

Human Development and Family Well-Being

Human Development and Family Well-Being

V(A). Planned Program (Summary)

1. Name of the Planned Program

Human Development and Family Well-Being

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management		50%		0%
802	Human Development and Family Well-Being		50%		0%
Total			100%		0%

V(C). Planned Program (Inputs)

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

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	4.0	0.0	0.0
Actual	0.0	4.0	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
0	137790	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	137790	0	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

The Alcorn State University Extension Program for Human Development and Family Well Being program continues to promote strengthening the family as a basic unit of society, through educational programs for parents, families, parents and others who care for dependent children and the aging. The programs focus on child development, parenting, family relationships, child abuse, and grand parenting along with community strategies for helping families become self sufficient. Programs were designed and delivered to clientele based on the demonstrated need for Mississippians identified by environmental scanning team and local advisory councils. According to surveys parent who participate in parenting classes report greater knowledge of child development and increased confidence in parenting, and decreased rates of abuse and neglect. These programs form the base of education for Family and Consumer Sciences.

The Individual and Family Resource Management programs were provided to effectively meet present needs and future goals individuals and families. Working as learning partners with adults and youth, as individuals and families, the ASUEP had the capacity and expertise to be key contributors to a financially literate Mississippi. Appropriate actions are being taken to provide quality information on how to strengthen family relationships through improved parenting skills, financial management, problem solving skills, empowerment, conflict resolution, effective communication, and stress management. In addition, Extension personnel are equipped to make appropriate referrals for family services, support services, and self help support groups.

Hundreds of individuals and families across the state were contacted, taught, mentored, encouraged, and impacted by the combined efforts of county partners working on ASUEP objectives during the year. The many educational efforts initiated and facilitated by County Family and Consumer Sciences Educators were immeasurably enhanced by f volunteers, collaborators, county government representatives, funding partners, state faculty members, and many members of our support staffs. Literally none of our successes were accomplished without a coordinated team effort.

The results of the educational programs conducted throughout the state are quite impressive. Utilizing the evaluations and revised evaluations were taken on a number of impact indicators. The awareness and knowledge levels related to one or more content concepts of participants were increased. In addition to learning concepts persons reported adopting practices as a result of Extension programs that enabled them to be more effective parents, while other learners perceived stronger family relationships as a result of participating in ASUEP educational opportunities. An overall improvement in the quality of life was reported by program participants. The estimated amount of professional FTEs/Sys to be budgeted for this program year was 7,280.

2. Brief description of the target audience

The target audiences are limited resource families, single parent families, and individuals in the state of Mississippi.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	1050	3000	100	300
2007	600	200	91	60

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

Patent Applications Submitted

Year	Target
Plan:	0
2007:	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

The number of activities in Human Development & Family Resource Management

Year	Target	Actual
2007	18	28

Output #2

Output Measure

Events conducted in Human Development & Family Resource Management

Year	Target	Actual
2007	12	1

Output #3

Output Measure

Target Activities Human Development and Family Resource Management

Year	Target	Actual
2007	60	36

Output #4

Output Measure

News bulletins Human Development and Family Resource Management

Year	Target	Actual
2007	12	0

Output #5

Output Measure

Radio/TV programs developed for human developemnt.

Year	Target	Actual
2007	3	0

Output #6

Output Measure

Radio/TV programs developed for human developemnt.

Year	Target	Actual
2007	3	0

V(G). State Defined Outcomes

O No.	Outcome Name
1	Percent of limited resource participants reporting to have applied positive parenting practices
2	Percent of limited resource participants reporting to have applied good infant and child care practices
3	Percent of limited resource participants reporting to have used child care quality characteristics in their care selection
4	Percent of limited resource participants to develop and utilize skills to analyze financial statements to make effective managerial and financial decisions
5	Percent of parents/relative caregivers reporting to have experienced positive change in parent-child relationships that they attribute to implementing new parenting behaviors learned in educational programs
6	Percent of child care providers, child care programs or parents reporting improved child care as a result of participating in educational programs
7	Percent decrease in financial in debt for utilized financial and credit management
8	Percent of (target contact) limited resource participant to gain knowledge of financial management skills of preparing a budget, developing a financial emergency plan, credit management, and identify theft
9	Percent of youths to gain knowledge and develop sound consumer and financial skills to assist in family financial management
10	Percent of (target contact) program participants who demonstrate knowledge or skill gained related to positive parenting practices and child care needs

Outcome #1

1. Outcome Measures

Not reporting on this Outcome for this Annual Report

2. Associated Institution Types

3a. Outcome Type:

3b. Quantitative Outcome

Year	Quantitative Target	Actual
------	---------------------	--------

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
---------	----------------

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

External Factors affecting the programs was the lack of the availability of personnel to implement the program. Personnel changes need to be upgraded to assist with implementation of programs. Economy and funding of programs were also a factor due to changes in staffing structure on the county and state level. There were also competing programmatic challenges relating to the educational focus and the lack of state personnel to provide the necessary needs and program strategy. However, the evaluation conducted at the end of programs did show that ninety five percent of the clientele increased their knowledge and would be willing to attend other extension programs.

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)

Evaluation Results

Data was collected after program by written evaluations and focus groups were to provide additional information. Post-test were also conducted to further gather needed information on programs. Evaluation determined the merit, worth, and significance of something or someone. Evaluations were conducted after the programs were completed. Since there was a change in state staff evaluations few and reported on an increase in knowledge bases. Written evaluations and focus groups were conducted to provide additional information on program information.

Key Items of Evaluation