

Strengthening Families

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V(A). Planned Program (Summary)

1. Name of the Planned Program

Strengthening Families

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	95%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	5%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

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

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	18.5	0.0	0.0	0.0
Actual	18.5	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 621341	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 621341	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 1215598	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

12,192 child care and early childhood education professionals received training to improve child care quality in a variety of care settings. Education included basic first aid, health and safety, guidance and discipline, development, nutrition, learning environments, curriculum, new staff orientation, childhood obesity, and active play. 711 early childhood educators received instruction and assistance to self assess the overall quality of care and educational services, develop improvement plans, and implement changes. 564 directors representing 34% of Iowa's child care and preschool programs received instruction in new staff orientation, staff feedback and coaching procedures. 1,664 child care preschool teachers received 16 hours of instruction and completed activity assignments specific to their worksite. 862 child care professionals completed self-study instruction. There were 3,232,620 page views on the National Network for Child Care website, representing 2,101,969 visitors. There were 36,824 page views and 22,521 visits to ISUE child care websites. Both PROSPER (Promoting School-Community-University Partnership to Enhance Resilience) and CYFAR (Children, Youth and Families at Risk) collaborate with community teams to offer evidence-based programs for middle school students and their families. PROSPER is a randomized control study to evaluate the effectiveness of the community partnership model. 4900 people were reached through parenting education efforts which included sequential parenting education workshops, one-session workshops, as well as training for professionals to deliver in-depth parenting education. There were indirect contacts through parenting fairs (784), hotline calls (60,126), parenting newsletters (190,577) and 13,613 visits to ISUE websites on parenting issues. A variety of workshops, demonstrations, conference presentations, face-to-face consultations, and web information was presented to help Iowans learn about universal design and ways to make their homes more convenient and accessible. 2,488 Iowans participated in learning related to intergenerational family relationships in mid, later life, and aging families. 47 family caregivers participated in Powerful Tools for Caregivers and 52 adults participated in Adult Children and Aging Parents. 2,389 people attended additional aging-related information workshops including Aging to Perfection, generational differences, stress and emotions related to aging, and other diverse programming. ISUE continued to provide leadership for the eXtension Family Caregiving Community of Practice. There were 511 indirect contacts through poster presentations and information displays and 118,042 page views and 63,631 visits to ISUE aging issues web pages. 82 educational workshops, including 114 total sessions, covering 23 different topics, were presented on intergenerational and aging family issues.

2. Brief description of the target audience

Early childhood audiences included family child care home providers, preschool and child care center directors and administrators, kindergarten, preschool, school-age and infant and toddler teachers. PROSPER and CYFAR projects targeted families of 10-14 year olds. Parents of children 0-14 years and professionals who work with parents of children 0-14 years were the target audience for parenting education efforts. Older Iowans, people with disabilities, service providers, and policy makers were the target audiences for housing education. Intergenerational and aging families programming was directed toward and served a variety of ages of adults from multiple generations living in Iowa families. More specific audiences included adults of any age who care for family members and older adults experiencing physical, social, and familial transitions in their lives.

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	22000	40000	6000	0
2008	19835	195228	3224	30

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

Patent Applications Submitted

Year	Target
Plan:	0
2008:	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	1	0	
2008	15	9	24

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

Number of parents and family members in educational programs related to child care, parenting, aging and housing.

Year	Target	Actual
2008	13700	5428

Output #2

Output Measure

Number of professionals involved in programs related to childcare, aging, parenting and housing programs.

Year	Target	Actual
2008	2315	14419

V(G). State Defined Outcomes

O No.	Outcome Name
1	Number of parents improving parenting skills (child-parent communication and providing love and limits).
2	Number of professionals trained to assist families (certification programs).
3	Number of early child care programs improving learning environments and teaching strategies.
4	Number of participants better able to manage later life issues.

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

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Iowa experienced extensive natural disasters, including flooding and tornadoes, during 2008. A number of training workshops on child care environments and curriculum were cancelled. Outreach efforts to provide training on developing emergency crisis plans was initiated and delivered in collaboration with Child Care Resource and Referral. These disasters, coupled with a poor state economy, have increased family stress (impacting caring for family members of all ages) and the ability for families to feed themselves (increased food insecurity), thus impacting parenting.

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

1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results

The PROSPER project is a longitudinal study that evaluates two cohorts of students after they have participated in the evidence-based programming. The responses of the students in these 7 intervention communities were compared with the responses of students in 7 control communities. Students in intervention communities reported lower levels of participation in risky behaviors (substance use, violence) than did students in control communities. They also reported higher levels of parental monitoring and more consistent discipline by their parents. Because only evidence-based programs were delivered, a key component is the fidelity of delivery. Observers evaluated approximately 25% of the program sessions and the fidelity of implementation was calculated. In PROSPER communities, 90% fidelity was observed. In the two CYFAR communities, the fidelity of implementation was 89%. Partnering with Parents: Retrospective tests indicate that there is a statistically significant difference between the pre-test and post-test scores of professionals who participated in the Partnering with Parents training series, as well as the combined Partnering with Parents and Family Development Certification Training program. Thus, program participants significantly strengthened their knowledge and skills in planning, delivering, and evaluating parenting education program efforts. In addition, paired t-tests indicate that there is no statistically significant difference in the knowledge and skills gained by professionals who participate in the program in a face-to-face setting as compared to those who participate in the training series completely online.

Key Items of Evaluation

Early Childhood Environment Rating Scale: A retrospective survey of child care professionals (n = 711) participating in the Early Childhood Environment Rating Scale training indicated that they were able to better identify strengths and limitations, prioritize changes and develop a workable plan for program improvement. This perceived change in knowledge, skills, and abilities was statistically significant [$p < 0.001$] indicating that the ERS training is indeed making a difference in equipping and empowering early childhood professionals to improve the quality of their child care services. Professionals (n = 381) surveyed in a 3 month follow-up survey of child care quality training indicated and improvement in learning environments and teaching strategies. Better Kid Care NSO program post-test results indicated that 87% of the participants reported they could better teach and model good health practices, 80% reported improved communication with parents, 74% could plan more appropriate learning activities for children, 71% could manage children's behavior more effectively and 86% could work more effectively with staff. Child Care That Works: 94% (n = 863) of individuals participation in Child Care That Works self study workshops indicated that they had made at least one improvement in the quality of their child care program. For the PROSPER project, survey instruments were administered to over 5,000 students in 14 Iowa communities. They were asked about their alcohol use, cigarette use, other substance use, and violent activities. They were also asked about their relationship with their parents, peers, and teachers. These items were used to evaluate not only participation in risky behaviors, but also risk and protective factors. Observation forms used to monitor the fidelity of implementation contained both objective and subjective items to evaluate adherence to the curriculum.