

Strengthening Families

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V(A). Planned Program (Summary)

1. Name of the Planned Program

Strengthening Families

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	95%		95%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	5%		5%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

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

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	18.5	0.0	0.0	0.0
Actual	18.5	0.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c 534995	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 534995	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 432493	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

965 (total) participated in learning related to intergenerational family relationships in mid, later life and aging families. Thirty-two family caregivers participated in the six-week, 15 hour Powerful Tools for Caregivers. 933 people attended additional aging-related informational workshops including Adult Children and Aging Parents: Conversations between Generations, Who Gets Grandma's Yellow Pie Plate: Transferring Non-Titled Property, memory and aging, and other diverse programming focused on local needs. ISUE provided leadership for a eXtension Family Caregiving Community of Practice. There were 695 indirect contacts through poster presentations and information displays and 89,840 visits to web pages on aging issues. A total of 404 family members and professionals received information on universal housing adaptations. A total of 3860 people were reached through parenting education efforts. 2189 parents participated in sequential parenting education workshops; 936 parents participated in one-session workshops; and 735 professionals were trained to deliver in-depth parenting education. There were 63,885 indirect contacts through parenting fairs, hotline calls and parenting newsletters, and 184,652 visits to websites on parenting issues. More than 5,500 families (indirect) in seven school districts participated in PROSPER (Promoting School, Community and University Partnerships to Enhance Resiliency). This evidenced based prevention program has a positive affect on the academic achievement of more than 6,000 participating youth. Youth participating in the program are less likely than non-participating youth to use methamphetamines as they get older. Communities participating in PROSPER offer the Strengthening Families Program for Parents and Youth 10-14, plus one of three school based programs; Life Skills Training, All Stars or Project Alert. 2690 youth (indirect) called our TeenLine for advice and conversation. A total of 10,196 individuals received early care and education instruction. 7261 child care and early childhood education professionals received training to improve child care quality in preschool, center or family childcare settings. Education included basic first aid, health and safety, mandatory child abuse reporter training, behavior management, childhood obesity and active play. 1189 early childhood educators received instruction and assistance to self assess the overall quality of their care and educational services, develop improvement plans and implement specific changes. 561 directors received instruction in new staff orientation and staff feedback and coaching procedures. 349 child care and preschool center teachers received 16 hours of instruction and completed activity assignments specific to their work-site. 836 child care professionals completed self-study instruction. 4,325,859 page views were noted on the National Network for Child Care representing 2,243,789 visitors and 28,426 visits to ISUE child care websites (not included in indirects).

2. Brief description of the target audience

ISUE intergenerational and aging families programming was directed toward and served a variety of ages of adults from multiple generations living in Iowa families. More specific audiences included adults of any age who care for family members and older adults experiencing physical, social, and familial transitions in their lives.

Parents of children 0-14 years and professionals who work with parents of children 0-14 years were the target audience for parenting education efforts.

Early childhood audiences included family child care home providers, child care center directors and administrators, preschool, school-age, and infant toddler teachers.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	22000	40000	6000	0
2007	15425	70080	6167	2690

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

Patent Applications Submitted

Year	Target
Plan:	0
2007:	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	60	1	61

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

Number of parents and family members in educational programs related to child care, parenting, aging and housing.

Year	Target	Actual
2007	13700	4292

Output #2

Output Measure

Number of professionals involved in programs related to childcare, aging, parenting and housing programs.

Year	Target	Actual
2007	2315	11133

V(G). State Defined Outcomes

O No.	Outcome Name
1	Number of parents improving parenting skills (child-parent communication and providing love and limits).
2	Number of professionals trained to assist families (certification programs).
3	Number of early child care programs improving learning environments and teaching strategies.
4	Number of participants better able to manage later life issues.

Outcome #1

1. Outcome Measures

Not reporting on this Outcome for this Annual Report

2. Associated Institution Types

3a. Outcome Type:

3b. Quantitative Outcome

Year	Quantitative Target	Actual
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
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V(H). Planned Program (External Factors)

External factors which affected outcomes

Appropriations changes

Public Policy changes

Government Regulations

Brief Explanation

The state specialist position focused on aging was vacant for a six month period.

A major competitive grant that had been part of our work for several years, was not funded.

State legislation supporting the development of a state early childhood quality rating system and voluntary 4-year old preschool was passed. This legislation stimulated an increase for more intensive sequenced based and credit based training.

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

1. Evaluation Studies Planned

After Only (post program)

Retrospective (post program)

Before-After (before and after program)

During (during program)

Case Study

Evaluation Results

Parenting: 3 month follow-up evaluations indicate that 174 patents out of 179 parents improved parenting skills specific to parent-child communication and providing love and limits).

Strengthening Families Program for Patents and Youth: 10-14 years, parents and youth reported a significant improvement in all knowledge and skills areas measured. For example, before participating in the program, 29.7% (n=54) of parents waited "a good amount of time" or "most of the time" to deal with problems with their child until they cooled off, compared to 80.2% (n=146) of the parents after the program. In addition, 53.3% (n=97) of parents reported working with their youth to solve problems that come up at home before participating in the program, compared to 90.2% (n=164) after the program. According to youth who participated in the program, 74.4% (n=113) knew what their parents thought they should do about drugs and alcohol before participating in the program, compared to 92.1% (n=140) of you the after the program. In addition, 55.9% (n=85) of youth reported using peer pressure steps when they were pressured to get into trouble before participating in the program compared to 86.2 % (n=131) of youth after the program.

Partnering with Parents: Retrospective post-pre test indicate that there is statistical significant difference ($p < .00$) between the post-test and pre-test scores of professionals (n=148) who participated in the Partnering with Parents training series. Thru, program participants significantly strengthened their knowledge and skills in planning, delivering and evaluating parenting education program efforts. In addition, paired t-tests indicate that there is no statistically significant difference ($p < .00$) in the knowledge and skills gained by processionals who participate in the program in a face-to-face setting as compared to those who participate in the training series completely online.

Child Care that Works: 96% (n=836) of individuals participating in Child Care that Works self study workshops indicated they had made at least one improvement in the quality of their child care program.

Early Childhood Environment Rating Scale: A retrospective post-pre test survey of child care professionals (n=1281) participating in the early childhood environment rating scale training indicated that they were able to better indentify strengths and limitation, prioritize changes and develop a workable plan for program improvement. This perceived change in knowledge, skills, and abilities was statistically significant [$p < .001$] indicating that the ERS training is indeed making a difference in equipping and empowering early childhood professionals to improve the quality of their child care services. In a 3-month follow-up survey 514 individuals reported improving learning environments and teaching strategies.

Key Items of Evaluation

ERS training is indeed making a difference in equipping and empowering early childhood progeSSIONALS to improve the quality of their child care services. In a 3-month follow-up survey 514 individuals reported improving learning environments and teaching strategies.