

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

FAMILY, YOUTH, AND COMMUNITY

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	80%		77%	
806	Youth Development	20%		23%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	22.0	0.0	5.0	0.0
Actual Paid Professional	3.5	0.0	0.5	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
352865	0	81392	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
352865	0	81392	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

First Smiles Oral Health Program

Issue

The Arizona Department of Health Services (2013) recommends that all childcare facilities implement oral health care education in their curriculum on a monthly basis and/or age appropriate tooth brushing programs as a requirement for reduced license fees. According to the 2003 Arizona School dental survey 64% of 6- to 8-year-old children in Cochise County have untreated tooth decay and 16% need urgent treatment for dental problems. Nationally children lose 51 million school hours per year due to dental related issues (ADHA 2007). Tooth decaying bacteria may easily be transferred to the infant before the teeth erupt and is the most common chronic disease of childhood. According to the American Academy of Pediatrics (2007), only 1.8% of one-year-old children had visited the dentist. The Association of State and Territorial Dental Directors (2011) states that "Intervention programs, early childhood education and child care programs...have proven to be an effective method for connecting children to oral healthcare in a timely manner."

What has been done?

First Smiles Oral Health Program, an initiative of First Things First implemented through UA Cooperative Extension in March 2011, provides preventive dental health education, tooth brushing programs and fluoride varnish application for children birth to age five. The program provides education and prevention services to childcare providers/educators on the importance of preventive oral health care and how to recognize and understand oral diseases and conditions. The program also conducts outreach to dentists and other oral health professionals encouraging them to address the oral health needs of children birth through age five. Train-the-trainer workshops have replicated this program in several counties in Arizona. During 2013, First Smiles programs in Cochise, Graham, Greenlee, LaPaz, Mohave and Yuma counties provided the following services: taught 10,730 children and 7,767 parents; trained 121 professionals; applied fluoride varnish on 6,615 children; and gave out 15,060 toothbrushes.

Impacts reported in Report Overview

School IPM in Arizona

Issue

The Western Region School IPM Implementation and Assessment Work Group was established to encourage collaboration among university, state and federal agencies, industry, and advocacy groups working to encourage and enhance successful implementation of IPM in schools in the western region (98 representatives from 13 states, 3 countries and 4 Tribes). The National School IPM 2015 steering committee is made up of regional working group leads, and focuses on networking community IPM advocates and leveraging funds for IPM implementation in schools and child-care facilities (EPA PRIA II, IPM Center funds, CDC funds). Representatives from all 50 states are actively involved.

What has been done?

The University of Arizona Community IPM Leadership Team, part of Cooperative Extension in the College of Agriculture and Life Sciences, provides multidisciplinary expertise to help schools implement safe and effective Integrated Pest Management (IPM) programs that reduce risks from pests (insects, rodents and weeds) and pesticide use in schools, landscapes and playing fields. IPM is an economically viable and environmentally sound strategy that is the safest and most cost-effective way to reduce pest problems in schools. School personnel are trained to inspect and maintain sanitary conditions in classrooms to prevent pest infestations from occurring in the first place. Only the safest of pest control

techniques including judicious use of the safest pesticides are included in sustainable IPM strategies.

The Community IPM Team interfaces with every public school district in Arizona on a regular basis. The team serves as a resource for independent IPM advice for all who request assistance. The Team provided 10 training events (with post-test scores showing improvements in knowledge of 21-47%), 10 newsletters on hot topics, 2 extension publications in response to stakeholder requests, and 8 site inspections and evaluations involving 7 school districts.

Impacts reported in Report Overview

2. Brief description of the target audience

Parents, educators, youth, community groups.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	142936	500000	109405	750000

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

Patent Applications Submitted

Year: 2013

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2013	Extension	Research	Total
Actual	42	60	102

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of individuals participating in educational programs

Year	Actual
2013	142936

Output #2

Output Measure

- Number of educational events, training workshops and clinics

Year	Actual
2013	500

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Adoption of essential life skills by Arizona's youth that leads to a responsible, productive, and healthy life-style
2	Adoption of life building skills including self-discipline, responsibility and leadership

Outcome #1

1. Outcome Measures

Adoption of essential life skills by Arizona's youth that leads to a responsible, productive, and healthy life-style

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	2771

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

All who are interested in the well-being of Arizona's youth care about this issue.

What has been done

Military 4-H programs were implemented on all military bases in Arizona plus 5 bases in Japan and Korea.

Results

The positive aspects of a modern day 4-H youth development program were enjoyed by all youth who participated in the programs.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Adoption of life building skills including self-discipline, responsibility and leadership

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	850

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Utilization of Vista, AmeriCorps personnel.

What has been done

We are partnering with US Military, e.g., Operation Military Kids.
A 4-H camp and outdoor learning center has been purchased for youth.

Results

Utilization of Vista, AmeriCorps and Military individuals greatly increased capacity and outreach of the system. A coordinator for the 4-H camp has been employed.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

All programs are currently in the process of being evaluated for existing areas to preserve, protect, or enhance, as well as areas to discontinue or modify. We are beginning the process to seek further input from stakeholders, advisory committees, and focus groups utilizing needs assessments with the assistance and expertise of an Evaluation Specialist [to be hired]. Plans are also underway to seek input from non-traditional audiences. See State DefinedOutcomes.

Key Items of Evaluation