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South Dakota Sustainable Community Project: End of the Year Report 2009-2010

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**South Dakota
Sustainable Community Project**

End of Year Report
2009-2010

Through an annual Congressional appropriation for the National Children, Youth, and Families at Risk (CYFAR) program, the Cooperative Extension Service allocates funding to community-based programs for at-risk children and their families via the land-grant university Extension services. Since 1991, CYFAR has supported programs in more than 600 communities in all U.S. states and territories. The CYFAR program is based on research of effective programs for at-risk youth and families and the human ecological principle of working across the lifespan in the context of the family and community. To assure that critical needs of children and families are met, CYFAR supports comprehensive, intensive, community-based programs developed with active citizen participation in all phases. CYFAR promotes building resiliency and protective factors in youth, families, and communities. The CYFAR program highlighted in this report is funded via a grant entitled Sustainable Community Project, which aims to build long-term programs and partnerships with a five-year grant.

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CYFAR South Dakota Sustainable Community Project

The South Dakota Sustainable Community Project utilizes evidence-based curricula or programs (EBPs) within a framework that creates a partnership among universities, schools, and communities. PROMoting School-community-university Partnerships to Enhance Resilience (PROSPER) is a tested, three-tiered model that brings together a community team, a prevention coordinator, and a state management team to support sustained youth and family programming with the addition of technical assistance of PROSPER Central.

The communities in Charles Mix and Roberts counties have high poverty rates, problematical school drop-out rates, and challenging school environments. To address the needs of the youth and their families, a community team for each county has been created to implement EBPs and to foster sustainability. The PROSPER NET model supports the implementation of family-based and school-based EBPs. The Strengthening Families Program 10-14 (SFP 10-14) is offered for youth and their parents. SFP 10-14 has demonstrated success in strengthening family communication and building youth coping and resistance skills. Subsequently, a school-based curriculum or program will be selected to fit the needs of the student population in the school system.

PROSPER Central provides training and technical assistance throughout the project. Ongoing evaluation will be completed by PROSPER Central and is required to ensure program integrity, high-functioning community teams, and positive outcomes for youth and families as a result of the community partnerships.

The Sustainable Community Project is a collaborative project of Family & Consumer Sciences and 4-H Youth Development Cooperative Extension educators and specialists.

Ann Michelle Daniels, Ph.D
Co-Principle Investigator

Marilyn Rasmussen, Ph.D.
Co-Principle Investigator

Strengthening Families Program for Parents and Youth 10-14

STRENGTHENING *families* PROGRAM

For Parents and Youth 10-14

The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a parent, youth, and family skills-building curriculum designed to prevent teen substance abuse and other behavior problems, strengthen parenting skills, and build family strengths.

The Strengthening Families Program 10–14 is designed for parents or caregivers and their children ages 10 to 14. The goal of the program is to prevent substance abuse in youth by building youth skills and giving parents more tools to help their children become responsible young adults.

The program consists of seven sessions that help

- parents build on their strengths in showing love and setting limits,
- youth develop skills in handling peer pressure and building a positive future, and
- families grow together.

The Strengthening Families Program 10–14 helps families **reduce** risk factors that

- expose youth to dangerous situations, and
- contribute to dramatic increases in substance use and antisocial activities.

The program also helps families build strong family relationships. Research shows that protective parenting improves the relationship between parents and youth and decreases the level of family conflict, contributing to lower levels of substance use.

This program gets results

The Strengthening Families Program 10–14 has been evaluated with hundreds of families. Analysis of data has shown positive results for both parents and their children:

- Youth had significantly lower rates of alcohol, tobacco, and marijuana use compared to youth who were not in the program.
- Youth had significantly fewer conduct problems in school.
- Parents improved skills including building a positive relationship with their youth, setting appropriate limits, and following through on consequences.

In addition, research has shown that these positive influences continue with youth years after they have completed the program.

The program has been used with thousands of families throughout the United States and in several other countries. It also has been recognized by the National Institute on Drug Abuse, the Office of Juvenile Justice and Delinquency Prevention, and the U.S. Department of Education.

The South Dakota Cooperative Extension Service has trained over 50 facilitators statewide to provide this program to the communities of South Dakota.

PROSPER



PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience) is a model for supporting quality implementation of evidence-based programs for youth and families. The PROSPER model is unique because it is one of the only models in existence that has been scientifically tested and proven to be effective in the delivery of evidence-based programs. The model includes five core components that, when implemented appropriately, help improve family functioning and prevent youth problems, including substance abuse. The PROSPER Partnership Model is ideal for delivering such programs because it links the university-based prevention science community with two existing program delivery systems: the Cooperative Extension Service and the public school system. Through these connections, the university-based community becomes linked to leaders in other community organizations providing youth services (e.g., prevention providers, faith-based organizations, or social service agencies). These partnerships then support teams as they identify, select, implement, sustain, and evaluate the impact of effective prevention programs.

Considerable evidence from the past 20 years shows that specific school-based and family-focused programs used in PROSPER are effective at promoting skills and reducing problems in youth and families. These studies have confirmed the following benefits for children and families:

Positive protective factor and skills-building outcomes for youth (e.g., significant improvements in relationship with parents and improved drug-refusal skills for youth)

- Long-term effects on school engagement and academic success
- Long-term reduction in substance use—40% reduced likelihood of having been drunk by 10th grade
- Reduced youth behavior problems—40% fewer aggressive and destructive behaviors by 10th grade
- Economic benefits (e.g., \$9.60 return for each dollar invested in a family strengthening program)
- Similar benefits occur for both low-risk and higher-risk groups

Project Site Lake Andes



Charles Mix County is located in the south-central part of South Dakota. As of the census of 2000, there were 9,350 people, 3,343 households, and 2,326 families residing in the county. The population density was 8 people per square mile (3/km²). The racial makeup of the county was 69% Caucasian, 0.13% Black or African American, 28% Native American, 0.10% Asian, 0.5% from other races, and 1.37% from two or more races.

Lake Andes is the county seat of Charles Mix County and is one of two PROSPER sites for the Sustainable Community Project. Andes Central School District partnered with South Dakota Cooperative Extension Service to bring Strengthening Families Program for Parents and Youth 10-14 to the community. Students from the Elementary School (6th graders) took part in SFP: 10-14 this year and will be offered LifeSkills Training when they enter the high school (7th grade) next year.

Project Site

Sisseton



Roberts County is located in the northeast corner of South Dakota. As of the census of 2000, there were 10,016 people, 3,683 households, and 2,619 families residing in the county. The racial makeup of the county was 68% Caucasian, 0.1% Black or African American, 30% Native American, 0.2% Asian, and 1.5% from two or more races.

The town of Sisseton is the county seat of Roberts County. The ethnic backgrounds of the students attending the Sisseton Middle School are Native American and Caucasian. Grades 6th through 8th are taught at Sisseton Middle School. A new middle school opened for classes in 2007-08. It was built adjacent to the Sisseton High School. For the 2008-09 school year, the school had a new principal due to retirement of the principal. The Sisseton Middle School enrollment in 2008-09 was 195 students, and in 2009-10 it was 210 students. Sisseton is the second of the South Dakota PROSPER sites for the Sustainable Community Project.

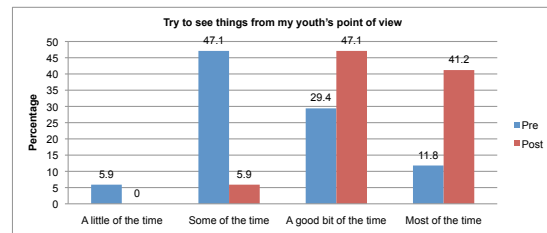
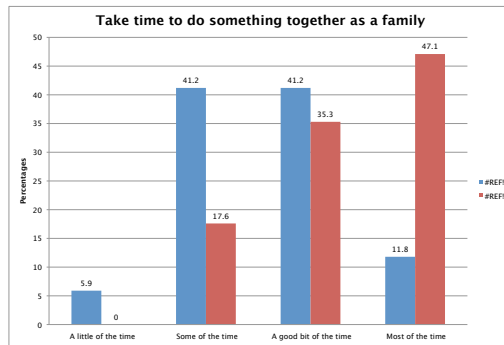
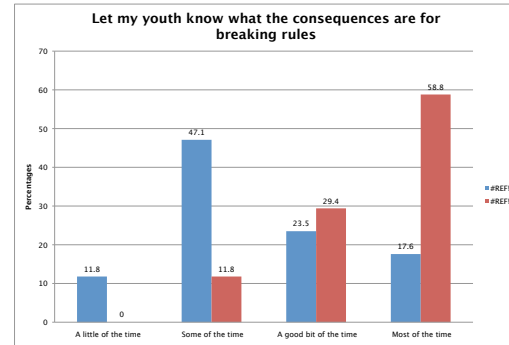
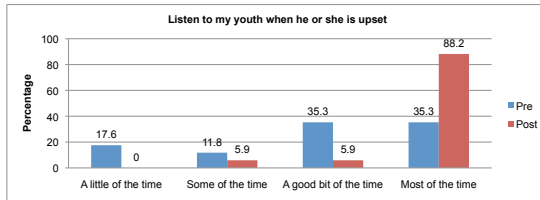
The Sisseton Middle School has partnered with the South Dakota Cooperative Extension Service to provide Strengthening Families for Parents and Youth 10-14 to the community. Starting in the fall of 2010, the South Dakota Cooperative Extension Service will also provide assistance as the school offers LifeSkills Training to middle school youth.

Parent Survey Summary

South Dakota PROSPER Communities

Parents or guardians who participated in SFP 10-14 completed a pre/post survey of 20 items at the end of the program.

Responses to all items reflected an increase in parent-child relationships. Selected results include the following:

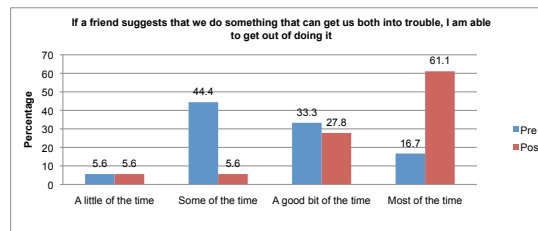
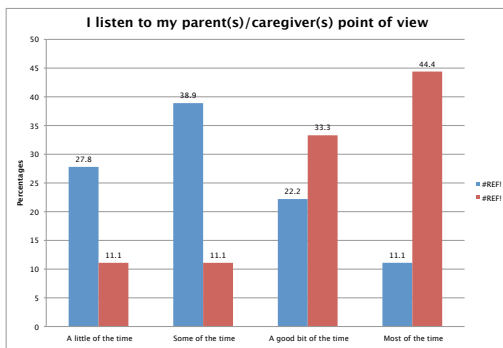
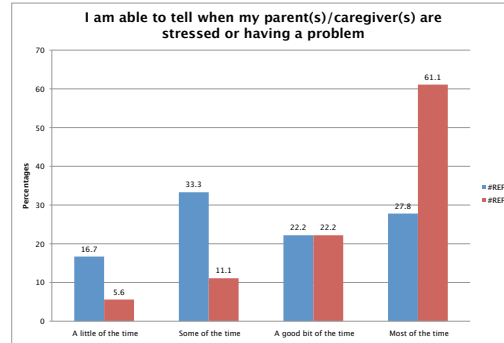
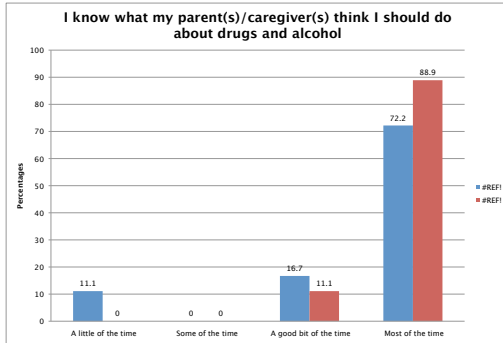


- Families who take the time to do something together “most of the time” increased by 35%.
- Parents who let their child know what the consequences are for breaking rules “most of the time” increased by 41%.
- The number of parents who talk with their child about future goals without criticizing “most of the time” increased by 35%.
- 92% of participating parents and caregivers listen to their youth when he or she is upset “a good bit” or “most of the time” following the program.
- The number of parents who work together with their youth to solve problems that come up at home “most of the time” increased by 35%.
- Parents who compliment and reward their child “most of the time” when he or she does chores at home or learns to follow rules increased by 35%.
- 100% of participating parents and caregivers show their child love and respect “a good bit” or “most of the time.”

SFP 10-14 Youth Survey Summary

South Dakota PROSPER Communities

Youth who participated in SFP 10-14 completed a pre/post survey of 15 items. Selected results include the following:



- Following the program, 72% of youth participants indicated they feel they know qualities important in a true friend “most of the time.”
- 33% of youth participants know one step to take to reach one of their goals “most of the time.”
- Following the program, 72% of youth participants appreciated the things parents and caregivers do for them “most of the time.”
- The number of youth who are able to get out of something that their friend suggests that could get them both into trouble increased by 44%
- Following the program, 78% of youth participants were able to tell when they were under stress “a good bit” or “most of the time.”
- 67% know “most of the time” there are consequences when they don’t follow a given rule.
- Following the program, 100% of youth participants knew what their parent(s)/caregiver(s) think they should do regarding drugs and alcohol “a good bit” or “most of the time.”
- 78% of youth participants feel truly loved and respected by parents and caregivers “most of the time.”

SFP 10-14 taught me...



"How to handle peer pressure."



"The most valuable thing I learned was how to deal with situations that can be tough."

"Never to give in to my friends when they want to do something very bad."



"If I can stick with the tools I was taught, we can get through the teen years and raise great children."

"I learned how to get out of peer pressure and how to agree about things in my family."

"[I learned] how much fun it is to spend time together as a family."



"The approach: calm down, step away for a time, then discuss how the issue affects me."

"Obey my parents all the time and understand they know what's best for me."

Team Members & Community Partnerships

State Team

Ann Michelle Daniels, Ph.D., Co-Principle Investigator
Marilyn Rasmussen, Ph.D., Co-Principle Investigator
Jessica Kirkham, Prevention Coordinator
Carrie Johnson, SDCES FCS Educator (Charles Mix County)
Tracey Lehrke, SDCES FCS Educator (Roberts County)
Tina Dangel, SDCES 4-H/YD Educator (Charles Mix County)
Sonia Mack, SDCES 4-H/YD Educator (Brookings County)

Lake Andes Team

Team Leader: Carrie Johnson, SDCES FCS Educator (Charles Mix County)
School Co-leader: Rocky Brinkman, Andes Central High School Principal
Mary Jo Parker, Andes Central High School FCS Teacher/FCCLA Advisor
Dave Krull, Andes Central High School Guidance Counselor
Diane Thaler, Andes Central High School JAG Coordinator
Julie Stirling, Lake Andes New Beginnings Board Member/SFP Facilitator
Kathy Svatos, Parent/SFP Facilitator
Tina Dangel, SDCES 4-H/YD Educator (Charles Mix County)
Kelsey Kniffen, Andes Central High School Student
Marsha Dvorak, Andes Central High School Student
Megan Swanson, Andes Central High School Student
Amanda Larson, SDCES FCS Educator (Bon Homme County)

Partnerships:

Andes Central School District
Andes Central FCCLA Chapter
Horizons
National Relief Charities

Sisseton Team

Team Leader: Tracey Lehrke, SDCES FCS Educator (Roberts County)
School Co-Leader: Karen Whitney, Middle School Principal/SFP facilitator
Peg Torness, Parent
Beth Gray, WASP (West Side AfterSchool Program)
Sandi Jaspers, Sisseton Economic Development Corp
TJ Just
Dawn Thompson, Parent
Sonia Mack, SDCES 4-H/YD Educator (Brookings County)
Terry Kenny, Sisseton Middle School Counselor
Bob Beasley, Pastor
Lori Sombke, School Nurse
Sarah Gerhold, Sisseton Middle School Teacher/SFP facilitator
April Moen, Title 1 Director–Sisseton Public Schools
Maegan Seiber, Sisseton Middle School Student
Mariah Christopherson, Sisseton Middle School Student
Katy Tordsen, Sisseton Middle School Student

Partnerships:

Sisseton Middle School
Sisseton Pubic Schools Title 1 Program
WASP (West Side AfterSchool Program)
Horizons
National Relief Charities

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