

**V(A). Planned Program (Summary)**

**Program # 6**

**1. Name of the Planned Program**

Human & Family Development

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
802	Human Development and Family Well-Being	65%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	15%			
806	Youth Development	20%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	6.0	0.0	0.0	0.0
Actual Paid Professional	8.3	0.0	0.0	0.0
Actual Volunteer	0.0	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
286310	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
286310	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
261460	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

- Conduct research with respect to human and family development.
- Develop and publish research-based peer-reviewed curricula and journal articles in support of programs.
  - Expand eXtension Alliance for Better Child Care Community of Practice.
  - Support the positive development of at risk youth and young adults through the use of Nevada's Nationally Recognized Evidence-Based Programs, Bootstraps and Project Magic.
  - Develop and incorporate STEM components into human development programs to help prepare Nevada youth for success in secondary and post-secondary education and STEM careers.

**2. Brief description of the target audience**

Target audiences include youth, young adults, parents/families, child care providers and other youth/family professionals. Target audiences also include at risk families, including military families and seniors.

**3. How was eXtension used?**

UNCE faculty served on the 3-member national leadership committee for the eXtension Alliance for Better Child Care Community of Practice, gathering Extension classroom teaching materials from across the country and posting them to the web site to provide classroom activities data base (<http://www.extension.org/child%20care>). In 2012, this webpage received 13,710 page views per month on

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	30648	0	53044	0

**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
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<b>Actual</b>	13	0	0
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**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number of adults and youth reached in the Family Storyteller literacy program.  
Not reporting on this Output for this Annual Report

**Output #2**

**Output Measure**

- Number of youth reached through the traditional 4-H Club program (ES-237).  
Not reporting on this Output for this Annual Report

**Output #3**

**Output Measure**

- Number of youth reached through 4-H youth development programs through non-4-H Club membership (ES 237).  
Not reporting on this Output for this Annual Report

**Output #4**

**Output Measure**

- Child care providers receiving training to improve their child care skills.  
Not reporting on this Output for this Annual Report

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Child care providers and family/youth professionals learning new knowledge or skills.
2	Number of youth and parents reached in the Family Storyteller literacy program.
3	Number of juvenile offenders and parents/guardians participating in Project MAGIC to develop the positive skills and attitudes designed to leave the criminal justice system and become productive members of society (MAGIC).
4	Parents reached with "Just in Time Parenting" (eXtension) programming to improve knowledge and efficacy of parents about children and parenting.
5	Number of youth, families, and professionals who gain knowledge about positive human and family development.
6	Number of youth, families, and professionals who implement positive human and family development behaviors.

**Outcome #1**

**1. Outcome Measures**

Child care providers and family/youth professionals learning new knowledge or skills.

Not Reporting on this Outcome Measure

**Outcome #2**

**1. Outcome Measures**

Number of youth and parents reached in the Family Storyteller literacy program.

Not Reporting on this Outcome Measure

**Outcome #3**

**1. Outcome Measures**

Number of juvenile offenders and parents/guardians participating in Project MAGIC to develop the positive skills and attitudes designed to leave the criminal justice system and become productive members of society (MAGIC).

Not Reporting on this Outcome Measure

**Outcome #4**

**1. Outcome Measures**

Parents reached with "Just in Time Parenting" (eXtension) programming to improve knowledge and efficacy of parents about children and parenting.

Not Reporting on this Outcome Measure

**Outcome #5**

**1. Outcome Measures**

Number of youth, families, and professionals who gain knowledge about positive human and family development.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	3652

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The training and education of the child care provider is a key factor associated with the quality of care they provide. On-going professional development of child care providers is an important part of ensuring that young children in Nevada receive quality care.

**What has been done**

Approximately 1,100 child care providers participated in a series of UNCE faculty designed programs designed to increase the knowledge of child care providers regarding early childhood development, abuse and neglect recognition, infant health and safety, Sudden Infant Death Syndrome, promoting appropriate behavior, and responding to temper tantrums in early childhood.

**Results**

Evaluations (primarily pre-post tests) were conducted for a number of components used in various child care provider training series. In each of the trainings, child care providers achieved knowledge gains in: preparing for emergencies; providing a safe and healthy environment for young children; implementing appropriate transitions for preschoolers and promoting positive behavior; temperament and how to respond to challenging behaviors; developmentally appropriate interactions, environments and activities for young children; and how to care for infants and toddlers.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

## **Outcome #6**

### **1. Outcome Measures**

Number of youth, families, and professionals who implement positive human and family development behaviors.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Action Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	72

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Census data indicate that Nevada's rural communities have some of the highest rates in the nation regarding issues related to youth having difficulty transitioning to the workplace or adulthood. Additionally, the most vulnerable families, those headed by single females, are targeted for this program. Research supports the need for targeting families with the least financial resources and family support in order to improve the transition from youth to adulthood.

#### **What has been done**

In each of the locations where Bootstraps was conducted a job coach was hired and trained in positive youth development methods, how to work with agency partners, effective communication, and conflict resolution. Participants received 80-hour trainings in job site safety and weed control, with topics such as pesticide applicator safety, UNR policies, emergency communication, vehicle maintenance and safety, off-road and defensive driving, and first aid. Participants were also taught a 40-hour life skills curriculum throughout the six-month program. Participants spend 36 hours per week in natural resource management related fieldwork. Their work included surveying land for invasive weeds, applying herbicides, weed removal, and wildlife habitat restoration. Bootstraps participants received over 900 hours of educational programming.

#### **Results**

As a result of Bootstraps, participants were significantly more likely to report having greater efficacy in completing tasks related to job safety; significant improvement in life skill scores; significant improvement in knowing at least two ways to save money; positive trends in interpersonal skills such as being friendly, being respectful to others, working well in a team, and having a positive attitude from pretest to post test. Participants showed a statistically significant increase in understanding how to get the job they want. Although not statistically significant, participants showed a positive increase in knowing where to find information about jobs, confidence in finding jobs, and confidence about living on their own. Participants were

significantly more likely to prepare for work properly, complete their jobs properly, have a positive attitude and clean appearance; and demonstrate better team work skills as rated by their job coaches.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Grant funding availability)

##### Brief Explanation

Each of these factors influenced program activity.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

The majority of UNCE human and family development programs utilize a cluster evaluation approach to measure and document program outcomes and impacts. This approach features a suite of evaluative instruments that includes participants' self-evaluation pre-post surveys, risk-protective factor pre-post survey, field work pre-post survey completed by program instructors, portfolios completed by program participants, and long-term follow-up interviews with program participants conducted at the beginning and end of longer (3 to 6-month) programs and annually for a period of 5 years.

##### Key Items of Evaluation

Using a cluster evaluative approach, the cumulative 5-year evidence of the 72 Bootstraps participants' impacts includes statistically significant improvements in knowledge gain and behavioral change on short, intermediate, and long-term measures. Since the intent of the program is to create change among young adults not in school and not working, the program dictates a small participation rate to provide the intensity of programming needed to create change. Increases were documented in every category of the participant portfolio rubric. Tasks that were measured included identifying personal strengths and weaknesses, problem solving, communication, leadership, responsibility, setting goals, and reaching goals. Pre-test and post-test mean scores increased a total of 112%. As for long-term program outcomes, interview data revealed participants expressed changes in acceptance of responsibility for their current situation and future direction, a

recognition and willingness to use community resources for help, and ability to take pride in their work. Follow-up interviews with past program participants were completed to track their progress in their school and work pursuits after Bootstraps. UNCE faculty interviewed 90% of the 72 program graduates. With few exceptions, program graduates are in school or working. These graduates continue to use their local UNCE office faculty and staff as job references and to discuss issues in their lives.