

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Families, Youth, and Communities

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
134	Outdoor Recreation	1%		3%	
503	Quality Maintenance in Storing and Marketing Food Products	1%		5%	
504	Home and Commercial Food Service	5%		1%	
512	Quality Maintenance in Storing and Marketing Non-Food Products	1%		0%	
607	Consumer Economics	3%		8%	
608	Community Resource Planning and Development	10%		20%	
701	Nutrient Composition of Food	2%		1%	
702	Requirements and Function of Nutrients and Other Food Components	4%		4%	
704	Nutrition and Hunger in the Population	10%		0%	
721	Insects and Other Pests Affecting Humans	6%		5%	
723	Hazards to Human Health and Safety	5%		15%	
801	Individual and Family Resource Management	3%		1%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	1%		16%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	0%		1%	
805	Community Institutions, Health, and Social Services	0%		9%	
806	Youth Development	47%		5%	
903	Communication, Education, and Information Delivery	1%		6%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

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

Extension	Research
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Year: 2010	1862	1890	1862	1890	
	Plan	149.0	0.0	27.6	0.0
	Actual	167.6	0.0	32.8	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
2945063	0	642955	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
7421496	0	3151035	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
8895544	0	3155967	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Better Kid Care provides professional development and technical assistance to early learning and care practitioners. PROSPER is a special-interest short-term program where youth attend with parents during out-of-school hours over 7 weeks of evening sessions. Parent sessions consist of role plays, group discussions, and skill-building activities. Youth sessions involved group discussions, group skill practice, and social bonding activities. Family sessions use specially designed games and projects to increase family bonding, build positive communication skills, and facilitate learning to solve problems together. Parent Education programs are face-to-face presentations, newsletters, and train the trainer. Relatives as Parents: The four program components are: kinship care "simulation" workshops (these educational seminars are designed to raise professionals' awareness of issues faced by families with relative caregivers and the resources that are available to help them), educational workshops for kinship care family members (usually delivered as part of kinship family support group meetings), an online, interactive database consisting of information on services and resources that support kinship care families in Pennsylvania, and kinship family retreats (designed to provide kinship families with social support and information about ways to strengthen their families). The 4-H Youth Development Program focused efforts on science, citizenship, and healthy living education. To support these education areas, materials on volunteer management and development, positive youth development, cultural competencies, and leadership were developed and used in educational settings. Pennsylvania has over 10,000 residents serving on 1,700 municipal planning commissions. These individuals are the foundation of planning in Pennsylvania and educating them is a key to preparing them to effectively carry out the planning and land use regulations in their communities. Courses in land use planning were taught by PA Municipal Planning Education Institute (PMPEI) certified instructors seventeen (17) times in 2009-2010. Over 410 planning and zoning officials attended PMPEI courses throughout the state. In order to make both rural and urban areas of the state economically vibrant, residents need the skills contained in the Learning Today Leading Tomorrow curriculum. Participants in this program increased their skills in a number of leadership areas including valuing diversity, understanding leadership styles, how to run productive meetings with appropriate decision-making tools, dealing with change, managing conflict, and using the tools of active community leadership. Using these skills, communities discover that they make better decisions that are

not questioned after implementation, that the level of conflict has been reduced thereby improving community satisfaction, and that more residents, feeling confident in their leadership skills, step up to help guide their communities to changes that will help to improve the local economy.

2. Brief description of the target audience

Better Kid Care: Child care providers. PROSPER: Parents, middle school youth. Parent Education: Parents with young children. Relatives as Parents: Non-profit organizations, older adults raising grandchildren, youth. 4-H: youth. Economic & Community Development: local government officials, business owners, residents.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	306300	622100	0	0
Actual	243023	3558868	283400	110742

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

Patent Applications Submitted

Year: 2010
 Plan: 0
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2010	Extension	Research	Total
Plan	0	0	
Actual	0	0	224

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of people enrolled or registered in programs related to families, youth, and communities

Year	Target	Actual
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2010 206000 242072

Output #2

Output Measure

- Number of invention disclosures

Year	Target	Actual
2010	0	0

Output #3

Output Measure

- Number of research projects completed

Year	Target	Actual
2010	{No Data Entered}	10

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of participants who were evaluated and demonstrated increased knowledge and skills related to families, youth, and communities
2	Number of participants who were evaluated in a follow up and who implement/adopt practices related to families, youth, and communities
3	Number of volunteers that helped with program leadership and program delivery

Outcome #1

1. Outcome Measures

Number of participants who were evaluated and demonstrated increased knowledge and skills related to families, youth, and communities

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	27200	34945

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Better Kid Care: The need for high quality early care and after-school care continues to grow. Parents cannot work productively unless care for their children is available. Quality early learning experiences prepare children for success in school and to become contributing members of their community. Early education practitioners are required to obtain professional development to be able to meet state certification and Keystone Stars requirements.

What has been done

The Better Kid Care Program was offered in 41 counties by extension. Workshops for child care workers addressed a variety of child care issues and skills to help them be more effective working with children in their care.

Results

Better Kid Care: 5,982 (75%) participants could list a specific idea they learned; 4,812 (60%) could list a specific planned change in behavior; 6,945 (87%) participants indicated 1-200 children would benefit from the program; 6,134 (79%) shared information with 1-30 others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
608	Community Resource Planning and Development
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

- 805 Community Institutions, Health, and Social Services
- 806 Youth Development
- 903 Communication, Education, and Information Delivery

Outcome #2

1. Outcome Measures

Number of participants who were evaluated in a follow up and who implement/adopt practices related to families, youth, and communities

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	15500	8973

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Quality, stable early care and education impacts current and future workforces. The United States trails in developing its future workforce of scientists, engineers, and technology experts. The key is to interest youth in science opportunities. Future employers, including the Marcellus Shale industry in Pennsylvania, are relying on a prepared workforce of young adults who are responsible, can make decisions, know how to set goals, and have a strong work ethic.

What has been done

The Better Kid Care program provides training to early education professionals with a variety of delivery methods, making it convenient to all circumstances and cost efficient to early education businesses. Over 50,000 4-H youth complete projects in the 4-H science area including robotics, electricity, small engines, and animal and plant sciences.

Results

Results of the Life Skills Survey for Everyday Living indicate that participation within the 4-H Youth Development program is associated with a positive change in life skill development and practice. Pennsylvania 4-H youth showed significant increase in their skills to make decisions, think critically, communicate, set goals, and solve problems.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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607	Consumer Economics
608	Community Resource Planning and Development
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development
903	Communication, Education, and Information Delivery

Outcome #3

1. Outcome Measures

Number of volunteers that helped with program leadership and program delivery

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	15278	7270

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers are helpful to the Better Kid Care program because they help advertise the local training meetings and encourage child care providers to attend. Volunteers are a key component to delivery of the 4-H Youth Development program. Research shows that interaction between a youth and a caring, competent adult is the greatest determinant for positive outcomes for youth.

What has been done

Volunteers provide assistance during the training meetings and also serve as guest speakers. Since Pennsylvania does not have a volunteer specialist, a program team oversees volunteer management and development. During the past year, this team has focused on professional development of extension educators to increase their skills in recruiting and retaining high quality volunteers.

Results

210 volunteers supported the Better Kid Care program by volunteering 1470 hours. About 30% of 4-H extension educators have participated in the national online learning program, Everyone Ready. 518 new volunteers were recruited for the program over the last year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
607	Consumer Economics
608	Community Resource Planning and Development
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development
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V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Extramural Funding)

Brief Explanation

Limited staff across the state limited the overall outreach. In volatile economic times, it is difficult to maintain a full staffing level and some educator positions may be open for several months or not filled. Vacancies limit the time available to recruit and train volunteers and ensure they are able to deliver a quality program. In some cases, programming in school competes with out-of school time education. A boost to programming has been the ability to obtain external funding for some project areas.

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)

Evaluation Results

Better Kid Care: More than 12,000 early learning and care professionals attended a face-to-face Better Kid Care professional development session. An additional 41,010 caregivers completed online learning modules for a total of 144,127 online training hours. 7,972 of the 12,326 participants who attended county-based workshops completed a post-program evaluation. 97% indicated that they learned a little to a great deal and 92% indicated that they will use a little to a great deal of what they learned directly with the children or families in their care. Indeed, 60% listed a specific change they plan to make as a result of the session (e.g. strategies to deal with different temperaments, offer more milk or water, schedule more active play). **PROSPER:** Youth in the program report that their parents are using more consistent and less harsh discipline and that their time together as a family has improved (warmth and cohesion). They also have increased their family time activities. 155 youth out of 228 indicated a positive behavior change in that they know one step to take to reach one of their goals. 158 youth out of 228 indicated a positive behavior change for knowing how do things to help them feel better when they are under stress. 141 youth out of 228 indicated a positive behavior change for listening to their parent(s) or caregiver(s) point of view. 223 adults out of 228 indicated a positive behavior change for waiting to deal with problems with their child until they have cooled down. 206 of adults out of 228 indicated a positive behavior change for the indicator: they follow through with consequences each time their child breaks a rule. 187 of adults out of 228 (total number who completed survey) indicated a positive behavior change for the indicator: they give compliments and rewards when their child does chores at home or learns to follow rules. **Parent Education:** Parents increased their confidence and intention to change parenting skills on the following topics: 1) having more developmentally appropriate expectations of their children; 2) modifying their parenting style or discipline techniques to increase effectiveness; 3) increasing positive communication with their children; 4) applying appropriate parenting techniques; and 5) becoming aware of community resources to support their family. **Relatives as Parents:** Elements of the program have been evaluated and have received positive results. An evaluation of four of the kinship care family "simulation" workshops provides evidence of a growing program capacity to provide leadership and technical assistance for organizations serving relative caregiver families in the state. These workshops, as well as the expanded online resource database maintained by Extension, serve to introduce human service professionals to a variety of kinship care models and promote the idea of collaboration and resource sharing between community agencies in support of kinship care families. Results of the Life Skills Survey for Everyday Living indicate that participation within the 4-H Youth Development program is associated with a positive change in life skill development and practice.

Key Items of Evaluation

Programs across the life cycle that build family strengths are important for helping families increase their quality of life and improve family functioning and relationships. Professionals who work with children and families improve their care giving and ability to provide guidance and direction with the youth and families they are interacting with in their agency.