

**POW Logic Model Name:** Family & Consumer Resources (2011)

**Reporting years:** 2011,2012, 2013, 2014, 2015

### **Logic Model Overview:**

UNHCE delivers science-based programs through workshops, home-study courses, web-based curricula and other methods to give people the knowledge, skills and motivation to achieve their economic and social goals. The emphasis of Family and Consumer Resources Extension programs is on changing behaviors resulting in effective individuals, strong families and prosperous communities.

### **Situation:**

#### **Diet Quality and Physical Activity**

Nutrition plays a vital role in overall health. In fact, research has found that diet is associated with the leading causes of death, many of which are preventable heart disease, diabetes, obesity, and several types of cancer. Cardiovascular disease and cancer together account for almost two thirds of all deaths in the United States. Despite the importance of diet, however, Americans fail to achieve recommendations of the Dietary Guidelines which lower the risk of disease.

In the 2010 New Hampshire SNAP-Ed Recipient telephone survey conducted with 300 randomly selected recipients, they were asked to describe the quality of their general health. Over the last 5 years, respondents have described their overall health less favorably than the general New Hampshire population. In 2010, a greater proportion of respondents described their overall health as excellent (5%) or very good (24%), 21% reported their health is fair or poor (11%). By comparison, according to the 2010 Centers for Disease Control Behavioral Risk Factor Surveillance System Survey, general population residents in New Hampshire (62%) described their health as excellent or very good. SNAP-Ed recipients were asked to rate the nutritional quality of their diet. Respondents said the nutritional quality of their diet was either excellent (11%) or very good (29%). Four out of five respondents said they are very, moderately or somewhat interested in improving their diets. Respondents were asked to identify the primary barriers preventing them from eating a more nutritious diet.

#### **Shopping Behavior/Food Resource Management**

Food resource management applies to the practices related to thrifty shopping for food and management of food dollars. These include such skills as making shopping lists, reading labels for nutritional value, planning menus, and basic cooking. Extremely low incomes can make it difficult for people to buy enough food to meet their minimum nutritional needs, thereby putting them at risk for under nutrition. A consumer's perception of the cost of various foods can also play a role in his or her choices. For example, two barriers that prevent people from adopting healthful eating habits are the beliefs that it would be too expensive and inconvenient.

#### **Parenting Education**

Strong families raise children to become responsible, productive and caring adults. As a nation we have gradually increased the supports that we offer for families and overall, our knowledge and understanding of children and their developmental needs have greatly improved. However, deficits remain and many families face problems that place their children at risk for a life of adversity. Parents, from diverse backgrounds and with diverse strengths and weaknesses, are in need of education to help them understand how to more effectively parent their children. For example, many parents do not understand that infants begin to "take in" their environment in the first few days of life; and, about the harmful effects of children being exposed to violence or how a parent's state of depression can place his or her children at risk for adjustment problems. Characteristics about children's families can also place them at-risk for future problems. For example, in 2003, 1 in 5 New Hampshire children lived in families that were headed by a single parent and 22% of children lived in families that were considered low-income. In that same year, over 12,000 children lived in extreme poverty and 7,000 children lived in a household where no adult worked in the past 12 months. When these types of risk factors are combined with a lack of knowledge, children can suffer. For example, in the year 2001 1,436 cases of child maltreatment were substantiated in the state of New Hampshire and in that the same year 1,214 children were in state-sponsored placements because of maltreatment. In 2000, 132 New Hampshire youth were committed to a state correctional facility; children from the poorest New Hampshire communities were almost more than twice as likely to be committed to a correctional facility than children from middle income communities. Children from poorer and less educated homes can also suffer academically. In 2001, New Hampshire elementary school children who scored below the state's average on proficiency testing were more likely to be from poorer communities than from middle or high income communities. There is vast evidence to indicate that education and prevention campaigns over the past three decades have helped to reduce the adversity in children's lives,

such as lower rates of maltreatment, crime and higher rates of high school completion. However, more education and programming is needed to assist those children who continue to be at-risk for future problems.

### **Quality Child Care**

It is not only parents who need assistance in raising and caring for children. Many caregivers outside the home have a significant impact on children's lives. More parents work outside the home today than ever before. This is especially true of parents with young children. Nationwide, 72% percent of women with minor children participate in the work force, and among New Hampshire families with children under the age of six, 61% of those families have both parents in the workforce. Nationally, almost three-quarters of children under the age of 5 whose mothers are employed are in non-relative child care. The demand for necessary child care services was met with a 25% increase in the number of licensed child care facilities in the state of New Hampshire between 1987 and 1997. While many children attend an organized daycare or nursery school center, many others do not. This can lead to great variations in the level of knowledge of caregivers and in the quality of care that children receive. Variations in the quality of care that children and families receive is true just not of childcare providers, but for many different types of family providers. There is evidence which suggests that adults have significant gaps in their knowledge about children and developmental norms, and that general education may be beneficial for providers on many different levels.

### **Caring for New Hampshire's Aging Population**

According to 2005-2025 Population Projections for NH and Counties by Age and Sex, prepared by the State Data Center, New Hampshire's population of elders (65-plus) will grow 150 percent over the next 20 years, as compared with an increase of 21 percent in the overall population. The 25-44 year age group will increase by only 6 percent during the same time. This group traditionally provides the pool of lower-wage workers who serve as hands-on professional healthcare providers. With no end in sight for escalating health care costs, with fewer employers each year offering health insurance, with insured families paying more out of pocket for health care, the additional resources needed to care for the rapidly-increasing group of elders will likely place tremendous new burdens on families.

Ultimately, it adds up to more stress on families, many of whom have already begun investing more time and more money into family caregiving. Families won't have the discretionary incomes they have now, or the amount of discretionary time they have now for entertainment, travel, eating out, or consumer purchases. That will force changes for many sectors of the local economy.

### **Family Policy Education**

Nationwide, there has been a call to strengthen the relationship between state universities and state legislatures. Recent national research indicates that at least 75% of legislators obtain most of their policy information from special interest groups such as grassroots organizations, lobbyists and groups representing ethnic populations. When asked where else they obtain information, only 5% of state legislators reported that they seek information from universities or think tanks. This represents a significant loss of opportunity for university researchers to help inform state-level policy, especially at a time when researchers are routinely questioned about the practice and policy implications of their research findings. One answer to this problem has been the implementation of Family Policy Impact Seminars-now in existence in 18 different states. Coordinated by Cooperative Extension specialists and staff, Family Impact Seminars provide research-based educational seminars on family policy issues to legislators, and help decision-makers to keep a family-oriented perspective in their policy-making. UNHCE will implement similar educational seminars to help bridge the gap between the university and the New Hampshire General Assembly, and to provide timely research-based information on pertinent family policy issues.

### **Family Resource Management**

Americans are making less and saving less. Personal income declined from 6.1% in 2004 to 4.3% in 2005 (U.S. Department of Commerce, Bureau of Economic Analysis). Personal savings as a percentage of disposable personal income declined from 1.8% in 2004 to -.4% in 2005 (U.S. Department of Commerce, Bureau of Economic Analysis). Consumer credit increased 3% in 2005 (Federal Reserve). There were 6058 bankruptcy filings in NH in 2005 which was a 32% increase from 2004 (United States Bankruptcy Court for the District of New Hampshire). Households are saving less and spending more putting their financial security at risk. Spending habits start early. Comparing 2005 to 2004, teens overall spending level declined 6% but nearly half believe they'll spend more in 2006 than they did in 2005 (Teenage Research Unlimited). The JumpStart Coalition for

Personal Financial Literacy 2004 survey found 12th graders' personal finance knowledge level to be 52.3% which is a failing grade based upon the typical grade scale. Many young people could establish bad financial management habits, and stumble through their lives learning by trial and error.

**Stakeholder Input:**

Data was collected from stakeholders via county visits, county and state advisory councils; and reviewed by Family & Consumer Resources specialists and educators.

**Assumptions:**

1. A committed and skilled professional staff in Family and Consumer Resources will be retained.
2. Cooperative Extension has the capacity to address the educational needs of the residents of NH.
3. Cooperative Extension is a highly effective educational program development and delivery organization and is a non-biased research-based source of information and education.
4. Educational resources needed to achieve long term outcomes will be supported and developed.
5. Effective collaborations of agencies and organizations, and strategic partnerships will strengthen program development, delivery and evaluation.
6. Funding through CSREES, State of NH, and NH counties remains in place and is enhanced through sustainable grants, contracts and gifts.

**External Factors:**

- Family and Consumer Sciences will become better understood as a discipline.
- Poverty places families and communities under great stress that interferes with their ability to achieve positive outcomes.
- Economic development and stability is a goal for individuals, families, communities and businesses.
- Individuals are challenged to balance personal, family and professional goals and often lack the time to participate in learning opportunities.
- Individuals will choose to make good decisions, be effective parents, choose quality child care, make healthy food choices, handle food safely, and manage their resources with skill if they have the awareness, knowledge, attitudes and skills to do so.

Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
Prepare for Eldercare - Cooperative Extension and AARP working together with local partners to develop effective delivery mechanisms to reach out to family caregivers with limited incomes and those whose care recipients may have limited incomes and resources	Adult children gain knowledge and skills to address the needs of aging parents, relatives and friends.	Adult children are better prepared to deal emotionally and financially with the care of aging parents, relatives and friends.	<b>Adult children and others have the knowledge, motivation, skills, and tools to prepare emotionally and financially to address the needs of aging parents, relatives, and friends.</b>
Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
Better Kid Care, Promoting the Social Emotional Competence of Young Children, Collaborations with NH Resource and Referral Agencies.	Child care providers gain knowledge and awareness of research-based best practices in providing positive, stable child care experiences.	Child care providers utilize research-based best practices to provide quality child care experiences.	<b>Child care providers provide high quality child care.</b>
	FCR-082 - # of program participants who report a significant increase in skills or knowledge in offering quality child care experiences. (70% is statewide target) FCR3 - # of resource and referral agencies that make Better Kid Care training available in NH. (At least one in each county is statewide target)		

Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
Making Money Work for You, Planning Ahead...Staying Ahead, Credit Check Up, Debt Check Up, Starting Over Bankruptcy Education, Take the Road to Financial Security in Later Life, Investing for Your Future, Legally Secure Your Financial Future, High School Financial Planning  Earned Income Tax Credit Programs	Individuals gain awareness, knowledge and skills to manage resources, recognize consequences of financial decisions, increase personal savings and investments, reduce excessive debt, and determine retirement or future income needs and how to meet them.	Individuals and families utilize recommended financial management practices by managing household spending to meet day-to-day expenses while working to achieve short-term and long-term financial goals, reducing their debt levels, managing their use of credit and increasing rates of savings.	<b>Individuals and families have greater capacity to establish and maintain financial security.</b>
	FCR5 - # of program participants who document an increase in their financial literacy on evaluation instruments. (85% is statewide target). FCR6 - # of money management education participants who document their improved money management practices on evaluation instruments. (85% is statewide target)		

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Parenting Education such as Strengthening Families 10-14, Dare To Be You, Family Focus, Supportive Connections for Single Parent Families, Stepfamilies, Relatives as Parents; Cradle Crier and Toddler Tales ( age paced newsletters); Single topic sessions including Positive Discipline, Raising Your Child's Self- Esteem	Parents gain knowledge and understanding of the general stages and progressions of their child's development	Parents demonstrate increased understanding of general developmental milestones and progressions.  Parents demonstrate increased understanding of positive discipline techniques.	<b>Parents demonstrate healthy interpersonal relationships and provide appropriate nurturance and guidance to their children.</b>
	FCR8 - # of people who attend the parent education program and complete the pre- and post-survey report they intend to apply their understanding of general developmental milestones and progressions in ways that support their child's progress - socially, emotionally, physically, and intellectually. (50% is statewide target) FCR21 - # of people who attend the parent education program and complete the pre- and post-survey report they intend to apply their understanding of positive discipline techniques in ways that support their child's growth and development. (50% is statewide target)		

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<p>Employer and employee training on work and family life issues including workplace flexibility, When Work Works initiatives, the Annual Legislative Summit on Work and Family and consultation with individual employers and their employees.</p> <p>Capacity building programs and consultations with agencies serving children and families that improve the agencies' staff members' ability to provide family life education, facilitate meaningful support and educational programs and to utilize evidence-based methodology to improve their constituent's family life.</p>	<p>Employers gain knowledge of the relationship between familial strain and productivity. Employees understand how job strain affects family life and importance of work and family balance.</p> <p>Staff members gain knowledge and understanding of child development, family life, relationship technology, facilitation skills and evidence-based programming and evaluation.</p>	<p>Employers institute workplace flexibility initiatives and participate in extension programming on work and family life initiatives.</p> <p>Employees demonstrate increased awareness of the need to mitigate work stress and family strain.</p> <p>Agencies demonstrate an ability to better serve NH families by providing evidence-based programming, assessing program effectiveness, and by providing up-to-date knowledge in a well-facilitated learning environment.</p>	<p><b>New Hampshire is able to attract and maintain a healthy and satisfied workforce whose families enjoy a healthy balance between work responsibilities and family caregiving.</b></p> <p><b>New Hampshire child and family serving agencies improve their outcome measures by providing better service to children and families.</b></p>
	<p>FCR8: # of people who attend the parent education program and complete the evaluation indicated they intend to apply their understanding of general developmental milestones and progressions in ways that support children's progress – socially, emotionally and intellectually.</p> <p>FCR20 - # of participants who express in their program session evaluations the knowledge gained in the areas of parenting, food and nutrition, money management, personal development, problem solving, decision making and healthy support networks. (50% is the target).</p> <p>FCR22 - # of participants who indicated a decrease in at least two areas related to family strain such as arguments and conflict in the family, unresolved problems, undone chores and tasks, or conflicts between work and family life. (Target is 30%)</p> <p>FCR 23 - # of participants who indicated satisfaction with their quality of life including their family relationships, their community's schools, their ability to access health care and with their neighborhood and community.</p> <p>FCR 24 - # of participants who show an improvement in their individual situation including how they felt about themselves, their stress level and their level of personal depression.</p>		

Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
Primary focus lifeskills education, teaching lifeskills and personal development education to target audiences that include incarcerated, Academy and Diversion program, and those on public assistance.	Participants gain awareness, knowledge, and skills in the areas of parenting, food and nutrition, money management, personal development (managing stress, conflict, anger, time, etc..) problem solving, decision making and healthy support networks.	<p>Participants gain self confidence, identify barriers that may prevent them from finding or keeping a job, and increase self-motivation and self worth.</p> <p>Participants utilize recommended Family Lifeskills practices in the areas of parenting, food and nutrition, money management, personal development (managing stress, conflict, anger, time, etc..) problem solving, decision making and healthy support networks.</p>	<b>Participants in lifeskills programs gain knowledge and skills to eventually gain self sufficiency.</b>
	FCR20 - # of participants who express in their program session evaluations the knowledge gained in the areas of parenting, food and nutrition, money management, personal development, problem solving, decision making and healthy support networks. (50% is statewide target)		

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Nutrition Connections - educational courses to income eligible New Hampshire residents' - ability to meet nutritional needs through available resources. Includes EFNEP (Expanded Food and Nutrition Education Program) and SNAP-Ed (Food Stamp Nutrition Education)-  <b>Nutrition Activities:</b> Fueling your Active/Busy Lifestyle My Pyramid Nutri-News Healthy Eating for Seniors Cooking for One Health & Wellness Fairs & Exhibits	Individuals will gain awareness, knowledge and apply skills demonstrating and increased knowledge of how to choose foods according to the Pyramid and Dietary Guidelines.	Individuals, families, and households apply skills and or change behaviors demonstrating <ul style="list-style-type: none"> <li>• Increased adoption of healthy food practices</li> <li>• Increased adoption of recommended diet-related practices for disease prevention and management</li> </ul>	<b>Reduce incidence of risk factors for chronic disease and other lifestyle-related health problems.</b>
	FCR9 - # of participants who increase physical activity. (150 individuals is statewide target) FCR10 - # of participants who eat nearer to the recommended number of cup equivalents from the Fruits Group (300 individuals is state-wide target) FCR11 - # of participants who report eating nearer to the recommended number of cup equivalents from the Vegetables Group (300 individuals is state-wide target) FCR12 - # of participants who adopt one or more healthier food/nutrition practices (choose foods according to MyPyramid and the Dietary Guidelines (300 individuals is statewide target) FCR13 - # of participants who eat nearer to MyPyramid amounts (unspecified) (450 individuals is statewide target) FCR14 - # of youth who learn how to choose foods according to the Pyramid and Dietary Guidelines. (1,750 youth is statewide target)		