

Contribution Report Template  
(DARE to be You) Work Team – (4-H Youth Development  
Program Year 2008

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.

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Agent/Specialist submitting report: Jan Miller-Heyl  
Contact Number: 970-565-3606

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

\_ 168\_ Number of trainings / workshops/ field or activity days / camps or classes conducted.  
\_ 963\_ Number of adult participants in these trainings / workshops / classes / field or activity days / camps.  
\_ 1240\_ Number of K-12 participants in these trainings / workshops/ classes / field or activity days / camps.  
\_ 35\_ Number of pre-K participants in these trainings / workshops / classes / field or activity days / camps.  
\_ 650\_ Number of individuals receiving indirect education - online access to newsletters, educational materials  
\$1,141,593 Amount of Grant Dollars generated to support this program.  
\_ 60\_ Number of Newsletters distributed in support of this plan of work.  
\_ 5\_ Number technical (fact sheets) and refereed journal articles published  
\_ 5\_ Number of curriculums developed and /or reviewed that support this plan of work.  
\_ 25\_ Number of volunteers  
\_ 12\_ Number of volunteer trainings conducted  
\_ 3\_ 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 has a different reporting format and brief highlights/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 and training.

**A. Adolescent Family Life Grant I, Health and Human Services.** Completion of 5 ½ year grant.  
(Data collection and report was completed January 2008).

In this program, the original DARE to be You family based 11 week (22 hour workshop) was adapted to work with families of middle school youth. In addition to the DTBY goals of increasing efficacy for both parents and youth, self-responsibility and family management skills, problem-solving and decision making skills as well as family communication and relationship skills added skills related to reducing risky/early sexual behaviors, teen pregnancy and STI's and education about the benefits of abstinence. The model was tested in two diverse sites: Denver through Denver Extension and Metro Black

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.  
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Churches with primarily African American families and in southwest Colorado in Montezuma County with a mix of Native American, Caucasian and Hispanic families.

The goals of this program included reducing teen pregnancy and risky sexual behavior by working with parents and youth together.

Key youth elements

- Youth gain self efficacy and responsibility.
- Youth understand benefits of and are commitment to abstinence.
- Youth increase relationships with low risk peers
- Youth gain self-efficacy in using refusal skills communication and decision making.
- Family cohesion

Additional Objectives in the Family Program

- Parents increase parental efficacy.
- Parents increase communication/relationships with youth, monitoring and home management.
- Parents increase understanding and communication with youth about abstinence.

249 middle school youth participated in the study with baseline, 6-, 18, and 30 month follow up studies with the following findings.

\*Teens in the DTBY CARE to Wait experimental group showed significant differences in the quality of parent child relationships from those in the control group. CARE to Wait youth remain relatively stable, while the parent child relationships deteriorated significantly in the control group.

\*Youth in the CARE to Wait group also self-disclosed more to parents at 6 and 12 month follow-ups and reported talking to their parents about intimacy and sex more often at the 18 month follow-ups than their control peers.

\*Intervention effects on dealing with peer pressure were observed at 12 and 18 month follow-ups. Specifically, the number of strategies generated decreased in the control and the effectiveness of the peer-refusal strategies increased more in the CARE to Wait participants than control group at 12 and 18 months. At 30 months the experimental group increased its fluency whereas the control group declined. ( $p = .05$ ). This reflects an increase in the specific efficacy for peer refusal skills.

\*On the sexual risk taking index, youth in CARE to Wait showed only slight increases over 18 months but the control group trajectory showed such an increase that the groups were significantly different at 18 and 30 months ( $p = .05$ ).

269 parents and adult family members participated in the study and some key findings are:

\*Parent self efficacy increased in the experimental over the control group showing up at the 12 month followup. ( $p = .02$ ) This is especially important in the middle school age as parents often “give up” when they especially need to be monitoring, communicating and engaging with their youth.

\*DTBY families talked more often about intimacy and sex than control families ( $p < .001$ ) at 12 and 18 months,

\*DTBY parents reported monitoring their youth more than control parents at each followup and these intervention effects became stronger with time.

**B. Adolescent Family Life Grant, Funded by Health and Human Services.** Funded starting October 2007 for 5 years.

This program is a continuation of the research begun in A, above.

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 24 months with four data points. The following report is a summary of our latest data analysis. This program reaches families in La Plata and Montezuma Counties as accessed through schools, extension and other communities organizations and in Colorado Springs with a subcontract through the Harrison School District.

In 2008, 102 youth were in the program. Of these 79 middle school youth completed baseline surveys and participated in the study. 97 parents completed baseline surveys and participated in the research.

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**Parent/adult family member involvement**

The most recent data analysis was conducted on the first two cohorts from each site or 53 middle school youth and 66 parents.

- Increase in parental efficacy. Significant increases in parental efficacy between base line and 12 months occurred 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. ( $p = .08$ )

**C. Adolescent Family Life, Comparison Research Grant**

5 Year Grant starting September 1, 2008.

This funding builds upon the research in A and B above and as such shares their goals with the addition of the development of a youth only curriculum. The study will look at matched randomized pairs of sites which will be implementing CARE to Wait family curriculum as the experimental group and youth only groups which will implement the matching youth only curriculum. The additional goal is to see if youth in the family group have significantly different results than the youth in the youth only group.

18 sites including Morgan, Washington, Pueblo Counties in Colorado; Northern New Mexico, Miami Florida, Northwestern Maryland and Eastern Shore in Virginia will participate in a comparison study implementing DARE to be You CARE to Wait programs in Family based and youth only interventions. Contracts were negotiated and initial Webinars instituted in 2008 as start up procedures. Curricula were developed and approved by funder. Research instruments have been approved and 30 hour on-site training of all sites has been scheduled. Data collection and workshops will begin January – April, 2009.

**D. Additional local projects include**

- a. Diversity Grant to include Science, Engineering and Technology in to DTBY curriculum for families of underserved populations in Montezuma County. We hope to generate science based 4-H clubs as one outcome for this.
- b. Venture Grant to develop a Meth Module for grandparents and other kin raising children in Meth and other drug affected families. Curriculum was developed, reviewed by a team from the Departments of Human Development and Family Studies, Social Sciences and Occupational Therapy, and it has been piloted. Free training for Extension staff is planned for April, 2009. This curriculum will be provided free over the internet or for a minimal fee to extension staff.
- c. Child Care Provider Training for caregivers at Towaoc, CO – 6 sessions were provided.
- d. 4 - 24 hour training were provided for replication of DARE to be You programs for fee for service to staff from replication sites in New Mexico, Arkansas, Florida, Puerto Rico and Colorado.

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  
Mancos Valley School District  
Dolores School District  
Ute Mountain Ute Tribe Department of Education  
Ute Mountain Ute Tribe Alcohol Prevention and Treatment Center

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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  
Montezuma 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  
Department of Human Development and Family Studies, Colorado State University  
Mike Green, Atty, Probono for Grandparents with meth affected grand children  
Court Advocates, Montezuma County  
Pueblo County Extension  
Pueblo County School Districts  
Morgan County Extension  
Washington County Extension  
Larimer County Extension  
Asian Association of Utah  
Eastern Short Community Services Board, Nassawadox, VA  
Counseling Associates of Roswell New Mexico  
Projecto Juntos, Puerto Rico  
La Clinica del Pueblo Tierra Amarilla, Chama, New Mexico  
Garret County Health Department, Oakland, Maryland  
Arkansas Prevention Services  
The Peace Project, Miami Florida  
The Elijah Network, Family and Community Alliance, Miami Florida  
Department of Social Services, CSU

The team has responded to over 300 Technical Assistance requests in 2008.

#\_25\_\_\_\_\_of volunteers engaged in this program effort (estimated)

\$\_\_\_\_\_User fees generated through this program effort

Describe other inputs used if any:

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:

The unique population served by Harrison School District in Colorado Springs has allowed us to serve who had not been previously reached by extension programs. This is a large low socio-economic group which has the unique characteristic in the springs of speaking 27 languages in the school system.

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In addition to the out of state new populations, we will be able to reach 4 new populations between Pueblo, Washington and Morgan Counties.

The Meth grant allowed us to reach the new population of parents and kin raising their grandchildren in meth affected families in Montezuma County.

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.

\*Accepted to present two reviewed posters at the Office of Adolescent Pregnancy Prevention conference in Leesburg, VA in December.

\* Accepted to present a paper at the American Society for Child Development conference in Denver, April 2009

\*Submission of three scientific papers to peer reviewed journals.

\*Completing the 2nd 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).

\*Completing the 1<sup>st</sup> edition of the Youth Only Curriculum for CARE to Wait.

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

\* Completing the year one objectives for AFL 2.

\*Receiving a comparison research grant for 5 years.

\* Receiving the Diversity Grant to develop a “GET SET” curriculum – a model for investing parents in science futures for their youth.

\*Collaborating with multiple agencies and counties to submit a number of grants and contracts.

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

\* We feel we have started to become more integrated with extension through presenting DARE to be You programs at the 4-H youth retreat, involving several counties in our most recent applications, providing training for the Meth Modules, available to agents statewide and working to recruit families into 4-H through our Get Set program. We also presented a Diversity workshop during the summer at the state conference.

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 continue 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.

6. Workteam Membership (Colorado Members Only)

Jan Miller-Heyl Team Leader (100%) (Co leader to be selected in 2009)

Renee Podunovich (80%)

Susan Bryan

Dana Cox (100%)

Contributors this year included

Juan Soto (5%)

Bob Salzar

Janice Dixon (15%)

Ann Zandar

Giselle Washington (15%)

Christine Fruhauf

Pam Neelan (40%)

Nancy Banman

Other Team Members include

Kim Bundy-Fazioli

David MacPhee

Bill Noble

Jacque Miller

Ken Grimes

Kristin Samuelson

Cayth Brady

Sandy Termeer

Robbin Baker

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