

Contribution Report Template
(DARE to be You) Work Team – (4-H Youth Development
Program Year 2007

This report details the work individual Agents and Specialists have done to implement the work of a specific work team during the identified calendar year and the results of that work. This information is consolidated into a cumulative work team report by the team leader. Team and individual reports are used to develop stakeholder impact reports, media pieces and reports to our funding partners.

Agent/Specialist submitting report: Jan Miller-Heyl

Contact Number: 970-565-3606

1. **Program Outputs:** In regards to this work team's efforts, how many of the following outputs did your local effort result in:

Please see attached EXCELL sheet for how these numbers were obtained. (attachment 1)

- _ 363__ Number of trainings / workshops/ field or activity days / camps or classes conducted.
- _ 1951__ Number of adult participants in these trainings / workshops / classes / field or activity days / camps.
- _ 377__ Number of K-12 participants in these trainings / workshops/ classes / field or activity days / camps.
- _ 362__ Number of pre-K participants in these trainings / workshops / classes / field or activity days / camps.
- _ 3527__ Number of individuals receiving indirect education - online access to newsletters, educational materials
- \$500,472 Amount of Grant Dollars generated to support this program.
- _ 136__ Number of Newsletters distributed in support of this plan of work.
- _ 2__ Number technical (fact sheets) and refereed journal articles published
- _ 3__ Number of curriculums developed and /or reviewed that support this plan of work.
- _ 60__ Number of volunteers
- _ 120__ Number of volunteer trainings conducted
- _ 1218__ Number of trainings conducted for Extension Staff

If you worked cooperatively with another agent or specialist – please determine who will report what outputs so that efforts are not double counted.

2. **Program Outcomes:** describe the outcomes/impacts that occurred as a result of these programming/educational efforts:

The DARE to be You Workteam goals include

- conduct research, under a scientific design, to determine the most effective ways to increase the success of youth through family and community. Design processes and curriculum to implement these findings.
- Train community teams to implement evidence based and proven curriculum.
- Provide training to provide programs directly to youth, families, schools and communities.
- Direct service to youth and families.

Each of these goals contributes to the team objectives to increase the success and healthy development of youth and reduce problem behaviors.

Each of the funding sources (See attached Excel sheet) has a different reporting format and summaries of the reports, as reported to the funding agencies, are copied below. All of the results meet the short term and intermediate objectives of the work team. The primary focus of the team this year and therefore a large portion of the funding has gone directly to the research component and not direct service

A. Adolescent Family Life Grant, Funded by Health and Human Services. (The team is ending one five year project and beginning a second five year project.) The research design for this program includes randomization of families into control groups who take only surveys and experimental groups who take surveys and a minimum of 20 hours of classes (over 11 weeks). These families are followed for up to 30 months with four data points. The following report is a summary of our latest data analysis. As a fairly intense research project, this program concentrates on a set number of participants. This study will have a total of 600 families in all. This program (AFL I) has developed and is testing a set of curriculum and training which will be marketed as part of the team sustainability plan. The subsequent five year grant (AFL II) was funded in October, 2007 and research on those participants will begin in 2008.

Parent/adult family member involvement

At the most recent data analysis, there were 239 adult family members in the study, 129 are in the experimental and 110 are in the control group. Adult participants took baseline, six-, 12- 18- and 30 month followup surveys. To date, data has been analyzed for the first sets of cohorts through 12 months. Parents show several statistically significant results.

- Increase in parental efficacy. Significant increases in parental efficacy between base line and 12 months occurred
Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.
Submit report to work team leader and to supervisor prior to January 30, 2008

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in Experimental parents ($p < .001$) as opposed to no significant change for control parents.

- Experimental parents report an increased frequency in talking to their youth about sex ($p < .01$) as compared to no statistically significant change for control parents.
- The experimental group showed a definite trend ($p = .08$) in the improvement of the quality of the relationship between themselves and their youth as compared to control peers at both 6 and 12 months.
- Parental monitoring of youth was also increased significantly ($p < .01$ and $p < .05$) by the experimental over control parents at both 6 and 12 months.
- Experimental parents also reported a trend of an increase in positive peer orientation of their youth at the 12 month followup. ($p = .08$)

Youth Participation (12 – 14 year old middle school youth in SW Colorado and Denver)

Surveys from 215 youth have been analyzed. 118 participated in the 22 hour program and 97 are participating in the research only group. (There are fewer youth participants than adult family members because the program encouraged more than one adult family member to participate.) They took surveys on the same schedule as their parents. The youth show several important significant results and trends.

***Personal efficacy.**

Global self-efficacy measures for youth show a trend toward increase with the experimental increasing much more than the control peers by the 12 month survey. (4.50-4.72 as compared to controls changing from 4.46-4.48).

More significantly however, are items on other measures that are specifically related to personal belief (confidence and effectiveness) measures on the peer refusal skills. This would be a specific personal efficacy measure for the ability to refuse pressure from peers. Experimental youth, by 12 months had made a change of one standard deviation on their belief they can be effective at peer refusal skills ($p < .05$) and more than one standard deviation on their confidence that they would refuse peer pressure ($p < .01$).

***Communication Skills.** Although not statistically significant at 12 months, youth in the experimental group show a positive trend toward being comfortable about and actually talking about sex with their parents (3.03 to 3.27 and 2.62 to 2.78) where control peers show an actual decline in the same measures. (2.77 to 2.69 and 2.41 to 2.28).

Program personnel observed a much higher level of positive communication in participating families at the last session as compared with interactions during the first session.

- Abstinence behaviors and intentions. 6.7% of the DTBY group as compared to 7.7% of the control group reported becoming sexually active between the baseline and 6 month survey. 22% of those in the DTBY group who were sexually active versus 0% in the control group had report that they have ceased sexual activity (secondary virginity) between the baseline and six month follow up.

B. Young Parents Plus/Nurturing Parent Program.

Program outcomes for the Nurturing Parent key Program are measured at the beginning of each 16 week series of classes and again at the end of the series. The instrument used is the Adult-Adolescent Parenting Inventory (hereafter the AAPI2). The instrument is administered orally to each adult participant. The AAPI2 measures parenting practices, attitudes, and beliefs in 5 construct areas known to be related to child abuse and neglect. Outcomes for the program, year after year have been overwhelmingly positive: many parents who begin the program as potentially abusive were rated as nurturing in most construct areas by the end of the 16 weeks (as measured by the AAPI2). This year there were 31 adults who completed these surveys.

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3. **Additional Inputs:** Describe additional local inputs (your county or assigned area) that were engaged or invested in this program effort:

#_65_+_of different agencies you partnered with in this program effort. Please list these agencies:

Montezuma County Health Department,
Montezuma County Department of Social Services
Montezuma-Cortez RE9 School District
Ute Mountain Ute Tribe Department of Education
Four Corners Child Advocacy Center, Cortez
Partners of Montezuma County
Montezuma County Extension
School Community Youth Coalition, Montezuma-Dolores Counties
Meth Task Force of Cortez
Dolores County Extension
La Plata County Extension
ExCel Charter School, Durango Colorado
Escalante and Miller Middle Schools, Durango Colorado
Denver County Extension
Metro Black Churches
Full Circle Community Center
St. Marks Episcopal Church, Durango
Harrison School District, Colorado Springs
All middle schools, school board, counseling and health education offices
Otero County Extension (9 as reported in CYFAR report)
Fremont County Extension (8 as reported in CYFAR report)
Department of Human Development and Family Studies, Colorado State University
Mike Green, Atty, Probono for Grandparents with meth affected grand children
Childcare Concepts 4C, Midland, Michigan
National 4-H Council
Pueblo County Extension
Pueblo County School Districts
Larimer County Extension
Asian Association of Utah
Eastern Short Community Services Board, Nassawadox, VA
Child Abuse Prevention Council of Sacramento
Counseling Associates of Roswell New Mexico
Projecto Juntos, Puerto Rico
Youth Haven, Inc. Naples, Florida
Baltimore Substance Abuse Systems, Inc, Baltimore MD
La Clinica del Pueblo Tierra Amarilla, Chama, New Mexico
Youth Development Inc, Los Lunas, New Mexico
Tri-County Community Services, Taos, New Mexico
Las Cumbres Community Services, Espanola, NM
Las Clinicas Del Norte, El Rito, NM
Valuation, Lakewood, Colorado
Eastern Navajo Public Health Council, Crownpoint, NM
Division of Community and Preventive Health, Crownpoint, NM
Wingate Elementary School, Fort Wingate, New Mexico
Navajo Nation Department of Early Childhood Development, Yahtahey, NM
Shiprock Department of Health, Shiprock, NM
Department of Social Services, CSU

The team has responded to over 200 Technical Assistance requests in 2007.

#_75____of volunteers engaged in this program effort (estimated)

\$_____User fees generated through this program effort

Describe other inputs used if any:

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Because of the research nature of the grants, we do not charge user fees however we do generate significant income for CSU and extension through the indirect costs on our federal and local grants. We also generate funds to support the team by charging for replication training and other fee for service for smaller service projects. Please see the total grant and fee service amounts listed under dollars generated.

The impact of the team work is multiplied almost exponentially as we train teams of trainers around the country to replicate the programs.

Because of the unique situation of having the EFNEP educator for Montezuma County housed in our DARE to be You offices and supervised by our staff (instead of the County offices) we have the very good opportunity to refer many of our families to the EFNEP educational program which reinforces both DTBY and EFNEP.

4. Describe successful efforts to reach new and/or underserved audiences locally in this POW area, if any:

1. School success reached previously underserved families who had children who had been expelled or were about to be expelled from the Cortez Middle school. This is the only family based program these families had ever attended. None of these families had previously attended an extension based program.

2. NP/YPP serves families who are referred from social services for child abuse, potential child abuse and neglect and substance abuse issues in Montezuma and Dolores Counties. None of these families had previously attended an extension based program.

3. Child care provider trainer for the Ute Mountain Ute Tribe reached home day care providers with a unique form of educational experience. None of these families had previously received extension based training.

4. Adolescent Family Life grant reaches a diverse population of parents with middle school youth in both Denver county and Montezuma County. Over 95% of these families had not previously participated in an extension program and many have multiple risk factors.

5. Provide a description of program accomplishments (bullets), a success story, or provide highlights of anecdotal or qualitative data that demonstrates the value or effectiveness of this program effort locally. Include a brief statement of the issue addressed locally; how the program addressed the issue; and the names of 1 or two contacts who could be contacted, through you, at a later date, for interview.

In addition to the very significant publishable data that the team has documented above which shows that DTBY does change the lives of youth through their families, other significant highlights include:

- *Being accepted into the National Registry of Effective Prevention Programs

- *Receiving the National 4-H Council, Annie E Casey Strengthening Family Award.

- *Completing the 1st edition of the two volume Curriculum for CARE to Wait (Parent and Youth, over 600 pages of activities and information for parents and middle school youth).

- * Effectively completing the goals and objectives of AFL I.

- * Being refunded for another 5 years for AFL 2.

- * Receiving the Venture Grant

- *Collaborating with multiple agencies and counties to submit a number of grants and contracts. Only two have been funded but the teams formed to submit those grants will continue to search for funding.

- * Presenting research at one juried conference and four other national conferences.

6. As a result of program evaluation, implementation or community input; are there changes or suggestions you have for this work team, its plan of work or the contribution report?

We would like to be more integrated into Colorado Extension. The program has much valuable information, training and resources. However, because we are 99% funded by research and service contracts. Although we continue to search for those funds outside of Cooperative Extension, we have not been able to find funding to do that training. We would like Colorado Extension to consider funding our team members to provide 1-2 in agency training events/year.

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Attachment 1
 Detail related to question 1

DARE to be You Team Contribution Report

1. Program Outputs										Question
Totals	CYFAR	NP/YPP	Sch Suc	AFL I	Ute Tribe	Venture	National	Reps	FUP	
363	36	32	20	78	3		10	24	160	# training, workshops
1951	31	40	11	185	14		1500	120	50	# of adult participants
377	48	2	16	186			75	0	50	# of K-12 participants
362	15	46	6	35			0	0	260	# of preK preK
3527		30	200	250	47				3,000	# indirect
6580	130	150	253	734	64		1585	144	3520	Total direct and indirect
500,472	90,000	25,424	9,000	316,548	5,000	7,500	15,000	32,000		Grant Dollars
136	4	0	0	12			120	0		Newsletters
				1 peer rev			1 AEC			Tech Journals/fact sheets
				2 curr man		in progress	NREPP	1 eval man		# of Curriculum
60								60		# of Volunteers
120								120		# Volunteer trainings
1218							1200	18		# training for EXT staff

I collected the reports from all of the other agents and specialists and compiled them in this report
 NREPP is the national registry of prevention programs, we applied for DTBY to be added and were accepted.
 *Will report on AFL II next year as funded started October 1 and most actually workshops start in 2008.

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