

Family Relations and Transitions

Family Relations and Transitions

V(A). Planned Program (Summary)

1. Name of the Planned Program

Family Relations and Transitions

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	20%		20%	
802	Human Development and Family Well-Being	20%		20%	
803	Sociological and Technological Change Affecting Individuals, Families and Communities	60%		60%	
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	7.2	0.0	0.1	0.0
Actual	7.0	0.0	0.1	0.0

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

Extension		Research	
Smith-Lever 3b & 3c 120972	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 328294	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 636526	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

•4-H volunteer Development - Volunteer Training •Caring For Kids - Baby Sitting Training for Youth •Collaborative Relationships With Community Organizations •Consultations - Gender Education •Evaluation projects •Family Development •Gender Project and Turn Beauty Inside Out •Gender Project Train-the-Trainer Workshops •Home Visits With New Parents •Human Development and Family Relations Training To New Parent Educators and Home Visitors in the "Parents Are Teachers Too" Model •Infant Mental Health Professional Development Opportunities •Leadership to Collaborative Groups to Improve and Expand Maine's Home Visiting System •Media Literacy Workshops •Mentor and Provide Technical Assistance to Home Visiting Program Managers •Newsletter - Money Sense •Parent Education Training Newsletter •Parenting Through Separation and Divorce •Professional Development For Home Visitors •Project Collaborations - Gender Education •Recruit, Educate, and Match Volunteer Mentors with Adolescent Parents. •Resource Development - Gender Education •Strengthening Stepfamilies •The Growing Years •Training Opportunities for Parent Educators. •Turn Beauty Inside Out Network Meetings •Volunteer Support - 4-H Youth Development •Women's Leadership Retreats: The Eleanor Days

2. Brief description of the target audience

•4-H Volunteers (Adult) •Agency Staff or Professionals (Adult) •Care Providers for Children (Adult) •Coalition Members (Adult) •Community Leaders (Adult) •Community Organization Members or Staff (Adult) •Extension Faculty (Adult) •Extension Homemakers (Adult) •Extension Professionals (Adult) •Families (Adult) •Families (Youth) •General Public (Adult) •Grandparents (Adult) •Parent Educators (Adult) •Parents (Adult) •Prenatal Families (Adult) •Prenatal Families (Youth) •Student (Adult) •Teachers (Adult) •Volunteers (Adult) •Youth (Youth) •Youth Educators (Adult)

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	1351	618	35	0
2007	1767	4685	24	0

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	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

Direct - Experiential Learning

Year	Target	Actual
2007	4	0

Output #2

Output Measure

Direct - Applied Research

Year	Target	Actual
2007	0	0

Output #3

Output Measure

Direct - Collaborative or Cooperative Effort

Year	Target	Actual
2007	16	66

Output #4

Output Measure

Direct - Conference or symposium

Year	Target	Actual
2007	3	5

Output #5

Output Measure

Direct - Consultation

Year	Target	Actual
2007	1779	1582

Output #6

Output Measure

Direct - Group Presentation

Year	Target	Actual
2007	10	1

Output #7

Output Measure

Direct - Public Presentation

Year	Target	Actual
2007	10	10

Output #8

Output Measure

Direct - Train-the-Trainer

Year	Target	Actual
2007	34	9

Output #9

Output Measure

Direct - Volunteer Training

Year	Target	Actual
2007	20	25

Output #10

Output Measure

Direct - Workshop - series

Year	Target	Actual
2007	11	12

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Output #11

Output Measure

Indirect - Applied Research

Year	Target	Actual
2007	1	2

Output #12

Output Measure

Indirect - Publication - curriculum

Year	Target	Actual
2007	3	4

Output #13

Output Measure

Indirect - Publication - newsletter

Year	Target	Actual
2007	350	7

Output #14

Output Measure

Indirect - Written or e-mail response to Client Request

Year	Target	Actual
2007	50	49

V(G). State Defined Outcomes

O No.	Outcome Name
1	Demonstrate age-appropriate preventive health practices
2	Demonstrate age-appropriate relationship skills
3	Demonstrate age-appropriate tasks and needs
4	Demonstrate conflict management or mediation skills
5	Demonstrate effective mentoring or coaching skills
6	Demonstrate healthy lifestyle practices
7	Demonstrate how to care for and nurture others
8	Demonstrate how to communicate effectively
9	Demonstrate how to create safe spaces
10	Demonstrate how to develop a budget to meet financial goals
11	Demonstrate how to distinguish between "needs" and "wants"
12	Demonstrate how to keep good records
13	Demonstrate how to make informed financial decisions
14	Demonstrate how to promote competence
15	Demonstrate how to respect others
16	Demonstrate how to respond to an emergency situation
17	Demonstrate how to support development of whole people
18	Demonstrate positive engagement in their communities
19	Describe age-appropriate safety practices
20	Describe effective group work and leadership
21	Describe elements of safe environments in homes, schools, or communities
22	Describe gender stereotypes and their effects
23	Describe the components of a record-keeping system
24	Describe the elements of safe spaces
25	Describe the essential factors regarding human development principles
26	Describe the impact of cultural and media messages
27	Adopt record-keeping system
28	Balance roles, responsibilities, and stress
29	Conduct community-based education that encourages healthy individual and family behaviors
30	Create learning opportunities based on principles of positive human development
31	Create safe and empowering learning opportunities
32	Create sustainable networks
33	Develop a financial plan
34	Develop and apply policies or practices that create safe, healthy physical environments
35	Develop and apply policies or practices that create safe, healthy psychological environments
36	Develop literacy and critical thinking skills
37	Develop skills that promote healthy relationships
38	Engage in leadership development
39	Make better decisions
40	Make better decisions using accurate records
41	Manage community resources
42	Model positive group behavior to others
43	Organize conferences or other learning opportunities
44	Use literacy and critical thinking skills
45	Use relevant UMCE web-based resources
46	Improve the lives of Maine citizens through positive human development, healthy lifestyles and nutrition, and lifelong wellness
47	Increase the economic and social viability and sustainability of Maine communities.
48	Provide learning opportunities for groups or organizations
49	Reduce or eliminate gender stereotyping
50	Teach others to take leadership and facilitation roles
51	Treat all people with dignity and respect
52	Assume personal responsibility for health
53	Create and sustain effective partnerships and collaborations
54	Create new media
55	Develop a shared vision for the future
56	Increase capacity to establish goals or make decisions
57	Increase volunteerism

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|----|---|
| 58 | Promote healthy relationships |
| 59 | Support and mentor others in leadership roles |
| 60 | Use a collaborative process or approach |
| 61 | Access relevant UMaine Extension publications |
| 62 | Access relevant UMaine Extension web-based resources |
| 63 | Demonstrate basic facilitation skills |
| 64 | Demonstrate effective collaboration skills and techniques |
| 65 | Demonstrate healthy lifestyle choices |
| 66 | Demonstrate how to allocate scarce or limited resources |
| 67 | Demonstrate how to create educational situations that honor all learning styles |
| 68 | Demonstrate how to critically evaluate the effectiveness of existing policies or practices |
| 69 | Demonstrate how to effectively lead organizations or community groups |
| 70 | Demonstrate how to integrate regular physical activity into daily life |
| 71 | Demonstrate how to use the USDA dietary guidelines and Food Guide pyramid to plan menus or choose foods |
| 72 | Demonstrate improved communication skills |
| 73 | Demonstrate increased motivation to alter behavior to decrease the risk of chronic disease |
| 74 | Demonstrate leadership skills |
| 75 | Demonstrate planning and organizational skills |
| 76 | Describe age-appropriate relationship skills |
| 77 | Describe diversity |

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

Economy

Appropriations changes

Brief Explanation

As appropriations and public policy changes have occurred, so have the services that community programs are able to provide, which may increase demand for educational materials and educational presentations on certain topics (for example, decreases to home visiting programs per appropriations have led to increases in newsletter subscribers).

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

1. Evaluation Studies Planned

Before-After (before and after program)

During (during program)

Time series (multiple points before and after program)

Case Study

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}