

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Families: Expanding Human Potential

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

| KA Code | Knowledge Area | %1862 Extension | %1890 Extension | %1862 Research | %1890 Research |
|----------------|--|------------------------|------------------------|-----------------------|-----------------------|
| 607 | Consumer Economics | 0% | | 26% | |
| 703 | Nutrition Education and Behavior | 15% | | 0% | |
| 704 | Nutrition and Hunger in the Population | 5% | | 0% | |
| 801 | Individual and Family Resource Management | 20% | | 17% | |
| 802 | Human Development and Family Well-Being | 50% | | 24% | |
| 803 | Sociological and Technological Change Affecting Individuals, Families, and Communities | 0% | | 23% | |
| 805 | Community Institutions, Health, and Social Services | 10% | | 10% | |
| | Total | 100% | | 100% | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2012 | Extension | | Research | |
|--------------------------|------------------|-------------|-----------------|-------------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 35.0 | 0.0 | 6.6 | 0.0 |
| Actual Paid Professional | 15.5 | 0.0 | 2.9 | 0.0 |
| Actual Volunteer | 27.5 | 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 | 1890 Extension | Hatch | Evans-Allen |
| 899852 | 0 | 348567 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 899852 | 0 | 348567 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 3993428 | 0 | 579090 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

Short term and in-depth sequential educational programs were directed toward individuals, families, professionals and community leaders through one-on-one education, workshops, meetings, conferences, online learning, and social and mass media to strengthen their knowledge and skills. We developed products, curriculum, and other educational resources for use in training, technical assistance, and facilitation of community advocacy.

Faculty participated in relevant multistate research committees: NC1030, NC1171, and NECC1011.

2. Brief description of the target audience

Parents of children, teens, and young adults, families with lower incomes, child and family caregivers, family serving professionals, health professionals, worksite employees, food service managers, food processors, policy makers, businesses, community members and leaders, adults, older adults, education professionals, and employers.

3. How was eXtension used?

The "parenting" and "child care" resource area of eXtension was actively promoted to Iowa parents and professionals who serve parents through distribution of bookmarks during parenting workshops, health fairs, newspaper articles and social media.

ISU webpages link to eXtension content and Ask the Expert resources. ISUEO staff are notified about eXtension webinars that may be useful for their own or clients' professional development.

V(E). Planned Program (Outputs)

1. Standard output measures

| 2012 | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 112446 | 2134526 | 23866 | 27000 |

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

Patent Applications Submitted

Year: 2012

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

| 2012 | Extension | Research | Total |
|---------------|-----------|----------|-------|
| Actual | 19 | 21 | 0 |

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, and aging.

| Year | Actual |
|------|--------|
| 2012 | 56050 |

Output #2

Output Measure

- Number of professionals in educational programs related to child care, parenting, and aging.

| Year | Actual |
|------|--------|
| 2012 | 3556 |

Output #3

Output Measure

- Number of adults participating in educational programs that increase awareness of public issues.

| Year | Actual |
|-------------|---------------|
| 2012 | 397 |

Output #4

Output Measure

- Number of community groups formed to address a public issue.

| Year | Actual |
|-------------|---------------|
| 2012 | 52 |

Output #5

Output Measure

- Number of adults participating in educational programming related to nutrition, physical activity and health promotion.

| Year | Actual |
|-------------|---------------|
| 2012 | 242284 |

Output #6

Output Measure

- Number of youth participating in educational programming related to nutrition, physical activity and health promotion.

| Year | Actual |
|-------------|---------------|
| 2012 | 12772 |

Output #7

Output Measure

- Number of professionals participating in educational programming related to nutrition, physical activity and health promotion.

| Year | Actual |
|-------------|---------------|
| 2012 | 257 |

Output #8

Output Measure

- Number of participants in financial resource management programs.

| Year | Actual |
|-------------|---------------|
| 2012 | 7010 |

Output #9

Output Measure

- Number of professionals or volunteers trained to work with families on financial management.

| Year | Actual |
|-------------|---------------|
| 2012 | 241 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Number of parents improving parenting skills. |
| 2 | Number of family serving professionals trained. |
| 3 | Number of early child care programs improving learning environments and teaching strategies. |
| 4 | Number of participants better able to manage later life issues. |
| 5 | Number of communities who report taking action to address public issues related to improving circumstances for children, youth and families at risk. |
| 6 | Percent of worksite wellness program participants progressing towards action/maintenance according to the "Stages of Change" relative to fruit and vegetable intake. |
| 7 | Percent of worksite wellness program participants progressing towards action/maintenance according to the "Stages of Change" relative to physical activity. |
| 8 | Percent of adult EFNEP/FNP graduates increasing minutes of physical activity. |
| 9 | Percent of adult EFNEP/FNP graduates who made a positive change in one or more nutrition practices. |
| 10 | Percent of adult EFNEP/FNP graduates who made a positive change in food resource management skills such as not running out of food. |
| 11 | Number of individuals increasing savings and reducing debt. |
| 12 | Number of individuals increasing credit as an asset. |
| 13 | Number of individuals setting and making progress toward financial goals. |
| 14 | Number of professionals or volunteers who are better prepared to apply or teach financial management skills. |
| 15 | Number of communities reporting taking actions to improve circumstances for older Iowans. |

Outcome #1

1. Outcome Measures

Number of parents improving parenting skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 2521 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Lack of parenting knowledge and skills exists among parents who abuse children. Increased delinquency and violence among adolescents has challenged the juvenile justice system. Increases in delinquency and violence over the past decade are rooted in a number of interrelated social problems--child abuse and neglect, alcohol and drug abuse, youth conflict and aggression, and early sexual involvement--that may originate within the family structure. Children who begin school without basic language and literacy skills have difficulty learning to read, and reading level at the end of 3rd grade predicts graduating from high school. Parents and other adults can be instrumental in preparing children to learn by reading to them at an early age. Pressure has increased at the state and local level to fund family support and parenting programs that have proven impacts.

What has been done

Professionals have been trained to deliver the Strengthening Families Program 10-14 a parenting program for Parents and Youth 10 to 14 (an evidence-based program that brings together parents and their preteens/teens with the goal of reducing substance abuse and other problem behaviors in youth), Family Story Teller (an evidence-based family literacy program), and other research-based parenting education programs. Sequential parenting education workshops were delivered to parents, as well as workshops on individual parenting topics. Electronic and hard copy parenting education newsletters were delivered to parents, as well as podcasts, blogs, and Web sites with research-based parenting information.

Results

98% percent (n = 2,521) of parents who participated in sequential parenting education programs improved one or more critical parenting practices. For every dollar spent on the ISU Extension and Outreach Strengthening Families Program 10-14, \$9.60 is saved by reducing substance abuse and other youth risky behaviors. Also, \$120,000 was raised by five Iowa communities to

implement PROSPER (a community-based prevention program that includes Strengthening Families Program 10-14).

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 802 | Human Development and Family Well-Being |

Outcome #2

1. Outcome Measures

Number of family serving professionals trained.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 1945 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Effective parenting and family education relies heavily on quality implementation, specifically how practitioners are trained, supervised, and supported in their work with parents. Parenting professionals must learn to work across cultures, disciplines, and systems, master a growing and diverse body of knowledge, be adept at processes and methods that truly strengthen families, and produce dramatic results in short periods of time with decreasing funding.

What has been done

In the last year, 1,945 family support professionals serving 37,630 families were trained by ISU Extension and Outreach staff in evidence-based curricula to deliver parenting education directly to families.

Results

The Iowa PROSPER program, which incorporates the Strengthening Families Program 10-14, achieved 96% fidelity on content and 3.85 (0-4 scale) on effectiveness of presentation/facilitation for all programs (both family and school). The Growing Strong Families Program, a home visitation program implemented by ISU Extension and Outreach, earned the Iowa Family Support Credential from the Iowa Department of Management and Public Health. The credential is awarded to family support and parent education programs that participate in an external evaluation and are found to substantially adhere to 139 Iowa Family Support Standards based on

the most up to date, evidence-based practices in the family support field.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 802 | Human Development and Family Well-Being |

Outcome #3

1. Outcome Measures

Number of early child care programs improving learning environments and teaching strategies.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 2116 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Iowa is the second highest state in the nation with dual income earning parents. Iowa State University research examining child care found much of Iowa's child care quality rates as poor or mediocre. Only 20% of observed Iowa child care was rated good. Nearly 20% of the observed infant child care centers in Iowa offered poor quality care and none were offering good quality care. In addition, 40% of the observed family child care homes offered poor quality and 34% of family child care providers reported receiving no child care training within a 12-month period.

What has been done

The Better Kid Care New Staff Orientation (NSO) program provided 16 hours of instruction for preschool and child care center staff and 6 hours of online instruction for child care center directors. The Early Childhood Environment Rating Scale program provided child care professionals with self-assessment, sequentially based instruction and guidance in developing a program improvement plan for quality of early childhood education. Early Childhood Consultants working for the Child Care Resource and Referral and the Department of Public Health participated in a 15-hour skill-based introductory program and/or a four-day consultant credential and mentor credential program. Single topic workshops on health and safety and early learning were also provided to these audiences.

Results

Over the last year, 116 directors/supervisors and 649 child care or preschool teachers participated in the NSO program, completing 11,080 training hours. Preschool teachers showed statistically significant ($p < .001$) gains in each of the 11 NSO outcomes leading to improved child care quality and practice. A retrospective survey of child care professionals ($n = 503$) participating in the Early Childhood Environment Rating Scale training indicated that 86% of participants could better identify strengths and limitations, prioritize changes and develop a workable plan for program improvement. Participants reporting gains in knowledge and program improvement reported working with a total of 34,695 children and 25,695 families.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 802 | Human Development and Family Well-Being |

Outcome #4

1. Outcome Measures

Number of participants better able to manage later life issues.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 200 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

During any given year, 29% of the U.S. population provides care for a chronically ill, disabled, or aged family member or friend. Research indicates the impact on caregivers is three-fold: physical, emotional, and financial. The latest Stress in America survey results show caregivers report being in poorer health than the rest of the nation, with higher rates of high cholesterol, high blood pressure, overweight/obesity and depression. In addition, 11% of family caregivers report that caregiving has caused their physical health to deteriorate.

What has been done

In the last year, 24 additional class leaders were trained to implement, Powerful Tools for Caregivers, a series of six classes designed to empower family caregivers of older adults to take better care of themselves. Through this program 200 family caregivers learned how to reduce stress, improve caregiving confidence, establish balance in their lives, communicate their needs, make tough decisions, and locate helpful resources.

Results

One hundred percent (n = 200) of those completing Powerful Tools for Caregivers participant evaluations report increased practice of self-care behaviors (e.g., increased exercise, use of relaxation techniques, health self-care).

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 802 | Human Development and Family Well-Being |

Outcome #5

1. Outcome Measures

Number of communities who report taking action to address public issues related to improving circumstances for children, youth and families at risk.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 20 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Students who fail to complete high school present a significant cost to the state of Iowa. In Iowa the dropout rate for Hispanics is 5.3%--much higher than the 2.7% state average. The Latino population in Iowa is expected to increase to 331,000 by 2030. Youth substance abuse and other risky behavior leads to costs for society and individuals. In 2010, 25% of 11th grade students reported binge drinking at least once in a 30-day period. The Centers for Disease Control estimates that alcohol abuse cost \$6.8 million in Iowa through lost productivity, health care expenses, law enforcement and other criminal justice expenses, and motor vehicle crash costs from impaired driving. Rural communities also face growing challenges in retaining well-paying jobs and services, and families are financially vulnerable due to low wages, low savings and high debt.

What has been done

Twenty communities focused on issues related to family economic security, preparing youth for academic success, reducing substance abuse and poverty, developing community leaders, family

support networks for aging, and housing. We are reporting on three of these programs. JUNTOS, Together for A Better Tomorrow, focuses on school success and post high school goals was implemented in five communities reaching over 70 Latino youth and parents. CYFAR projects in two communities had 49 youth and 64 parents in a seven week Strengthening Families Program 10-14 to prevent teen substance abuse and other risky behaviors, strengthen parenting skills, and build family strengths. Asset building research was conducted through focus groups in two communities reaching 77 low to middle resource families with children and community leaders.

Results

In the JUNTOS first year pilot evaluation, post test scores on all sixteen items related to academic success increased from pretest ratings. Parents and students also reported increased knowledge about resources for accessing higher education. CYFAR evaluations revealed parents were more engaged with their youth and youth were performing better in school as a result of their involvement. Substance abuse has also been delayed. The asset building research led to families and community leaders defining what it means to them to be financially successful, identifying barriers to this success and strategies for community based adult and youth education for asset building. One community has followed up action plans related to one of the strategies to enhance children's savings accounts.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 805 | Community Institutions, Health, and Social Services |

Outcome #6

1. Outcome Measures

Percent of worksite wellness program participants progressing towards action/maintenance according to the "Stages of Change" relative to fruit and vegetable intake.

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Percent of worksite wellness program participants progressing towards action/maintenance according to the "Stages of Change" relative to physical activity.

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Percent of adult EFNEP/FNP graduates increasing minutes of physical activity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 37 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The 2010 Dietary Guidelines for Americans recommend adults participate in moderate physical activity for 30 minutes per day for five days per week. The 2009 Behavioral Risk Factor Surveillance System data show that less than half of adult lowans meet these physical activity recommendations. Furthermore, these data show that physical activity among lowans increases with income with nearly three times as many people with an income below \$15,000 participating in no physical activity when compared to those with income above \$75,000.

What has been done

As part of EFNEP and SNAP-Ed programs, a series of eight to ten nutrition lessons are taught by paraprofessional nutrition educators to low-income families with children age ten and under and pregnant women/teens. These lessons show participants how to choose nutritious foods, stretch their food dollars, handle food safely, be physically active, and prepare nutritious recipes. Each lesson has a physical activity component. In particular, lesson 1, Get Moving, focuses on physical activity.

Results

Following participation in at least eight lessons, 37% of participants increased the amount of physical activity in which they regularly participate. In addition, by the completion of the program, 70% of participants reported meeting the physical activity recommendations set by the 2010 Dietary Guidelines for Americans.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------------------------|
| 703 | Nutrition Education and Behavior |

Outcome #9

1. Outcome Measures

Percent of adult EFNEP/FNP graduates who made a positive change in one or more nutrition practices.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 91 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

EFNEP and SNAP-Ed data show that low-income families do not, seldom, or sometimes (as opposed to most of the time or almost always) practice healthy nutrition behaviors such as thinking about healthy food choices when deciding what to feed their families, prepare foods without adding salt, and use the "Nutrition Facts" to make food choices. Additionally, the 2009 Behavioral Risk Factor Surveillance System data show that lowans in general do not practice healthy nutrition behaviors. For example, only 18.5% of lowans consumed five fruits and vegetables per day.

What has been done

As part of EFNEP and SNAP-Ed, a series of eight to ten nutrition lessons are taught by paraprofessional nutrition educators to low-income families with children age ten and under and pregnant women/teens. These lessons show participants how to choose nutritious foods, stretch their food dollars, handle food safely, be physically active, and prepare nutritious recipes. Lessons three through seven focus on practicing healthy nutrition behaviors--Fruits and Veggies: Half Your Plate, Make Half Your Grains Whole, Build Strong Bones, Go Lean with Protein, and Make a Change (addresses sodium, fats, and added sugars).

Results

Following participation in at least eight lessons, 91% of participants showed improvement in at least one nutrition practice. Of these participants, 49% more often thought about healthy food choices when deciding what to feed their family, 40% more often prepared foods without adding salt, and 66% more often used the "Nutrition Facts" to make food choices. This is an improvement over FY11 in which 88% of participants showed improvement in at least one nutrition practice.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
703 Nutrition Education and Behavior

Outcome #10

1. Outcome Measures

Percent of adult EFNEP/FNP graduates who made a positive change in food resource management skills such as not running out of food.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 86 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

EFNEP and SNAP-Ed data show that low-income families do not, seldom, or sometimes (as opposed to most of the time or almost always) practice food resource management skills such as planning meals in advance, comparing prices of foods, and using grocery lists. These are skills that can prevent or alleviate food insecurity. In 2009, Iowa State University Extension and Outreach staff surveyed food pantry participants and found the majority were food insecure with over half experiencing very low food security. Behavioral Risk Factor Surveillance System data from 2009 indicated that more than 10% of lowans struggled with food security.

What has been done

As part of EFNEP and SNAP-Ed, a series of eight to ten nutrition lessons were taught by paraprofessional nutrition educators to low-income families with children age ten and under and pregnant women/teens. These lessons show participants how to choose nutritious foods, stretch their food dollars, handle food safely, be physically active, and prepare nutritious recipes. In particular, lesson 2, Plan, Shop, \$ave, focuses on food resource management skills such as meal planning, comparing prices, and using grocery lists.

Results

Following participation in at least eight lessons, 86% of participants showed improvement in at least one food resource management practice. Of these participants, 57% more often planned meals in advance, 43% more often compared prices when shopping, and 50% more often used a grocery list. Furthermore, 44% of these participants reported they less often ran out of food before the end of the month (improved their food security). This is similar to FY11 when 85% of participants showed improvement in at least one food resource management practice.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|--|
| 704 | Nutrition and Hunger in the Population |

Outcome #11

1. Outcome Measures

Number of individuals increasing savings and reducing debt.

Not Reporting on this Outcome Measure

Outcome #12

1. Outcome Measures

Number of individuals increasing credit as an asset.

Not Reporting on this Outcome Measure

Outcome #13

1. Outcome Measures

Number of individuals setting and making progress toward financial goals.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2012 | 2423 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Families face a complex market in which to make financial decisions and many face increasing budget constraints. Research shows that those who set specific goals are more likely to achieve them. Those who close the gap between current and desired conditions are more likely to report satisfaction or higher levels of well-being. Financial management skills help families prioritize

competing short- and long-term goals and use resources in ways that help accomplish goals. Failure to set and achieve goals often leads to mismanagement of financial resources and significant social and economic costs.

What has been done

Financial management education programs were attended by 6,827 adults. Sequenced workshops focused on the basics of budgeting, record keeping, credit and banking services. A five-week workshop series targeted women and covered basic management, risk management, investing and legal concerns. Extension-trained volunteers at rural VITA sites prepared tax returns for low and moderate-income families, eliminating commercial preparer fees and increasing awareness of and access to refundable credits.

Results

Financial management educational programs resulted in:

- * 86% of respondents made progress toward financial goals
- * 93% of respondents improved their financial management skills
- * 60 community VITA volunteers at 34 rural sites completed tax returns for 1,621 low-income Iowans who received \$1,091,572 in EITC refunds to bolster family incomes and achieve financial goals.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |

Outcome #14

1. Outcome Measures

Number of professionals or volunteers who are better prepared to apply or teach financial management skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 239 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is growing evidence that individualized financial coaching can be an effective way to increase financial literacy by providing one-on-one consultations that lead to behavior changes

and goal accomplishment. Coaches facilitate realistic goal-setting, accountability, and practice. They often are located within agencies and organizations that target underserved audiences, allowing integration of financial education. Iowa schools are mandated to teach financial literacy, but recent research documents a lack of skills and confidence among middle and high school teachers to address this issue. Public school teachers were trained on financial literacy curricula and, in turn, reached Iowa middle and high-school youth.

What has been done

A hybrid or blended financial coaching training course that combines face-to-face sessions with online learning was completed by 182 community-based professionals and volunteers. Participants learn basic skills in communication, active listening, monitoring, and motivating clients. The course connects participants with many skill-building tools that help clients manage financial resources and make informed decisions. A summer workshop provided in-depth training on financial literacy curricula to 59 public school teachers.

Results

100% of the financial coaching course participants reported that they were better prepared to teach financial management skills. The proportion of teachers who reported that they were "well or very well prepared" to teach financial literacy increased from 33% prior to the workshop to 96% following the workshop.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |

Outcome #15

1. Outcome Measures

Number of communities reporting taking actions to improve circumstances for older Iowans.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 32 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

More than 40% of Iowans are over the age of 45, 27% are aged 45-64, and 15% are over the age of 65. Iowa is 5th in the nation for the number of people per capita 65 and over and 3rd in the number of "oldest-old" persons aged 85 and over. Iowa is at the forefront of an aging revolution yet ill prepared to handle the social and economic consequences of this demographic transformation. Iowa cannot fulfill the Governor's mission of being the healthiest state in the nation without addressing the needs of an aging citizenry. Iowa communities and businesses need enhanced tools to support whole-person wellness throughout the life span including midlife and beyond to promote individual quality of life, family well-being, and ultimately economic savings to Iowa.

What has been done

Thirty two counties participated in the Midlife and Beyond: The Whole Picture program by conducting study circles and action forums. The study circles met four times and resulted in an action forum to determine two to five ways to improve life for older Iowans. County Extension and Outreach staff in each county recruited a local steering committee to plan the study circles and action forums. Sixty-five volunteers were trained to facilitate the study circles, action forums, and action teams. The action teams explored what was currently happening locally and what could be done to address the issue.

Results

Community actions resulting from the study circles and action forums included actions for older Iowans by better connecting with or promoting current services or improving:

- * community awareness of community services in four communities
- * health resources in three communities
- * transportation in two communities
- * recreation and tourism in two communities
- * promotion volunteerism in two communities
- * cross age communication through technology in two communities
- * economic opportunities through jobs and entrepreneurship in one community
- * housing in one community
- * intergenerational community service through a barter system of needs and skills in one community

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 805 | Community Institutions, Health, and Social Services |

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 (transition of new staff in communities and partnerships, loss of faculty and staff)

Brief Explanation

The decrease in funding for some private/non-profit organizations has led to fewer of their staff engaging in professional development and being trained to deliver sequenced parenting education programs. As emerging issues are identified (e.g., environmental education) some staff time has shifted to growing programming in these new areas. Transition of new staff in local communities takes time resulting in less direct programming while staff are making local connections and learning their job roles.

Economic constraints continue to influence program planning and participation rates. Citizens and organizations may wish to participate in programs but lack time and transportation. Federal and state legislation continues to impact appropriations and policy for nutrition and health programming initiatives. In this state, a grocery store chain has begun employing Registered Dietitians in stores throughout the state (currently 100). This trend has created competition for programming in rural communities traditionally served by ISU Extension and Outreach staff. Healthcare reform is also modifying the landscape for programming; additional opportunities in preventive health care are available. Increasing interest in indirect delivery methods continue for individuals and work organizations. Several of the education materials are available on the Spend Smart, Eat Smart website and Nutrition and Health website. ISU Extension and Outreach in Iowa continues to experience loss of staff, driving more programming via technology. The diversity of the population in Iowa continues to change and challenges programming efforts to be sensitive to a variety of cultures.

Time and resource constraints continue to influence program planning and delivery. Iowa has a very high proportion of rural residents with multiple jobs, reducing time available for participation in Extension programs. Research documents a stigma attached to participation in financial management programs, particularly in rural communities. Employers face decreasing budgets for employee professional development making it difficult for professionals to afford educational offerings. An increasingly diverse population challenges the university's ability to meet diverse educational needs.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Post then pre-tests administered to parents who participated in evidence-based parenting education reveal 98% percent (n = 2,521) of parents improved one or more

parenting skills. Pre- and post-surveys indicate 82% (n = 148) of families who participated in Growing Strong Families, a home visitation program delivered by Extension, improved or maintained healthy family functioning, problem solving, and communication. Also 91% (n = 169) of families increased their knowledge about child development and parenting and 97% (n = 180) of families increased or maintained social supports. This program earned the Iowa Family Support Credential from the Iowa Department of Management and Public Health. The credential is awarded to family support and parent education programs that complete an external evaluation and are found to substantially adhere to the 139 Iowa Family Support Standards based on the most up to date, evidence-based practices in the family support field.

The Strengthening Families Program 10-14 is the highest ranked substance abuse prevention program in the world. It is being implemented across the U.S., Puerto Rico, and in over 25 countries. Estimates indicate that over 1,000 professionals are trained each year to deliver SFP 10-14 all over the world reaching tens of thousands of families. Research reveals that youth who participated in the program in 6th grade continue to experience on-going benefits from the program after high school graduation. The Iowa PROSPER program, which incorporates the Strengthening Families Program 10-14, achieved 96% fidelity on content and 3.85 (0-4 scale) on Effectiveness of presentation/facilitation for all programs (both family and school).

New staff orientation workbook/portfolio evaluations of new child care providers revealed 93% of preschool teachers (n = 649) showed statistically significant ($p < .001$) gains in each of the 11 NSO outcomes leading to improved child care quality and practice. A retrospective survey of child care professionals (n = 503) participating in the Early Childhood Environment Rating Scale training indicated 86% of participants could better identify strengths and limitations, prioritize changes, and develop a workable plan for program improvement.

100% (n = 200) of family caregivers who completed a survey after they participated in Powerful Tools for Caregivers workshops, increased self-care behaviors.

Surveys were administered at the conclusion of selected sequential financial programs to assess change in knowledge, attitudes, and/or behaviors. Findings are reported in results sections of the report. Challenges facing this approach are attrition in program attendance and non-response among those present at the last session. Funding effective incentives for completion of evaluations will be important. Designing and funding more rigorous evaluations using experimental designs will help Extension identify "what works" and what may be equally effective, but lower-cost delivery systems.

Key Items of Evaluation

Close to 100% of all individuals who participate in Extension parenting education, early childhood, and family caregiving programs have improved one or more life skills and overall family functioning.

Professional development for public school teachers has significant impact on their abilities to teach a key 21st century core curriculum skill: financial literacy. Pre- and post-evaluations conducted by a third-party evaluator document dramatic improvement in the ability of financial literacy educators to teach this required content. Professional development for teachers strengthens the ability of schools to improve the financial capabilities of youth.