V(A). Planned Program (Summary)

Program # 9

1. Name of the Planned Program

Human Development and Family Wellbeing

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
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<tbody>
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<td>100%</td>
<td></td>
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<td>100%</td>
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V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

<table>
<thead>
<tr>
<th>Year: 2009</th>
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

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V(D). Planned Program (Activity)

1. Brief description of the Activity

Activities under the sub-goal "Researchers are studying the factors that enhance or hinder resilience in families in order to create programs and policies that will foster healthy families" included initiation of a biannual educational outreach effort in the form of a newsletter called "Love Notes" based on Intentional Harmony: Managing Work and Your Couple Relationship; cross-national studies of developmental risk and resilience in migrant families; research on co-parenting after separation and research on intimate partner violence; compilation of the More Fun with Sisters and Brothers Program curriculum; new analyses concerning the varying patterns of marital status and employment status associated with fatherhood; research to identify chronic stressors in the lives of low-income, African American families living in inner-city neighborhoods and the coping strategies used to address these stressors; and findings that lesbian and gay parents largely consider their downstate Illinois residential communities to be tolerant and that their sexual orientation is often not salient when out in public.

Activities under the sub-goal "Researchers are studying the processes of positive social and emotional development in children and adolescents in order develop ways in which parents and other adults can foster healthy development " included youth programs as contexts for development of real-world skills in rural youth; a project designed to examine how young preschool children develop cognitive belief structures and expectations about different relationships through their daily interactions with caregivers; a study that provides one of the most comprehensive assessments, to date, of the mother-toddler attachment relationship during the third year of life; an investigation into immigrant and second-generation youth building political
capital in their families and communities; attempts to explain early racial and SES gaps in school achievement; findings that everyday exposure to green spaces can have wide-ranging, positive impacts for human health and functioning; and work conducted on children's perceptions of nature and the natural world [these findings will advance not only basic understandings of children's understandings of nature but also applications in the form of similar exhibits in children's zoological parks worldwide].


*Parenting 24/7* is a web-based resource that serves as a "one-stop" repository for parenting information that is produced by the University of Illinois Family Life team [newsletter, brochures, etc.]. The site is organized by age of children, and includes a] research based articles; b] links to breaking news on child development, parenting, and family life; c] links to recommended websites; and d] video clips of actual parents talking about how they manage the challenges of raising children. The site also features: 1] the ability to receive monthly updates on new content added to the site; 2] the ability to rate and make comments on all content; and 3] the ability to easily share content by emailing to others or printing materials. The program is marketed by Extension offices using promotional materials developed by the Family Life Team of Extension Educators.

*Partners in Parenting* is a statewide project funded by USDA's Children, Youth, and Families at Risk [CYFAR] program. Through a community collaboration approach to support systems change in communities located in Cook County and four sites in southern Illinois, the program offers parents of newborns] basic child development and parenting information, 2] guided activities designed to promote positive parenting, and 3] support for seeking additional information and resources from their community through local resources and program opportunities. Networking with other local agencies is an important component of this program.

Other Extension activities include *Your Young Child*, a research-based curriculum and customized brochures that help parents of infants and toddlers manage seven difficult stages and behaviors that are linked to child abuse and neglect, Intentional Harmony work-life stress presentations and web-based self-study, Teachable Moments character education tips, Breaking the Code bullying simulation, long-term care workshops, Parenting Again newsletter series for grandparents raising grandchildren, a Latino Childcare Video/DVD, and Nurturing Creativity DVD and lesson guide for child care providers, Building a Better Memory brain health education, and the third annual Cook County “Survivors of Domestic Violence: Empowering for a New Beginning” conference for practitioners.

2. Brief description of the target audience

Members of the target audience included community and service agency personnel, practitioners, policy makers, mothers who co-parent after separation who experienced violence during marriage, developers of educational and intervention programs, policy makers and service providers concerned with building strong communities and families, parents, children, and child care providers, academics in sociology, education, and psychology, state policymakers and local school boards, public housing leaders, Mayors, city managers, elected officials, parks and recreation leaders, and federal officials who manage landscapes.

Extension is also focusing on individuals who work for pay and parents/grandparents of newborns in communities where at least 20% of the population lives in households with incomes below the poverty level and meet at least 50% of the following characteristics: [1] family qualifies for public assistance program; [2] family income falls below the poverty threshold: [3] family income is less than 75% of the state or county median income; [4] a parent did not complete high school; and [5] youth/family on record with community juvenile justice and law enforcement or social service agencies for various risk indicators.

V(E). Planned Program (Outputs)

1. Standard output measures

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<tr>
<th></th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
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2. Number of Patent Applications Submitted (Standard Research Output)
   Patent Applications Submitted
   Year: 2009
   Plan: 0
   Actual: 0

   Patents listed

3. Publications (Standard General Output Measure)

   Number of Peer Reviewed Publications

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</table>

V(F). State Defined Outputs

Output Target

Output #1

   Output Measure
   - Number Of Completed Hatch Projects

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</thead>
<tbody>
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### V(G). State Defined Outcomes

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

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<thead>
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<th>O. No.</th>
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<tbody>
<tr>
<td>1</td>
<td>Number Of Research Projects Utilizing The Child Development Laboratory Research Database</td>
</tr>
<tr>
<td>2</td>
<td>Increased Knowledge Of Children's Behavior At A Given Stage Of Development And Parenting Practices To Foster That Behavior</td>
</tr>
<tr>
<td>3</td>
<td>Reduction In Physical And Emotional Strain In Handling The Challenges Of Work And Family</td>
</tr>
<tr>
<td>4</td>
<td>The Extent Of The Disadvantages Of Early Fatherhood</td>
</tr>
<tr>
<td>5</td>
<td>Chronic Stressors And Coping Strategies Of African-American Families</td>
</tr>
<tr>
<td>6</td>
<td>Understanding Aspects Of Parent-Child Interactions That Impact The Social Outcomes Of Children And Families</td>
</tr>
<tr>
<td>7</td>
<td>Investigating Racial And Ethnic Gaps In Student Achievement</td>
</tr>
<tr>
<td>8</td>
<td>Increased Confidence And Competence In Functioning As A Parent</td>
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</table>
1. Outcome Measures

Number Of Research Projects Utilizing The Child Development Laboratory Research Database

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
The Child Development Laboratory [CDL] Research Database Project is a unique way to capitalize on the resources available within the program that can be explicitly used to support the generation of new knowledge in the areas of child development, early childhood education and parent-child relationships by researchers on the University of Illinois at Urbana/Champaign campus.

**What has been done**
During the current reporting year, procedures were refined for gathering baseline data on all children enrolled in the CDL program. Two standardized assessment tools commonly used with young children [i.e., The Bayley Infant Neurodevelopmental Screener used with the infants and toddlers, and the DENVER II developmental screening tool used with preschool-aged children] were added to the baseline data collection process, as well as anecdotal records from teachers' portfolio assessments used to document children's growth and development. The Bayley and Denver screening tools were selected in order to provide researchers with baseline information on children's basic neurological functions, perceptual/motor skills, receptive and expressive language skills, and general overall cognitive functioning, while the anecdotal records were identified to provide researchers with insight on children's social skills and peer relationships. A research internship course was also developed during the reporting period in which undergraduate students received instruction on the appropriate and inappropriate uses of standardized assessments with young children, as well as specific training on how to conduct assessments using the Bayley and Denver screening tools. Students completing this research internship course were charged with conducting the baseline assessments using these two tools for all children currently enrolled in the CDL.

**Results**
The primary beneficiary of this project during the current reporting period has been the investigators that have accessed the CDL program as part of the data collection for their research projects. The intent of the CDL Research Database Project is to facilitate interdepartmental and cross-departmental investigations of children's development. As can be seen in the wide variety of disciplines represented in the studies undertaken during the current reporting period [e.g., Human Development and Family Studies; Curriculum and Instruction, Special Education; Community Health; Landscape Architecture; Speech and Hearing Sciences; Communications; Music Education; etc.] this project has been instrumental in broadening the scope of research projects that have come through the CDL program. A second beneficiary of the project during the reporting period has been the 19 undergraduate students that have participated in the research internship course that was developed and implemented as part of this project. These students developed a working understanding of the strengths and limitations of standardized assessments with young children, as well as competencies in how to use such tools when screening children. Such skills and understanding will serve them well as they begin careers providing support services to children and families. Finally, children and families throughout Illinois and the U.S. have benefited from the knowledge being generated through research projects being conducted as part of this project.
4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Increased Knowledge Of Children's Behavior At A Given Stage Of Development And Parenting Practices To Foster That Behavior

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
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<th>Year</th>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Attendance at traditional face-to-face parent education programs has been decreasing over time. Contemporary families that have two working parents and busy lifestyles have less time to commit to educational opportunities. At the same time, parents continue to express the need for information on parenting and child development that will help them solve common child rearing challenges. For those parents considered "at-risk" there are additional barriers to participation in programs including lack of convenient and affordable transportation and child care, as well as lack of awareness of information to help parents of newborns manage seven difficult stages and behaviors that are linked to child abuse and neglect.

What has been done

The Parenting 24/7 website, Just in Time Parenting newsletters, and Your Young Child parenting programs and brochures provided information designed to help parents feel confident and empowered during developmental stages, to manage their stress, to understand normal child behavior, to have realistic expectations, and to develop positive workable parenting strategies. Extension staff offered 68 parenting programs attended by 815 participants. An evaluation was conducted using the Partners in Parenting registration form for parents of "at-risk" newborns and newsletter surveys including an instrument developed by the eXtension Community of Practice for evaluating knowledge gains attributable to age-paced newsletters.

Results

Evaluations were distributed to 603 [287 in 2008 and 316 in 2009] participants who have received one year of newsletters through the Partners in Parenting program with 193 respondents [81 in 2008 and 112 in 2009]. In terms of knowledge gained, over 90% [100] of the 112 survey respondents in 2009 "agreed or "strongly agreed" that the newsletters helped them learn to: [1] know what to expect my baby to be able to do at each age; [2] understand that some annoying things my baby does are normal for that age; [3] notice my baby's clues; [4] have more ideas about ways I can play with my baby to help him/her learn; [5] have more ideas about disciplining my child without spanking or slapping; [6] understand that my baby is not trying to be bad or to make me mad on purpose; and [7] know when to schedule well-baby checkups and immunizations. In addition, a survey of Parenting 24/7 web site users indicated that 68 parents gained knowledge of children's behavior and development through the web site [See Evaluation section].
Outcome #3

1. Outcome Measures

Reduction In Physical And Emotional Strain In Handling The Challenges Of Work And Family

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

The Extent Of The Disadvantages Of Early Fatherhood

2. Associated Institution Types

● 1862 Extension
● 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
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</thead>
<tbody>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

New analyses were undertaken using the NLSY 1979 dataset concerning the varying patterns of marital status and employment status associated with fatherhood occurring either [1] early, [2] on-time, or [3] late. It was expected that among men becoming fathers for the first time at a given age, there would be heterogeneous patterns of marital and employment status. It was further expected that these varying patterns would be differentially associated with socioeconomic background characteristics, and with later life circumstances [earnings, educational attainment, marital status, and incarceration].

What has been done

With data on fatherhood status, marital status, and employment status at 10 observations between age 18 and 37, we used a newly-developed advanced statistical method, Latent Class Growth Analysis [LCGA], to empirically derive the varying patterns of the acquisition of these roles over the life course, marriage, and full-time employment taking into account their sequencing and timing. Fifteen latent classes were derived. The first paper concerned the latent classes with median ages of first fatherhood below the cohort median [26.4], comprising 32.4 percent of NLSY men. These five latent classes can be interpreted as distinct early fatherhood pathways [EFPs]: [A] the Married Fully-Employed Young Father pathway, [B] the Married Fully-Employed Teen Father pathway, [C] the Married Partially-Employed Teen/Young Father pathway, [D] the Unmarried Partially-Employed Teen/Young Father pathway, and [E] the Initially Unmarried Fully-Employed Young Father pathway. A sixth latent class of men who become fathers around the cohort median, following full-time employment and marriage, is the comparison group.

Results

With socio-demographic background controlled, all early fatherhood pathways show disadvantage in at least some later life circumstances [earnings, educational attainment, marital status, and incarceration]. The extent of disadvantage is greater when early fatherhood occurs at relatively younger ages [before age 20], occurs outside marriage, or occurs outside full-time employment. The relative disadvantage associated with early fatherhood, unlike early motherhood, increases over the life course. Work was begun on a second paper analyzing the five latent classes of men who became fathers for the first time at an age older than the cohort median, termed
fatherhood postponers.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
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<th>Knowledge Area</th>
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</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
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</table>

Outcome #5

1. Outcome Measures

Chronic Stressors And Coping Strategies Of African-American Families

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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<tr>
<th>Year</th>
<th>Quantitative Target</th>
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<tr>
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3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
The goal of the research was to identify chronic stressors in the lives of low-income, African American families living in inner-city neighborhoods and the coping strategies used to address these stressors. This research was a response to theoretical discussions that argued that the compositional, social, institutional, and normative elements of impoverished inner-city communities undermine family organization and functioning. According to theorists, families are unable to develop stable domestic routines or properly socialize their children in environments with large numbers of disadvantaged neighbors, few social or institutional supports, and ghetto-oriented value systems. In contrast, our research examined how families overcame the adversity of living in low-resource, high-risk neighborhoods.

**What has been done**
The research was informed by a family resilience framework. This approach focuses on family strengths, how families marshal resources to promote stability in the face of adversity, and the ecological context of coping. Methodologically, an interpretive framework characterized the qualitative data collection; we sought to capture and describe the daily lived experiences of participants and to understand the meanings that the women gave to those experiences. Multiple data collection strategies were used: these included neighborhood observations, participant observation with families, open-ended, in-depth interviews, and photo elicitation interviews. The interview and observational data examined topics that illuminated coping strategies, such as family routines, social networks and social support, use of neighborhood resources, nutrition, health and well-being, and parenting and childrearing. To analyze the data we used an inductive approach that facilitated the discovery of meanings and social processes as they emerged from the data in addition to sensitizing concepts from extant literatures. We transcribed and coded the interview and observational data to identify key themes. To further facilitate the conceptualization processes and identify patterns among the families, we used data displays and analytic memos.

**Results**
Key findings have emerged concerning family coping strategies: Extended kinship relationships proved to be a major factor affecting low-income, African American families' coping abilities. Effective extended kin networks bolstered mothers of young children in critical ways: they provided instrumental support, including money, housing, food and clothing, child care, and domestic services. Extended kin also provided affective and social support to its members. Positive kin support was a critical response to limited local resources. Well-functioning
families also were able to manage local dangers through a range of protective strategies: adult members avoided or restricted social relations with troublesome residents, instead limiting much of their social life to kin-based activities. They also confined their activities in the neighborhood to ‘safe’ locations. With respect to young children, mothers found local resources that benefitted their children's development, including Head Start. Mothers also closely monitored their children's activities and kept them close to home. Our inquiries into nutrition, health and well-being revealed how resilient families addressed neighborhoods saturated with fast food restaurants, corner stores and limited safe recreational outlets. Families' ability to maintain good physical health through recreation and dietary practices are, in part, related to managing neighborhood constraints, such as locating good quality grocery stores outside of the local neighborhood and participating in recreational activities in safe neighborhood niches. Extended kin were also relevant to members' health: within resilient families, members pooled monetary resources to enlarge families' food budgets, and assisted mothers with the feeding of young children. Mothers also used a range of nutritional management strategies to enhance the nutrition of their children, such as selective food purchases, restricted access to less healthy foods, and providing food for children when they were outside of the home. The research findings provide substantive, theoretical, and applied insights. Substantively, these data provide first-hand insights into patterns of family organization and interaction patterns among low-income, African American families living in inner-city neighborhoods. From a theoretical perspective, our data contribute to neighborhood effects theories and family resilience theory. Our findings suggest patterns that buffer families from negative neighborhood conditions. Contrary to neighborhood effects models, some families are able to overcome the very real adversity of living in low-resource, high-risk neighborhoods. Our findings also contribute to family resilience theory. We specifically identify family patterns that promote positive family coping, some of which reflect subcultural traditions. Applied programs that seek to improve the lives of low-income, African American families will need to take into account subcultural practices exemplified within extended kin networks. In addition to culturally relevant practices, practitioners will need to take into account the constraints and resources found in inner-city neighborhoods.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
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</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
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</table>

Outcome #6

1. Outcome Measures

Understanding Aspects Of Parent-Child Interactions That Impact The Social Outcomes Of Children And Families

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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<th>Year</th>
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

This project was designed to examine how young preschool children develop cognitive belief structures and expectations about different relationships through their daily interactions with caregivers.

What has been done

In order to examine these relations, we have used different methodological approaches such as observation and self reports as well as multiple informants such as parents and teachers. This research is also longitudinal which requires following families over time. Data to date have been collected on 60 families and 200 preschool-age
children. The participants in this research include three to four year old children who attend the University-affiliated Child Development Laboratory [CDL] and their primary caregivers. The children participate in a laboratory procedure in which they are interviewed regarding their attachment representations and understanding of different emotions. During this time, the children are also asked to complete a measure that assesses perceptual asymmetries in the processing of emotion. Observational data are also obtained in the preschool setting. These data include how often children express positive and negative affects as well as the positive and negative initiations of social interactions among peers. Teachers and parents provide information on the children's social behavior, cognitive abilities, and on children's temperament. Our data analysis thus far has revealed important relations between hemispheric processing of emotion and observations of children's affect in the classroom setting. Children who have a right bias in perceptually processing emotions are more likely to have insecure attachment relationships and to express more negative affect in the peer group. These specific findings have been used to leverage additional funds to examine neurobiological correlates of attachment relationships, and have fostered a collaborative project with cognitive neuroscientists. Additional data from home and laboratory procedures are currently being transcribed and coded.

Results
The data generated from this project are valuable for the development of education materials that can be distributed to child care teachers, parents, and community programs that focus on families. The results of this research are important for understanding aspects of parent-child interactions that impact the social outcomes of children and families. In addition, child care providers receive evidence-based materials that directly address the most pressing issues faced by teachers and parents. Finally, this program of research serves as an important educational experience for undergraduate students. For example, over 40 undergraduate students have participated in activities such as honors projects, research-related course credit, and some of these students are now graduate students in our program. Additionally, three doctoral students from the Department of Human and Community Development, two doctoral students from Clinical Psychology, and two doctoral students in Developmental Psychology have participated in this research.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
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<th>Knowledge Area</th>
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<tbody>
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<td>Human Development and Family Well-Being</td>
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Outcome #7

1. Outcome Measures

Investigating Racial And Ethnic Gaps In Student Achievement

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Persistent racial/ethnic gaps in student achievement and school-related behaviors have consequences for student's educational and occupational success. The goal of this project is to examine the roots of educational inequality and specifically what role schools play in either fostering or reducing racial/ethnic and class differences in early educational trajectories, with particular attention to the development of early school-related attitudes and behavior, among a national, longitudinal sample of elementary school children.
What has been done
Over the past year, we have completed four studies on this project. The first study examined whether racial minority students were more likely to be placed in lower reading groups and the impact of group placement versus non-placement on reading achievement, school-related attitudes and behavior. The second study built upon this work by examining whether African American and Hispanic children who were lower grouped for reading instruction had slower reading growth compared to similar students who were not grouped for reading in the classroom. The third study examined another potential source of early educational inequality, residential and school changes, and how these moves impact school attachment and engagement as well as the likelihood that a student will develop behavioral problems. The final study explored the role of parent involvement in early educational outcomes. Specifically, this study examined whether parent-teacher relationships, parent involvement in school and parental monitoring and engagement in educational activities at home explained early race and class differences in school related behaviors and behavioral problems.

Results
To date, the results suggest that schools do matter and can play an important role in producing or reducing educational inequality between students from different social class and racial/ethnic backgrounds. Our studies have shown that African American, Hispanic and low-income students are more likely to be placed in lower groups for instruction early in elementary school and being lower grouped has a negative impact on multiple educational outcomes. More specifically, the results from the first two studies suggest that grouping practices have a dual impact on educational inequality during the earliest years of schooling by: [1] delaying the reading skills of racial minority and low-income students; and [2] imbuing lower-grouped students with noxious school-related attitudes and behaviors. We have also shown that parent involvement can make a difference and may help to explain some of the behavioral differences between students from lower socioeconomic backgrounds and middle class families. The results from the first and second study were used to develop a grant proposal to the Spencer Foundation which was awarded in May. The results from this project have direct implications for improving the organizational resources that lead to better teacher practices and enhanced learning for all students by highlighting how a specific classroom practice, ability grouping, negatively impacts the learning and behavioral development of certain groups of students and in doing so, contributes to racial and socioeconomic gaps in achievement during elementary school.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
</tr>
</tbody>
</table>

Outcome #8

1. Outcome Measures

Increased Confidence And Competence In Functioning As A Parent

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>(No Data Entered)</td>
<td>158</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Attendance at traditional face-to-face parent education programs has been decreasing over time. Contemporary families that have two working parents and busy lifestyles have less time to commit to educational opportunities. At
the same time, parents continue to express the need for information on parenting and child development that will help them solve common child rearing challenges. For those parents considered "at-risk" there are additional barriers to participation in programs including lack of convenient and affordable transportation and child care, as well as lack of awareness of information to help parents of newborns manage seven difficult stages and behaviors that are linked to child abuse and neglect.

What has been done
The Parenting 24/7 website, Just in Time Parenting newsletters, and Your Young Child parenting programs and brochures provided information designed to help parents feel confident and empowered during developmental stages, to manage their stress, to understand normal child behavior, to have realistic expectations, and to develop positive workable parenting strategies. An evaluation was conducted using the Partners in Parenting registration form for parents of "at-risk" newborns and newsletter surveys including an instrument developed by the eXtension Community of Practice for evaluating knowledge gains attributable to age-paced newsletters.

Results
Evaluations were distributed to 603 [287 in 2008 and 316 in 2009] participants who have received one year of newsletters through the Partners in Parenting program with 193 respondents [81 in 2008 and 112 in 2009]. Eighty-nine percent (112) of 2009 survey returnees "agreed" or "strongly agreed" that they felt more confident in their skills as a parent from reading the newsletter, while 88% said they now felt more comfortable talking with their doctor when they had a question or concern. In addition, a survey of Parenting 24/7 web site users indicated that 58 parents felt more confident in their parenting skills [See Evaluation Section].

4. Associated Knowledge Areas

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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.)

Brief Explanation

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned
- Retrospective (post program)
- Before-After (before and after program)
- Time series (multiple points before and after program)
- Other (Compare parents and professionals )

Evaluation Results

The purpose of this study was to: [1] evaluate the use and effectiveness of the Parenting 24/7 website, and [2] better understand the educational and technological needs and preferences of online users in order to develop the next generation of online educational resources and how best to promote those to users most likely to use and benefit from them. Two types of data were collected: [1] web site usage [page views]
between September, 2005 and November, 2009 and [2] an online survey of users of the site [registered to receive emails or monthly parenting newsletters] conducted in 2006 and 2009 and an open invitation to complete the survey to those visiting the web site in 2009. Respondents included 68 [29%] of the registered users in 2006 and 67 [19%] of the registered users in 2009. Given the low response rate and small sample size, the reviewer is cautioned to interpret these finding carefully and to consider the results as under representing those users who did not find the website to be useful.

Results represent the combined 2006 and 2009 survey responses since few demographic differences in the samples were observed. Overall the majority of respondents [77%] rated the site as being "very" or "extremely useful." Of the 87 parents who responded [excluding the 39 professionals who work with parents], 78 [90%] claimed the site helped them to understand their child's behavior and development; 77 [89%] learned useful parenting practices or strategies; 67 [77%] learned ways to manage challenges of family life; 61 [70%] feel less anxious or worried about their child's development; 62 [70%] learned ways to cope with the stresses of parenting; and 58 [67%] feel more confident about their skills as a parent. However, parents [those who are not also trained to work with families] were less positive than professionals about the usefulness of the site and thus, may have different perspectives on the "usefulness" of research-based information and "expert advice."

Other study findings of interest but not related to impact on users include: [1] Interest in information on parenting issues related to teens and school-aged children has grown, [2] Parents are not as concerned about checking website "credentials" as family life professionals might want them to be, [3] Parents rated the information and advice they got from informal sources of support much more positively than professionals, [4] Parenting 24/7 users indicated that the website features most likely to be used [if added] would be online workshops or classes, being able to share information or advice in forums or discussion boards, and having online chats with experts; text messages was the least likely feature to be used, [5] Parents seem to value network site interactivity much more than professionals who work with parents, and [6] Although sample sizes are small in comparing current use of technology and don't meet minimum requirements for statistical reliability, trends are instructive and show that parents are more sophisticated users of technology than professionals who work with parents.

Key Items of Evaluation

Findings provide support for the use of web-based resources as a source of information, education, and advice for parents. Interest in parenting issues related to teens is growing and suggests the need to develop an online resource site. Contrary to other research that women are concerned about the credibility of sources that did not hold true with this study's findings. Family life educators need to seriously consider how changes in technology use among young parents [and soon-to-be-parents] might influence the delivery [and marketing] of future educational efforts.