

Family Resiliency and Economic Well-Being and Human Nutrition and Health

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V(A). Planned Program (Summary)

1. Name of the Planned Program

Family Resiliency and Economic Well-Being and Human Nutrition and Health

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	4%		0%	
607	Consumer Economics	7%		0%	
703	Nutrition Education and Behavior	17%		0%	
724	Healthy Lifestyle	16%		0%	
801	Individual and Family Resource Management	16%		0%	
802	Human Development and Family Well-Being	30%		0%	
806	Youth Development	10%		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	36.4	0.0	0.4	0.0
Actual	43.0	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 913000	1890 Extension 0	Hatch 0	Evans-Allen 0
1862 Matching 913000	1890 Matching 0	1862 Matching 0	1890 Matching 0
1862 All Other 5298533	1890 All Other 0	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Development of new curricula
- Adaptation & supplementation of existing curricula
- Development of marketing plan and materials
- Development of surveys, evaluation tool
- Searching out and applying for appropriate grants

• Delivery through classes, One-on-One, News Releases/TV/Radio, Participation in Events, Displays •Deliver I Can Problem Solve and other possible curricula resources to communities including children, youth, parents/caretakers, teachers, agencies and service providers, schools, and out-of-school programs. •Provide training and other staff development opportunities to county educators •Create public awareness of programs and resources through promotional and educational materials to be distributed to teachers, agency professionals, and other community members.

2. Brief description of the target audience

Youth, children; parents; teachers; adult volunteers; middle to low income families; race and ethnicity will also be recognized as an identifier of audiences; caretakers, agencies & service providers, schools, policy makers; adults; small business owners

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	2000	150000	3000	2000
2008	149000	1444000	9300	49300

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	0	0	
2008	4	0	4

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

Revised online curriculum

Year	Target	Actual
2008	1	1

Output #2

Output Measure

Promotional materials and marketing campaign

Year	Target	Actual
2008	1	156

V(G). State Defined Outcomes

O No.	Outcome Name
1	Participants demonstrate improved food, nutrition, and/or physical activity behaviors
2	Participants plan to utilize recommended financial management practices
3	Participants plan to manage their use of credit and/or reduce debt
4	Participants will plan or revise an asset building strategy
5	Participants will utilize recommended financial management practices
6	Participants will manage their use of credit and reduce debt
7	Participants in assest building classes will have bought a home, started a savings account, started a retirement account, started a business, or made a positive change in their financial process
8	Number of teachers and child care providers learning interpersonal cognitive problem-solving techniques
9	Number of teachers and child care providers using interpersonal cognitive problem-solving techniques with children/youth
10	Number of children and youth using interpersonal cognitive problem-solving skills
11	Participants demonstrate improved food, nutrition, and/or physical activity behaviors.
12	Parent Child Connections - homes receiving Child Connection Services and Education

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

Competing Programmatic Challenges

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

Other (community/school support access)

Brief Explanation

2008 saw the beginning of a serious economic downturn in the United States. While the OK economy weathered the initial phases in better shape than other parts of the country, those factors are now showing up in and OK slowdown. This has increased the interest in several of our financial management programs as well as our general press releases. However it also impacts the ability for many families to take many financial steps forward as they now struggle just to remain in place.

Another finding just beginning to show up on our surveys is the fact that once a person gains more financial knowledge they seem to become less satisfied and more depressed regarding their current financial situation. When this is linked to the general economic picture, we are today working with clients that are more and more stressed about the future.

For financial literacy for youth, a regulatory change requiring financial literacy education has substantially increased the orders and numbers of participants in the *High School Financial Planning Curriculum*.

Finally, the Federal Law change regarding the need for debtor education before completing bankruptcy proceedings continues to create opportunities and challenges. Some of our competitors are offering both the required debtor counseling and debtor education for a single price. Other agencies are offering on-line training again diluting our potential pool. OCES is currently the only service doing debtor education for the entire state on a face-to-face basis.

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

1. Evaluation Studies Planned

After Only (post program)

During (during program)

Evaluation Results

I Can Problem Solve

A quasi-experimental control group design study was conducted with teachers ($n = 30$) and preschool through 2nd grade children ($n = 305$) participating in the impact team's initial implementation of the *I Can Problem Solve* (ICPS) program in 2007 through early 2008. Teacher ratings of children in classrooms using the ICPS program indicate significant positive changes in their behavior from pre-test to post-test when compared to peers in classrooms not receiving ICPS, specifically social competence, $F(1, 299) = 34.54, p < .001$; aggression $F(1, 303) = 15.35, p < .001$; prosocial skills, $F(1, 299) = 27.41, p < .001$; emotional regulation, $F(1, 299) = 39.70, p < .001$; and, academic skills, $F(1, 299) = 21.02, p < .001$. Some positive changes in social cognitive problem-solving skills were also found to be significant for the intervention group compared to the control group ($n = 282$), specifically the number of different initial solutions, $F(1, 210) = 7.50, p < .01$, and ratio of relevant initial solutions, $F(1, 210) = 6.42, p < .01$, the children gave to hypothetical problem situations. These findings pertained to children K-2nd grade after removing preschoolers from the analyses.

Impact evaluation questionnaires submitted by 21 teachers with classrooms receiving or utilizing ICPS in 2008 indicated: •74% rated the overall effect of this program on the children's social and emotional development as "somewhat good" or "very positive". •86% rated the overall effect of this program on the children's behavior as "somewhat good" or "very positive". •86% rated the overall effect of this program on the classroom/group atmosphere as "somewhat good" or "very positive". •71-87% rated children in their classroom increased the following positive behaviors from prior to the program to after the program: considerate and helpful to others, accepts responsibility for actions, cooperates and works well with others, expresses needs and feelings appropriately, thinks before acting, resolves peer problems on their own, and understands consequences of behavior. Also, 58-59% decreased in the following behaviors: verbally fights or provokes (uses put downs, name calling, teasing), and solves conflicts with hitting or pushing.

Key Items of Evaluation

I Can Problem Solve

In 2007 through early 2008, the following measures and procedures for both the intervention and control teachers and classes were utilized. Data was collected only on individual children for whom parent/guardian consent was received.

ect; *Child Interviews* - OCES county educators met individually with each participating student twice, before and after the presentation of the ICPS program lessons. A series of ten scenarios and questions were provided for the OCES educators to use along with guidelines on conducting the interviews. Each item presents a hypothetical story or scenario of a problem will be read to the child. The child was asked how the characters in the story, or themselves, might handle the situation, ideas for solving the problem, or feelings they may have. The children were prompted to provide as many different solutions as possible, up to four, which were documented in writing.

ect; *Teacher Ratings of Child Behavior*– Participating teachers were asked to complete a questionnaire pre- and post-program for each participating child in their classroom. The instrument is composed of 37 brief statements for which the teacher rates each item using a Likert scale.

ect; *Program Process and Quality* – Three questionnaires assessed the use of the curriculum, program implementation, fidelity, and satisfaction completed by both the teachers and county educators. These measures were not collected from the control classes since did not receive the ICPS program intervention.

In 2008, an *Impact Evaluation Questionnaire* and *In-service Training Evaluation* were developed and collected from teachers after training or program delivery. Some questions utilized a retrospective pre/post approach.