

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

Families and Community 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
602	Business Management, Finance, and Taxation	20%		0%	
607	Consumer Economics	20%		0%	
801	Individual and Family Resource Management	20%		0%	
802	Human Development and Family Well-Being	20%		50%	
903	Communication, Education, and Information Delivery	20%		50%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	2.4	0.0	0.2	0.0
Actual Paid	1.3	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
130947	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
130947	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
563653	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Families and Community Development planned program focused on providing Connecticut citizens a link to University of Connecticut specialist and current research priority areas identified by our stakeholders. Programs were also focused on improving conditions for families and communities through leadership development, community planning and technology training.

Activities included:.

- workshops and webinars
- YouTube videos, and mobile apps
- volunteer training programs
- on-line material such as fact sheets, impact statements and news
- Develop research-based curricula

2. Brief description of the target audience

Parents, youth, children, teachers, elected officials and policy makers.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	10530	84301	3703	21456

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

Patent Applications Submitted

Year: 2014
Actual: 0

Patents listed

None

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2014	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Conferences, workshop, short courses, and reports

Year	Actual
2014	8

Output #2

Output Measure

- New or updated websites

Year	Actual
2014	2

Output #3

Output Measure

- Undergraduate and graduate students supervised

Year	Actual
2014	0

Output #4

Output Measure

- Webinars conducted

Year	Actual
2014	0

Output #5

Output Measure

- YouTube videos produces

Year	Actual
2014	0

Output #6

Output Measure

- Apps developed

Year	Actual
2014	1

Output #7

Output Measure

- Clinical, extension or other expert services

Year	Actual
2014	34

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of program participants indicating increased leadership, parenting or financial management skills.
2	Increase in the health and well-being of individual, families, and communities participating in Family and Community Development Programs.
3	Increase consumers' knowledge about environmentally sustainable lawn care and gardening activities.

Outcome #1

1. Outcome Measures

Number of program participants indicating increased leadership, parenting or financial management skills.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Increase in the health and well-being of individual, families, and communities participating in Family and Community Development Programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	368

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to research conducted by the Harvard Family Research Project parental involvement in education is related to a range of benefits for students including: improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation. In addition, they found that parental beliefs, attitudes, values, and childrearing practices, as well as home-school communication, are linked to student success. Schools alone cannot meet students' needs so relationships among families, schools, and communities in support of learning is critical.

What has been done

Educating parents in basic life skills and community engagement increases their ability to become civically engaged in their schools, their communities and the broader democracy in which they live. Engaging parents in a process that empowers them to use skills they already have and to learn new leadership skills provides a dynamic process which results in increasing the participation of parents, particularly parents in low income families. UConn Extension's People Empowering People (PEP) program provided 368 parents leadership training. Facilitators

provided training sessions on the following topics: values, verbal and non-verbal communication skills, active listening, problem solving, understanding the helping role, understanding ourselves and others as parents, understanding our children, our community and its leaders, action planning, and community opportunity. In addition in 2014, three Extension programs supporting parent leadership training (UConn PEP, PLTI and Parent SEE) with funding from the CT Parent Trust Fund coordinated a statewide conference on Parent Leadership.

Results

PEP participants conducted a variety of community projects including organizing town wide events, conducting family literacy projects, developing a resource booklet for parents, developing a children's library at a housing project, and collecting funds for children's playscape. Generally participants commit four to eight months to the program. During this reporting period, 368 PEP participants received leadership, parenting, and other skill training.

Over 200 parent leaders and facilitators from across the state attended the one day conference. This professional development effort was the first of its kind for CT in that the parental leadership training programs joined together to provide a free and informative educational opportunity to parent leaders based on their input and suggestions.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
903	Communication, Education, and Information Delivery

Outcome #3

1. Outcome Measures

Increase consumers' knowledge about environmentally sustainable lawn care and gardening activities.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	630

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to a National Gardening Survey, 3 out of 4 U.S. households participate in one or more lawn or gardening activities. The 2012 census (<http://quickfacts.census.gov/qfd/states/09000.html>) reports a Connecticut population of over 3.5 million people. This would mean that more than 2.5 million Connecticut residents may engage in some form of gardening or lawn care. In addition, the 2013 Garden Writers Association Research Report indicates that more than half of gardening households grew vegetables during the past year. This trend is likely to increase as food costs rise and consumers look for safe and healthy food. With these activities comes a need for environmentally sustainable information and educational programs in best management practices for pest control, soil and water quality, plant cultural techniques, mitigation of climate change, GAP and food production for increased self-

What has been done

The Home and Garden Education Center runs a fee-based diagnostic laboratory. The lab is fully equipped for identification and diagnosis of plant and pest problems for both homeowners and commercial clientele. In 2014 approximately 630 samples were processed. The lab maintains a USDA Plant Protection and Quarantine permit which allows them to receive out of state samples as well as samples of select regulatory agents. The staff participated in NPDN training to recognize and handle exotic, invasive insects and diseases. In addition, Home & Garden Education Center staff conducted outreach activities on recognition and response to pest outbreaks, including exotic and invasive pests and on diagnosis and management of plant pest and disease problems with a focus on Integrated Pest Management (IPM). Activities included: 26 Master Gardener training sessions, 33 lectures, 78 newspaper articles, 41 newsletter articles, 51 weekly blogs, and 2 factsheets.

Results

The lab and Home & Garden Education Center combined identified or diagnosed approximately 630 samples during fiscal year 2014, an increase of 40% over 2013. This increase is due in part to the new Plant Diagnostic Sample Submission App, introduced in 2013 for iOS devices. The UConn Plant Diagnostic Lab participated with eight other land grant universities to develop the app in an effort led by Purdue University. With an accurate plant diagnosis or pest ID, gardeners, farmers, professional growers and landscape professionals can respond rapidly and effectively to manage problems with a minimum of chemical pesticide use.

169 Master Gardener students were given First Detector Training. This training is intended to teach students how to respond in the event of a preliminary identification of pests of regulatory concern in the county offices. An example of a regulatory pest is the Asian longhorned beetle, a destructive insect pest that is not known to be in Connecticut but is present close to our borders. Rapid identification and response to this pest is critical to minimize environmental impact. The training includes identifying this and other high risk pests, maintaining a secure chain of custody of the sample and proper packaging and shipping of samples. After completing the training, students are eligible to become Certified First Detectors and become part of a national registry that receives a newsletter and email pest alerts.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
903	Communication, Education, and Information Delivery

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

At the Parent Leadership Conference, participants evaluated each workshop session as well as the overall conference. All a scale of 1 (not at all) and 4 (extremely) participants ranked the relevancy of the presentations as 3.3 or higher. The most common complaint was the need for more time in the workshops.

Key Items of Evaluation