

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

**Program # 7**

**1. Name of the Planned Program**

Parenting and Dependent Care

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	100%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	10.0	0.0	0.0	0.0
Actual Paid Professional	5.4	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
69586	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
69586	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
595416	0	0	0

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

1. Brief description of the Activity

AgriLife Extension's Family Development and Resource Management Unit is committed to providing

educational programs to support and strengthen Texas families. In the areas of parenting, childcare, and dependent care, Extension offers a wide range of programs and resources to citizens across the state. Programs and resources include train-the-trainer workshops for professionals and volunteers, multi-session parent education workshops, 1-2 hour lectures, distance education workshops, self-study child care training guides, Internet resources (e.g., online child care courses, fact sheets, research briefs, trend data, links to websites), and newsletters.

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

Target audiences for child care programming include adults and teens providing care for preschool and school-age children in family, center and school-aged settings. Target dependent care audiences include adults and teens providing care for adults and children who are unable to provide some portion of care for themselves due to illness or age-related disabilities. Programs and resources are accessible to target audiences regardless of gender, marital status, family status, race/ethnicity, income level, or educational level. It is estimated that 70% of this audience falls under the category of "low-income."

**3. How was eXtension used?**

Texas A&M AgriLife Extension is a partner with the other land-grant colleges and universities and their Extension agencies supporting the national eXtension initiative. Specifically, our resources in eldercare contribute to the Family Caregiving content area of eXtension. The site provides valuable information to assist with a variety of needs, including health, nutrition, housing, employment, and finances.

**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>	18947	67061	1214	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
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational methods conducted.

<b>Year</b>	<b>Actual</b>
2012	611

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

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

O. No.	OUTCOME NAME
1	% of child care providers who increase their knowledge of child care best practices as a result of participating in child care provider trainings.
2	% of dependent care providers who increase their knowledge of dependent care best practices as a result of participating in depend care trainings.
3	% of parents who increase their knowledge of parenting practices as a result of attending parenting trainings.
4	% of fathers (father-figures) who increase the amount of time spent reading to their children.

## **Outcome #1**

### **1. Outcome Measures**

% of child care providers who increase their knowledge of child care best practices as a result of participating in child care provider trainings.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	98

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

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

Sixty-seven percent of children under age 5 receive some form of child care on a regular basis from persons other than their parents (Child Care Aware, 2012). Having a well-trained child care workforce is essential to providing the high quality child care that children need to reach their developmental potential. Evidence indicates that professional preparation (i.e., more formal education and content-specific training in child development) is linked to higher quality care environments for children (Zaslow, Tout, Maxwell, & Clifford, 2004).

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

Child care providers and directors can enhance their knowledge and skills, and meet state-mandated training requirements by attending child care conferences and completing online courses developed by the Texas A&M AgriLife Extension Service. Twenty-nine child care provider training conferences were conducted in 2012. In addition, AgriLife Extension offered over 80 online child care courses in English, Spanish, and Vietnamese.

#### **Results**

In 2012, county Extension agents conducted 29 child care provider training conferences for 3,335 child care providers and directors who provide care for approximately 40,000 children enrolled in 878 child care centers or family day homes. Over 20,600 clock hours of training were provided to child care professionals. Evaluation results indicate that over 90% of participants acquired new information (98%), plan to utilize the information to improve their programs (98%), consider themselves better equipped to work with children (97%), and consider the trainings to be very cost effective (95%). In addition, child care providers completed 131,743 online courses in 2012. Ninety-seven percent of respondents stated that they learned new information from the courses, and 99% would recommend the online courses to others. Moreover, when asked to rate the quality of the online courses compared to online courses taken from other organizations, over 74% indicated that Extension's courses were Better or Much Better.

#### 4. Associated Knowledge Areas

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

#### Outcome #2

##### 1. Outcome Measures

% of dependent care providers who increase their knowledge of dependent care best practices as a result of participating in depend care trainings.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	100

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

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

More than 10% of the population in Texas is over age 65. The fastest-growing segment of this population within Texas and across the U.S. is adults over age 85. Estimates show that Texas has approximately 2.1 million caregivers, who provide more than 2.2 billion hours of care valued at more than \$22 billion.

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

Texas A&M AgriLife Extension Service continues to sponsor and/or actively participate in eldercare conferences throughout the state. Conferences exist on a county or multi-county basis, often offering continuing education units to attendees. Participants in these conferences report learning new information and skills related to eldercare as a result of attending. In 2012, AgriLife Extension eldercare programs reached more than 630 educational contacts, providing more than 1,180 contact hours. Specifically, AgriLife Extension provided primary leadership and/or speaker support for conferences on aging that targeted professionals.

###### **Results**

Evaluation results with a sample of 73 participants indicate that over 90% of participants learned new information (100%), will use the information now (90.2%), will use the information in the future (100%), and believe they will be more effective in caring for someone else as a result of the trainings (95.6%).

#### 4. Associated Knowledge Areas

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

**Outcome #3**

**1. Outcome Measures**

% of parents who increase their knowledge of parenting practices as a result of attending parenting trainings.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	96

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

**Issue (Who cares and Why)**

Research indicates that children who grow up with actively involved and nurturing parents (as opposed to uninvolved parents) reap numerous benefits, including better school performance, increased self-esteem, healthier relationships with peers, and greater access to financial resources. In addition, children who are raised in environments in which parents are fully involved are less likely to engage in behaviors that put them at risk for a variety of physical and mental health problems. Research suggests that quality educational programs can assist parents in developing the skills they need to effectively raise their children (CDC, 2009).

**What has been done**

The Texas A&M AgriLife Extension Service provides Texas parents with a wide variety of research-based information and resources to assist them in their efforts to raise healthy children. In addition to newsletters, fact sheets, and single-session parenting seminars, AgriLife Extension offers parents, grandparents, and other caregivers the opportunity to participate in online parenting courses and county AgriLife Extension agent and volunteer led parenting programs designed to increase participants knowledge of key parenting concepts and to improve parenting practices.

**Results**

Evaluation results based on a study of 544 parents who completed online parent education training revealed the following:

- \* 96% participants increased their knowledge of parenting practices,
- \* 89% plan to take actions or make changes in their parenting practices as a result of the

trainings, and

\* 99% would recommend the trainings to others. &#8195;

#### 4. Associated Knowledge Areas

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

#### Outcome #4

##### 1. Outcome Measures

% of fathers (father-figures) who increase the amount of time spent reading to their children.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	46

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

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

Learning to read and write are skills that are essential to a child's success in school and later life. According to many experts, the single most important activity that parents can do to help their children acquire essential literacy skills is to read aloud to them on a frequent basis. Fathers who find time to read with their children are taking advantage of one of the best opportunities to care for, connect with, and contribute to their children's future.

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

Fathers Reading Every Day (FRED) is a family literacy program designed by the Texas A&M AgriLife Extension Service to increase parental involvement in children's early literacy development, with a specific focus on fathers. During the FRED program, fathers and father-figures of young children are presented with research-based information to help them begin daily reading activities with their children. Since its inception in 2002, over 20,000 fathers and children have participated in FRED nationally, including more than 10,000 from Texas.

###### **Results**

Results from a recent evaluation study involving more than 700 FRED participants show: Fathers averaged 9 hours of reading time with their children and read over 32 books together. Statistically significant differences from pre to post were noted in a number of areas, including the amount of

time fathers spent reading to their children, number of books read during a typical week, level of involvement in their children's education, quality of time spent with their children, and level of satisfaction with the father-child relationship. The percentage of fathers reading to their children three or more times per week increased from 56% (pre-test) to 76% (post-test).

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being

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

##### **External factors which affected outcomes**

- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

##### **Brief Explanation**

Target audiences for AgriLife Extension programs appear to be following the overall trend in the U.S. of relying on technology to acquire information. This trend, while providing additional opportunities for Extension to reach audiences in large numbers, appears to be impacting the number of participants willing to attend face-to-face trainings. Fewer participants are attending multi-week fatherhood and/or parenting programs; whereas, the number of participants completing online courses is increasing dramatically.

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

##### **Evaluation Results**

Evaluation results, particularly related to child care programming, are extremely positive. A 2012 evaluation study with over 3,000 participants revealed that child care providers found the trainings to be very beneficial. Over 90% of participants acquired new information (98%), plan to utilize the information to improve their programs (98%), consider themselves better equipped to work with children (97%), and consider the trainings to be very cost effective (95%). Moreover, 73% of child care providers rated the quality of the trainings "Better" or "Much Better" compared to other trainings they have attended that were not conducted by Extension.

In addition to the face-to-face conferences, child care providers in the U.S. completed 131,743 online courses in 2012. Evaluation data collected from over 12,200 online participants indicate that they are very satisfied with the quality of the courses. Over 89% rated the online courses as "Very good" or "Excellent." Ninety-seven percent of respondents stated that they learned new information from the courses, and 99% would recommend the online courses to others. In addition, when asked to rate the quality of the online courses compared to online courses taken from other organizations, over 74% indicated that Extension's courses were "Better" or "Much Better."

### **Key Items of Evaluation**

In 2012, child care professionals completed 131,743 online child care courses (208,677 clock/contact hours). As a comparison, last year (2011), child care providers completed 67,146 courses (105,325 clock hours). This amounts to a 96% increase.