

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

**Program # 3**

**1. Name of the Planned Program**

Sustainable Individuals, Families and Communities

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
502	New and Improved Food Products	5%		0%	
504	Home and Commercial Food Service	20%		0%	
703	Nutrition Education and Behavior	15%		0%	
724	Healthy Lifestyle	20%		0%	
801	Individual and Family Resource Management	10%		0%	
802	Human Development and Family Well-Being	15%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	10%		0%	
805	Community Institutions, Health, and Social Services	5%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	6.5	0.0	0.0	0.0
Actual Paid Professional	5.3	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
137973	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
159074	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
941053	0	0	0

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

#### 1. Brief description of the Activity

Field faculty will conduct workshops and meetings, deliver educational services, provide training, and conduct consultations with clientele. Researchers will develop products, curricula and resources, provide training and conduct consultations with clientele.

Educators and researchers will conduct needs assessments, work with the media, partner with other agencies and organizations, write articles, publications and fact sheets, and facilitate events, activities and teachable moments.

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

The Sustainable Individuals, Families and Communities programming involves parents, caregivers of children, school children (public and private), school teachers (public and private), home and building owners, individuals interested in healthy lifestyles, individuals and families needing assistance managing their finances, low- income individuals and families, especially women with young children, individuals interested in a subsistence lifestyle, individuals and professionals interested in emergency preparedness, and human development and social work professionals.

Institutional cooperation will include food banks, housing and energy authorities and organizations, and individuals or families experiencing life transitions.

#### 3. How was eXtension used?

Our agents use eXtension as an occasional additional resource to answer questions and to develop curriculum in this area. One agent used eXtension "Just in Time" parenting information for daycare classes. Our overall Facebook page links to blog posts and articles posted on eXtension, including one on the Extension Disaster Education Network about tornados. eXtension is linked from our home page for the public as a resource.

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

#### 1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	4031	794181	475	41799

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

**Patent Applications Submitted**

Year: 2011

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2011	Extension	Research	Total
<b>Actual</b>	1	0	1

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

**Output Target**

**Output #1**

**Output Measure**

- Output Target 1: Extension faculty will offer workshops in a wide range of home economics and family and consumer science topics.

Year	Actual
2011	92

**Output #2**

**Output Measure**

- Output Target 2: Extension district offices will updated emergency planning for internal operations and constituent communities.

Year	Actual
2011	6

**Output #3**

**Output Measure**

- Output Target 3: Home energy extension workshops and conferences will provide individuals and families with immediate and long-term actions they can implement for energy conservation.

<b>Year</b>	<b>Actual</b>
2011	20

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

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

O. No.	OUTCOME NAME
1	Outcome Target 1: Participants in healthy lifestyle classes and workshops will adopt knowledge gained to maintain healthy lifestyle practices one year after participation.
2	Outcome Target 2: Participants will use knowledge gained in parent education classes to increase their application of developmentally appropriate practices.
3	Outcome Target 3: Awareness gained in workshops and will result in active energy conservation efforts by 20% each year over 2007 levels.
4	Outcome Target 4: Energy efficiency awareness will result in an increase in collaborations for energy conservation by 25% per year over five years.

## **Outcome #1**

### **1. Outcome Measures**

Outcome Target 1: Participants in healthy lifestyle classes and workshops will adopt knowledge gained to maintain healthy lifestyle practices one year after participation.

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2011	384

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

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

Alaska faces the challenge of our senior population remaining active and healthy in a difficult environment. Alaska, per capita, has the fastest-growing population of seniors in the nation. All of Alaska is considered medically underserved and costs to individuals for medical care are higher than the national average. It is imperative for Alaskans to focus on prevention and health self-management strategies to maintain health and independence throughout life.

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

Since 2005, an agent has trained 171 StrongWomen instructors. During the past year, 26 new instructors were trained. Three agents led StrongWomen classes or hosted groups and another agent led a class that combines nutrition and healthy lifestyle information. Our Anchorage agent trained 32 new instructors of Living Well Alaska, which teaches individuals how to manage chronic health conditions. Two agents also taught StrongWomen Healthy Hearts, a 12-week program that combines aerobic exercise, cooking activities and nutrition education.

#### **Results**

Most StrongWomen participants report feeling stronger and lead more active lives. Many who participated for a year or more reported increased bone density and better balance. Sponsoring volunteer peer StrongWoman leader courses has helped establish many community programs. According to a recent survey, 300 participants attended 21 StrongWomen community sites and 303 participants continued a year or longer. Since 2007, 250 Living Well leaders have been trained, reaching more than 2,000 seniors and others with chronic health conditions. Participants nationally report fewer medical office visits and reduced hospital stays. Long-term follow-up in Alaska has not been done; however, post-workshop surveys indicate similar benefits. Participants in the Healthy Hearts program in one community lost an average of 4.5 pounds during the 12-week session. Participants in both communities reported that they were eating better. We do not

have one-year information yet on this program.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

#### Outcome #2

##### 1. Outcome Measures

Outcome Target 2: Participants will use knowledge gained in parent education classes to increase their application of developmentally appropriate practices.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2011	99

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

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

Opportunities for parent education and training for child-care providers are lacking in many communities, particularly in rural Alaska, where many communities are accessible only by air. Transportation costs to deliver programs also limit what is offered. Statistics on child obesity and youth suicide suggest the need for enhanced early interventions through supportive family and youth education.

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

Our Nome agent encouraged a Kotzebue day care center to adopt a staff training plan. She provided training on brain research and on language and literacy development and the next day participants developed a training plan. On another visit, she taught discipline for toddlers and twos and pretend play. The Nome agent also offered a class on making baby food. The Palmer agent offered classes on infant development and play to a dozen Wasilla child-care providers. Also, Anchorage and Kenai personnel provided training to parents and child-care providers on a physical education and nutrition program.

### **Results**

Evaluations conducted with 10 out of the 11 participants in the Kotzebue day-care training showed nine participants had improved understanding of topics covered. All participants used what they learned in the class to put together activities to increase childrens language skills. They planned to use these activities in the classroom in the weeks following the training. Seven participants in the baby food class practiced making baby foods that they brought home, so they learned a new skill. Pre- and post-tests of the Palmer infant development class showed an increase in knowledge and participants planned to respond gently and quickly when needed and to talk to and hold babies frequently.

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

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

### **Outcome #3**

#### **1. Outcome Measures**

Outcome Target 3: Awareness gained in workshops and will result in active energy conservation efforts by 20% each year over 2007 levels.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2011	566

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

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

Alaska historically has had some of the highest energy prices. Interest in energy conservation remains high. It is a pocketbook issue, particularly in rural areas, where energy costs are the highest and heating oil can run upwards of \$7 or \$8 a gallon. Fuel oil and gasoline prices climbed all year. State programs and our education work are focused on these continuing burdens and using building science and outreach to help people cope with them.

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

Sustainability coordinator has promoted energy conservation through a newsletter aimed at home builders that is e-mailed quarterly to about 500 people. The agent also taught 15 solar design,



housing retrofit and cold climate home-building classes and gave three related lectures to 566 residents in seven communities. The agent recorded his cold climate course, which has been produced and edited to make it available on the web. The agent trained in a Swedish sustainability initiative.

### Results

The solar design class this year was expanded and improved this year and taught in four communities to large attendance, using the fourth edition of A Solar Design Manual for Alaska. This was the most sought-after class and led to new collaborations with builders and homeowners in educational efforts and public lectures. A Fairbanks lecture with sustainability agent and a local builder interested in working toward home energy efficiency drew 120 participants. The agent is using information and resources from the sustainability initiative to improve workshop content.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures

### Outcome #4

#### 1. Outcome Measures

Outcome Target 4: Energy efficiency awareness will result in an increase in collaborations for energy conservation by 25% per year over five years.

#### 2. Associated Institution Types

- 1862 Extension

#### 3a. Outcome Type:

Change in Action Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2011	8

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

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

New collaborations with organizations that can help spread knowledge about energy conservation and sustainability will help improve the energy security of Alaska.

##### What has been done

The sustainability coordinator was asked to give the keynote address to a Manitoba Native housing corporation conference. As a result of a another new collaboration, the sustainability

coordinator delivered a seminar in Homer and visited three high school classes in Homer in January, with three collaborators. Bethel has some of the highest electricity and heating oil costs in the state and the agent there has established an energy advisory committee to help him determine the direction of energy programming Extension provides. He also chairs the City of Bethel Energy Committee.

### **Results**

The Manitoba housing corporation, which serves all of Manitoba First Nations, decided to use CES Alaska Residential Housing Manual for its housing education efforts. As a result of the Homer collaboration, the agent has been invited back to deliver programs to the area. As a result of a collaboration with an Interior weatherizing service, the agent, for the first time, offered an intensive week-long training involving his three energy courses to 38 attendees, a successful new outreach. The Bethel agent developed a home energy audit publication with input from his energy advisory committee. The publication was published in the 2012 federal year.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures

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

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

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

### **Brief Explanation**

The Home, Health and Family Development Program staff in Alaska is small with five agents in district offices and a specialist at the state office. This translates into agents covering large geographic areas. The Tanana District in the Interior includes an area the size of the state of Montana with one agent on staff to cover the entire area. Travel dollars are an issue because air travel is necessary for most agents to travel beyond their district office. Though agents have been successful in partnering with other governmental and private entities to make each travel dollar go farther, they are still unable to travel as often as requested. Staff vacancies have been an issue. The position in Juneau has been vacant for nearly two years. The energy specialist position was empty for FY11 but the former agent has been filling in while balancing another Extension job as sustainability coordinator. Staff vacancies have also been a factor in the Alaska Nutrition Education Program (formerly FSNE). We have had difficulties in replacing nutrition aides that were willing to work 20 hours a week at the pay rate. Even when we have been successful in rehiring, the time for recruiting and filling positions has left positions open in Alaska Nutrition Education Program (ANEP) and EFNEP and has pulled HHFD agents away from their normal duties to complete the process. We have been able to fill some of the positions this

past year. In September of 2011, we had five of six ANEP nutrition aide positions filled. The State Housing Finance Corporation cut funds in 2010 for delivery of the building science newsletter, so it now reaches only one quarter of the subscribers that received it in the past.

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

### **Evaluation Results**

We have made strides this year to evaluate our programs better. Agents have done a better job of doing pre- and post-tests and evaluations following classes. As new programs are created, evaluations for outcomes are planned with the program. Evaluations with a StrongWomen Healthy Hearts program were part of a research project so follow-up evaluations were built into the program. Through surveys completed by 13 out of the 15 Healthy Hearts participants in Nome, we found various improvements in lifestyle. Eleven of the participants reported that they have become more active and 13 reported that they are eating more healthfully. Not all of the participants qualified to be part of the study. The data for the 10 women who did qualify showed that they lost an average of 1 pound over the 12 weeks, with the greatest weight loss being 7.5 pounds. During the 4 months after the program, one participant lost 30 pounds and said it was due to all she had learned in the class. She said she just needed to get serious about recording what she eats and regular exercise. An agent is trying to assess the long-term impact of a physical activity and nutrition program, with evaluations of two classes done a year later.

### **Key Items of Evaluation**