 4-H field faculty across the state in place of faculty travel costs to conduct state wide training
- Streamlined the accounting process for the Department to reduce the number of errors in travel reimbursements and ensure collection of registration payments
- Revised the process for managing biweekly payroll at the 5 4-H camps from the central campus office rather than each camp.
- Created an employee handbook to assist new staff with learning the operations of the organization
- A Disaster Recovery Coordinator was assigned to coordinate advance arrangements and procedures, to ensure that all essential day-to-day departmental functions can be resumed within a reasonable time frame in the event of a disaster
- Sales and Service accounts have been streamlined and are now managed by the departmental bookkeeper
- Pre-Award and Post-Award process for Contracts and Grants were streamlined and are now managed by one individual - this change has greatly enhanced our operational effectiveness, putting us in a better position to meet the demands of the funding agencies and keeping up-to-date with changes in policies and procedures
- Cross training among the SPA support staff to foster flexibility and instruction on the essential elements of a number of different jobs within the department

### **b. Resources needed to accomplish initiatives**

- Continued support for all tenure-track faculty, non-tenure track faculty, EPA professionals and SPA employees
- Funding from state and federal partner with a 10% increase each year
- One FTE with at least a .50 teaching appointment to teach in the Human Development and Family Studies program. This instructor should have expertise in gerontology and financial planning but work in collaboration with the existing Extension faculty to coordinate resources to respond to the growing and emerging need

- for professionals working with the aging baby boomer population
- Departmental and college support and explore outside funding to plan to establish a Center for Family Life Education that would provide student learning opportunities for both programs with an emphasis on parental engagement with children and school retention success as it relates to adolescent and teen youth
- Formal FTE in Academic Programs for one of the tenure-track faculty members who teach in the YDL specialization (at least three of six semesters every two years) to total at least a .50 teaching appointment holistically
- One FTE for a position in evaluation of family and youth programs.
- Additional IT specialist(s) to specifically support instructional design, web design and maintenance, web-based journals and newsletter, and hardware support to meet the increased technical skill needs and the increased work load involved in moving additional resources to web/distance delivery modes
- Office space that would allow the department to be housed in one location

## **V. Plan for documenting and assessing outcomes and impacts**

- Faculty Activity Reports
- Faculty Statement of Mutual Expectations
- Extension Reporting System
- Departmental Annual Report