

Parenting and Dependent Care

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V(A). Planned Program (Summary)

1. Name of the Planned Program

Parenting and Dependent Care

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	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

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

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	11.8	0.0	0.0	0.0
Actual	11.8	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 157585	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 157585	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 957759	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

In 2007, AgriLife Extension provided a wide variety of educational programs to support and strengthen Texas families. In the areas of parenting, child care, and dependent care, Extension conducted train-the-trainer workshops for professionals and volunteers, multi-session parent education workshops, one to two hour parenting and dependent care seminars, distance education workshops, and self-study child care trainings. In addition, Extension offered and/or made available (via the Internet) hundreds of research-based resources for child care and dependent care professionals, including on-line child care courses, fact sheets, research briefs, trend data, links to juried websites, and newsletters.

2. Brief description of the target audience

Target audiences for child care programming including adults and teens providing care for pre-school and school-age children in family, center and school-aged settings. Target dependent care audiences included adults and teens providing care for adults and children who are unable to provide some portion of care for themselves due to illness or age-related disabilities. Programs and resources were accessible to target audiences regardless of gender, marital status, family status, race/ethnicity, income level, or educational level. It is estimated that 70% of the target audience falls under the category of "low-income."

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	15100	38000	7000	0
2007	15330	54983	2108	0

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	5	0	5

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

of group educational methods conducted.

Year	Target	Actual
2007	1030	1283

V(G). State Defined Outcomes

O No.	Outcome Name
1	% of child care providers who increase their knowledge of child care best practices as a result of participating in child care provider trainings.
2	% of dependent care providers who increase their knowledge of dependent care best practices as a result of participating in depend care trainings.
3	% of parents who increase their knowledge of parenting practices as a result of attending parenting trainings.
4	% of fathers (father-figures) who increase the amount of time spent reading to their children.

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
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
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V(H). Planned Program (External Factors)

External factors which affected outcomes

Government Regulations

Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

The demand for quality child and dependent care is at an all-time high; therefore, professionals and volunteers who work with children and older adults are in need of training.In the case of early childhood professionals, the state of Texas mandates that child care professionals obtain 15-20 hours of face-to-face and self-study training to remain employed in the profession.Child and dependent care providers, particularly those in rural areas, face a challenge of finding groups who are able to provide the required training.In 2007, Extension was able to meet an important need by providing research-based, face-to-face, and distance education training to thousands of child and dependent care professionals and volunteers in the communities in which they live and work.

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

1. Evaluation Studies Planned

Retrospective (post program)

Before-After (before and after program)

Evaluation Results

Evaluation studies involving parents and child care professionals demonstrate the efficacy of Extension's parenting and dependent care programs. In 2007, several evaluation studies were conducted. For example, a recent study with more than 500 fathers who completed the Fathers Reading Every Day (FRED) program found that fathers improved from pre to post in a variety of areas, including the amount of time fathers spent reading to their children, number of books read during a typical week, level of involvement in their children's education, amount and quality of time spent with their children, and level of satisfaction with the father-child relationship.

A second retrospective evaluation study involving over 100 parents who attended a multi-session parenting program found that the program had a very positive effect on specific parenting practices. Significant attitudinal and behavioral changes from pre to post occurred in the following areas: parent-child communication, parental self-efficacy (i.e., parental self-confidence), parental involvement, and use of positive disciplinary practices.

Key Items of Evaluation

Recent figures from a 2007 pre- and post-test evaluation study involving more than 520 fathers who completed the Fathers Reading Every Day program show fathers averaged 10 hours of reading time with their children and read over 42 books together. Statistically significant differences from pre to post were noted in a number of areas, including the amount of time fathers spent reading to their children, number of books read during a typical week, level of involvement in their children's education, amount and quality of time spent with their children, and level of satisfaction with the father-child relationship. The percentage of fathers reading to their children three or more times per week increased from 47 percent (pre-test) to 77 percent (post-test). Additionally, 62 percent of participating fathers reported an increase in the quality of time spent with their children; 65 percent reported an increase in their involvement in their children's education; 57 percent reported an improvement in their child's vocabulary; and 61 percent reported an improved father-child relationship.

A retrospective evaluation study of over 100 parents who completed a multi-session parenting program in El Paso County revealed that parents significantly improved their parenting practices in a variety of areas. The percent of parents reporting "frequently" or "almost always" from pre to post was as follows: Compliment child Pre: 54.5%(61); Post: 81.2% (91); Encourage child Pre: 75.1%(84); Post: 87.5%(98); Listen carefully to child Pre: 59.8%(67); Post: 83.9%(94); Criticize child Pre: 31.2%(35); Post: 10.8%(12); Confident in parenting skills Pre: 50.9%(57); Post: 82.1%(92); Feel helpless as parent Pre: 24.1%(27); Post: 17.0%(19); Educational involvement Pre: 68.8%(77); Post: 86.6%(97); Read to children Pre: 48.3%(54); Post: 69.7%(78); Participate in child care or school activities Pre: 68.7%(77); Post: 85.8%(96); Reason with child Pre: 61.6%(69); Post: 82.2%(92); Redirect child Pre: 58.9%(66); Post: 81.2%(91); Yell or scream at child Pre: 24.1%(27); Post: 13.4%(15); Spank child Pre: 8.1%(9); Post: 5.4%(6).