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The Evaluation Pipeline: Accountability Reporting
Michigan State University Extension Service
Dr. Mary Andrews and Christine Thompson, Family Living Education
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THE EVALUATION PIPELINE



ACCOUNTABILITY REPORTING

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MICHIGAN
COOPERATIVE
EXTENSION
SERVICE



Dr. Mary Andrews and Christine Thompson

FAMILY LIVING EDUCATION

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Introduction

The concept of accountability concerns more people today than in the past. Increased public scrutiny concerning the use of tax dollars is pressuring publicly funded organizations to communicate more clearly what their organization does with its share of tax dollars. In Extension, accountability not only includes fiscal responsibility, but also effectiveness in meeting the needs and problems of our clientele.

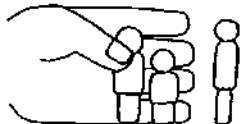
This second volume of *The Evaluation Pipeline* is designed to illustrate how evaluation data can be used to address common accountability questions raised by people who want to know more about Extension—the general public, legislators and local officials, key leaders, other Extension professionals, or our clientele. The data presented are not the result of specially funded studies, but rather were gathered by Extension Family Living Education staff in the course of routine activities over the past two years. The examples are used to respond to the following accountability questions:



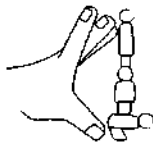
Who Benefits from Extension Programs?



How Does Extension Determine Program Priorities?



Does Extension Make a Difference?



How Broadly Does Extension Reach the Public?

Other data could be presented to respond more fully to these questions, but in sharing these specific examples, evaluation efforts can be acknowledged and the reader helped to recognize the source and usefulness of a variety of evaluation data.

In addition to showing how evaluation data can be used to address accountability questions, the mechanics of promoting Extension programs and reporting program impacts are dealt with in this volume. Effective promotion and reporting can be used to demonstrate accountability. The next volume of *The Evaluation Pipeline* will illustrate how strategies can be created and data secured to more fully respond to such accountability questions.

Dr. Mary Andrews
Ms. Chris Thompson
Editors

The Accountability Scene

What is Accountability?

Extension staff have been hearing the term "accountability" more and more in recent times. Upon hearing this term, some immediately think of public relations or reporting. Actually, accountability is much more than that: it is being responsible for a contractual agreement. Broadly speaking, funds are provided from public and private sources to Extension in exchange for educational services. How wisely Extension allocates and manages those funds and what is accomplished as a result are the elements that establish accountability. Accountability includes both quantitative (how much) and qualitative (how well) elements. We need to let our support groups know how we are spending their dollars. We also need to let them know what they are getting in return—what has happened to people, families and communities as a result of involvement with Extension programs.

The Accountability Climate

With today's tightening budgets, an increasingly concerned "public consumer" wants to be assured that the expenditure of time and money resources will result in a fair return on an investment of tax dollars and private contributions. In the later half of the last decade (and increasingly into the future) publicly funded agencies have had to account for not only their use of tax dollars, but their relative share of the tax dollar pie. As the tax pie gets smaller, or demands increase beyond funding capability, one "good cause" will increasingly be pitted against another. How an agency survives in such a climate will always be subject to "political" and subjective reasoning. But a major factor affecting any organization's funding will be that organization's ability to present itself as a purposeful, well-organized and managed system, able to meet clearly defined challenges and needs. From a broad perspective this means that:

- 1) the organizational mission or reason for being is clearly articulated in light of current needs and circumstances;
- 2) the organization actually functions or produces results consistent with its mission and existing needs;
- 3) an organizational management strategy exists that is able to direct resources and outcomes for particular or changing ends;
- 4) both the people being served and the people paying the bills (tax-payers) are satisfied and/or supportive of the services provided.

Extension's Unique Position

Extension finds itself in a unique position compared with other publicly funded organizations and agencies. When initiated by legislation, Extension's particular functions were left rather vague; that is, no specific services were mandated. In addition, our funding system with federal, state and local inputs diffuses bureaucratic authority or on-line functioning. These features of Extension's situation are definite assets,

providing the flexibility Extension needs to be responsive to changing conditions and unique local situations. The resulting diversity of programs and objectives, however, makes it difficult to describe Extension's operations and impacts. It is also difficult to pinpoint to whom and for what Extension is accountable. Therefore, Extension staff must be extremely conscious and conscientious with respect to how they communicate with their many publics.

In these tight economic times, Extension staff must, first of all, set clear priorities based on identified needs and then document and communicate accomplishments or impacts on people served in ways that communicate the basic value and philosophy of the Extension service.

Using Evaluation Results to Address Accountability Questions



1. *Who Benefits from Extension Family Living Education (FLE) Programs?*

Michigan Families differ in their needs and receptivity to educational services. Although Extension FLE programs are available to anyone who wishes to participate, not all families need or want to be involved. Therefore, Extension FLE designs programs and educational services to reach out to specific families and individuals.

TROUBLED FAMILIES


To respond to service gaps or unmet needs of particular local groups, Extension often contracts with other agencies or requests special funding to mobilize educational efforts for targeted purposes.

- The rural poor in St. Joseph County received individualized budget counseling to prevent foreclosure due to mortgage payment delinquency. Through personal counseling to control spending and manage finances, 24 families prevented foreclosure and repaid \$41,000 in delinquent debts during the counseling period.
- Child abuse and neglect is a community problem. Prevention and rehabilitation demand a social consciousness from friends, neighbors and professionals. Someone who cares can help reduce the stress, isolation and deprivation evident in families where abuse or neglect exists. Working with the Department of Social Services Protective Ser-

vices workers, Extension FLE in Oakland County developed a way to link trained community volunteers with troubled families. Over three years volunteers in this urban setting have donated nearly \$500,000 worth of services and reduced the need for foster care as families have learned how to improve nutrition and health conditions, developed better parent-child interactions and become less isolated from friends and family. Such changes bring the family back into the mainstream and reduce the risk of future abuse and neglect.

PARENT-VOLUNTEERS & YOUTH

Volunteers have proven to be a tested help in many of Extension's programming efforts. When families identify a need, are willing to do something about it, and are hooked up to the necessary resources, anything can happen. In this case, nutrition education—a special priority in Extension—happened!

- For the past six years, three rural counties in central Michigan have been able to provide all of their elementary school-aged children with nutrition education because trained parent volunteers have been willing to provide supplementary nutrition lessons in the schools. These 200 volunteers provided a needed service to better their schools and also gained in nutrition knowledge themselves. A well-known secret of teachers was revealed in this experience: teachers learn just as much, or more, than their students!
- 
- A little extra funding helped volunteers and staff provide nutrition education to 800 low-income children enrolled in summer recreation programs in urban Macomb County during the past two summers. The "Snacks That Count" lessons improved the nutrition knowledge of these youth and changed some practices as children reported preparing the suggested snacks at home.

SPECIAL INTEREST GROUPS

- Families interested in starting a food buying club can get help from Extension. One group of families in rural Emmet county not only started their own co-op with help from Extension but are now expanding membership and helping others start their own. The community and leadership development illustrated by this self-help effort exemplifies Extension's philosophy of "people helping people." Based on follow-up surveys this co-op is serving its purpose—reducing food costs while providing a variety of foods for rural families.

MATURE WOMEN

- As children grow and leave the family, mothers and other women often feel left out and no longer needed. Many feel ill-equipped to pursue their own interests or ambitions. Such feelings of inadequacy are self-defeating. To turn things around and create awareness of potential abilities of such women, Extension offers classes called "I Can Because I Know I Can." These awareness-building classes have helped mature women renew themselves, develop self-confidence and open new doorways for opportunity and change.



WEIGHT CONSCIOUS INDIVIDUALS

- Do you need to lose weight? Do you **always** need to lose weight? Over 1,600 people who confess to having had a weight problem for a long time (+20 years) were successful in losing weight (average ½ pound per week) and learning how to manage their diet and activity levels to maintain healthful lifestyles. One third of these *Lighter & Livelier* participants also volunteered to maintain informal contact after the series of classes was over—getting and giving support for more lasting impact.

HEALTH AND FOOD SERVICE PROFESSIONALS

As an extension of Michigan State University's campus, FLE often provides up-to-date information for local professionals as well as for the general public.

- The "Nutrition Thru Life" Conference is an example of an annual event in the northeast region of Michigan that highlights current nutrition issues and research for practitioners in the field. The majority of participants at this event found the program effective in helping them understand nutrition issues and guidelines.



2. *How Does Extension FLE Determine Program Priorities?*

Extension operates with a "grass roots" approach to education. Although state-wide priorities and programs are established, what actually happens in any community is determined by the needs and interests of families in the local area. Three processes help establish program priorities: 1) needs assessment processes; 2) past clientele interest and participation patterns; and, 3) local advisory group inputs.

ANALYZING STATISTICAL DATA

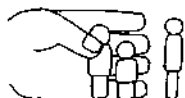
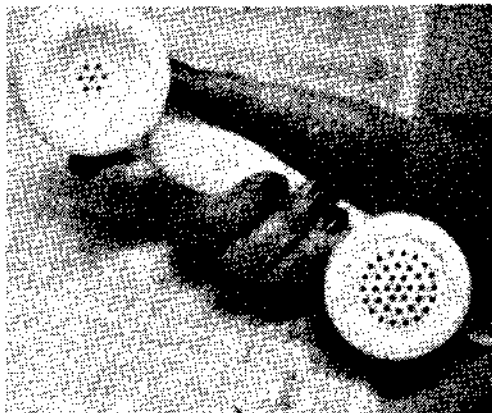
Family Living Education staff use statistics, such as census data and agency records, to identify broad social and economic trends that affect family functioning. These trends are evaluated to determine the information or educational needs of families and to pinpoint specific types of families who may need special educational services. A recent publication, the *Michigan Family Sourcebook*, developed by the FLE program staff and faculty in the College of Human Ecology, provides ready access to such statistical data. This program planning resource helps local staff identify pressing problems or challenges facing local families.

OPINIONS FROM FAMILIES

Formal and informal surveys of clientele groups or the general population supplement trend data by providing information about the preferences or interests of families themselves. Families react to social and economic forces in different ways. Sometimes a delayed reaction occurs—families reach out to educational opportunities only after ex-

periencing the situation for awhile. At other times, families predict the need for new information even before a research base is available! Surveys thus help identify priority interests of families and reveal how broadly or intensely opinions and needs are felt across groups.

- The FLE Survey conducted in 1979-80 identified statewide as well as local educational priorities and reinforced staff planning efforts by providing specific information about how clientele wanted to receive educational programs. Surveys aimed at specific audiences or clientele groups provide more specialized information. The Working Mother's Survey and Surveys of Newsletter Recipients (Sugar & Snails Feedback and Parent Needs Assessment Survey) helped Extension staff get to know the audiences they want to reach. Such information helps to create more personalized educational messages for increased relevancy and effectiveness.



3. Do Extension Family Living Education Programs Make A Difference?

Our efforts to evaluate the impacts of Extension's informal educational programs are admittedly crude. Measurement tools and unobtrusive ways to gather information from participants are being used and constantly improved. However, our efforts have provided evidence that positive changes are occurring—important impacts are being made. People are learning how to find and use information, as well as apply specific ideas to their own lives. The following results from present evaluation efforts illustrate impacts from Extension participation:

Conserving Energy

- Six months later, twenty-five percent of the participants in "Energy Efficient Window Treatment" programs reported adapting existing window treatments or replacing treatments to increase their energy efficiency—another 58% planned to make changes. Over 70% noted that they were more conscious of ways to use passive solar techniques for home heating. Changes such as these can help reduce fossil fuel consumption.
- Participants in microwave cooking classes have increased the appropriate use of the microwave oven and reduced dependence on less energy efficient alternative cooking methods.

Safe Food Preservation

- Callers use Extension's advice and recommendations from food preservation inquiries. Based on a call-back survey, 82% of the callers sampled used the advice given and 65% shared it with another person. Each call netted the caller an average of \$15 of safely prepared product.

Improved Diet Adequacy

- The Expanded Food and Nutrition Education Program (EFNEP) continues to focus on improving dietary practices and stretching food dollars while seeking ways to increase cost-effectiveness. As a result of the pilot project, "You Too, Can Participate in EFNEP," innovative educational methods were shown to be effective. An intensive nutrition education program consisting of EFNEP aides working with homemakers on a one-to-one basis for just six weeks—as opposed to the traditional nine to twelve months—resulted in significant gains in nutrition knowledge. Reducing education time results in increased cost-effectiveness while improving nutrition knowledge and behavior.



EFNEP participant earns certificate for successful participation in nutrition education program

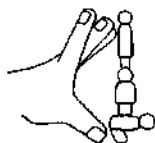
Understanding the Housing Market and Estate Needs

- Prospective home owners reported improved knowledge of procedures involved in purchasing a home after attending a day-long event about the "Housing Market."
- Seventy to ninety percent of the families participating in "Estate Planning" seminars reported increased understanding of the principles and steps in estate planning; 98% reported that they would recommend the class to others, a clear indication of satisfaction with the experience.

Increasing Parenting Effectiveness

- Evaluations show that in 6 different indepth parenting classes offered by Extension, 80 parents improved their knowledge and attitudes about parenting. They became more sensitive to children's needs and feelings, changed their parenting behaviors to be more consistent and supportive, improved the quality of family communications and became more confident as parents. These classes help parents understand the uncertainties and predict the consequences of various child rearing approaches.





4. How Broadly Does Extension Family Living Education Reach the Public?

Based on a 1979 random sample of householders in the North Region of Michigan, one in three families have attended an Extension event and 50% have received publications or information from Extension. Many other families receive information and educational input from Extension through the media.

- An Upper Peninsula survey of Extension clientele suggests that at least 50% watch a weekly Extension TV program (an estimated 65% of all clientele available to watch). Television and radio programs reach out to a large number of people, many who may not be involved with Extension in other ways. The TV station involved in the study estimated a viewing audience of 4,500 or 4.5 listeners for every 1 that is an identified Extension program participant.

Volunteers are widely used in Extension to help expand the program outreach of the staff. Based on the notion that persons of similar circumstances can effectively communicate with and motivate others, Extension encourages both participant reteaching and the involvement of lay persons in training programs to enhance their teaching potential.

- A popular new volunteer teaching program is the "Master Canner" program. In 1980, 72 Master Canners provided over 1,100 hours of volunteer time, helping individuals, manning displays at fairs and farm markets, performing food preservation demonstrations and answering telephone inquiries. These volunteers reached out to an estimated 50 additional families per volunteer.



Visibility: Making People Aware of What Can Be Done and What Has Been Done in Extension Programming

Promotion and reporting are the major avenues whereby Extension communicates to the public. In today's accountability climate, we in Extension need to use these avenues to continuously update the people who support our programs. We are responsible to the people we serve for making them aware of what Extension has to offer and for providing evidence to document and communicate program impacts. In the following discussion, we will focus on these two aspects of accountability: promotion of Extension programs and reporting program accomplishments.

Promotion: Making People Aware of What Extension Offers

There is a high correlation between successful Extension programs and the quality of communication used to transmit information about them. Everyone in Extension shares responsibility for providing information about our programs to the public. Perhaps publicis is the appropriate word, because the wide variety of Extension programs which we offer requires us to reach many audiences with varying backgrounds and interests. No program can be successful unless it reaches the people for whom it was designed.

Using Personal Contact

For some kinds of communication, there is no substitution for personal contact. Studies have shown that word-of-mouth information and personal letters are the most effective mediums for establishing and maintaining good program relations in the community.

An example of successful face-to-face contact in reaching new clients, is the Parent Enrichment Program in Allegan County. It provides the parents of Head Start children with information to build self-esteem and communication skills, enabling improved relationships with their children. EHE Shirley Hamman, developed the program following an activity day attended by 75 percent of Head Start parents. Hamman led the group in assessing some of the problems they faced in everyday life. These face-to-face sessions were valuable in obtaining participant involvement and input for program development and delivery.

Using the Media

Although personal contact is important in establishing and maintaining clientele relationships, it is not the most efficient in terms of reaching numbers of people with information. Studies have shown that television, newspapers, and radio (in the order listed) are influential in the transmission of knowledge and information. They influence what people come to know and believe.

Learning how to use media as an educational tool, for public access and visibility of programs is important for Extension staff members. The public information strategy you use will vary according to your program objectives and your audiences. Timing and methods should relate to the objectives of your effort, and can be integrated into the program development cycle.

Planning Media Strategy

While the main purpose of a program planning is assembling the event, the method and manner of publicizing it runs a close second. Regardless of the calibre of the content, unless the appropriate news media are utilized, the results will be disappointing. In planning publicity for your programs, you should ask yourself these questions:

What is the program content? The purposes, objectives, time, place, and methods of Extension's educational programs need to be understood in order to transmit the meaning of the program to the public. Seeking all relevant information from staff, program committees, program participants, etc., in order to have all the facts at hand, is a useful step.

Who is the potential audience? Identifying which primary and secondary groups will benefit from program information will help you to decide on the form and content of the message.

What are the characteristics of each of these audiences? It is important to estimate the reading, listening and communicating ability of your audience if you expect messages to be received.

What media will best reach your target audience? You will need to choose among the following publicity methods:

- newspapers
- radio
- television
- newsletters or in-house publications
- personal letters
- posters or store window displays
- phone invitations to key people
- information announcements to social, civic, or church groups
- fliers, grocery sack stuffers
- gimmicks (buttons, bumper stickers, sidewalk information booths)
- advertising (work with publisher or station manager to promote event through group advertising)

Timing is important in the transmission of messages in relation to Extension programming. Developing a working calendar to plan the best timing for communicating information is a useful tool. Information Services suggests the following publicity calendar for major events:

6 weeks ahead: first mention of the event in community calendars. Familiarize yourself with community calendars published in your area and make sure that a

listing of Extension programs is included. Most newspapers, public school districts and radio-TV stations provide this service free. Make people aware that Extension is an important educational alternative!

5 weeks ahead: first news story should break. Meet with a media representative to explain why the program is important.

one month ahead: make sure that at least one news story per week is aired or appears in a newspaper related to the topic. These stories are more to pique the public's interest than to openly invite them. If you have slated special or well-known persons in the program format, obtain two or three paragraphs from them about the topic they will cover to include in your stories. If the activity occurred in the past or in other parts of the state, use participant comments and evaluation results as ways to entice people to want to participate in the activity. Show them what the program can do for them!

One week ahead: invite the public, stressing why it is important for them to attend and perhaps that it will be an enjoyable experience.

during the event: take notes, photographs, and tape interviews with participants for news dissemination afterwards. Take advantage of local television stations for effective visibility. Call your local TV station and suggest that news personnel be on hand to cover the event. News programs are the most watched of all programs that are produced locally.

after the event: get participants actively involved in supporting the program. Try to get media coverage of reactions to the event and how people plan to use the information. By obtaining and publicizing testimonials to the effectiveness of your program, you can encourage others to participate if the program is offered again, as well as reinforce learning of those who have participated. Film documentaries can be done after programming, but you will need to set-up an action-oriented demonstration. For example, if you've held classes in energy-saving techniques in the home, you could tour the home in which ideas from the class were used.

Public Service Announcements (PSAs) are another way to obtain program visibility. Most local television stations are positive toward PSAs, especially if you are prepared. Pool the resources and talents of your staff and develop your own slides and script on a specific theme. Recently, EFNEP program assistants worked with an advertising agency to develop PSAs for use on both radio and TV to publicize the EFNEP program. Over 100 new participants in a two-month period learned about the program via the PSAs.

With the advent of cable television, you don't need special training or a limitless budget . . . just imagination, enthusiasm, some excited people who will work with you and a willingness to learn more about public access communication. All cable vision facilities in Michigan are required to offer public access facilities to interested community organizations. In many Michigan communities, where cablevision is operating, groups with little or no prior experience are now broadcasting over a special cable channel. So, if you haven't already done so, explore the possibility of producing a television newsletter, a film documentary, or perhaps hosting your own interview talk show.

Making People Aware of What Extension Has Done

Publicizing Extension programs to persons who can benefit from them is the first element in Extension communication. It is a necessary precursor to the second element - reporting program results. In demonstrating accountability to fundors and the tax paying public, Extension has traditionally depended upon "good faith" rather than firm evidence. This good faith has been at work over the years building a positive public relations image. This work must continue, and for those critical public consumers who are asking for more than good faith, we must be prepared to provide the needed information. Our public relations image can be maintained and polished through careful documentation of program impacts and specific reporting strategies.

Identifying Target Audiences

Just as you should identify a target audience for promotion purposes, you should identify and address target audience for reporting purposes.

You can use a combination of testimonies or case examples and program evaluation data to encourage the following actions in the following types of audiences:

Program participants: Providing feedback to program participants can stimulate laggards to take action when they see how other people have benefitted by making changes or using program suggestions.

Colleagues: Evaluation of pilot programs, first attempts at meeting needs, or new uses of methods is particularly important in influencing the action of other agents and specialists.

Administrators: Everyone hopes to establish positive attitudes among those responsible for salary increases and promotions.

Community leaders: Program results and reaction data can persuade influentials to encourage other people to take part in or support Extension programs.

Elected representatives and private fundons: To gain budget support in these days of increasing competition for dollars, Extension needs to document and communicate results.

Presenting Results

Once you have identified a target audience, you will need to plan what you want to accomplish and convey to this audience in your report.

*What do people need to know?
How do you want to affect them by your report?*

Successful reporting is more than rendering an accurate account. You should have a purpose in mind--certain specific understandings which you want to establish in your readers' or listeners' minds and then use the activities and results as means of establishing those understandings.

Some examples of specific themes you may want to convey are: Extension programs are developed with people for people; scope in terms of differences among people being served; geographic coverage or wide reach of program; importance in responding to a need, timelines of the program; or application of research. To facilitate reader understanding, you may want to emphasize one to three main ideas in your report.

Whether your report is oral or written, the following suggestions may help you in getting program evaluation data understood and working for you.

- Tell your reader who, what, when, where, and why
- Be concise and clear
- Use examples, illustrations and graphics that catch reader or listener attention
- Be precise. Avoid jargon in your search for technical terms to describe concepts or situations. Note the following example. An instrument used to measure ability to deal with stress was described as follows: "a paper and pencil instrument to measure cognitive and behavioral coping styles"??? While jargon may be "in" language to members of a particular group or profession, it is unintelligible to the rest of society.

In order to assist your reading or listening audience in understanding the impacts of Extension, you should relate your findings to the real world. The following activities can help establish meaning for the potential user of your program evaluation data:

- Convert specific findings into larger patterns of data. For example, say you have randomly sampled residents in your county and have found that 60% of your sample prefer television as a program

delivery method. In reporting state: *"based on a random sample, 3 out of 5 people in _____ county prefer to receive educational programming through television."*

- Explore rationale and possible reasons for certain findings, thus helping establish the context that the finding emerges from and how it may fit in current contexts. For example: *"Families are trying to find ways to decrease energy consumption. Participants in Microwave Cooking classes are doing just that by using less energy demanding cooking methods." . . .*

Or: *"This study found that parents who take Extension Parenting classes are changing their attitudes and behaviors to make the home more tension-free and a better place for children to grow and develop. Many of the parents studied were satisfied with their parenting practices when they joined the classes. How can Extension reach out to those who don't realize or are not ready to explore ways to improve their parenting?"*

With planning, you can help your audience interpret program results - whether you're trying to increase understanding of Extension, answer questions that have been asked, suggest solutions to problems, support a position, or influence the target audience to take certain action. In many instances, you will have the flexibility of shaping your report to communicate specific messages to a specific audience. In other instances, you may be required to submit specified data in your reporting.

Meeting Requirements

For some purposes, particularly reporting with respect to statewide programs, standardization facilitates coordination and retrieval of information within the larger Extension system. In an effort to determine the best way to manage the tremendous volumes of narrative accountability data assembled from the State Extension Services, the USDA has asked State Extension Directors to cooperate in a pilot test of a computer-assisted text management system. Each State provides separate one-page summaries of (available or estimated) program accomplishment information for selected critical areas. "Energy" and "Inflation Fighting" in the home have been selected as critical concern areas in FLE. See Appendix C for guidelines for preparing these Accomplishment Reports. You'll want to keep these reporting requirements in mind when planning and evaluating programs.

Justifying Expenditures

Communicating the value and potential of FLE to elected representatives and private fundors is becoming increasingly important in today's economy. Imagine that you are an administrator in USDA or the Office of Management and Budget, or a Congressman trying to understand, justify, and provide funds for a program in FLE. You might ask the following questions:

- Do families need this information or service?
- What specifically do they need?
- Who can best provide it?
- What would be the benefits?

The future of any program depends upon how much various decision makers know of the programs' effectiveness in serving people's needs and the impact it makes on the participants, their homes and communities. We all have a responsibility, to inform appropriate persons of the economic and social value of our programs.

An example of a well-planned event to inform elected officials and decision makers of Extension programs is the North Region Commissioners' Day held in Alpena County, Michigan, on July 30, 1980. Over 100 attended, including media people as well as county commissioners, who were invited by personal letters or phone calls within each of the participating counties. A slide tape, and a packet of educational materials provided participants with an interesting and informative CES overview of programs in the region.

In reporting results to a legislator or congressman, keep in mind their information needs. For example, he/she may not be particularly interested to know that 50 percent of the participants changed three or four behavioral practices. But he/she would be interested to know that 50 percent decreased their debt load by 15 percent and 10 percent who had contemplated bankruptcy started paying their creditors. Dollar values are important but not the only value of Extension. You need to zero in on what people do differently after Extension education and what this means to the participants and the communities in economic and social terms.

The following examples of statements and end results in two areas (resource management and nutrition) might be helpful to you in visualizing the types of information useful to budget allocators.

Volunteers: Nutrition Education

Volunteers made substantial contributions to local communities - sharing their time and talents to help families and communities. Volunteers in 3 rural and 1 urban county provided over 500 hours of nutrition education to school children to supplement the local educational programs in this important area of concern.

*Resource Management: Recycling Clothing Stretches
Family Budgets*

In five counties, 300 families learned to recycle clothing. Family members made or repaired approximately 440 garments at an estimated savings of \$1800. The average family was able to extend its' income by \$150.00 through the use of new skills acquired in Extension programs.

Nutrition: Expanded Foods & Nutrition Education Program

Expanded Foods & Nutrition Education Programs taught foods and nutrition education to low-income families from 18 rural and urban counties; over 25,000 low-income families were involved with seventy percent improving their dietary food intake. "Spin-off" effects were as follows:

- 116 aides were working in EFNEP at the end of the fiscal year. Of these, 25 were no longer on public assistance. Eleven were former EFNEP homemakers.
- 183 families were no longer receiving their major support from welfare because aides encouraged and/or taught them how to improve their home situation by becoming better managers of their family resources. This saved the people of Michigan \$70,039 in one month.

In Conclusion

Successful communication practices are critical to the quantity and quality of Extension programming. Whether you are communicating for promotion or reporting purposes, identifying target audiences is an important first step. While personal contact is effective in establishing and maintaining good program relations in the community, the news media is an important tool in influencing what people come to know and believe. In reporting program results, you should strive for clarity and understanding. You're investing in the future of Extension by the way you account for current investments in Extension.

APPENDIX A

Examples of evaluation activities conducted by Extension Family Living Education staff over the past two years. Instruments have been included. For more information concerning specific activities, see APPENDIX B for person to contact.

AN EVALUATION OF PARENT EDUCATION SERIES

Mary Andrews, Evaluation Specialist

Pre-post test scores of urban & rural participants showed significant positive changes on six scales measuring parenting effectiveness.

Overview: Extension Home Economists in Michigan have been providing parenting education through a number of delivery methods - newsletters, in-depth workshops, individual classes, the mass media and volunteers. To estimate the impact of these efforts one format was chosen for intensive evaluation -- the indepth workshop series.

Six programs offered during a specific 9 month period within a 70 mile radius of campus were selected for evaluation. The evaluation was designed by campus based Human Development and Evaluation Specialists with the assistance of a group of experienced Home Economists. The program sites were located in Lapeer, St. Joseph, Cass, Ottawa and Wayne (2) counties. In general, program content included communication with children, parenting roles, discipline, nutrition, toys, self-esteem, understanding children, child development and interaction with children.

Methods & Results: Pre and post tests were administered during the sessions and additional mail back questionnaires sent to participants. In addition, observers were randomly assigned sessions to observe the format, content, and participation characteristics of the programs. The six programs were grouped for analysis based on their urban or rural designation with a respondent sample size of 43 and 45 respectively.

Generally, a rural group was composed of 5-14 married Caucasian females, 26-32 years of age, with 1-2 children of pre-school and early elementary school ages. These mothers had a high school education; 28% had two years of college in addition. Seventy-nine percent of the rural group participants were not working. An urban group was primarily composed of 15-35 married Caucasian females, slightly older than those of the rural group, with 2-3 children of pre-school and early elementary school ages. Education levels within the group were fairly evenly distributed with 42 percent having completed 4-years of college. Fifty-six percent were not working.

Participants in both the urban and rural groups described their reasons for participating in the programs as:

Wanting information relating to child development	73%
Needing help with a problem child	53%
Confusion about parenting	47%

Twenty-two percent of the rural groups had attended a parent education course before while 9 percent of the urban group had such experience. The rural group were more likely to have found out about the program from a friend or the media, while the urban group were more likely to have found out about the program from professionals.

Using a dependent T-test comparing pre to post test scores, significant positive change was observed for the entire group on six scales: Communication Ease with Children, Confidence in the Parental Role, Limit Setting, Respect for Child's Feelings, Recognition of Child as a Person with Feelings. Pre-test scale scores for the rural group were higher than those of the urban group, but the rural group showed less change than the urban group. Additional analyses are being employed.

Discussion: The six scales showing significant change pre to post for the entire population indicate both the need for and the effectiveness of parent education programs. They reflect basic attitude changes of the parents toward their children as well as toward themselves as parents. The appearance of attitude change as measured on these scales is further strengthened by actual changes in behavior; consistently, parents moderated behaviors reflecting limit setting and increased behaviors that reflect respect for children's feelings and ideas.

Family ID _____

Date _____

Family ID _____

Date _____

Parent Information Form

The following information will help us get to know you and your family. . . .

Sex: () Male
() Female

Age: () 25 years or younger
() 26-35
() 36-45
() 46-55
() 56-65
() over 65 years

Marital Status: () Married

Is spouse enrolled
in class? () yes
() no

() Divorced or Separated
() Single

Please describe your family:
() Single Parent Family
() Two Parent Family

1. Ethnicity: () Black
() White
() Hispanic
() Indian
() Other

Number of adults (any person age 18 or over) living in your home: _____
Number of children (under 18 years of age) that are legally yours living
at home: _____
Ages of your children: _____
Number of other children living in your home: _____
Ages of other children: _____

2. Highest level of school completed: () 8th grade or less
() 9-10th grade
() 11-12th grade
() 2 years of college training
() 4 years of college
() advanced degree

3. If preschoolers in family, are preschoolers enrolled in a preschool or day
care program: () yes () no () no preschoolers

4. How would you describe the area in which you live? () Urban () Rural
() Small town or suburban

5. Is the female head of your household (at present) working? () full time
() part-time - number of hours per week: _____
() not working

What does she do? (job title or description)

Employer's name _____

6. Is the male head of your household (at present) working? () full time
() part-time - number of hours per week: _____
() not working

What does he do? (job title or description)

Employer's name _____

7. Which letter best matches your best estimate of your total family income before taxes? (circle one)
(a) Less than \$8,000 (f) \$25,000-29,999
(b) \$8,000-11,999 (g) \$30,000-34,999
(c) \$12,000-15,999 (h) \$35,000-39,999
(d) \$16,000-19,999 (i) \$40,000-44,999
(e) \$20,000-24,999 (j) \$45,000-49,999
(k) \$50,000 or greater

8. How did you find out about the parenting course?
() Someone who took the course before
() Friend or relative who heard about it
() Minister, social worker, educator or other professional
() Newspaper or radio announcement
() Cooperative Extension office or staff
() Other _____

9. Have you ever attended a parent education course before? () yes () no
If yes, who sponsored it? _____
When did you attend? _____
month(s) year

10. Are you aware of any other parenting courses or programs offered in this
community? () no () yes Where? _____

11. How would you answer the question: "Why are you attending a parent education course?"
Yes No
() () I feel confused about what I should do as a parent.
() () I want some help for a problem with my child(ren).
() () I want some help for a problem with myself.
() () I want some help for a problem with my spouse.
() () I want to find out, ahead of time, about things that may
come up with raising children.
() () Someone else recommended that I attend.
() () _____

In the remaining portion of the questionnaire please choose one child in your family (perhaps one who is difficult for you to handle or about whom you may have some concern) to refer to in all of the remaining questions. Sex of child _____
Age of child _____

Family ID _____

Date _____

12. How often do you feel:

- a. close to your children?
- b. confident that you are doing a good job as a parent?
- c. proud of your family?
- d. satisfied with yourself?
- e. good about the way your children are developing?

	<u>Always</u>	<u>Often</u>	<u>Some- times</u>	<u>Hardly Ever</u>	<u>Never</u>
a					
b					
c					
d					
e					

13. How much trust do you have in your child's ability to solve his/her own problem?

- () Almost no trust
- () Some trust
- () Great trust
- () Very great trust

14. Do you find it easy to talk to your children about almost anything?

- () Almost never very easy
- () Sometimes very easy
- () Usually very easy
- () Almost always very easy

15. How often do you find it necessary to use your authority or parental power to settle problems?

- () Almost never
- () Infrequently
- () Frequently
- () Very frequently

16. How adequate do you feel as a parent in handling problems?

- () Almost never very good
- () Sometimes very good
- () Usually very good
- () Almost always very good

17. Do you feel that your children find it easy to talk to you?

- () Almost never very easy
- () Sometimes very easy
- () Usually very easy
- () Almost always very easy

18. How often are there fights and conflicts at home?

- () Absolutely never
- () Almost never
- () Infrequently
- () Frequently
- () Very frequently

A-4

Family ID _____

Date _____

Family Interaction Survey

The following questions refer to things you are actually doing in your family. There are no right or wrong answers because it is just a survey of behaviors. Please answer "Always, Often, Sometimes, Hardly Ever, or Never" to describe how often the following things happen at present. (If these are not things you are doing with your child at present, please think of what you would do or have done before in order to apply the question to yourself.)

HOW MUCH DO YOU	Always	Often	Sometimes	Hardly Ever	Never
1. expect your child to put away his/her clothes, toys, or belongings?	_____	_____	_____	_____	_____
2. participate with your child in story-telling and reading?	_____	_____	_____	_____	_____
3. tell your child when you are in agreement with her/him?	_____	_____	_____	_____	_____
4. ask your child for his/her opinion in family decisions?	_____	_____	_____	_____	_____
5. have rules about the places your child can go alone?	_____	_____	_____	_____	_____
6. suggest to your child games that you and (s)he might play together?	_____	_____	_____	_____	_____
7. listen without interrupting when your child tells you reasons for his/her misbehavior?	_____	_____	_____	_____	_____
8. work together with your child on household and yard cleaning tasks?	_____	_____	_____	_____	_____
9. express your appreciation when your child carries his/her dishes to the sink or helps in other ways?	_____	_____	_____	_____	_____
10. find you are bored quickly with children's games?	_____	_____	_____	_____	_____
11. listen to your child when (s)he is upset even though you feel (s)he has nothing to be upset about?	_____	_____	_____	_____	_____
12. hold, pat and/or hug your child even when other children are watching?	_____	_____	_____	_____	_____
13. find activities such as painting, coloring, woodworking or needle-work you and your child can do together?	_____	_____	_____	_____	_____

Family ID _____

Date _____

	Always	Often	Sometimes	Hardly Ever	Never
help your child to recognize another person's point of view?	_____	_____	_____	_____	_____
feel restless when playing with your child?	_____	_____	_____	_____	_____
ask your child for her/his reasons when (s)he misbehaves?	_____	_____	_____	_____	_____
hold, pat or hug your child?	_____	_____	_____	_____	_____
consider suggestions made by your child?	_____	_____	_____	_____	_____
remind your child when (s)he forgets to do daily household chores?	_____	_____	_____	_____	_____
tell your child why you are angry, irritable or impatient?	_____	_____	_____	_____	_____
hug or kiss your spouse even in the presence of your child?	_____	_____	_____	_____	_____
cry if you feel like crying even when your child is present?	_____	_____	_____	_____	_____
set and maintain limits for your child's TV watching?	_____	_____	_____	_____	_____

CHANGING NUTRITION KNOWLEDGE AND FOOD PRACTICES
OF VITALITY & VITTLES VOLUNTEERS

Jean Story
Shiawassee County

Chloe Padgitt
Clinton County

Sharon Fortino & Cheri Booth
Gratiot County

A highly visible program using over 200 parent volunteers to teach nutrition education to K through 5th grade students documents high levels of nutrition knowledge and relatively adequate diets among volunteers with significant changes in nutrition knowledge resulting from the training and teaching process.

Overview: "Vitality & Vittles," a nutrition education program, has been conducted in the 3-County Area of Clinton, Gratiot and Shiawassee Counties for the past six years in order to provide basic nutrition education to elementary aged children and their parents. Parent-volunteers are trained in a half-day session to provide them with lesson materials and basic teaching skills. Through the use of a total of 205 parent volunteers, 3 one-hour lessons were taught in grades K-5 in 19 school buildings in the three county area in 1978-79. With the nutrition information presented in training, it was anticipated that personal nutrition knowledge would increase to foster better nutrition practices within the volunteers' families as well as to better prepare volunteers for the teaching role.

Method: The objective of the evaluation was to describe the present nutrition knowledge and practices of volunteers and to note if change occurred as a result of the training and teaching experience. A questionnaire was developed for use as a pretest administered during the training session and as a post-test administered by mail three to four months after the training and classroom teaching experience. The test consists of three parts designed to measure nutrition knowledge, food practices and 24-hour food consumption. Items were designed by the Extension Home Economists and reviewed by a Foods & Nutrition Specialist.

Results: Data from the combined pretests (N=205) suggest that these volunteers were consuming moderately adequate diets themselves and were relatively knowledgeable about nutrition. Using the USDA procedure for analyzing 24-hour diet recalls the average volunteer scored 69.3 on a 100 point scale.

Among the 32 volunteers in Clinton and Shiawassee County who completed both pre-and post-tests, a statistically significant change in knowledge was noted with average increases of 3.75 points. Practice scores also showed a positive change (+.47 points) but were not statistically significant. Likewise food recall scores averaged 7.3 point increases but these changes were not significantly different from chance.

Discussion: The evaluation data from this study provided individual counties with estimates of the nutrition knowledge and food practices of their volunteer teachers. Changes on these measures indicated that even though volunteers were relatively knowledgeable when coming into the program, their understanding of nutrition improved significantly through the training and teaching process.

NAME _____

COUNTY _____

NUTRITION INFORMATION SURVEY

Please answer each of the following questions.

1. Within the past three days,

Have you served eggs, cheese or dried beans as a substitute for meat in a main dish? yes no

Have you served a dark green vegetable such as broccoli or spinach? yes no

Have you served a deep yellow vegetable such as carrots, winter squash or sweet potatoes? yes no

Have you served milk other than as a beverage? yes no

Have you served any of the following milk substitutes: Cheese and cheese products, puddings, yogurts? yes no

Have you served any new foods within the past three days? yes no

Have you served or prepared vegetables in a new way? yes no

Did all family members eat breakfast each day for the past three days? yes no

Did your family eat any of the following regularly as snacks - raw vegetables, fresh fruit, cheese? yes no

Did your family eat any of the following regularly as snacks - pastry, potato chips, candy bars? yes no

2. Which of the following beverages do you presently have in your house for children to drink regularly as snacks? (circle the answer)

- a. fruit/vegetable juices? yes no
- b. fruit drinks? yes no
- c. Kool aid? yes no
- d. soda pop? yes no
- e. Milk or milk drinks? yes no

If you know your family needs iron, but doesn't like liver, which items from the following groups, would you serve?

- 3. a. cheese 4. a. green peas
- b. pork chops b. white potatoes
- c. peanut butter c. carrots

5. How do you know if a bread or cereal product has been enriched with vitamins and minerals?

- a. the label says its "enriched"
- b. it is labeled "enriched"
- c. all bread and cereals are automatically enriched

6. Which food in the following groupings will spoil most quickly?

- A. ground beef
 hot dogs
 beef roast
- B. cheddar cheese
 cottage cheese
 yogurt

7. Susan and Billy took a bag lunch to school. This is what they ate. Check the boxes that place each food into the proper food group.

grain group	dairy group	fruit/veg group	meat group	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peanut butter & Jelly sandwich
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	carrot sticks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Trinkies" ®
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	carton of milk
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	apple

8. How many servings should Susie and Billy have every day from each food group?

grain (bread and cereal) _____ no. of servings
 dairy _____ no. of servings
 fruit/vegetable _____ no. of servings
 meat _____ no. of servings

Please list here everything you've had to eat in the past 24 hours:

(Do not write in space below)

Answer below	Meat	Milk	F & V	B & C
Breakfast				
Mid-morning				
Lunch				
Mid-afternoon				
Supper/Dinner				
Evening snack				

9. Which food group is the best source of iron?

- a. grain (bread and cereal)
- b. dairy
- c. fruit/vegetable
- d. meat

10. Which food group is the best source of calcium?

- a. grain (bread and cereal)
- b. dairy
- c. fruit/vegetable
- d. meat

11. Which food group is the best source of vitamins A & C?

- a. grain (bread and cereal)
- b. dairy
- c. fruit/vegetable
- d. meat

12. Which two food groups are good sources of carbohydrates? (circle two)

- a. grain (bread and cereal)
- b. dairy
- c. fruit/vegetable
- d. meat

13. Which of the following are questionable sources of information on nutrition? Circle all that apply.

- a. A "Health Food" Magazine
- b. "Diet Book" author on TV talk show
- c. A vitamin salesman
- d. A doctor, nurse or dietician
- e. Cooperative Extension Service Bulletin

TRUE OR FALSE -- Circle "T" for true; F for false.

- T F 14. If kept in the refrigerator, ground beef should be used within 2-3 days after buying?
- T F 15. School children need to have vitamin pills every day for good health?
- T F 16. Vitamin C tablets prevent colds?
- T F 17. Skim milk has about the same amount of minerals and protein as whole milk.
- T F 18. Butter is a dairy/milk group food.
- T F 19. Calories are a way of measuring energy in food.
- T F 20. Carbohydrates are a good source of energy.

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COMMUNITY & WORKING MOTHERS SURVEYS

East Central Region Home Economists
and
Mary Andrews, FLE Evaluation Specialist

Employers and community organizations are willing to support programs for working parents: Employed mothers want home-based learning opportunities about stress, time, home and career management.

Overview: A multi-phased needs assessment process was initiated in the winter and spring of 1979 to support the development of a new programming thrust for working parents. The East Central Region Home Economists as a group, requested Family Living Education special needs funding to gather materials and help organize this major program effort.

The needs assessment process was conceived as a way to pinpoint needs and interests in order to establish a baseline profile of existing support for working parents. It consisted of three procedures: (1) a telephone survey of key employment sites where working mothers may be located; (2) a mail questionnaire for use with organizations of potential clientele groups; and (3) a working mothers survey to be distributed directly to employed women.

The objectives of the first two procedures (the community survey) were to identify present services being provided to working parents as well as interest among community organizations to address issues of concern to these parents. The objectives of the working mother's survey were to prioritize issues of content and to identify the most productive delivery methods.

Methods: A total of 61 community organizations and 423 families were surveyed in the fourteen county region. For the community survey, each county was assigned organizational groups to survey by telephone. Thus professional organizations, clerical pools, large and small employment sites, service organizations, schools and hospitals would be represented in the final survey without each county needing to survey all types of organizations.

The written questionnaire for working parents was distributed in a number of ways--mailed to newsletter listings, left at large employment sites and distributed at Extension events.

Results of the Community Survey: Of the 61 organizations contacted, 60 percent (37) reported having employee groups that would contain single working parents or dual employment families, and 59 percent (36) reported having clientele groups of this type. A conservative estimate of 10,000 families of this type were reached by these organizations.

Of the 61 organizations, 31 percent offered workshops, seminars or classes, 34 percent circulated printed communications, and 41 percent offered in-service activities for personal or professional enrichment within which the concerns of working parents could be (but have not been) addressed. Sixty-eight percent of the organizations offering educational opportunities were willing to include topics of concern to working parents; another 27 percent said "maybe"; and only 5 percent said "no". When asked if a representative of the organization would be willing to work with CES about the problems of working parents 75 percent said "yes" or "maybe".

Results of the Working Mothers Survey: The large majority, 94 percent, of the respondents to the family survey were female. Of the 388 families who completed usable questionnaires, 76 percent were dual earner families. The majority of the females (55 percent) worked full-time year-round, while another 17 percent worked full-time part of the year. Twenty percent identified themselves as single-parent families. Eighty-one percent of the families had children under high school age. The average woman had completed high school and a training or junior college level program.

The most frequently mentioned problems faced by these women were time management, personal adjustment to work and family roles, finding time to spend with the family and children's adjustment to mothers working.

Over 75 percent noted that they would or may be interested in educational programs concerning working mothers. The topics mentioned by over 50 percent as being of "much interest" were, in rank order: handling stress, time management, home management, personal growth, and career development. The delivery methods most preferred were: newsletters (84 percent), series of newspaper articles (64 percent), self-study packets (60 percent), radio or TV (52 percent), and mailed correspondence (51 percent). Meetings and events were not highly preferred although courses at local schools with a familiar adult education format was noted as a good possibility by 45 percent of the respondents.

Discussion: Interestingly, none of the community organizations surveyed were presently supporting working parents through their educational services programs although many were willing to become involved. Through the survey process, contacts with organizations were made and interest was generated to help initiate collaborative planning.

Key clientele groups such as blue collar or minority families or families using day care services were not aggressively surveyed although the questionnaire was available for wide distribution. The respondents that were surveyed may represent the most likely participants in future programs, thus their opinions are important. However, as programming proceeds, hopefully greater effort will be exerted to attract less well-educated, more hard-to-reach audiences. Working through employers and organizations and using their delivery systems may be a feasible way of doing this. This may present new challenges to Extension Home Economists, but could be a potentially profitable approach to reach working parents while familiarizing employers of the problems their employees face.

MICHIGAN COOPERATIVE EXTENSION SERVICE
 TELEPHONE SURVEY FOR COMMUNITY ORGANIZATIONS OR EMPLOYERS
 ON SUPPORT FOR WORKING PARENTS

Type of Organization _____
 Name of Organization _____ Date _____
 Address _____ Phone _____
 Name of Contact Person _____ Role _____

1. Would you have (an) employee or clientele group(s) which may contain numbers of single working parents or members of dual employment families?
 yes, employee group yes, clientele group no
 potential age of group _____ potential number of families _____
 approximately what percentage may be: a. male or female
 b. single parents or
 dual employment families

2. Do you offer any educational experiences that address concerns of families or parents . . . like . . .

workshops, seminars or classes?	yes	no		
meetings, conferences, speakers?	<input type="checkbox"/>	<input type="checkbox"/>		
special events?	<input type="checkbox"/>	<input type="checkbox"/>		
in-service training or personal enrichment experiences?			yes	no
access to library, public service or printed materials?			<input type="checkbox"/>	<input type="checkbox"/>

if yes
 Do you do this locally or within a larger unit?

if no
 Would your organization be interested in developing or sponsoring educational programs for employee or clientele groups to focus on concerns of working parents?

Do you have a person or committee that plans these experiences?

Who usually participates?

Who at your organization may be the best person to contact about such involvements?

How many people may be involved per year?

What kind of content?

Would there be interest in topics concerning single parents or dual employment families?
 no
 yes _____

3. Do you regularly circulate any newsletters, newspapers, flyers or other printed communications to your employees or clientele groups in which educational articles, features or series may be included?
 yes no

Who is the audience? (characteristics; numbers, age range)

If available, would your organization be willing to disseminate educational newsletters or pamphlets dealing with concerns of working parents?

How frequently is it circulated? _____

Would it be appropriate to include educational material for working parents? _____

Could announcements of special programs or events be publicized? _____

4. Are there any times during the year when your employees or clientele groups meet together as family units (open houses, picnics, events) at which time exhibits, speakers, flyers or programs may be presented to build awareness of common problems working parents face? no if yes, proceed . . .

When: _____ How many people: _____

What format or purpose: _____

5. Are there other times or places when small groups of your clientele or employees may be reached with educational programs? (lunch or break, regular meetings or program events)

no yes: _____

6. Can you give any examples of ways your organization may have modified policies or services to better accommodate the needs of working parents:

yes - give examples: _____ no - are you thinking of doing this? yes no

7. Would someone from your organization be willing to consider working with Cooperative Extension Service or other community groups in discussing needs, concerns or support systems for working parents?

yes no maybe

Who might be a contact person? _____

8. Other comments or notes on specific needs identified, potential for working together, potential for funding or resource sharing?

1. Employment Status of Parents:

- | | | | |
|--|--|--|--|
| MALE | | FEMALE | |
| <input type="checkbox"/> full-time year round | <input type="checkbox"/> full-time year round | <input type="checkbox"/> full-time year round | <input type="checkbox"/> full-time year round |
| <input type="checkbox"/> full-time part of year (9 months or less) | <input type="checkbox"/> full-time part of year (9 months or less) | <input type="checkbox"/> full-time part of year (9 months or less) | <input type="checkbox"/> full-time part of year (9 months or less) |
| <input type="checkbox"/> full-time seasonally or occasionally | <input type="checkbox"/> full-time seasonally or occasionally | <input type="checkbox"/> full-time seasonally or occasionally | <input type="checkbox"/> full-time seasonally or occasionally |
| <input type="checkbox"/> part-time year round | <input type="checkbox"/> part-time year round | <input type="checkbox"/> part-time year round | <input type="checkbox"/> part-time year round |
| <input type="checkbox"/> part-time part of year | <input type="checkbox"/> part-time part of year | <input type="checkbox"/> part-time part of year | <input type="checkbox"/> part-time part of year |
| <input type="checkbox"/> part-time occasionally or seasonally | <input type="checkbox"/> part-time occasionally or seasonally | <input type="checkbox"/> part-time occasionally or seasonally | <input type="checkbox"/> part-time occasionally or seasonally |
| <input type="checkbox"/> work for pay in home | <input type="checkbox"/> work for pay in home | <input type="checkbox"/> work for pay in home | <input type="checkbox"/> work for pay in home |
| <input type="checkbox"/> non-employed | <input type="checkbox"/> non-employed | <input type="checkbox"/> non-employed | <input type="checkbox"/> non-employed |

2. Usual Employment Hours:

- | | |
|--|--|
| MALE: <input type="checkbox"/> daytime | FEMALE: <input type="checkbox"/> daytime |
| <input type="checkbox"/> evening | <input type="checkbox"/> evening |
| <input type="checkbox"/> night | <input type="checkbox"/> night |
| <input type="checkbox"/> doesn't apply | <input type="checkbox"/> doesn't apply |

3. Would you or other adult family members in your family be interested in information or educational programs focusing on the needs or problems of being a working mother?
 yes no maybe

4. Of the following topics, which would be of most interest to you or someone in your family?
 (Circle your rating)

	of much interest or need		of little interest or need	
a. parenting and child development	5	4	3	2
b. locating child care services	5	4	3	2
c. marital relationships and family communication	5	4	3	2
d. career development/advancement for women	5	4	3	2
e. handling stress and depression	5	4	3	2
f. home management	5	4	3	2
g. time management	5	4	3	2
h. nutrition and food preparation	5	4	3	2
i. money management	5	4	3	2
j. personal growth and life planning	5	4	3	2
k. making and carrying out decisions	5	4	3	2
l. identifying local support sources	5	4	3	2
m. other _____	5	4	3	2

5. What may be the best ways for you to receive educational materials or programs? Please rate each of the following methods in terms of how convenient or appropriate they might be for you or your family

	good possibility		poor possibility	
a. newsletters or bulletins	5	4	3	2
b. mailed correspondence courses	5	4	3	2
c. evening meetings or workshops	5	4	3	2
d. lunch meetings or workshops	5	4	3	2
e. neighborhood study clubs	5	4	3	2
f. all-day events for whole families	5	4	3	2
g. evening events for whole families	5	4	3	2
h. whole day or evening events for adults only	5	4	3	2
i. educational television programs	5	4	3	2
j. weekend retreats	5	4	3	2
k. courses at local schools	5	4	3	2
l. series of articles in newspapers	5	4	3	2
m. radio or television	5	4	3	2
n. self-study packets or kits	5	4	3	2

Background Information

6. Sex of respondent: male female
7. Age range of respondent: under 25 years 46-55
 25-35 over 55
 36-45
8. Number of children in following age ranges:
 infants or preschoolers high school aged
 elementary aged over 18 at home
 middle or junior high school aged
9. Highest educational level of respondent:
 some high school some college
 high school graduate 4 year college completed
 some training graduate school
 training program or junior college completed
10. Do you use any child care services? yes no doesn't apply
 If yes: group preschool or day care
 child care in your home
 family day care (in someone else's home)
 drop in or occasional care
11. Family type: single parent two parent other adults present
12. At your place of employment, approximately how many other employees may be working mothers? _____ number
13. Occupation: _____
14. Employer's Name: _____
15. Is care of children a problem? Yes No Doesn't apply
 a. after school
 b. weekends
 c. during school vacations
 d. when child is sick
16. How satisfied are you with your present situation in terms of very satisfied somewhat satisfied not very satisfied not at all satisfied
 a. enjoying your children and family life
 b. enjoying your job or career
 c. enjoying relationship with partner
 d. enjoying relationships with other adults
17. Please describe the one or two biggest problems that you face as a family or as a working mother:

EAST CENTRAL REGION BREAD FAIR: FOLLOW-UP TELEPHONE SURVEY

Mary Ellen Delsipee
Saginaw County

1200 participants in a bread fair learned a new method of making bread and subsequently re-taught it to 600 additional people

Overview: Approximately 1200 people from primarily three counties--Saginaw, Bay and Midland--attended a Bread Fair on September 17, 1979 in Midland. The workshop, conducted by EHE Mary Ellen Delsipee, consisted of a hands-on-bread-making-in-a-bag experience using a honey wheat bread recipe. Participants were largely women--homemakers, mother-daughters, teachers and college students.

Methods & Results: A telephone survey of 100 participants approximately six months after participation was conducted to determine reactions to the workshop, changes in skills or knowledge and whether or not participants had re-taught these skills to others.

Of those surveyed 95 percent were females, 5 percent males. Eighteen percent were between 20 and 35 years of age; 44 percent were between 35 and 50; and 37 percent were over 50. Over half (58%) were not employed outside the home; 32 percent worked full or part-time, and 10 percent were retired.

All 100 persons surveyed enjoyed the program. Ninety percent had made bread previously; 51 percent indicated they made bread regularly; 39 percent made bread occasionally. Over 60 percent had made bread since attending the workshop. Fifty persons (50%) had used the workshop recipe; 14 percent planned to so. Although 58 percent felt breadmaking was creative and relaxing before attending the workshop, 63 percent felt it was time consuming. After attending, half of those sampled felt more positive about making bread. Since attending the bread fair, 99 percent included bread in their daily diets; 46 percent were more aware of the importance of bread in their diet than before attending. Following participation, over half of those surveyed know that there are 70 calories in a slice of bread. In terms of nutritional knowledge, 85 percent of those responding were aware that bread contains vitamin B; 83 percent of the 68 responding were aware that bread contains incomplete protein.

When asked about sharing their experience with others, participants indicated that they re-taught the bread-making skills to more than 600 additional persons; each of the 100 participants reached an average of six additional persons.

Discussion: This survey indicated that participants enjoyed the breadmaking experience, felt more positive about making bread, and were more aware of the importance of bread in their diet and the nutritional benefits of making bread following participation. Although many participants increased their knowledge concerning bread as a source of nutrients, an average of 33 percent of those sampled did not respond to the questions concerning nutrition. This lack of response indicates the need for additional information.

Leaflets detailing the nutritional value of bread in the diet have been prepared for use in conducting future bread fairs. To date, these slides

showing the step-by-step procedure for making bread-in-a-bag have been used by Extension staff in over 15 counties. Volunteers have been trained in many of these counties and have re-taught the skill to 4-H clubs, scouts, church groups, womens clubs, high school students, and others. The bread-in-a-bag idea, first done in the Michigan tri-county area, is beginning to spread across the country.

ENERGY EFFICIENT WINDOW TREATMENT EVALUATION

Margaret Boschetti
Multi-county

A follow-up survey of participants in classes to conserve energy through window-treatments show that 25% had made changes to save energy.

Overview: A new energy-saving program, "Energy Efficient Window Treatments", was piloted in three counties reaching 77 persons in 1978-79. The program was expanded in 1979-80 to reach nearly 250 persons in 13 counties. Usually presented in one major session by the Extension Home Economist in each participating county, topics covered included: methods of heat transfer; principles of insulating windows; and alternative window treatments to prevent heat loss. The format consisted of an introductory lecture, slide presentation, and small group discussion. Illustrative handouts were also used.

Methods & Results: Six months following program participation in the pilot program, questionnaires were mailed to all 77 participants in three counties to determine practice changes; 34 (44 percent) were returned.

The large majority of participants were female between the ages of 30 and 60. Most reported incomes in the moderate range; about one-third reported incomes of less than \$12,000.00 per year. All of the respondents owned their home or multiple family unit.

Twenty-five percent of those responding made changes by adopting energy efficient treatments or adapting existing treatments for energy efficiency; 58 percent reported that they planned to make changes. Of those who made changes, 15 percent indicated the reason was solely to conserve energy; 42 percent stated the changes they made were for both energy conservation and decorative purposes. One-third of the respondents reported their rooms were more comfortable after making the changes, with a mean increase in comfort level of 1.3 on a 5 point scale. Six percent of those who made changes in window treatments have lowered thermostat settings since making those changes. Seventy percent said attending the program made them more conscious of using the sun's energy to heat their home. Twenty-five percent either reduced utility bills or kept them stable.

Discussion: Energy fighting in the home has been selected by Extension program leaders as a critical area of concern in Family Living Education. "Energy Efficient Window Treatments" has been shown to address this concern by demonstrating practical, workable energy-saving window treatments to program participants of all income levels. Materials developed for this program were shared by Specialist Margaret Boschetti at a national conference of Extension Home Furnishing Specialists in May 1979. Twenty-two persons attending the conference requested copies of written materials and 13 states have subsequently borrowed the program kits to reproduce for their own use. Results of follow-up surveys of the 1979-80 participants is being compiled.

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Margaret Boschetti
 Extension Specialist
 103 Human Ecology
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AN EQUAL OPPORTUNITY EMPLOYER



Cooperative Extension Service
 Michigan State University and U.S. Department of Agriculture Cooperating, East Lansing, Michigan 48824

Family Living Education

PROGRAMS ARE OPEN TO ALL WITHOUT REGARD TO RACE, COLOR OR NATIONAL ORIGIN

FOLLOW UP SURVEY: TO PARTICIPANTS WHO ATTENDED "ENERGY EFFICIENT WINDOW TREATMENTS" PROGRAM

This questionnaire was designed to help us better understand how people use the information they receive at Extension programs. You recently participated in a program on Energy Efficient Window Treatments sponsored by your local County Extension Office. This survey asks about some of the ideas presented at the session. We hope that you can take the time to complete it and let us know what you may have done to your window treatments since attending the meeting. Please remember, we don't expect that you would have been able to use all or even many of the ideas presented at the program. We simply want to get an idea of what you may have done. Once you complete the survey, simply staple or tape it closed and return it to the address shown above. No postage is necessary. All information you give will be kept confidential. Thank you for your help.

Sincerely,

Extension Home Economist

Margaret Boschetti
 Extension Specialist
 Human Environment and Design

For office
 use only

1 _____
 2 _____
 3 _____
 4 _____

Please answer questions 1 to 5 if you have made changes in any window treatments in your home since attending the program. If you have not made any changes, please go directly to question 6.

1. Since attending the program, have you made any changes in the window treatments in your home? 1. yes 2. no
2. Please indicate on the chart the types of changes made and the number of window treatments changed.

5 _____

Type of Change	Number of Windows Changed
a. Installed plastic sheeting	6 _____ 7 _____
b. Installed styrofoam panels or shutters	8 _____ 9 _____
c. Installed wooden shutters	10 _____ 11 _____
d. Installed roller shade (using inside mount)	12 _____ 13 _____
e. Installed energy efficient draperies	14 _____ 15 _____
f. Added insulative curtain liners	16 _____ 17 _____
g. Sealed draperies at sides and bottom and closed off top	18 _____ 19 _____
h. Sealed draperies at sides only	20 _____ 21 _____
i. Added closed-top cornice board	22 _____ 23 _____
j. Used "draft dodger" to seal bottom of draperies	24 _____ 25 _____
k. Installed lambrequin	26 _____ 27 _____
l. Installed heat deflectors on registers beneath windows	28 _____ 29 _____
m. Other, please specify: _____	30 _____ 31 _____

3. Did you make these window treatment changes for: 1. decorative reasons
2. to conserve energy 3. for both reasons For office use only

4. Have your rooms seemed more comfortable since the window treatment changes were made? 1. yes 2. no 53

a) If you answered yes, how much more comfortable have rooms seemed since making window treatment changes? (Please indicate by placing an X on the line.) 34

1	2	3	4	5	
none	not much	some	quite a bit	great deal	35

5. Since making window treatment changes have you been able to lower the temperature setting on your heating thermostat? 1. yes 2. no 36

6. Do you plan to make any changes OR will you be making any more changes in window treatments to improve their energy efficiency? 1. yes 2. no 37

7. Do you have windows with a southern exposure? 1. yes 2. no 38

a) Since attending the program, are you using windows with a southern exposure more in order to trap solar heat during the day in winter months? (X on line) 39

1	2	3	4	5	
not at all	not much	some	quite a bit	great deal	39

8. Have you made any of the following changes in your home in the past three years? (Circle as many as apply.)

	yes	no	Added insulation to:	
1	2		a. ceilings	40
1	2		b. walls	41
1	2		c. floors over unheated areas	42
1	2		d. basement walls	43
1	2		e. Lowered thermostat for space heat	44
1	2		f. Lowered thermostat on water heater	45
1	2		g. Added weatherstripping/caulking	46
1	2		h. Added storm windows	47
1	2		i. Added storm doors	48
1	2		j. Enclosed an area around home entrances	49
1	2		k. Added foundation plantings	50
1	2		l. Added trees for windbreaks	51
1	2		m. Added trees to shade house in summer	52
1	2		n. Other, please specify: _____	53

9. Please answer the following questions about your shelter:

a) Do you 1. own 2. rent your home? 54

b) Where do you live? 55

<u>Rural</u>	<u>Small town/suburb</u>	<u>Urban</u>
1. House (mobile home) _____	4. House (mobile home) _____	7. House (mobile home) _____
2. Duplex _____	5. Duplex _____	8. Duplex _____
3. Apartment _____	6. Apartment _____	9. Apartment _____

c) Do you pay utility bills or are bills paid by someone else, for example, by your landlord? 1. pay own 2. landlord pays 3. someone else 56

d) What is the temperature setting at which you now keep your home? Day _____°F 57

Night _____°F 58

59 60

10. Have you received information from your local county Extension office before? 1. yes 2. no 61

11. What other sources have shared information with you about energy conservation? (Check all that apply.) 65

_____ 1. Family	_____ 4. Television/radio	
_____ 2. Friends	_____ 5. Adult education through community college	62 66
_____ 3. Library	_____ 6. Adult education through high school	63 67
	_____ 7. Other, please specify: _____	64 68

Providing answers to the following questions is optional.

12. What is your annual family income? 1. below \$8,000 2. \$8,000 to \$11,999 3. \$12,000 to \$15,999 4. \$16,000 to \$19,999 5. \$20,000 to \$24,000 6. over \$24,000 69

13. What is your educational level? 1. grade school completed 2. some high school 3. high school completed 4. some college completed 5. college completed 70

14. How old are you? 1. under 20 2. 20-29 3. 30-39 4. 40-49 5. 50-59 6. 60-65 7. over 65 71

THANK YOU FOR YOUR ASSISTANCE!

ESTATE PLANNING WORKSHOP FEEDBACK

Mary Search
Berrien County

Ann Ross
Eaton County

Following estate planning workshops in Berrien and Eaton counties, the large majority of participants were able to both recognize the principles needed for a sound estate plan and outline family estate planning goals.

Overview: A series of classes in family estate planning were held in both Berrien and Eaton counties in November of 1979. In Berrien County, 200 people participated in a four-part series; in Eaton County 69 participants braved snowy weather to attend the three-part series. The programs are a cooperative effort involving Family Living Education and Agricultural Marketing personnel. Those teaching the sessions included Agriculture Agents, District Farm Management Agents and Extension Home Economists. Non-extension resource people include attorneys, probate judges, trust officers and life insurance underwriters.

The workshops are designed to provide background information to assist participants in drawing up estate plans. A packet of literature is prepared for each couple or individual enrolled and resource people are on hand to answer specific questions. Since many of this year's participants, in both counties, were from farms, implications farm families must consider in drawing up an estate plan were described. There was also emphasis on the importance of good business management by women -- both single and married.

Methods: In Berrien County, 121 participants (65 percent) completed evaluation questionnaires that were distributed at the final meeting; 46 participants (65 percent) completed questionnaires in Eaton County. The objectives of these evaluations were to obtain audience characteristics and reactions to the program and an indication of program effectiveness.

Results for Berrien County: Almost half (43 percent) of the participants were under 50 years of age. Over half (53 percent) had never attended an Extension program before. Almost all (93 percent) indicated that the program lived up to their expectations.

Highlights of participants' perceptions of their knowledge of estate planning following the workshop are:

- 86 percent felt they could outline the family's estate planning goals
- 99 percent felt they could recognize the principles needed for a sound estate plan
- 75 percent indicated they could evaluate the plan recommended by professional counsel
- 82 percent could predict the general consequences of establishing a will, trust or gift program

The 70 and over age group was most likely to recognize the principles of estate planning, and those who were employed were more likely to recognize these principles than were non-working participants, 81 vs. 59 percent.

Most (98 percent) of the respondents would recommend the series to a friend.

Results from Eaton County: About half of the responding participants were under 50 years of age. About half had never attended an Extension event before. Over 80 percent of those responding indicated that the series was even more than they expected.

Highlights of participants' perceptions of their knowledge of estate planning following the workshop are:

--71 percent felt they could outline family estate planning goals
--91 percent felt they could recognize the principles of a sound estate plan

--80 percent felt they could evaluate a plan recommended by professional counsel

100 percent of those responding felt they could now organize estate plans to better accomplish their families goals and objectives

Discussion: The program reached new audiences in both counties --this was the first Extension program for many participants. Since many participants were under 50 years old, the program was effective in reaching people in time for them to make effective estate plans. As a result of the program some participants in both counties have drawn up wills or made changes in estate transfer plans. In Berrien County, several farm partnerships and one or two farm corporations have been formed. The workshop will be held again this year in Berrien County. In Eaton County, a series will be held in Charlotte area in the winter of 1981.

EVALUATION OF ESTATE PLANNING SERIES
Thank you for your help.

ABOUT YOURSELF--(check one)

1. Age: under 20 20-35 35-50 50-65 over 65
2. Employment status: Employed fulltime (farm) Retired
 Employed fulltime (non-farm) Unemployed
 Employed plus farming
 Parttime employed
3. Is this your first Extension program Yes No
 How many of the 3 meetings did you attend? one two three

ABOUT THE SERIES--(circle a number or check a box)

4. To what extent can I identify or outline my family's estate planning objectives and goals?
- | | | | | | | |
|--------------------|---|---|---|------------------------|---|---|
| 3 | 2 | 1 | 0 | 1 | 2 | 3 |
| can fully identify | | | | cannot identify at all | | |
5. To what extent can I describe my present estate plan?
- | | | | | | | |
|--------------------|---|---|---|------------------------|---|---|
| 3 | 2 | 1 | 0 | 1 | 2 | 3 |
| can fully describe | | | | cannot describe at all | | |
- Comments:
6. To what extent can I predict the general consequences of establishing a will, a trust or a gift program?
- | | | | | | | |
|-------------------|---|---|---|-----------------------|---|---|
| 3 | 2 | 1 | 0 | 1 | 2 | 3 |
| can fully predict | | | | cannot predict at all | | |
- Comments:
7. Do you believe that you recognize the principles needed for a sound estate plan?
- Yes Uncertain No
- Comments:
8. Can you now organize your estate plan to better accomplish your families goals and objectives?
- Yes Uncertain No
- Comments:
9. Can you evaluate a plan recommended by professional counsel?
- Yes Uncertain No
10. Did this estate planning series come up to your expectations?
- Yes, even more than I expected Partially, but lacking in a few areas No, a complete waste of my time
11. What was the most useful part of the program to you?
12. I would be interested in Extension's programs in the following subjects:

Other comments or suggestions:

EATON COUNTY
COOPERATIVE EXTENSION SERVICE

To help us measure response to Cooperative Extension Service programs we ask you to provide the following information (please do not put your name on this form).

Please check the program area of this meeting.

Agriculture Natural Resources Family Living 4-H

1. Are you glad you participated in this Extension sponsored event?

Yes No Undecided

2. What benefits do you feel will result from this Extension event (check all that apply)?

- expected increase in personal income or reduced expenses
 better knowledge
 increased ability to provide leadership or participate in community efforts to deal with the situation or problem
 chance to interact with other participants
 increased ability to work cooperatively with other people in the community
 improved services or benefits to the community
 no specific benefits
 other (specify) _____

3. In your judgement was this Extension event a worthwhile activity?

Yes No Undecided

If "no", why not? _____

4. About how many miles (one-way) did you travel to attend this Extension event?

_____ miles

5. The following information will be used only to measure Extension compliance with non-discrimination requirements.

a. Race or heritage (check one): white black Spanish
 Asian or Pacific Islander

b. Sex: male female

c. Family income per year: under \$10,000 \$10-20,000
 \$20-40,000 over \$40,000

Comments or recommendations (use other side if you like):

EXTENSION FAMILY LIVING SURVEY:
STATEWIDE INPUT FOR PROGRAM PLANNING

North Region Home Economists
and
Mary Andrews
Evaluation Specialist

Michigan Families want to know how to weather economic shifts and provide for themselves. They want to know how to make their voices count in government. They want to stay healthy and fit . . .

Overview: The Family Living Education Program of Michigan State University's Cooperative Extension Service conducted a statewide survey in 1979-80 to identify major concerns of families. This information was needed to help document needs for Extension educational programs. Two major efforts evolved: a comprehensive survey of randomly selected households in the northern region of the Lower Peninsula; and, a statewide survey conducted as part of the Statewide Conference on Families (SCOF) follow-up activities. In total, 40 counties participated receiving information from 3010 families.

The purpose of these surveys was to solicit input from potential clientele concerning families' interests in topics related to home and family life. Secondly, demographic information about the responding families provided input for analysis of differences in preferences based on family characteristics. Another major objective of the North Region Survey was to solicit ratings of families' preferences for types of delivery methods and to estimate present patterns of media use. This information was to be used in better understanding the effectiveness of various ways to reach families.

Methods: Two separate but related surveys were conducted. In both cases, questionnaires were mailed directly to heads-of-households requesting completion of the forms and return by mail. In the north region 200-500 questionnaires were mailed per county using names randomly selected from telephone directories; nearly 20 percent of the households contacted returned questionnaires for a sample size of 1727 families. In the general SCOF follow-up survey, questionnaires were distributed primarily through Extension mailing lists. This sample represented 1283 families.

Results: The families in the north region sample included more male respondents than those of the SCOF sample but had similar age and education distributions. The primary differences in the two samples were in their familiarity with Extension. Approximately one in three north region families had attended an Extension event and over 40 percent had received publications from Extension whereas 90 percent of the SCOF sample had received publications from Extension and nearly four out of five had attended an Extension event. Fourteen percent of the SCOF sample were single parent families. When compared to Michigan residents in general, these families are fairly typical, slightly over-representing older families or those with seniors present.

Forty-one separate topics were listed on the questionnaire and families were asked to check up to six "of interest and use to you or your family." Space was also provided for families to add topics of their own. Results highlighting most frequently checked topics follow.

Table 4
RANK ORDER AND PERCENTAGES OF TOPICS
MOST FREQUENTLY CHECKED

Rank	Topics	Total	SCOF		North	
		N=3,010	N=1,283		N=1,727	
		%	%	(Rank)	%	(Rank)
1.	Home Maintenance and Repair	26.0	27.0	(1)	25.4	(3)
2.	First Aid and Safety	25.6	25.5	(3)	25.9	(2)
3.	Stretching Food Dollars	24.2	21.0	(8)	26.8	(1)
4.	Weight Control/Fitness	24.0	26.9	(2)	21.8	(8)
5.	Changing Lifestyles to Conserve Energy	22.9	24.9	(4)	21.0	(9)
6.	Needs of the Elderly	22.3	23.1	(7)	22.3	(7)
7.	Money Management	22.3	18.2	(9)	25.2	(4)
8.	Coping with Stress	21.9	23.4	(6)	20.7	(10)
9.	How to Influence Government	20.8	17.5	(11)	23.7	(5)
10.	Energy Efficient Housing	19.6	15.7	(12)	22.8	(6)
11.	Gardening/Food Production	19.1	17.9	(10)	19.6	(11)

The same items appeared on both listings of the most frequently checked topics with the exception that within the SCOF sample "Developing Skills of Mature Women" ranked fifth with a 24 percent frequency. In spite of the fact that the two samples differed slightly on demographic characteristics and experience with Extension, their interests in educational topics were surprisingly similar. Therefore, these results may be useful in selecting program offerings as they are of interest to both old and new clientele.

Only the north region sample were asked to rate their delivery methods preferences. In rank order the most preferred methods were meetings, television and newspapers -- methods commonly used in the region. When analyzed based on age of respondent, young families seem to prefer the group activities such as meetings, indepth workshop series and day-long events. They also showed a comparative preference for newsletters and self study or correspondence courses. Older families preferred newspapers. Television and study groups showed equal distribution of preferences across ages.

Discussion: With diminishing organizational resources the Family Living Extension Program increasingly strives to target programming to the most critical educational needs of families. To do this a variety of citizen inputs in the form of formal and informal surveys, citizen advisory and planning committees and records of past participation patterns are used to identify needs and mobilize educational resources. These two major efforts to survey Michigan families contributed important information to be used in planning programs and approaches while offering citizens a chance to participate and make their interests known.

In some cases, new issues emerged such as the visible concern for the needs of mature women and the elderly and the open commitment to not just saving dollars through energy conservation but to changing lifestyles to conserve energy. The interest in learning how to influence government reinforced a new program thrust in Family Living Education. Increasingly, families need to learn how government operates so that they can be informed and participate effectively. With the fast pace of change in our society and a growing understanding of how health is affected by our lifestyles, families want to learn how to manage stress; this too is an expanding program emphasis in Family Living Education. In other cases, the results verified awareness of existing concerns -- stretching food dollars, home production of foods, weight control, home maintenance and repair, and increasing the energy efficiency of housing.

Survey results also help FLE staff choose delivery approaches. By comparing results across counties, opportunities for joint programming are identified. Although it is difficult to predict family participation patterns, these ratings of delivery method preferences provide support for the need for diversity in ways to reach families. Understanding who prefers which methods also helps to anticipate audience characteristics, useful in targeting messages.

Additionally, these surveys provided insights as to who was involved in Extension activities and thus how effective Extension is in reaching out to families. Although these results may not be completely representative based on approximately 20 percent return rates, these data are none-the-less useful estimates.

In summary, through these two survey efforts a wide variety of information was secured to assist state and local staff in planning relevant and effective educational approaches to meet the needs of Michigan families.

1-25



Cooperative Extension Service

Michigan State University and U.S. Department of Agriculture Cooperating, East Lansing, Michigan 48824

Family Living Education

PROGRAMS ARE OPEN TO ALL WITHOUT REGARD TO RACE COLOR OR NATIONAL ORIGIN

Please help us to better plan for your needs and those of other families by completing and returning this questionnaire. Check or write in the appropriate space to indicate your response.

EXTENSION FAMILY LIVING SURVEY

I. INTEREST AREAS FOR EDUCATIONAL MATERIALS OR PROGRAMS

Please (✓) check up to 5 of the following topics which may be of interest and use to you and your family.

Family and Human Development

- () 1. Understanding child development and behavior
- () 2. Developing parenting skills
- () 3. Facing problems of teens
- () 4. Improving marital or family relationships
- () 5. Dealing with domestic violence
- () 6. Surviving as an employed parent
- () 7. Coping with single parenthood
- () 8. Dealing with the needs of elderly persons
- () 9. Developing skills and capabilities of mature women

Health

- () 10. Coping with stress and mental health problems
- () 11. Protecting the family's health
- () 12. Selecting and using health care services
- () 13. Preventing the misuse of drugs
- () 14. Knowing first-aid and safety procedures

Resource Management/Coping with Inflation

- () 15. Money management and financial planning.
- () 16. Changing lifestyles to live with less
- () 17. Consumer rights & responsibilities
- () 18. Producing goods & services at home
- () 19. Selection, care and recycling of clothing
- () 20. Estate planning
- () 21. Preparing for retirement
- () 22. Developing energy conserving habits

Housing

- () 23. Choosing and enjoying affordable housing
- () 24. Coping with problems of renting
- () 25. Increasing the energy efficiency of housing
- () 26. Developing home maintenance and repair skills
- () 27. Improving and maintaining home grounds
- () 28. Selecting, using and caring for home appliances

Community Involvements

- () 29. Developing organizational and leadership skills
- () 30. Understanding how citizens can influence governmental decisions
- () 31. Understanding public policies and tax issues
- () 32. Running for public office
- () 33. Finding, using or creating community services

Foods and Nutrition

- () 34. Meeting family nutritional needs
- () 35. Identifying food fads and misinformation
- () 36. Stretching food dollars
- () 37. Weight control and fitness
- () 38. Understanding special health and diet issues
- () 39. Infant and maternal nutrition
- () 40. Home gardening & food production
- () 41. Safe food preservation
- () 42. Other _____
- () 43. Other _____

II. PROGRAM DELIVERY PREFERENCES

2. Please rate the following methods as ways adults in your family might learn about family and home related topics. Circle the number (2) if method is most preferred, (1) if method is somewhat preferred, or (0) if method is not preferred.

	most	some- what	not		
2	1	0	0	Participate in a day-long event selecting from a variety of topics	18. _____
2	1	0	0	Attend a series of classes for in-depth information	19. _____
2	1	0	0	Attend a program or meeting on a specific topic	20. _____
2	1	0	0	Enroll in a self-study or correspondence course	21. _____
2	1	0	0	Phone to hear a recorded message	22. _____
2	1	0	0	Subscribe to a regular newsletter	23. _____
2	1	0	0	Read a newspaper column	24. _____
2	1	0	0	Watch a television program	25. _____
2	1	0	0	Participate in a neighborhood or community study group	26. _____
2	1	0	0	Other method _____	27. _____

3. What is the best time for adults in your family to attend programs or meetings in the community?

	Female	Male	
	Weekday	Weekday	
()	Morning	()	Morning
()	Afternoon	()	Afternoon
()	Evening	()	Evening
()	Saturdays	()	Saturdays

4. Would you be more likely to attend programs if child care were provided?
 () yes, couldn't come without child care
 () no, wouldn't affect my attendance

5. Please list the television stations you and your family most often watch?
 Example: Channel 6 WJIM

_____ / _____ / _____ / _____	33. _____		
6. Do you have cable TV in your home? () yes () no	34. _____		
7. Have you ever watched Cooperative Extension Service agents on a regular TV program?			
	yes, frequently	yes, occasionally	no
Accent, Channels 9-10, Cadillac	()	()	() 35. _____
Pot Pourri, Channels, 8-29, Traverse City	()	()	() 36. _____
Northeast Journal, Channel 11, Alpena	()	()	() 37. _____

8. Please list the radio stations adults in your family most often listen to:

_____ / _____ / _____ / _____

9. Please list any newspapers which adults in your family read regularly:

41. _____
42. _____
43. _____

10. If family-related television or radio programs were offered, when would be the best time for you to watch or listen? Check all that are good times for you.

- | <u>Radio</u> | <u>TV</u> | |
|---|---|-----------|
| <input type="checkbox"/> early morning (6-8 a.m.) | <input type="checkbox"/> early morning (6-8 a.m.) | 44. _____ |
| <input type="checkbox"/> morning (8-12 a.m.) | <input type="checkbox"/> morning (8-12 a.m.) | 45. _____ |
| <input type="checkbox"/> noon (12-1 p.m.) | <input type="checkbox"/> noon (12-1 p.m.) | 46. _____ |
| <input type="checkbox"/> early afternoon (1-3 p.m.) | <input type="checkbox"/> early afternoon (1-3 p.m.) | 47. _____ |
| <input type="checkbox"/> late afternoon (3-6 p.m.) | <input type="checkbox"/> late afternoon (3-6 p.m.) | 48. _____ |
| <input type="checkbox"/> dinner (6-7 p.m.) | <input type="checkbox"/> dinner (6-7 p.m.) | 49. _____ |
| <input type="checkbox"/> night (7-11 p.m.) | <input type="checkbox"/> night (7-11 p.m.) | 50. _____ |

III. EXPERIENCE WITH EXTENSION

11. What do you know about the Cooperative Extension Service? (check all that apply.)

- Never heard of Cooperative Extension before receiving this survey. 51. _____
- Have heard or read about Cooperative Extension programs. 52. _____
- Have received information from Cooperative Extension through radio, TV or newsletters. 53. _____
- Have received publications or called the Cooperative Extension office. 54. _____
- Have attended a Cooperative Extension program or visited the Cooperative Extension office. 55. _____
- Children in the family were/are 4-H members. 56. _____
- Adults in the family were 4-H members. 57. _____
- Adults in the family were/are 4-H leaders. 58. _____
- Self or spouse was/is member of Michigan Association of Extension Homemakers. 59. _____
- Other _____

12. In general, how would you rate your overall involvements with Cooperative Extension programs?

- extensive considerable moderate limited none 60. _____

13. Are you presently on an Extension mailing list? (If you would like your name placed on a Family Living Education mailing list, please send your name and address along with this form or separately to the address provided.)

- yes no not sure 61. _____

14. Has Cooperative Extension helped you? Please tell us how in any comments you would like to make:

IV. PERSONAL AND HOUSEHOLD INFORMATION

This information will be used to help us understand how people with different characteristics respond to this questionnaire.

15. Your sex: male female
16. Your age: under 29 30-39 40-49 50-59 60 or over
17. Your highest level of schooling completed: 11th grade or less high school graduate some schooling/training beyond high sch. college graduate graduate degree
18. Number of adults in household: _____
Are there any seniors (over 60) in your household? yes no
19. Number of children in household: _____
Are there any infants or toddlers in household? yes no
Are there any preschoolers (3-5 years)? yes no
Are there any elementary aged (6-10 years)? yes no
Are there any middle school aged (11-14 years)? yes no
Are there any high school aged or young adults (15-21 years)? yes no
20. Occupation and employment status of head(s) of household:
- | | | |
|--|--|------------------------|
| <u>MALE</u> | <u>FEMALE</u> | |
| occupation: _____ | occupation: _____ | |
| employment: <input type="checkbox"/> full time <input type="checkbox"/> part time <input type="checkbox"/> retired <input type="checkbox"/> not employed | employment: <input type="checkbox"/> full time <input type="checkbox"/> part time <input type="checkbox"/> retired <input type="checkbox"/> not employed | 73. _____
74. _____ |
21. How long have you lived in this community or area? 15 years or less 6-10 years 11-15 years over 15 years 75. _____
22. Please check if male and/or female head of household is active in any of the following community groups?
- | | | |
|---|---|-----------|
| <u>MALE</u> | <u>FEMALE</u> | |
| <input type="checkbox"/> church related | <input type="checkbox"/> church related | 76. _____ |
| <input type="checkbox"/> community or civic related | <input type="checkbox"/> community or civic related | 77. _____ |
| <input type="checkbox"/> youth related | <input type="checkbox"/> youth related | 78. _____ |
| <input type="checkbox"/> recreation or social | <input type="checkbox"/> recreation or social | 79. _____ |
| <input type="checkbox"/> education related | <input type="checkbox"/> education related | 80. _____ |

Thank you for your time and effort. Your responses will be summarized along with those from other families to help us plan more convenient and meaningful programs for the people of Michigan. If you have any questions about this survey or about the Cooperative Extension Service, feel free to call your local County Extension Office. Please return the questionnaire in the envelope provided.

Sincerely,

FLE UPPER PENINSULA TV AUDIENCE SURVEY

Aune Nelson
Gogebic & Ontonagon

Linda Masters
Dickinson & Iron

Mary Luttinen
Marquette

Susan Thomas
Dickinson & Iron

Cecile Turner
Delta, Schoolcraft,
& Menominee

Barbara Yeakel
Houghton, Keweenaw,
& Baraga

Two-thirds of a sample of viewers of the family living portion of "U.P. Today" report that they use ideas from the program; two-thirds would be more likely to watch if they knew the topic ahead of time.

Overview: The Upper Peninsula TV survey was initiated to provide information about the outreach potential of a weekly Extension TV program that requires considerable staff time and effort to produce. "U.P. Today" is a daily 15 minute program airing after the noon news. The Cooperative Extension Service appears one day per week within this series. The objectives of the survey were to identify the number of characteristics of the potential audience and to estimate the interest value, and educational effectiveness of programs. Information obtained is to be used in making program planning decisions concerning the use of TV in FLE programming.

Methods: Under the leadership of Aune Nelson, six U.P. Extension Home Economists participated in the survey. A telephone interview format was chosen and questions were designed by an MSU communications graduate student and the Extension Home Economists. A systematic random sample of one out of ten names from Extension Mailing lists were secured. Calls were made by trained FLE program assistants, Extension study group officers or volunteers during February through May of 1978. Families were contacted from 11 counties in the TV broadcasting area. In most counties the calls were made at the same time of the day as the airtime for the TV program. The resulting sample of 272 respondents represents approximately 10 percent of the mailing lists in the counties involved. Approximately 16 percent of the calls went unanswered.

Results: The majority of CES viewers are female (99 percent) and residents of farms or non-farm rural areas (54 percent). The age range includes 27 percent under 40, 35 percent from 40-60, and, 38 percent over 60 years. Seventy-one percent had high school or less education. Of the total sample, 50 percent did not have children living at home; 16 percent have preschoolers; 25 percent have elementary school-aged children and 31 percent have teens or young adults in the home.

Approximately one-half (51 percent) of the sample reported watching the CES portion of the series daily or occasionally. In reviewing the questionnaires of respondents "not watching", an average of 39 percent noted that they were not able to watch. Using this figure to adjust the potential audience size, an average of 65 percent of those able to watch do so; 35 percent do not watch. It was estimated from the 51 percent of the sample who view the program that approximately 1,387 Extension users watch the program. Based on the TV audience viewing projections, 4,500 persons watch the station at that time of the day. An estimate of actual outreach would fall in between 1,400 and 4,500.

Ninety-three percent of the respondents watch the FLE presentations; a substantial proportion also watch the 4-H (66 percent), AG (64 percent), or Natural Resources (59 percent) presentations offered on alternative weeks once a month. Forty-eight percent of the sample who watched answered "yes" that they do plan ahead to watch the program. In terms of educational impact, 36 percent of the sample rated the program information as being "very useful" for their family and another 57 percent rated it "somewhat useful." One hundred percent of the sample noted that the information would be useful to other families. In terms of program impact, 67 percent report using ideas from the program and 47 percent report having requested a bulletin or information announced on the program.

When asked where they received information about home and family life the following sources were listed in rank order:

Magazines	55%	Cooperative Extension	16%
Newspapers	41%	Community Schools	11%
County Events	27%	Television	9%
Books, Library	19%	Radio	5%
Church	17%	Friends	2%

Of the 135 respondents offering programming suggestions, 42 percent wanted to see articles in the foods and nutrition area, 36 percent in crafts and sewing, 22 percent in home decorating and cleaning. Interestingly, topics of gardening, plants, wildlife and natural resources comprised 22 percent of the suggestions.

Respondents were also asked if they would be more likely to watch if they knew the topic ahead of time. Sixty-four percent said "yes"; 16 percent said "maybe"; and 21 percent said "no." Of the methods offered as ways to announce topics ahead of time the most frequently mentioned out of 182 suggestions were: Extension newsletters (30 percent); newspapers (24 percent); TV (19 percent); and radio (10 percent).

Discussion: This sample of viewers does not look to Extension as a primary source of information on home and family life. Neither do they perceive TV as a source of educational inputs. These data may suggest that the viewers perceive Extension and the program as useful but not critical in perspective to their total needs for information and education. Large numbers of viewers are motivated to receive Extension information. Therefore the program may be serving an important public relations and information dissemination role. If the program were given greater visibility by maintaining a consistent time spot, announcing topics ahead of time, or getting complimentary articles in newsletters and newspapers, this program's audience might grow. Incorporating a greater variety of topics and materials might also attract more viewers.

Since confusion seems to be present regarding the visibility of Extension on this program, it may be that a more purposeful attempt to establish a weekly time spot for Extension needs to be made. This may include providing a similar opening and closing format, greater use of the CES logo, and a greater recognition of Extension personnel. Such visibility would serve the station and the community by creating and reinforcing the image that an educational resource for everyone is available in Extension.

TELEPHONE SURVEY OF TV AUDIENCE FOR
COOPERATIVE EXTENSION SERVICE PROGRAMS

I.D. # _____

Date	Time	No answer	Not home	Return at	Refused	Wrong #	Disconnected	Call back at

Interviewer _____
 Source of name News LETTER
Mailing list
 Completion Date _____
 I.D. number _____

1. Do you watch the "Upper Michigan Today" show on Channel 6 WLDC-TV? (1-1:30 p.m. every day) 1.
 Yes daily 1 Yes, occasionally 2 No, 3
 If no, go to question #17
2. Do you watch the Cooperative Extension Service program which is on every Tuesday? 2.
 Yes, every week 1; Yes, occasionally 2; No, never 3
 If no, go to question #17
3. About how many times in the last month have you watched? 3.
 Do you watch if it's the _____ program?
4. Agriculture Yes 1 No 2 Sometimes 3 4.
 5. Natural Resources Yes 1 No 2 Sometimes 3 5.
 6. 4-H Yes 1 No 2 Sometimes 3 6.
 7. Family Living/Home Economics Yes 1 No 2 Sometime 3 7.
8. Do you specifically turn on this program or plan ahead to watch it? 8.
 Yes 1 No 2
 Comments _____

Usually once a month the program is on family living or home economics. The staff person is trying to present timely information. During the past few months the programs have been on _____ which did you view?

9. _____ 9.
 10. _____ 10.
 11. _____ 11.

How useful to you was this Family Living information?
 12. Very useful 1; Somewhat useful 2; Not at all 3 12.
 Comments: _____

Do you think this information on Family Living is useful to other families?
 13. Very useful 1; Somewhat useful 2; Not at all 3 13.
 Comments: _____

Have you ever used any information or ideas presented on the program in your own home or with your family?
 14. Yes 1; No 2 14.
 If Yes, how? _____

Have you ever requested a bulletin or something that if offered on the program?
 15. Yes 1; No 2 15.

16. If Yes, about how many times in past year _____? 16.

If you knew the topic or subject of the Family Living program ahead of time, would you be more likely to watch?
 17. Yes 1; No 2; Maybe 3 17.

Do you have suggestions for how notices of the topics could be provided to you ahead of time?

What topics would you like to watch?? _____

Where do you get new information about home and family life? (books, magazines, newspaper, community schools, church, CES county events)

I.D. # _____

_____ our county Extension Home Economist and I would like to thank you for your opinions. But in order to gain a perspective of the audience responding would you answer a few demographic questions?

Of the following categories which describes where you live?

18. ___ on a farm 1; in the country 2; in a small town 3; in a city 4 ___18.

Where would your age fall in these categories?

19. ___ under 40 1; 40-60 2; over 60 3 ___19.

20. ___ (do not ask) sex of respondent - female 1; male 2 ___20.

Of the following categories which best describes your educational level?

21. ___ less than high school 1; high school graduate 2; ___21.
some college 3; college graduate 4

Do you have children living at home? If yes, what are their ages?

22. ___ No children 1; Preschool 2; 6-12 yrs 3; teen & older 4 ___22.

Our home economist writes a free monthly newsletter, would you like to receive it?

23. ___ Yes 1; No 2 ___23.

If yes, you have 2 options to get put on the mailing list --

- 1) You send in your request with your name and address or
- 2) I could take the information for you. Which do you prefer?

1) Send your request to _____
CES address

2) Write down on separate sheet

If you would want a copy of the findings of this survey just send your request with your name and address to _____
CES address

Again, I thank you for being part of this survey.

I CAN BECAUSE I KNOW I CAN: IMPACTS OF SELF-ESTEEM CLASS

Cathy Gallagher, Extension Home Economist
Mary Andrews, Evaluation Specialist

Based on test scores of a random sample of participants in a self-esteem class, significant positive changes in self-esteem and satisfaction were reported

Overview: "I Can Because I Know I Can" is a class designed for mature women to increase self-awareness and self-confidence. Created by EHE Cathy Gallagher and communications specialist Carol Kent, the class was first taught at College Week in 1977 and repeated in 1978 with 245 women participating. Class materials have been provided to numerous groups in various counties and have been distributed in a self-teaching packet format.

Methods: In order to objectively document changes over time, an attitude scale was developed to measure self-acceptance, self-confidence and (non)-readiness for change of the 245 participants; 220 completed a pre-test on the first day of class. A randomly selected group of 110 participants were mailed a follow-up questionnaire six months after the class.

Results: The original and follow-up scores of 58 respondents were submitted to a dependent T-test to determine if differences were significant from zero or "no change". The results were as follows:

Results of Tests of Differences on Original and Follow-up Self Esteem Scores

N=58

	<u>Original</u>		<u>Follow-up</u>		<u>Mean Difference</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Self-Confidence	13.8	2.4	14.8	2.7	+1.0*
Self-Acceptance	13.9	2.1	15.4	2.1	+1.5*
Self-Esteem ^a	27.7	4.1	30.2	4.2	+2.5*
Readiness for Change	11.9	2.4	12.8	2.6	+ .9*

^acombined scores for self confidence and acceptance

*each of these differences were significantly different from zero at a .001 level of probability

As shown positive changes were noted on all of the scales, indicating that self-esteem had improved for these participants. The scale "readiness for change" was created to measure the degree to which individuals were satisfied with their lives and thus less likely to feel the need to make changes. The positive change on this scale indicates that persons with improved self-esteem also had improved satisfaction with their lives.

Respondents were also asked, both on the pretest and follow-up questionnaires, if they anticipated (pretest) or actually made (follow-up) any major changes in their lives. While 78% anticipated making a major change, 48% of the sample actually had made at least one major change in their lives since the class. A positive relationship was found between changes in self-perception and actual behavioral changes. That is, women who made major changes in their lives had greater positive changes in self-esteem than those who did not make major changes.

Discussion: The "I Can Because I Know I Can" helps mature women explore hidden talents and evaluate less productive role patterns. Although self-esteem is a difficult concept to measure, reports by participants and actual behavioral changes indicate how the experience helped them to do things they always wanted to do and change their outlook on themselves and life in general. The fact that women who made major changes in their lives also had the greatest changes in self-esteem, suggests that self-perceptions may be key indicators of how women approach life events and take control over their lives.

Date Evaluation Sent September 22, 1978 IDENTIFICATION NUMBER _____

Dates of workshops being evaluated: August 7, 14, 21, 28, 1978

EVALUATION OF "I CAN BECAUSE I KNOW I CAN" WORKSHOPS

PART A: GENERAL: Please check the box which best describes your feelings:

1. I feel that having 3 instructors for the self-esteem classes:

Worked out well
 Was confusing. I would prefer:

One instructor
 Two instructors

Other comments _____

2. I feel the amount of information given at the individual sessions was:

Insufficient
 Just right
 Too much
 Comments: _____

3. I feel that the time allowed for group discussion and interaction was:

Insufficient
 Just right
 Too much
 Comments: _____

4. I attended these workshop sessions:

#1 August 7th
 #2 August 14th
 #3 August 21st
 #4 August 28th

5. Do you think you will be able to use the information from these workshops?

Yes No

If yes, how?

In my family life.
 On the job with clients.
 On the job with staff.
 With the people I assist as a volunteer.
 In my community activities.
 Other, please explain: _____

(Continued on back)

6. Please indicate by checking the appropriate column, the degree to which your participation in the self-esteem workshops...

	NOT AT ALL	TO A VERY LITTLE EXTENT	TO SOME EXTENT	TO A GREAT EXTENT
A. helped you better understand the underlying concepts about self-esteem.				
B. helped you better understand the impact your behaviors have on others around you.				
C. strengthened your knowledge base.				
D. helped you understand the importance of facing unrealistic and realistic fears.				
E. helped to strengthen your own self-confidence.				
F. increased your knowledge about how your "self-esteem modeling behavior" serves as an example and incentive to others around you.				
G. helped you understand the impact the behavior of others has upon you.				
H. helped you identify your strengths.				
I. helped you identify new methods/approaches to use in your work as a volunteer or with your clients.				
J. challenged/stimulated your thinking.				
K. gave you information to help you cope with changes in your life.				
L. helped you understand better the reasons why changes in your life have such impact on your own feelings about "self".				
M. has increased your tolerance/patience with people who see situations differently than you do.				
N. increased your level of self-acceptance.				
O. helped you to evaluate your own behaviors/attitudes.				
P. influenced you to make behavior changes in your family life.				

#6. (Con't)

	NOT AT ALL	TO A VERY LITTLE EXTENT	TO SOME EXTENT	TO A GREAT EXTENT
Q. influenced you to make behavior changes in your dealings with clients or persons you assist as a volunteer.				
R. influenced you to make changes in your involvement in community activities.				
S. helped you better understand that each person is lovable and capable.				
T. influenced you to make behavior changes in your social life with friends.				
U. increased your knowledge about how your thinking (positive/negative) can influence your accomplishments.				
V. influenced you to make behavior changes in your work with other staff.				
W. helped you to help others better deal with the changes in their lives.				
X. helped you feel "I Can Because I Know I Can."				

Other Comments: (Please indicate any other ways your involvement in the self-esteem workshops has helped you.)

PART B: EVALUATION OF WORKSHEETS, FILMS/SLIDES & LESSON TOPICS

Please indicate by checking the appropriate boxes how valuable the worksheets, films/slides and lesson topics were to you and whether you would use them as a teaching tool with your family, clients, persons you assist as a volunteer, or a group to which you belong.

	Do Not Recall	Not Too Valuable	Somewhat Valuable	Very Valuable	Is this a good tool for teaching.						
					Family Members		Clients or persons you aide as a volunteer.		Group to which you belong.		
					YES	NO	YES	NO	YES	NO	
FILMS/SLIDES											
1. Film - "You Can Pack Your Own Chute".											
2. Slides/tape: I SEE STRENGTH (building self-confidence - Parent's Magazine materials).											
3. Slides/tape: VULTURE											
4. Film: Johnny Lingo											
5. Barksdale Self-Esteem tapes (prviewed briefly during workshop #2)											

COMMENTS: _____

WORKSHEETS

6. Actions & Reactions #1											
7. Actions & Reactions #2											
8. Am I Someone Who?											
9. I Am Someone Who.											
10. Johari's Window											
11. Coping with Change											

COMMENTS: _____

	Do Not Recall	Not Too Valuable	Somewhat Valuable	Very Valuable	Is this a good tool for teaching.						
					Family Members		Clients or persons you aide as a volunteer.		Group to which you belong.		
					YES	NO	YES	NO	YES	NO	
LESSON TOPICS:											
12. How Many Squares Do You See? (handout)											
13. Self-Esteem: What It Is (Discussion, no handouts)											
14. The Old/Young Woman (handout)											
15. Bibliography of suggested readings											
16. The IALAC Sign and Story											
17. Strategies for Self-Acceptance											
18. How to give criticism (discussion on last night)											
19. Grading Handshakes exercise											
20. "5 Things I Value" exercise											
21. Coping with Change discussion											
22. Comments from group members and group discussions.											

COMMENTS: _____

LEVERING FOOD COOPERATIVE: PERCEPTIONS OF MEMBERS

Julia Micheal
Emmet County

After a year of operation, 90 percent of those members surveyed reported saving money; 68 percent would like to see the co-op expand.

Overview: Sixty percent of Emmet County families are in the \$10,000/year and under income bracket; over 12 percent of the households are below the poverty level. With double digit inflation facing families, it is imperative to help them live and nourish themselves within their means.

In the fall of 1978, a food buying club, Levering Food Cooperative (LFC), consisting of 50 members, was established by the people in the north end of Emmet County with leadership from EHE Julia Micheal. The initial establishment of the co-op was done through a series of monthly meetings for the period of one year. Resource persons included CES agents, university specialists and others in the field of alternative food delivery systems. Average attendance at these meetings was 35-50 rural families of varying economic levels. A board of directors and by-laws for the organization were established. The co-op currently consists of 60 members.

Methods & Results: After one year of operation, evaluation forms were mailed to all 50 members; 25 (50 percent) were returned.

In terms of attitudes toward LFC, the following findings were reported:

- 68 percent felt that a food co-op can help families fight inflation and would like to see LFC expand with more direct marketing from farmer to consumer
- 62 percent plan to continue as members
- 50 percent feel that they have benefitted nutritionally
- 81 percent reported they have been able to enjoy some foods that they otherwise would not purchase
- 90 percent felt they had saved money, with savings ranging from 10 to 50 percent of the food budget.

Discussion: LFC has been cited as an example of a limited income food cooperative in the Governor's Report for 1979. As a result of the success of LFC, workshops designed to help organize co-ops have been held at Michigan State University and North Central Michigan College in the Fall of 1980.

Additional benefits for those associated with the co-op include: increased understanding of the principles of cooperatives; development of leadership skills; and interest in their community.

More extensive evaluation of co-op members to determine dollars saved, changes in buying and eating habits, and attitudes toward nutrition is currently in progress.

EVALUATION OF LEVERING FOOD CO-OP

Please indicate how you feel about the Food Co-op by responding to the following statements. Circle your response.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. There is a need for the Food Co-op as an aid to families in the area.	SA	A	U	D	SD	
2. A Food Co-op in our area can help families save money.	SA	A	U	D	SD	
3. My family has benefited in terms of nourishment since joining the Co-op.	SA	A	U	D	SD	
4. I have become more community minded as a result of the Food Co-op.	SA	A	U	D	SD	
5. I would like to see the Co-op expand and include more direct marketing from farmer to consumer.	SA	A	U	D	SD	
6. I am planning to continue as a member of the Co-op.	SA	A	U	D	SD	
7. The quality of goods purchased through the Co-op has been excellent.	SA	A	U	D	SD	
8. The Co-op is now running smoothly and efficiently.	SA	A	U	D	SD	
9. I see a need for more education about Co-ops for members.	SA	A	U	D	SD	
10. I would recommend that other families and communities organize or join food Co-ops.	SA	A	U	D	SD	
11. How have you benefited from the Co-op?						
12. Have you been able to save money through Co-op buying? () yes, some () yes, a great deal () no, not really Approximately, how much? \$ _____						
13. Have you been able to enjoy some food through the Co-op that you wouldn't usually buy? () yes () no If yes, what items? () meats, fish, poultry () dairy products () fruits or vegetables () breads, cereals () other _____						
14. How can the Co-op be improved?						
15. Would you like to see the Co-op expand? () yes () no If yes, in what area? () household goods and furniture () car, truck accessories () housing supplies () other _____						
16. How much time have you contributed to Co-op activities this past year? Estimated hours _____						
17. How much money did you spend on Co-op purchases this past year? Approximate average per month: \$ _____						
18. How long have you been a member of the Co-op? _____ months						

LIGHTER AND LIVELIER: IMPACTS OF WEIGHT CONTROL SERIES

Anita Dean
Foods & Nutrition Specialist

A sample of participants in a weight control program report an average weight loss of 1/2 lb. per week and a commitment to practice good eating habits

Overview: "Lighter and Livelier," a series of classes in weight control designed to teach participants how to modify their eating habits without a special diet, has been taught in 31 counties to over 1600 people in 1979-80. A shortened version of the series was taught during College Week to 120 people. Seventy-seven volunteers have been trained in 22 counties to assist in reteaching. In addition to series offerings, over 100 single classes were taught to more than 1500 participants bringing the total "Lighter and Livelier" contacts to over 3200 for the year.

In 1978-79, sixteen hours of in-service training on weight control, coordinated by Food and Nutrition Specialist Anita Dean, was completed by 48 Extension Home Economists. Topics discussed by experts in medicine and physiology, as well as nutrition included "Prevalence and Risks of Obesity," "Behavior Modification," and "Dietary Management." The goals of the training program were to enable participating Extension Home Economists to: 1) offer one or more series of classes on weight control on an annual basis using reliable references and format suggested during training; 2) provide those wanting to lose weight with reliable nutrition information and behavioral modification tools to achieve and maintain ideal weight; 3) train volunteers (preferably nurses and dieticians) to work with other organized weight control groups in the community.

Methods: "Lighter and Livelier" has an ongoing evaluation component built into the system. Pre and post tests are designed to determine participant characteristics, as well as to document behavioral and weight changes in individuals enrolled in the series. The evaluation procedure was computerized in 1979 and computer test forms were sent to all Extension Home Economists in the state.

Results: Based on a sample of 135 participants (mostly female) who completed pre and post tests in 1979-80, the average participants were 45 pounds overweight and had a weight problem for nearly 20 years; six in ten were very committed to trying to lose weight.

Although only about 28 percent of the sample reported reaching the goals they had set for themselves during the time period, almost all (99 percent) reported making changes in their eating and activity patterns. For the sample, the following changes were reported following participation:

- 71 percent are more committed to practicing good eating habits
- 58 percent choose fewer calorie foods and beverages

- 57 percent eat more fruits and vegetables
- 54 percent eat fewer snacks
- 47 percent have reduced fat intake
- 40 percent have adopted more desirable eating and activity patterns for their situations.

In terms of weight loss, the participants lost an average of six pounds per person in a 8-14 week time frame (810 pounds total).

Participants rated the Extension-sponsored program as better than other programs they have known with respect to providing usable suggestions (73 percent), having knowledgeable leaders (83 percent), and presenting credible information (69 percent). Fifty-three percent rated it as better than other programs in its ability to motivate participants to lose weight.

Discussion: Although the actual weight loss was less than participants had hoped, the goal was to move people into longer lasting less fluctuating patterns of weight control. Recognizing that weight control is a continuous problem for many people, 66 percent of the participants noted they would like the continuing support of a weight control group; 24 percent were willing to help start one in their communities and 15 percent had already joined or created one.

Dietary guidelines issued in 1980 by the U.S.D.A. have reinforced the need to achieve and maintain ideal weight with weight control and reduction in the incidence of obesity major objectives of dietary guidelines. Achievement, however, is difficult for a large number of people who resist changes in life-style. Nationwide attempts to prevent obesity in children and adolescents might provide a new approach to this difficult problem. Extension might emphasize a family-centered approach to obesity since family members often share this problem.

17. How do you think your weight problem has affected your activity patterns?

- doesn't affect my activity
- makes me a *little less* active
- makes me *much less* active
- makes me a *little more* active
- makes me *much more* active

18. What do you think your concern about your weight has cost you in diet plans, diet products and food supplements in the past month? \$ _____

in the past year? \$ _____

(think about special higher costing diet foods, exercise or fitness programs, equipment, food supplements or diet pills, memberships in Health Spas.)

WEIGHT CONTROL INTERESTS

19. What would you like to weight? _____ pounds

20. What change are you hoping to make?

gain _____ pounds in _____ weeks

lose _____ pounds in _____ weeks

maintain _____ pounds in _____ weeks

21. How committed are you to really make changes in your diet or activity patterns to control weight and increase fitness?

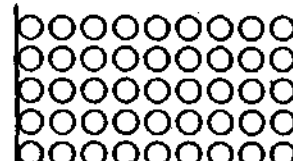
- very committed
- moderately committed
- not really, just interested in the information
- not really, I'm concerned for others in my family

22. (optional) What percentage of your total calories are coming from fat in your diet? Use the Fat Counter Guide to determine percentage _____%

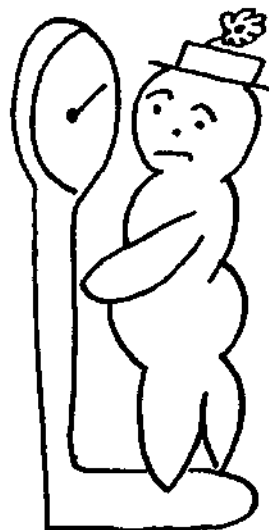
Date _____

Respondent # _____

County _____



for office use



LIGHTER AND LIVELIER

WHERE ARE WE NOW?



FAMILY LIVING EDUCATION, COOPERATIVE EXTENSION SERVICE . . . Programs are open to all without regard to race, color or national origin.

BACKGROUND INFORMATION

1. Your age: _____ years
2. Sex: male female
3. Present height _____ Present weight _____
4. What is your ideal weight based on the chart?
_____ pounds
5. Have you had a physical check-up in the past two years?
 yes no one is scheduled for near future
6. Do you know your:

	<u>YES</u>	<u>NO</u>
blood pressure?	<input type="radio"/>	<input type="radio"/>
blood cholesterol level?	<input type="radio"/>	<input type="radio"/>
triglyceride level?	<input type="radio"/>	<input type="radio"/>
7. Has a physician ever recommended that you control your diet or weight?
8. Has a physician ever recommended that someone in your family control his/her diet or weight?
9. Number of other family members concerned about weight problems? _____ number. Other dietary problems related to health? _____.
10. Are there people in your family (or friends) willing to participate with you in weight control?
 yes no maybe
11. In the past have you used any short-term popular diets to lose weight such as, high protein, low carbohydrate diets, grapefruit diets, etc.?
 yes no maybe

12. Are you presently participating in any other weight control group?
 yes no *If yes, name of group*

13. Have you ever belonged to a weight control group, health salon or group fitness program in the past?
 yes no *If yes, please list which group(s) and rate your level of satisfaction with your participation:*

	1=least			5=most	
	satisfied			satisfied	
	1	2	3	4	5
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. How long do you feel you have had a weight problem?
_____ years
15. How would you rate your ability to control your weight in the past?
 it has always been out-of-control.
 constantly on and off diets with periods of control and loss of control.
 mostly under control but takes constant dieting and care.
 mostly under control but need to lose accumulated weight over recent past.

EFFECTS OF WEIGHT PROBLEM

16. How do you think your weight problem affects your personal feelings of acceptance and confidence?
 has no effect on me.
 makes me feel *somewhat less* confident and at ease
 makes me feel *much less* confident and at ease.
 makes me feel *somewhat more* confident and at ease.
 makes me feel *much more* confident and at ease.

10. Have you had a physical examination since starting the program?

- yes no appointment has been made
 if yes, did you have the following tests?
 blood cholesterol level triglyceride level
 blood pressure other _____

11. What have your weight control efforts these past weeks since attending this program cost you in dollars, savings or expenses?

- saved a little spent a little more
 saved considerably spent considerably more
 _____ estimated amount _____ estimated amount

List any major changes in expenditures:

12. Do you feel that you need the continuing support of group meetings to keep to your weight control plans?

- yes, definitely yes no
 if yes, would you be willing to help form such a group? yes no already in one

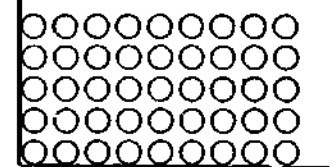
13. How would you compare this program sponsored by the Cooperative Extension Service to other weight control programs or diet plans . . .
 (please rate this program by darkening the appropriate column)

	Same As Others	Better Than Others	Worse Than Others	Not Applicable
1. ability to motivate me to control weight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. useable suggestions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. accuracy and credibility of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. knowledge of leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. people that are fun to be with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

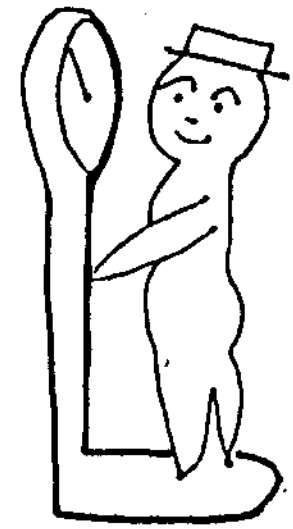
14. (optional) What percentage of your total calories are coming from fat in your diet? Use the Fat Counter Guide to determine percentage _____%

Respondent # _____

County _____



for office use



LIGHTER AND LIVELIER

HOW DID WE DO?

The following questions have been compiled to help us evaluate the effectiveness of our program. We would appreciate you taking the time to respond to these questions and thereby aid us in trying to better our program for others. Please return to the address below upon completion:



Cooperative Extension Service
 Michigan State University and U.S. Department of Agriculture Cooperating, East Lansing, Michigan 48824

Family Living Education

1. How successful were you in following your plans for improved eating habits?

EATING HABITS

RESULTS

	Days I met my goal	Total number of days
Goal 1.	()	()
Goal 2.	()	()
Goal 3.	()	()

2. How successful were you in following your plans for changing activity patterns?

	Days I met my goal	Total number of days
Goal 1.	()	()
Goal 2.	()	()
Goal 3.	()	()

3. What is your present weight? _____ pounds

4. Were you able to meet your goals for weight control?
 yes no

Please comment:

5. What did you learn from this experience that could help you control your weight in the future?

- A.
- B.
- C.

6. Did any other family members or friends work with you to control weight?

yes no

7. Do you feel that you have made substantial changes in your habits and activities to continue to improve health and fitness?

yes, very much so yes, to some extent no

8. Please answer the following items by thinking "to what extent did participation in this program help me in the following ways . . .

(darken in the circle in the appropriate column)

1. I am satisfied with my ability to control my weight.
2. I eat fewer snacks.
3. When I eat snacks I choose more nutritious and lower calorie snacks.
4. I have reduced the total amount of fat in my diet.
5. I buy fewer empty calorie foods and beverages.
6. I am more likely to plan meals in advance and shop from a list.
7. I use non-food rewards to improve my eating habits.
8. I have identified some of my undesirable eating and activity patterns and adopted new patterns.
9. I am eating more vegetables and substituting fruit for higher caloric desserts.
10. I am eating more poultry and fish.
11. I feel peppier and more energetic today and am more active.
12. I feel more attractive and more comfortable in my relationships with other people.
13. I have a greater interest and commitment to continue to practice good health and eating habits.

To A Great Extent
 To Some Extent
 To A Little Extent
 Not At All

9. How difficult was it for you to follow your weight control plans?

- very difficult rather easy
- somewhat difficult very easy
- not very difficult

MASTER CANNERS - VOLUNTEERS IN FOOD PRESERVATION EDUCATION

Carolyn Lackey
Food and Nutrition Specialist

Nearly 100 participants completed 18 hours of classes to become certified master canners in 1980 and, collectively, volunteered over 1100 hours to help others in the area of food preservation.

Overview: As the economy worsens more and more families either return to or want to develop for the first time basic food preservation skills. Each year as the canning season rolls around, Home Economists brace themselves for the onslaught of calls and requests for classes. Piloted last in 1979 in 8 counties, the Master Canner program was revised and expanded for use in 14 counties in 1980. The intensive training program of 18 class hours and satisfactory completion of a knowledge test launches master canners--volunteers who with manual, apron and lots of enthusiasm serve as teachers, demonstrators, helpers and advisors. Back up services are provided by the Home Economists and Campus based Foods and Nutrition Information Center. Costs of the program, consistent across counties, averaged \$20 per person for notebooks, purchased bulletins, produce and canning supplies.

Methods & Results: Participation data was collected from 9 of the 14 counties participating in 1979-80. Of 111 individuals who entered the Master Canner program, 89 percent successfully completed the graduation requirements. Three percent of the participants were male and four percent were minorities. Three-fourths were between 22 and 40 years of age, and one fourth were 41 years or over. As in the previous year's pilot a range of prior food experience was reported. Forty-three percent had less than 2 years of food preservation experience, twenty-two percent had from 2 to 5 years of experience, thirty-five percent had over 5 years of experience. Educational status was reported as follows: 20 percent completed high school; 25 percent some college; and 43 percent completed college.

At the time of this report Master Canner graduates are still involved in contributing volunteer time. For 72 Master Cannners the total time volunteered has already exceeded 1101 hours (an average of over 15 hours) or \$3500.00 worth of personnel effort. Their major collective contribution was in giving individual help, providing information and manning displays at fairs and markets, assisting with food preservation demonstrations, and answering telephone calls in county CES offices on food preservation.

Discussion: Master Cannners are making a major contribution to the FLE program and the community from which they serve. Not only do they release the Home Economist for other work, they actually seek out new audiences and bring Extension into new areas of the community.

MASTER CANNER

Expense Sheet for _____ Unit

Item	Quantity	Unit Cost	Total Cost
Foods & Seasonings			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		Subtotal	_____
Equipment			
1.			
2.			
3.			
4.			
5.			
6.			
		Subtotal	_____
Class Notebook Materials			
1. xeroxed sheets			
2. publications			
3.			
4.			
5.			
6.			
		Subtotal	_____

Item	Quantity	Unit Cost	Total Cost
Travel		Miles X 0. --/mi	
1.			
2.			
3.			
Miscellaneous			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		Subtotal	_____
			Total Cost _____



COOPERATIVE EXTENSION SERVICE
MICHIGAN STATE UNIVERSITY and
U.S. DEPARTMENT OF AGRICULTURE COOPERATING

DEPARTMENT OF FOOD SCIENCE AND HUMAN NUTRITION
201 WILLS HOUSE • EAST LANSING • MICHIGAN • 48824

_____ County

_____ EHE

_____ Date

Family Living Education

PROGRAMS ARE OPEN TO ALL WITHOUT REGARD TO RACE, COLOR OR NATIONAL ORIGIN

MASTER CANNER ACTIVITY RECORD FORM

Please keep a record of your volunteer activities so that the Cooperative Extension Service can continue to offer programs such as the Master Canner Program. This activity record should be mailed to your Extension Home Economist at the time intervals specified by the EHE.

THANK YOU FOR YOUR VALUABLE CONTRIBUTION TO YOUR COMMUNITY!

Please use the following categories when possible to describe your activity so all Master Canners' form can be collected for county and statewide reports.

ACTIVITIES: PROGRAM/DEMONSTRATION INDIVIDUAL HELP
MARKET OR FAIR INFORMATION BOOTH TELEPHONE CONTACTS
PREPARING HANDOUTS
OTHER (Please specify under the activity column)

Following is an example of a filled in activity card.

ACTIVITY	DATE	FOOD PRESERVATION TOPICS COVERED	# PEOPLE CONTACTED	SPECIFY ANY PARTICULAR AUDIENCE	AMOUNT OF TIME
telephone contacts	7/2	General	7	none	1 hr.
fair booth	7/4	all food preservation	80	none	4 1/2 hrs.
program/demonstration	7/16	Canning vegetables	15	low income housing group	2 1/2 hrs.
telephone contacts	8/20	general	8	none	1 hr.
farmer's market	8/30	freezing fruits and vegetables	70	none	2 1/4 hrs.
individual help	8/30	Canning green beans	2	Mexican american	2 hrs.

MASTER CANNER

Composite Activity Record For Program Year 198 -198 .

Complete with information compiled from all individual Master Canner Activity record forms. Due September 15.

Number of Master Canners contributing volunteer hours _____.

Activity	Number of people contacted	Specify any particular audiences	Total amount of time contributed
Programs/ Demonstrations			
Market or Fair Information Booth			
Individual Help			
Telephone Contacts			
Preparing Handouts			
Other (please specify)			

Mail to: Food & Nutrition Specialists
201 Wills House
Michigan State University
East Lansing, MI 48824

Due September 15

MASTER CANNER

VOLUNTEER ACTIVITY PREFERENCE SHEET

NAME: _____ PHONE _____

ADDRESS: _____

FOR EACH OF THE FOLLOWING ACTIVITIES, PLEASE CHECK THE COLUMN WHICH BEST DESCRIBES YOUR FEELING. THERE IS ROOM TO EXPLAIN YOUR PREFERENCES IF YOU WISH.

ACTIVITY	FEEL COMFORTABLE WITH AND WOULD LIKE TO DO	SLIGHTLY UNCOMFORTABLE BUT WOULDN'T MIND DOING	FEEL UNCOMFORTABLE AND PREFER NOT TO DO
Small group demonstrations with other Master Canners or the EHE			
Answer food preservation telephone calls			
Work at displays at local fairs, markets, etc.			
Make food preservation displays or educational information handouts			
Work with individuals needing food preservation help			

PLEASE INDICATE PERSONAL CONFIDENCE IN THE FOLLOWING CATEGORIES OF FOOD PRESERVATION BY CHECKING UNDER THE APPROPRIATE COLUMN.

I AM VERY CONFIDENT ABOUT MY KNOWLEDGE AND SKILLS IN THIS AREA I AM FAIRLY CONFIDENT ABOUT MY KNOWLEDGE AND SKILLS IN THIS AREA I'M LESS CONFIDENT ABOUT MY KNOWLEDGE IN THIS AREA

Jams, jellies, preserves			
Low acid food preservation			
Acid food preservation			
Freezing			
Pickling			
Drying & Cool Food Storage			

Form MC 3

IN THIS SECTION YOU ARE ASKED TO INDICATE THE BEST DAYS & TIME FOR YOU TO VOLUNTEER. REMEMBER TO CONSIDER EVERYTHING THAT MIGHT LIMIT YOUR VOLUNTEER TIME - JOBS, PREVIOUS COMMITMENTS, TRANSPORTATION, CHILD CARE. CHECK ALL TIMES YOU WOULD LIKELY BE ABLE TO VOLUNTEER SERVICE.

VOLUNTEER SERVICE	MORNING	AFTERNOON	EVENING
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

EXPLAIN (IF NECESSARY):

DO YOU ALREADY KNOW ANY GROUPS THAT WOULD LIKE A FOOD PRESERVATION DEMONSTRATION? HAVE ANY GROUPS CONTACTED YOU? _____

DO YOU HAVE ANY OTHER IDEAS ON HOW YOU WOULD LIKE TO VOLUNTEER? _____

MASTER CANNER QUESTIONNAIRE

Please fill in the following information about yourself. These forms will help us describe 'who' the Master Canners are in Michigan.

Thank you!

1. Age: _____ years
2. Sex: _____ Male _____ Female
3. How many children do you have? _____
4. Race: _____ Caucasian/white _____ Mexican American
 _____ Black Afro American _____ American Indian
 _____ Other: please specify _____
5. How many years have you been preserving food? _____ years
6. Are you currently _____ employed? _____ not employed _____ retired?
7. If employed, what is your job? _____
8. If retired, what was your main job before retirement? _____

9. How did you learn about the Master Canner Program? _____

10. Why do you want to be a Master Canner? _____

11. How much schooling have you completed?
 _____ less than high school _____ some college
 _____ high school _____ completed college
 _____ training program

Name: _____ Telephone: _____

Address: _____

For Office Use: Meetings: _____
 Complete: _____
 Hours: / / /

MASTER CANNER

Expense Sheet for Total Program

	Quantity	Unit Cost	Total
Notebooks			
Aprons			
Certificates			
Other-specify			
Other-specify			
UNIT COSTS			
Jellies, Jams Preserves			
Canning Low Acid Foods			
Canning Acid Foods			
Freezing			
Pickling			
Drying & Food Storage			
			Total _____

Cost per person:

Total Cost = _____ = \$. per person
 Number of participants completing program

Mail to: Food & Nutrition Specialist
 201 Mills House
 Michigan State University
 East Lansing, MI 48824

_____ ENE
 _____ County
 _____ Date

Information on Master Canner Graduates
 (To Be Completed by Extension Home Economist)

You can obtain most information from class members Master Canner Questionnaires.

1. How many people were enrolled at the beginning of your program? _____
2. How many people completed your program? _____ (graduated)
3. Please give the following information about your program participants.

Characteristic	Graduated	Did Not Graduate
	number	number
Sex: M	_____	_____
F	_____	_____
Race: Caucasian/White	_____	_____
Black Afro American	_____	_____
Mexican American	_____	_____
American Indian	_____	_____
Other _____	_____	_____
Other _____	_____	_____
Age: Under 21	_____	_____
22-40	_____	_____
41-65	_____	_____
over 65	_____	_____
Years practiced food preservation:		
less than 2	_____	_____
2-5	_____	_____
over 5	_____	_____

Characteristic	Graduated	Did Not Graduate
	number	number
Employment status:		
employed	_____	_____
not employed	_____	_____
retired	_____	_____
Educational status:		
less than high school	_____	_____
high school	_____	_____
training program	_____	_____
some college	_____	_____
completed	_____	_____

4. Do you have any comments you would like to share in evaluations and annual report?

Mail all information to:
 Food and Nutrition Specialist
 201 Willis House
 Michigan State University
 East Lansing, MI 48824

DUE SEPTEMBER 15th

Michigan Family Sourcebook

The **Michigan Family Sourcebook** is a product of the **Institute for Family and Child Study** at Michigan State University and was developed by faculty from the College of Human Ecology and the Family Living Education Program of Michigan's Cooperative Extension Service.

Edited by:

Mary P. Andrews, Ph.D. and Robert P. Boger, Ph.D.

Send order form and remittance to:
Institute for Family and Child Study
Home Management Unit No. 2
Michigan State University
East Lansing, Michigan 48824

Michigan Family Sourcebook

First Edition
1980



COLLEGE OF HUMAN ECOLOGY
Michigan State University

Michigan . . .

The **Michigan Family Sourcebook** is a reference book of statistical information about Michigan Families and their interactions with systems in society.

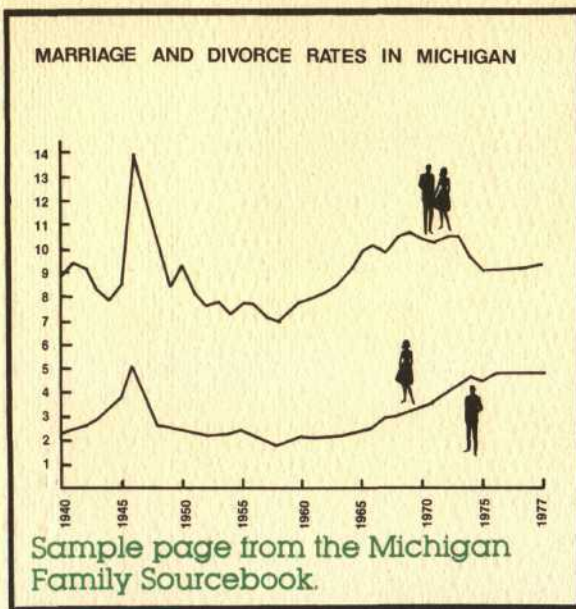
All of the information included in the sourcebook is Michigan data collected from the most current census reports, agency records, published surveys and special releases. When available, county-level data are also presented.

. . . Family . . .

The family is the focus of this collection of descriptive information. The sourcebook contains a variety of types of data organized to describe Michigan families and the forces which affect them. Conditions and trends are highlighted to help the reader explore possible implications.

. . . Sourcebook

This 280 page, soft cover sourcebook was designed as a resource for agencies, organizations and individuals working with families. The tables and figures provide ready access to information needed when documenting the needs of families, establishing program directions or developing funding proposals. The sourcebook is organized to help locate specific information or to assist professionals and lay persons to better understand general trends affecting families. Tables and graphs are in a full-size, camera-ready format, convenient for making transparencies to use in presentations or to insert in other documents.



Information in the first edition of the **Michigan Family Sourcebook** is organized around ten basic areas of interest and concern to persons working with families.

- Population Characteristics
- The Family
- Work, Income and Expenditures
- Quality of Life
- Education
- Health
- Nutrition Programs
- Housing
- Residential Energy
- Recreation and Leisure

Additional editions of the Michigan Family Sourcebook will be developed periodically to provide current, comprehensive information about Michigan Families. To order your copy of the first edition tear off and send the attached order form with your remittance. Distribution will begin in June 1980.

Michigan Family Sourcebook Order Form

Name _____
Organization _____
Address _____
City _____ State _____ Zip _____

NUMBER OF COPIES: _____ at \$8.00 each. Total: \$ _____
Make checks payable to Michigan State University

MICHIGAN FAMILY SOURCEBOOK

-Editors-

Mary Andrews
Program Leader,
Evaluation Specialist
Michigan Cooperative Extension Service

Robert Boger
Director,
Institute for Family & Child Study
College of Human Ecology

Development and distribution of a collection of descriptive information to serve as a reference in program planning.

Population trends, family structural characteristics, residence patterns, income and resource allocation patterns are necessary inputs for program review and planning processes; such data help to identify shifting family needs and issues that require attention. Although these statistics are available at the national level, they are increasingly more difficult to find at the state and county levels. In view of this need, the Michigan Family Sourcebook was developed by the Family Living Education staff & faculty of the College of Human Ecology. Drs. Robert Boger and Mary Andrews, editors and coordinators identified the following objectives:

1. to identify specific data needs and types of data available in Michigan
2. to compile existing statistics (by county when possible from Michigan agency records, census reports and special studies
3. to present graphic illustrations and analyses of basic trends on a set of 10 areas related to family life to serve as examples of ways data can be interpreted
4. to disseminate a Family Sourcebook that can be updated or expanded as new information is made available

In the Spring of 1980, the first edition of the Michigan Family Sourcebook was published with distribution beginning in June, 1980. Following a workshop (statewide conference on families) to familiarize Extension staff with the Sourcebook and its potential use, it was made available to all counties at no cost. Copies were also distributed to departments within the College of Human Ecology, state legislators and professional groups. Additional copies are available at cost to professionals in the state through the Institute for Family and Child Study, and University bookstores.

Feedback concerning the usefulness of the Sourcebook is being solicited from persons receiving it. These evaluation results will be used in updating and revising subsequent editions. It is hoped that the Sourcebook will be a continuing reliable source of information for professionals to use in creating responses to shifting patterns in family life.

MICROWAVE COOKING CLASSES: EVALUATION

Mary Peters
Benzie County

The large majority of participants in microwave cooking classes increased the use of the microwave over conventional range oven and surface units by at least 15% to reduce energy consumption.

Overview: A 4-week series of microwave cooking classes were held in Benzie County in November of 1978, and due to requests, repeated in February and March of 1979. Total enrollment for the sessions was 107. Classes were developed to increase use of the microwave in place of conventional range oven and surface units as an energy conservation effort. The series was taught by Amana Representative Pat Lane, and coordinated by EHE Mary Peters. Use of the microwave in preparation of appetizers, beverages, vegetables, meats, casseroles, desserts and candies was demonstrated.

Methods & Results: Ninety-five participants (68 percent of those attending) completed pre and post tests to document changes in microwave usage, knowledge of how microwaves cook, and reaction to the program.

A large majority of participants were new to Extension programs. Before starting the series participants were using the microwave for approximately eight different processes. On that portion of the post-test used to evaluate participants' knowledge concerning the use of the microwave, the average score was 62 percent. The following practice changes were documented:

- participants increased their use of the microwave by an average of five processes
- 61 percent of those responding increased their use of the microwave in place of their surface units by at least 15 percent
- 71 percent of those responding increased the use of the microwave in place of their range oven by at least 15 percent

Discussion: Instruction and demonstration in microwave cooking techniques can produce behavioral changes of increased microwave usage. This can have a positive effect on energy conservation in the home since microwave cooking is energy efficient. Depending on consistency of use, savings of 4.6 to 8.2 kilowatt hours can be accomplished through replacement of conventional cooking by microwave. At current electric rates, the combined savings of these families making 15 percent reductions equals approximately \$32.00 per week. At the request of participants, an advanced series focusing on meat cookery was held in November 1979. Additional series are being planned.

PRE TEST

Name: _____

*** ASSESSMENT OF CURRENT MICROWAVE USE ***

1. I use my microwave _____ once a day or _____ percent of my total cooking.
_____ 3 times a day
_____ 6 times a day

2. I use the microwave to:		YES	NO		YES	NO
defrost	_____	_____	_____	prepare fresh vegetables	_____	_____
reheat	_____	_____	_____	prepare frozen vegetables	_____	_____
bake cakes	_____	_____	_____	prepare casseroles	_____	_____
make sauces, gravies and puddings	_____	_____	_____	boil water for beverages	_____	_____
prepare meat	_____	_____	_____	cook bacon	_____	_____
prepare poultry	_____	_____	_____	bake pies	_____	_____
prepare fish	_____	_____	_____	make candy	_____	_____
				bake potatoes	_____	_____

3. I use my microwave instead of the surface units approximately _____ of the time.
_____ 0-10%
_____ 11-25%
_____ 26-40%
_____ 41-55%
_____ 56-70%
_____ 71-85%
_____ more than 85%

4. I use my microwave instead of the oven approximately _____ of the time.
_____ 0-10% _____ 56-70%
_____ 11-25% _____ 71-85%
_____ 26-40% _____ more than 85%
_____ 41-55%

POST TEST

Name: _____

*** MICROWAVE EVALUATION ***

I have owned a microwave for _____

Knowledge

- Microwaves cook via... a) radiant heat. b) friction heat. c) transferred heat.
- In a microwave oven you may not use... a) glass cooking dishes. b) ceramic c) stainless steel
- Microwaves are shaped like... a) rolling pins. b) sewing pins. c) ballpoint pins.
- Microwaves penetrate the food... a) 1-inch. b) 2-inches. c) 3 inches. d) throughout.
- Halfway through the cooking process you turn the food a... a) 1/2 b) 1/3 c) 1/4
in order to... a) distribute the microwaves. b) stir the food. c) keep the oven from overheating.
- When planning combination dishes like casseroles, it is important that... a) all ingredients be the same size. b) all ingredients require the same cooking time. c) all foods be pre-cooked.
- When cooking in the microwave, the most efficient shape to arrange the food in is... a) round. b) square. c) oblong.
- Microwaved vegetables should be cooked... a) covered. b) uncovered. c) in a lot of water.
- When cooking poultry, it should be turned so all... a) 4 sides are up. b) 6 sides are up. c) 2 sides are up.
- When cooking an unstuffed fowl, allow... a) 2 minutes per pound more time. b) 3 minutes per pound less time. c) the same amount of time.

A-50

Use

1. Since starting this series, the frequency of using the microwave to:

	<u>Was</u> <u>Doing</u>	<u>Started</u> <u>Doing</u>	<u>Same</u>	<u>Increased</u>	<u>Decreased</u>	<u>Stopped</u>
defrost.....						
reheat.....						
bake cakes.....						
make sauces, gravies.....						
and puddings.....						
prepare meats.....						
prepare poultry.....						
prepare fish.....						
prepare fresh vegetables.						
prepare frozen vegeats. ..						
prepare casseroles.....						
boil water for beverages.						
cook bacon.....						
bake pies.....						
make candy.....						

2. I use my microwave instead of the surface units

approximately.....	<input type="checkbox"/> 0-10%	of the time.
	<input type="checkbox"/> 11-25%	
	<input type="checkbox"/> 26-40%	
	<input type="checkbox"/> 41-55%	
	<input type="checkbox"/> 56-70%	
	<input type="checkbox"/> 71-85%	
	<input type="checkbox"/> more than 85%	

3. I use my microwave instead of the range oven

approximately.....	<input type="checkbox"/> 0-10%	of the time.
	<input type="checkbox"/> 11-25%	
	<input type="checkbox"/> 26-40%	
	<input type="checkbox"/> 41-55%	
	<input type="checkbox"/> 56-70%	
	<input type="checkbox"/> 71-85%	
	<input type="checkbox"/> more than 85%	

4. COMMENTS:

NEEDS ASSESSMENT SURVEY: PARENTS OF PRESCHOOLERS

Aliene Mills
Lapeer County

*A needs assessment survey resulted in programming
to more effectively meet the needs of those surveyed
and attract new clientele*

Overview: In order to assist families in prioritizing their needs, EHE Aliene Mills conducted a needs assessment survey of parents of preschoolers to determine their preferred subject matter and methods of delivery. The target audience were readers of the newsletter "The Homeplate", and parents of preschoolers enrolled in 12 nursery schools and day care programs and 11 library story hours.

Methods & Results: A total of 847 "Homeplate" readers were sent questionnaires; 87 were returned for a return rate of 10 percent. Questionnaires were distributed to parents via staff of preschools and libraries; 555 were distributed and 100 returned for a return rate of 18 percent.

Although the respondents from "Homeplate" could be considered Extension clientele, respondents from the preschools or libraries represented potentially a new audience for Extension programming. In the families surveyed, 50% of the mothers were employed outside the home. About two-thirds of these families had preschool children.

The preferred delivery methods indicated by respondents were as follows:

•newsletters	77%
•self-study classes	49%
•meetings or classes	33%
•parent groups	25%

When respondents were asked to indicate which topics would be of interest to them or someone in their family, the top five chosen were: foods and nutrition, growth and development, energy, and food selection and preparation.

Discussion: Results of the survey were shared with "Homeplate" readers, librarians and preschool educators. Because self-study programs were preferred by respondents, Extension sponsored the correspondence course "Nothing Makes Parenthood Harder than Having Kids". Evaluation results from

35 participants in the course has shown that the course has been effective. After seeing notice of the upcoming course in "The Homeplate", a Department of Social Services caseworker encouraged seven Department of Social Services families to enroll in the course. Also, the leader of "Parents Anonymous" has requested eight copies of the course to be used with members of this group. Topic preferences of "Homeplate" readers are being incorporated in the newsletter.

Extension Family Living
Needs Assessment Survey

1. Have you received information from the Cooperative Extension Service?

yes no not sure

2. If you have, how did you receive this information?

<input type="checkbox"/> attended meeting	<input type="checkbox"/> 4-H leader or member
<input type="checkbox"/> newsletter	<input type="checkbox"/> MAEH Study Group member
<input type="checkbox"/> bulletin or leaflet	<input type="checkbox"/> other (list) _____
<input type="checkbox"/> personal question or concern answered	

3. Which of the following program delivery methods would you prefer?

a meeting or series of meetings
 newsletter
 a coffee clatch or discussion group within your community
 self-study programs (learn-by-mail; borrow lessons; etc.)
 news column in county papers
 radio program with county stations

4. If the Cooperative Extension Service were to offer a meeting or series of meetings:

A. Which would be the best time?

morning afternoons evenings
 all day when on a Saturday

B. Would your family be more likely to come if child care were available at the program location?

yes no doesn't matter

5. Can you tell us a bit about your family?

A. Employment status of parents:

<u>Female</u>		<u>Male</u>
<input type="checkbox"/>	Full-time	<input type="checkbox"/>
<input type="checkbox"/>	Part-time	<input type="checkbox"/>
<input type="checkbox"/>	Work for pay at home	<input type="checkbox"/>
<input type="checkbox"/>	Not employed	<input type="checkbox"/>

B. Employed within Lapeer County?

Female: yes no If no, what county? _____
Male: yes no If no, what county? _____

C. Number of children in the following age range:

infant or preschool
 elementary age
 middle or junior high
 high school
 over 18 at home

D. Our family lives:

- within a village or city
- 10 or less acres
- 10 or more acres

E. We have lived within Lapeer County for:

- 2 or less years
- 3-5 years
- 6-10 years
- 11-20 years
- 21 or more years

F. What are the driving habits of your family?

- about the same
- because of a change in life style, more
- because of driving cost, less

6. Of the following topics, which would be of most interest to you or someone in your family? Circle your rating.

	of much interest or need			of little interest or need	
A. Growth and development	5	4	3	2	1
B. Making and carrying out decisions	5	4	3	2	1
C. Time management	5	4	3	2	1
D. Foods and nutrition	5	4	3	2	1
E. Food selection and preparation	5	4	3	2	1
F. Canning and freezing foods	5	4	3	2	1
G. Money management	5	4	3	2	1
H. Self-esteem	5	4	3	2	1
I. Energy	5	4	3	2	1
J. Clothing selection	5	4	3	2	1
K. Vegetable gardening techniques	5	4	3	2	1
L. Discovering the local community	5	4	3	2	1
M. Family-time suggestions and ideas	5	4	3	2	1
N. Weight control	5	4	3	2	1
O. Communication skills	5	4	3	2	1
P. Other (list)	5	4	3	2	1

NUTRITION THROUGH LIFE CONFERENCE FEEDBACK

Northeast Region Extension Home Economists

A cooperative effort in nutrition education presented useful information to the general public and professionals in the field of nutrition

Overview: Nutrition Through Life, held on March 10, 1979, was a day-long event sponsored by the Northeast Michigan Nutrition Council, Michigan State University Cooperative Extension Service, and WBKB-TV. Planned by the Northeast Region EHEs, it was the culmination of National Nutrition Week and included assembly and workshop sessions, exhibits, and take-home literature. Both local and state resource people conducted sessions. The event was advertised to the general public and to a number of special interest groups including health professionals, home economists and TOPS group members. Approximately 125 persons attended in 1979.

Methods: Two cards were used at the program to obtain information. As participants arrived, they were asked to complete a registration card. Before leaving the program a completed feedback card was requested from each person. Ninety-six registration cards and 74 feedback cards were returned and tallied.

Results: All age groups were represented among participants. Nearly one-third of the participants were employed full time; about one-third indicated part-time employment; another one-third were not employed. About one-half had never before attended an Extension meeting or program. One-third had learned of the program by word-of-mouth; another one-third received information in the mail. The most popular sources of nutrition information, reported by this group, in rank order, were: books, magazines and newspapers, Cooperative Extension Service; and, health professionals.

Participants' perceptions of the program's effectiveness in addressing its objectives are as follows:

<u>Items</u>	<u>Avg. (10 pt. scale) response</u>
Awareness of nutrition's role in good health through the life cycle	7.4
Usefulness of information presented in daily life	8.2
Understanding of personal nutritional requirements	6.9
Understanding individual differences in nutritional requirements	7.7
Understanding the difficulties in setting U.S. dietary goals due to individual differences	7.7

Discussion: Many participants in Nutrition Through life were new to Extension, and subsequently became involved in other Extension programs. Based on the fact that many participants were professionals employed in food-related positions, it was determined that information leaders were being reached. In 1980, planners decided that a "road show" approach would result in a wider outreach, particularly in rural areas. The number of participants was not as large as hoped demonstrating that one program, centrally located, may be more efficient.

Please complete this card and hand to your afternoon session hostess before leaving today. Thank you.

1. Would you have been able to come on a weekday? 54% Yes 46% No

2. The program was planned to address three major objectives. To what extent did the program help you to:

A. Become more aware of nutrition's role in good health throughout the life cycle.	<u>Mean Response</u>
--	----------------------

0	5	10	
Very little	Some	A Lot	7.4

B. Understand the difficulties in setting U.S. dietary goals due to individual differences.

0	5	10	
Very little	Some	A Lot	7.7

C. Identify reliable and unreliable sources of nutrition information.

0	5	10	
Very little	Some	A Lot	6.7

3. To what extent did the presentation provide you with information that will be useful in your daily life?

0	5	10	
Very little	Some	A Lot	8.2

4. To what extent do you feel better able to judge your own nutritional requirements?

0	5	10	
Very little	Some	A Lot	6.9

5. To what extent do you think you understand the impact that the U.S. Dietary Goals will have on food availability and pricing?

0	5	10	
Very little	Some	A Lot	6.0

6. To what extent did the program help you clarify nutrition issues?

0	5	10	
Very little	Some	A Lot	6.9

7. How would you change the day's program?

0	5	10	
Very little	Some	A Lot	0.9

PARENT-TO-PARENT: SUPPORT FOR TROUBLED FAMILIES

Elaine Glasser - Oakland County
Mary Andrews - Evaluation Specialist

An in-depth study of 8 families shows positive changes over time in parenting as a result of working with a volunteer parent aide.

Overview: The Parent-to-Parent program in Oakland County, begun in July, 1977, involves recruiting, training and placing volunteers with families that are neglectful or potentially abusive to their children. Over 65 volunteers have made home visits to provide encouragement and informal education in practical living skills. These skills include home and money management, child development and family living, food and nutrition, home maintenance and improved personal care and self-esteem. The goal is to preserve the nuclear family unit by helping the family become more self-sufficient and stable in their home life.

Problems these families have in common are a lack of parenting skills and ineffective methods of coping with their children. This is usually accompanied by unrealistic expectations of the child(ren)'s development. There may be a lack of understanding of the "special needs" child. There may be excessive use of physical punishments. The families may have poor/no job skills or the inability to hold stable employment. The combination of lack of education and employment problems leads to low income and/or public assistance. Poor feelings about their own worth and what they can accomplish compounds their stresses. They may be unaware of or unable to look through the bureaucracy of medical, legal and social services available to help them. Last of all, they have developed poor family communication patterns which hamper their problem solving abilities and leads to the breakdown of the family.

Methods & Results: Extension contracts with the county Department of Social Services to administer this volunteer program. It is estimated that the 65 volunteers to date have contributed 156,000 hours of service or \$491,000 worth of services to the community computed at \$3.15 per hour. This means for every \$1.00 of tax money, \$15.00 of service are generated. The public also saves money by reducing the need for foster care as children often remain in the home as a result of the parent aides' support.

Based on a comparison of ratings initially and at 9 to 12 months later, positive changes were observed in families as a result of working with the parent aide. Families from Oakland County showed dramatic improvements in the area of nutrition and health (+10%) and involvement in child development activities (+17%). Families also changed their interactions with support groups. When entering the program, 83% of the families turned to formal agencies such as a health or social worker when they needed help. One year later, none of the families mentioned a representative of a formal agency, rather they now had friends (17%), family (17%), or the parent aide (50%) to turn to.

Discussion: Increasingly, communities are more open to recognizing situations where child abuse or neglect may occur and these families are

experiencing stress. As a result, more families are seeking out or accepting help with family and parenting problems. Parent-to-Parent is an example of concerned and caring people helping people. The success of this program indicates that positive things are happening for families and parent aides as a result of this type of supportive service. Reducing isolation is a key to preventing future neglect and abuse and the Parent-to-Parent program helps to do this.

PARENTING EDUCATION NEWSLETTER EVALUATION

Joan McGarry
Grand Traverse & Leelanau Counties

Evaluation of a newsletter for parents of preschoolers shows that 94 percent of the respondents have used suggestions from the articles

Overview: A newsletter for parents of children aged two through six entitled "The Yellow Pages" was piloted in Grand Traverse and Leelanau Counties in 1979-80. Edited by EHE Joan McGarry and staff, the newsletter is published monthly and sent to approximately 1000 families including 400 Headstart families. Subjects covered are foods and nutrition, child development and parenting; book reviews are also included.

Reader response to the newsletter was evaluated to determine the extent that it was meeting needs and whether or not to continue the publication.

Methods and Results: A questionnaire was sent to the 1000 families receiving "The Yellow Pages." One hundred and four parents returned the one page self-mailer evaluation form providing feedback on parental reactions to the newsletter. Most of these families had both parents present (81%) with a full-time employed male (78%). Forty-three percent had females as full-time homemakers; 27 percent had part-time employed females and 20 percent had full-time employed females. Most families were relatively young with 55 percent having a youngest child under three years old. Nearly half (48%) of the respondents had a college degree and 34 percent reported having taken a parenting course or workshop.

In terms of general perceptions of helpfulness, 73 percent of the respondents noted that the newsletter articles were often helpful. Parents noted that the newsletter most helpful in guiding parents to:

- listen to their children better
- communicate better with children
- recognize uniqueness of children
- use everyday routines as learning experiences
- Use play as learning experiences
- understand different growth needs of children

While 39 percent of the respondents reported receiving similar information from other sources, 51 percent did not. Eighty-four percent noted that they saved the newsletters for later reference and 94 percent reported using suggestions from the newsletter.

Discussion: The evaluation results showed that the reading audience of "The Yellow Pages" is finding information in the newsletter useful, particularly with respect to learning parenting skills. Because so many readers are saving articles for future reference, the newsletter is now punched for filing in notebooks. Currently, the newsletter reaches about 1000 readers each month. The evaluation showed that many parents have babies and very young children; thus, a new publication "You and Your Baby" has been created with the first copy sent out in January of 1981.



**COOPERATIVE
EXTENSION
SERVICE**

MICHIGAN STATE UNIVERSITY • U.S. DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING
GRAND TRAVERSE COUNTY EXTENSION OFFICE • GOVERNMENT CENTER •
400 BOARDMAN • TRAVERSE CITY, MICHIGAN 49684 • (516) 941-2258

Dear Parents:

Please help us evaluate our Newsletter by taking the time to answer the following questions. Your reactions are important. Check the appropriate space to indicate your response.

- I. Reactions to the Newsletter
1. What about the length?
 - 1 () too short
 - 2 () too long
 - 3 () just right
 2. Are articles...
 - 1 () often helpful
 - 2 () sometimes helpful
 - 3 () seldom helpful
3. Do you receive similar information from other sources?
 - 1 () yes, mostly
 - 2 () yes, some
 - 3 () no, not really
 If yes, what sources _____
4. Do you save the Newsletter for later reference?
 - 1 () yes
 - 2 () no
- II. Helpfulness of Ideas in Newsletter
1. To what extent do you use the suggestions from the Newsletter? Often Occasionally Hardly ever
- () () ()
- III. What have you learned from the Newsletter? Have you learned to...
- | | Learned | | How Helpful | | |
|--|---------|-----|-------------|----------|------------|
| | Yes | No | Vary | Somewhat | Not at all |
| 1. Communicate better & share feelings | () | () | ** | () | () |
| 2. Deal with your feelings as you respond to your child's actions? | () | () | ** | () | () |
| 3. Deal with your own personal feelings & emotional needs? | () | () | ** | () | () |
| 4. Communicate better with your child? | () | () | ** | () | () |
| 5. Listen better to your child? | () | () | ** | () | () |
| 6. Recognize the uniqueness of your child? | () | () | ** | () | () |
| 7. Deal with the uniqueness of your child? | () | () | ** | () | () |
| 8. Use the everyday family routine as a part of the child's learning experience? | () | () | ** | () | () |
| 9. Use play as a learning experience? | () | () | ** | () | () |
| 10. Understand the different growth needs of children? | () | () | ** | () | () |
| 11. Know what children can do at different developmental stages? | () | () | ** | () | () |
| 12. Guide and discipline children at different ages/stages? | () | () | ** | () | () |
| 13. Locate and/or use community services available to families? | () | () | ** | () | () |
| 14. Understand family interactions and effects on family members? | () | () | ** | () | () |
| 15. Maintain a healthy environment for the family | () | () | ** | () | () |

16. Have you changed your behavior as a parent since learning more about parenting and child development? Please comment.
17. Has your family changed in any way as a result of your actions?
18. Would you like to receive the "Yellow Pages" again next year? () yes () no
If no, please explain.
19. What topics would you like to see included in next year's Newsletter? Please list.

IV. Family Information

1. Household Composition:

Number of adults: _____
 Number of children per age group:
 under 3 years _____
 3-5 years _____
 6-10 years _____
 11-18 years _____

2. Family Type:

1 () two parent
 2 () one parent
 3 () grandparent
 4 () other _____

3. Employment Status Outside the Home:

Father	Mother	
()	()	not employed
()	()	part time employed* (*less than 30 hours)
()	()	full time employed
()	()	retired

4. Educational Attainment:

1 () less than high school
 2 () high school grad or equivalent.
 3 () some college
 4 () college program completed

5. Residence:

1 () Traverse City
 2 () small town
 3 () rural area
 4 () other _____

6. Have you or your spouse ever attended a parenting course or workshop?
 () yes () no

7. Would you want to attend a parenting course?
 () yes () no () maybe

Thank you for your cooperation. When you have completed this form, fold it so the return address is visible and put it in the mail - no postage is necessary.

Joan McGarry
 Joan McGarry
 Extension Home Economist

Cooperative Extension Service programs are open to all without regard to race, color, national origin, or sex.

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 UNITED STATES DEPARTMENT OF AGRICULTURE
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YELLOW PAGES EVALUATION
 P O BOX 552
 TRAVERSE CITY MI 49684

SAFE FOOD PRESERVATION:

DO PEOPLE USE OUR ADVICE?

Carolyn Lackey
Foods & Nutrition Specialist

Marlene Caszatt
Extension Home Economist

People use Extension's advice--in 1979, a random sample of consumers in eleven counties who called Extension offices with food preservation and safety questions used the advice given, netting each client nearly \$16.00 of safely prepared product.

Overview: Cooperative Extension Service (CES) offices are swamped with calls every summer as those both old and new to gardening and food preservation seek answers to specific questions. Extension home economists in eleven counties participated in "Call Back" to see if people use Extension's advice and to determine its effectiveness.

Methods & Results: Each county kept a one-page record on 80 randomly selected consumer telephone inquiries. Twenty percent of the 80 callers received a 'call-back' to verify whether the advice given by phone was used by the caller.

Eighty-four percent of all questions received related to some aspect of food preservation, followed by 6 percent recipes and 2 percent food spoilage. Seventy-two percent of the sample received immediate responses with an additional 27 percent receiving replies within 24 hours. Twenty-eight percent called Extension as their first resource, with the remainder calling friends/relatives or someone else first. Extension continues to reach new people; forty-nine percent of the callers had never contacted Extension previously.

Clients varied greatly in regard to the number of years they had preserved food. Seventeen percent were preserving food for the first time; 31 percent had preserved 1-6 years, 22 percent for 7-16 years, and 30 percent over 16 years.

Referrals to CES from friends/relatives accounted for 24 percent of the clients' reasons for calling CES for assistance. Others learned about Extension through prior knowledge of CES (21 percent), newspapers (16 percent), MSU (11 percent), belonging to a Cooperative Extension organized group (11 percent), radio/T.V. (10 percent), referral from other agencies (4 percent) and phone listing (3 percent).

The large majority (82 percent) of those sampled had used the advice received and 65 percent had shared the information with others. By asking about quantity and types of foods preserved, it was projected from the sample that if clients had not followed the correct preservation procedures given by CES they would have lost over \$2,000.00 in dollar values. Each phone call netted the caller an average of \$15.64 of safely prepared product.

Discussion: From those sampled in "Call Back" it was determined that clients do indeed profitably use Extension's advice, and that they share this advice with others. The wide range of food preservation experience represented (first-timers through over 16 years) showed that individuals need assistance no matter how long they have preserved food. Advice in food preservation, one of Extension's oldest services, continues to serve old and new clients alike.

FOODS AND NUTRITION--DO PEOPLE USE OUR ADVICE?

CALLER _____ PHONE NO. _____ MALE _____ FEMALE _____

DATE: ___/___/___ COUNTY _____

QUESTION: _____

ANSWER: _____

QUESTION CATEGORY:

Food Safety

Food Preservation

Food Preparation

- Freezer Off
- Storage Time
- Spoilage
- Additives
- Wild Foods
- Other (_____)

- Drying
- Canning Process
- Canning Equipment
- Freezing
- Pickling
- Jams and Jellies
- Meat Curing
- OTHER (_____)

- Recipes
- Quantity Foods
- Special Diets
- Yields per container
- Other (_____)

ANSWERED BY: _____ EHE _____ CED _____ FLE Program Assistant _____ 4-H Program Assistant _____ Secretary _____ Other(_____)

SOURCE: _____ F&N Pres. Notebook _____ Testbook (_____)
 Hot Lines & Sit. Statements _____ Commercial Bulletin (_____)
 Resource person _____ USDA/State Bulletin (_____)

RESPONSE: _____ Immediate _____ Return call, within 24 hrs. _____ Return call, over 24 hrs.

INFO MAILED OUT? WHAT? _____

IF FOOD PRESERVATION QUESTION, NUMBER OF CONTAINERS PREPARING: _____ pts. _____ qts.
NUMBER OF YEARS PRESERVING: _____ yrs. _____ new attempt

DID YOU CALL ANYONE ELSE BEFORE CALLING CES? _____ yes _____ no WHO? _____

WAS THIS THE FIRST TIME YOU CALLED CES FOR INFORMATION? _____ yes _____ no

HOW DID YOU KNOW TO CALL CES?
#####

FOLLOW UP: DATE ___/___/___

REPEAT CLIENT'S ORIGINAL QUESTION. ASK HOW FINALLY SOLVED PROBLEM. RECORD RESPONSE

DID CLIENT RESPOND WITH A CORRECT SOLUTION TO PROBLEM? _____ yes _____ no

IF CLIENT DID NOT USE YOUR ADVICE, ASK WHY YOUR SUGGESTION WAS NOT USUABLE.

ASK: DID YOU SHARE THE INFORMATION WITH ANYONE ELSE? _____ yes _____ no

SELF-ESTEEM FOR WOMEN: IMPACTS

Mary Peters
Benzie County

Sixty women were helped in improving their self-concepts through classes in self-esteem

Overview: Recent research and popular writings have indicated that an underlying problem for many people in today's society is low self-esteem -- not really liking or valuing themselves. Three series of 4 classes each in self-esteem were held for adult women; two series were held in March, 1979, and the third in March, 1980, over 60 women participating. The focus was on recognizing one's strengths and skills, and on understanding how a rapidly changing society and its changing roles affect self-esteem. Materials from the self-esteem notebook, "Women Unlimited" section were used.

The series were conducted by EHE Mary Peters for a mixed group of low and middle income mature women, mostly mothers and homemakers. A similar series was piloted for preteen girls.

Methods & Results: In order to determine changes in self-esteem, a sample of 10 participants completed pre and post tests distributed at the first and last class session. The instrument used was a 40 item self-concept inventory adapted from the "Sears Self Concept Test." Respondents were asked to categorize themselves as "One of the Best," "Better than Most," "About Average," "Only So-So," or "Not Very Good," for each item listed.

Statistically significant changes in self-esteem were observed in the group of mature women. Based on the scores from 10 participants who completed both pre and post test instruments, significant increases (average=9.4 points) in self-esteem were noted. It was determined in the pilot program for pre-teens that they are too young to demonstrably benefit from these materials. Mature women, however, found the ideas useful and were able to internalize them.

Discussion: Additional self-esteem classes are scheduled for Fall of 1981. Also, self-esteem concepts have been merged into other programs such as "Widow-to-Widow" "Lighter and Livelier," and parenting classes, impacting Extension clientele enrolled in these programs as well.

DATE _____

YOUR IDENTIFICATION NUMBER _____

SELF ANALYSIS

For the following statements, choose the one response that best describes you. Mark your responses directly on this page by circling the appropriate letters. Please respond to all of the statements.

KEY: SD= strongly disagree, D = disagree, A = agree, SA = strongly agree

- | | | | | |
|---|----|---|---|----|
| 1. I feel that people respect me. | SD | D | A | SA |
| 2. Decisions I make turn out to be the right ones. | SD | D | A | SA |
| 3. There are things about my life I'd change if I could. | SD | D | A | SA |
| 4. I wish I could have more respect for myself. | SD | D | A | SA |
| 5. If I have something to say, I usually say it. | SD | D | A | SA |
| 6. I care about my life really amounting to something. | SD | D | A | SA |
| 7. I feel that I have a number of good qualities. | SD | D | A | SA |
| 8. I feel inferior to many of the people I know. | SD | D | A | SA |
| 9. I feel that there is something missing in my present life. | SD | D | A | SA |
| 10. I feel that I don't have much to be proud of. | SD | D | A | SA |
| 11. In general, I feel confident about my abilities. | SD | D | A | SA |
| 12. My present life brings out the best in me. | SD | D | A | SA |
| 13. I tend to be who people expect me to be rather than who
I feel I am. | SD | D | A | SA |
| 14. I feel that there is little I can do well. | SD | D | A | SA |
| 15. I prefer to face my problems rather than to avoid them. | SD | D | A | SA |
| 16. I feel that I have very little to contribute to my own
welfare. | SD | D | A | SA |
| 17. I accept the inconsistencies within myself. | SD | D | A | SA |
| 18. I feel that I'm not living very effectively. | SD | D | A | SA |

Please check your answers to be sure you left no question unanswered.

Mail with evaluation Parts A and B to Cathy L. Gallagher
Extension Home Economist
210 Johnson St.
Hart, Michigan 49420

9/8/78

ID Number _____
 Group _____
 Date _____

SELF-CONCEPT INVENTORY*

One of the Best Better Than Most About Average Only so-so Not Very Good

1.	Learning things rapidly					
2.	Getting along with others					
3.	Getting work done on time					
4.	Having a good sense of humor					
5.	Having a nice physical appearance					
6.	Remembering what I've learned					
7.	Controlling my temper					
8.	Controlling my temper with people in authority					
9.	Being willing to help others					
10.	Being confident					
11.	Being good at things that require physical skill					
12.	As a student in school, I was					
13.	Making friends					
14.	Able to have fun					
15.	Being a leader in a group					
16.	Being able to take orders					
17.	Being willing to give in sometimes					
18.	Accepting myself					
19.	Being not too slim nor too overweight					

	One of the Best	Better Than Most	About Average	Only so-so	Not Very Good
20. <u>Having many friends</u>					
21. <u>Making others feel at ease</u>					
22. <u>Being energetic</u>					
23. <u>Being able to apply what I learn</u>					
24. <u>Being active in social affairs</u>					
25. <u>Being able to ask for advice</u>					
26. <u>Being well organized</u>					
27. <u>Accepting others</u>					
28. <u>Being able to make changes</u>					
29. <u>Persistence</u>					
30. <u>Being easy to get along with</u>					
31. <u>Not worrying too much</u>					
32. <u>Being able to cooperate with others</u>					
33. <u>Not making excuses</u>					
34. <u>Being fair</u>					
35. <u>Liking my life</u>					
36. <u>Getting ahead in the world</u>					
37. <u>Understanding how others feel</u>					
38. <u>Budgeting time so the work gets done</u>					
39. <u>Understanding others</u>					
40. <u>Not feeling too tied down</u>					

*Modified from Sears Self-Concept Inventory (Adapted for Adults by Dr. Roland Larson)

SNACKS THAT COUNT: NUTRITION EDUCATION FOR YOUTH

Marilyn Rudzinski
Macomb County

A cooperative effort in nutrition education for low-income children resulted in increased knowledge and positive changes in consumption practices

Overview: In order to create enthusiasm for good nutrition, "Snacks That Count," a joint effort of the Cooperative Extension Service, United Community Services (UCS), and the Michigan Dairy Council, was piloted in the summer of 1979. With funding from UCS and assistance from the Dairy Council, EHE Marilyn Rudzinski and staff developed three nutrition lessons including visuals and booklets to teach low-income children about snacks and nutrients in the Basic 4 food groups. The lessons emphasized information regarding vitamins A, C, and D and minerals and calcium.

UCS youth program staff and volunteers were trained and then taught the sessions in their own programs. Volunteers and staff contributed over 70 hours to the project reaching over 500 youth.

Methods & Results: All 375 participants who completed the series were given pre and post tests to determine changes in attitudes, knowledge, and practice.

The majority of the children who participated were between 9 and 13 years old -- 51 percent black and 40 percent white. All were from low-income families.

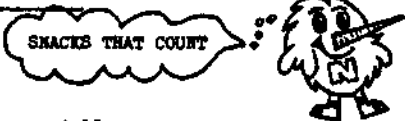
By the end of the program, 97 percent of the children could identify the Basic 4 food groups and 81 percent could name the number of servings per group. Post-tests showed an increased knowledge of how to balance diets through familiarity with the Basic 4. Specifically, only 10 children identified peanut butter as a source of protein on the pre-test while 119 did so on the post-test. Similarly, 72 children identified pasta as belonging to the grain group on the pre-test; 112 to 120 did so on the post-test; over half of the children had prepared some of the suggested snacks at home; others planned to try them.

Discussion: Test results demonstrated that learning had taken place and changes in consumption practices were also indicated. In addition to the 500 youths reached through this summer program, five of the trained volunteers taught lessons in their schools to reach approximately 200 youths. Federal funding enabled a repeat of the summer program this year (1980) with 250-300 participating. Using names and addresses of "Snacks That Count" participants, EFNEP program assistants recruited new clientele from among these families.

It should be pointed out that, for accountability purposes, pre and post tests were given to all participants. With this number of children involved, sample evaluation would result in greater efficiency and still provide meaningful data from which inferences could be made concerning all participants.

Older youth: PRE

Program Site _____



Are you a boy? _____ or a girl? _____

How old are you? _____

1. Match the food to the proper food group it belongs to by putting the right letter on the blank. For example: C. strawberry

- _____ a. nectarine
- _____ b. whole wheat bread
- _____ c. ham
- _____ d. yogurt
- _____ e. pumpkin
- _____ f. oatmeal
- _____ g. tomatoes
- _____ h. cheese
- _____ i. macaroni
- _____ j. nuts
- _____ k. ice-cream
- _____ l. pork chops

- A. Meat
- B. Milk
- C. Fruits and Vegetables
- D. Bread and Cereal

2. Which of these snacks are good for your health? You may check more than one.

- _____ a. banana
- _____ b. muffins
- _____ c. Twinkies
- _____ d. milk shake
- _____ e. raisins
- _____ f. marshmallows
- _____ g. pop
- _____ h. peanut butter and apple
- _____ i. potato chips
- _____ j. carrots

3. Are snacks important? Why or why not?

4. Food Recall: List here everything you ate yesterday from morning until night time, according to the food groups you think they belong.

	MEAT	MILK	FRUITS and VEGETABLES	BREAD and CEREAL
MORNING :				
MID-MORNING SNACK :				
LUNCH :				
MID-AFTERNOON SNACK :				
SUPPER/DINNER :				
LATE NIGHT SNACK :				

5. List some snacks from each of the four food groups which you think are good for your health.

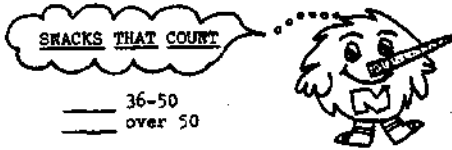
- a. MEAT :
- b. MILK :
- c. FRUITS AND VEGETABLES :
- d. BREAD AND CEREAL :

6. Do you think about your health before you choose the kind of snacks that you eat? Why or why not?

THANK YOU :

Volunteer: PRE

Program Site _____



AGE: under 20 36-50
 20 - 35 over 50

SEX: Male Female

Are you a Volunteer? or Staff ?

Educational Background:

Some high school Some college
 High school graduate College graduate

How many children are there in your family? _____

1. Name the Basic 4 Food Groups:

- a.
- b.
- c.
- d.

2. Which of the following beverages do you presently have in your house for children to drink regularly as snacks? Circle your answer.

- a. fruit/vegetable juices ? Yes No
- b. fruit drinks? Yes No
- c. Kool-Aid? Yes No
- d. Soda pop? Yes No
- e. Milk or milk drinks? Yes No
- f. Iced-Tea? Yes No

3. Which of these snack foods are good for you nutritionally? Check your choices:

- Twinkies vs. Oatmeal cookies _____
- Milk vs. Kool-Aid _____
- Potato chips vs. Nuts _____
- Raisins vs. Popcorn _____
- Apple vs. frosted cake _____

4. Susan and Billy took a bag lunch to school. This is what they ate. Fill in each box with 1 food group and check boxes that place each food into the proper food group.

Peanut butter and jelly sandwich				
Cucumber slices				
Apricots				
Oatmeal cookies				
Carton of milk				

5. How many servings should Susan and Billy have everyday from each food group? Name the food group and the number of servings needed from each one.

FOOD GROUP NUMBER OF SERVINGS

- a.
- b.
- c.
- d.

6. What kinds of snacks have you had available in your family?

7. Which food group is not a good source of iron? _____

8. Which food group is the best source of Calcium and Vitamin D? _____

9. Which food group is the best source of Vitamin A and Vitamin C? _____

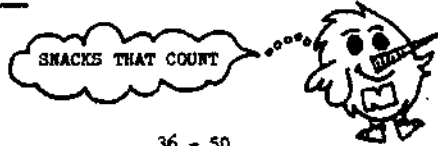
10. Please list here everything you've had to eat in the past 24 hours.

BREAKFAST			
SNACK (MID-MORNING)			
LUNCH			
SNACK (MID-AFTERNOON)			
SUPPER/DINNER			
SNACK (LATE-NIGHT)			

THANK YOU!

volunteer: POST

Program Site _____



AGE: ___ under 20 ___ 36 - 50
 ___ 20 - 35 ___ over 50

SEX: Female ___ Male: ___

Are you a volunteer? ___ or staff? ___

Educational Background :
___ some high school ___ some college
___ high school graduate ___ college graduate

How many children are there in your family ? ___

- Name the basic four food groups and the number of servings needed in each.

	FOOD GROUP	Number of servings
a.		
b.		
c.		
d.		

- Food Recall: On the space given below, please fill out the foods you have eaten for the past 24 hours according to the food groups to which they belong.

Breakfast				
Mid-morning snack				
Lunch				
Mid-day snack				
Dinner/Supper				
Evening snack				

- To which of the four food groups to these belong?

a. whole wheat bread	_____
b. mashed potatoes	_____
c. soy beans	_____
d. apricots	_____
e. coke	_____
f. yogurt	_____
g. rice	_____
h. tuna fish	_____
i. green beans	_____
j. sour cream	_____

- Kathy and John took a bag lunch to school. This is what they ate. Label the boxes with each of the food groups and check the box that places each food into the proper food groups.

Ham and cheese
Cherry tomatoes
Pear
Brownies
Milk

- Which food group(s) is the best source of:

a. protein	_____
b. calcium	_____
c. Vitamin A	_____
d. Iron	_____
e. Vitamin C	_____
f. Vitamin B	_____
g. Vitamin D	_____
h. fiber	_____
i. carbohydrates	_____

- Which of these snack foods are good for you nutritionally? Check .

a. ___ orange	vs.	cupcakes	___
b. ___ twinkies	vs.	whole wheat bread	___
c. ___ potato chips	vs.	carrots	___
d. ___ milkshake	vs.	Kool-Aid	___
e. ___ corn chips	vs.	tacos	___

- COMMENTS:

a. Estimate the number of hours you spent on this program. _____

b. Did you spend your own money?

c. Did you receive enough help or materials in completing your work?

d. Will you do it again next year?

THANK YOU VERY MUCH FOR ALL YOUR HELP ! ☺

SUGAR AND SNAILS: NEWSLETTER EVALUATION

Jean Story
Shiawassee County

A newsletter survey was used to assess the informational needs of readers, including volunteers working with abusive parents

Overview: "Sugar and Snails", first published in April, 1979, is a monthly newsletter designed for the parents of young children. There are about 330 families receiving the newsletter through the Cooperative Extension Service; additional copies are distributed through Catholic Social Services, Health Department nurses and the pediatrics unit at Owosso Memorial Hospital.

Readers of the newsletter were surveyed in an attempt to identify specific members of a target audience and determine how Family Living Education can effectively meet their needs.

Methods & Results: A questionnaire was mailed to 326 readers with the August 1979 newsletter; 77 (24 percent) were returned.

Approximately half of those responding had participated in an Extension program in addition to receiving the newsletter.

The topic preferences by respondents, in rank order, were 1) parenting/child development; 2) nutrition and food preparation; 3) handling stress and depression; 4) marital relations and family communication, and 5) money management.

Meeting time preferences for Extension meetings were: 1) evenings; 2) mornings; 3) all-day Saturday; 4) afternoons. About half of the respondents reported they would be more likely to attend if child care were available.

Discussion: Catholic Social Services staff are using "Sugar and Snails" as a training tool for their volunteers working with abusive parents. Thus, more than just a vehicle for passing on information, the newsletter can be viewed as a catalyst to bring about positive changes in attitudes and behavior. The needs assessment survey was important as a tool to assess the informational needs of those who may be implementing these changes. Results of the survey are being used in scheduling Extension-sponsored events as well.

COOPERATIVE EXTENSION SERVICE

SHIAWASSEE COUN

MICHIGAN STATE UNIVERSITY

701 S. NORTON STREET

AND U. S. DEPARTMENT OF AGRICULTURE COOPERATING

CORUNNA, MICHIGAN 48817

TELEPHONE 743-3421

Ext. 252

August, 1979

SUMMARY OF RESULTS:

326 surveys sent; 77 returns (Sept. 7, 1979) (23.6% return rate)

Hi!

We hope you are enjoying "Sugar and Snails". We are glad that we could reach nearly 400 families with young children in our area through this newsletter.

Could you take just a few minutes to complete this questionnaire? To return it all you need to do is fold it so our address is on the outside, and tape or staple it closed. Your responses can help us to plan future newsletters and programs for families.

Thank you!

Sincerely,

Jean F. Story
Jean F. Story
Extension Home Economist

Please check (X) your answers to the following questions.

1. How did you hear about "Sugar and Snails"?

23 Newspaper 1 "Ad-Visor" 1 Radio 3 Church Bulletin
21 Friend/Relative 10 Nursery School/Headstart/Homestart
18 Other

2. a. Have you ever received information from the Cooperative Extension Service or participated in a program prior to this? 40 Yes 37 No
3 Not sure.

b. If you have, what kind of program? 14 4-H Leader or member
11 Attended workshop/lessons 5 MAEH Study Group member
22 Received newsletter(s) 10 Other



3. Which of the following program delivery methods would you prefer? (check only 2 items).

- 19 A Meeting, or series of meetings
- 0 Radio Program
- 10 TV Program
- 67 Newsletter or other mailed information
- 15 Study Club or group
- 9 Talking with one of the Extension staff
- 22 Self-study program
- 1 Other _____

4. If the Cooperative Extension Service were to offer a meeting or series of meetings for families with young children:

- a. Which would be the best time? 21 mornings 8 afternoons
32 evenings 13 an all-day event on a Saturday.
- b. Would your family be more likely to come if child care were available at the program location? 42 Yes 4 No 19 Doesn't matter.

5. Can you tell us a bit about your family?

a. Employment status of parents:

<u>FEMALE</u>	<u>MALE</u>
<u>(19)</u> Full-time	<u>(65)</u>
<u>(14)</u> Part-time	<u>(0)</u>
<u>(3)</u> Work for pay at home	<u>(2)</u>
<u>(40)</u> Not employed	<u>(2)</u>

b. Number of children in the following age ranges:

<u>(65)</u> Infant or Preschool	<u>(13)</u> High School
<u>(51)</u> Elementary Aged	<u>(5)</u> Over 18 at home
<u>(8)</u> Middle or Junior High aged	

6. Of the following topics, which would be of most interest to you or someone in your family? (Circle your rating)

	Rank	Of much interest or need	Of little interest or need
a. Parenting and child development	1	5 (48) 4(14)3(9)2(0)	1 (2)
b. Locating child care services	8	5 (16) 4(9)3(9)2(14)	1 (18)
c. Marital relationships and family communication	4	5 (25) 4(13)3(18)2(6)	1 (5)
d. Handling stress and depression	3	5 (28) 4(16)3(18)2(6)	1 (3)
e. Home management	7	5 (17) 4(20)3(20)2(12)	1 (5)
f. Time management	6	5 (19) 4(11)3(18)2(14)	1 (5)
g. Nutrition and food preparation	2	5 (32) 4(16)3(16)2(7)	1 (3)
h. Money management	5	5 (21) 4(16)3(18)2(10)	1 (7)
i. Making and carrying out decisions	9	5 (11) 4(15)3(25)2(12)	1 (8)
j. Identifying local support sources	9	5 (11) 4(12)3(20)2(6)	1 (8)
k. Other _____		5 4(3)3(1)2(0)	1 (0)

THANK YOU.

TITLE V HOUSING PROJECT REPORT

Sally Carpenter
St. Joseph County

The following five mini-reports summarize the specific programs of the Title V Housing Project conducted by assistant EHE Sally Carpenter over a 21 month period (January 1978 through September 28, 1979) addressing housing concerns.

Budget Counseling

Overview: An Extension-sponsored program in money management was conducted for low-income mortgage holders. Farmers Home Loan Administration acted as a cooperating agency for this project and supplied names and addresses of mortgage holders who were severely delinquent with twenty-four families to improve their financial standing. Areas covered in which all 24 families were experiencing problems were: income allocation, payment of utilities when due, shopping skills, saving, credit and payment of property taxes.

Methods and Results: A total of 355 personal visits of approximately one hour each were made to the 24 participating families from January 1, 1978 to September 28, 1979. According to financial visit records kept on each family, progress was made in the problem areas during the counseling period. Estimated delinquent debts paid by families totaled \$41,180. (This total takes into account only delinquent debts paid during the counseling period and not continued debt reduction after the program).

Home Ownership

Overview: A home ownership program held on April 28, 1979, was sponsored by Extension in cooperation with MSU Extension Specialists, Three River Savings & Loan Administration and St. Joseph County Board of Realtors to provide information for the prospective home buyer. The one-day event consisted of lecture-discussion sessions in the areas of housing options, financing, and working with a realtor; a tour of local homes and a structure tour were also on the agenda.

Methods & Results: A follow-up questionnaire was sent to 19 participants--primarily young, middle-class families--four months after the program. All nine respondents felt the program improved knowledge of the procedure involved in purchasing a home. Two of the respondents had purchased a home since attending the program; three others planned to purchase one. All nine questioned stated this was their first Extension program and that they would attend another one.

Window Treatments for Function & Beauty

Overview: In October, 1978, Housing Assistant Sally Carpenter taught an intensive class in window treatment combining interior design with conserving energy at the window to 54 Extension leader-teachers; they subsequently re-taught the materials to 141 individuals in their respective Extension groups. The program was also aired over WKZO-TV in a three-part series reaching approximately 12,000 viewers per segment of the program.

Methods & Results: Six months after the program, 195 questionnaires were sent to all those participating. The majority of the 31 respondents felt that the information in the lesson increased knowledge. Twenty-two (66 percent) put to use information gained by completing a total of 63 projects to conserve energy at a cost of \$1,632 (an average of \$74 per person). The majority felt the projects were satisfactory both in terms of aesthetics and conserving energy.

Interior Design

Overview: Five interior design workshops were conducted with 17 individuals participating. The noon-hour sessions were held for 6 weeks each, and covered use of color, furniture placement, furniture style, wall covering, window treatment and estimating costs.

Methods & Results: Of the seven participants who returned evaluation questionnaires, six were new to Extension. All seven respondents felt that the class improved their knowledge and skills in interior design. Five had made changes in their homes and performed the work themselves at a total cost of \$1,075; all five were happy with the changes.

Kitchen Planning

Overview: An intensive kitchen planning and home storage workshop of 10 hours class time was given to eight individuals in March, 1979. The workshop offered ideas for planning a new kitchen or remodeling a pre-existing one. Participants were assisted on an individual basis in working out specific problems for a few minutes at each meeting as well as home visits.

Methods & Results: All five participants who returned evaluation questionnaires felt that the workshop improved their knowledge and skills in kitchen planning and storage. One participant has made changes in the kitchen since the workshop at a cost of \$3,000. The others have future plans for kitchen projects using the information gained in the workshop.

Discussion: Understanding and addressing family needs in housing should be a central role of housing educators in Extension by providing non-biased public information. This is becoming more important to all income groups as the cost of housing continues to rise. Housing choices, whether building a new home or improving an existing one, must be weighed carefully because of expense. In addition, protecting the value of a home with respect to physical upkeep and improvements is becoming increasingly important because of the inability to easily change housing in today's economy.



Cooperative Extension Service Michigan State University
St. Joseph County and U. S. Department of Agriculture Cooperating

Family Living Education

A-80

August 24, 1979

Dear

In April you attended a Home Ownership Program sponsored by Cooperative Extension Service.

The Extension Housing Program will end mid-September and an evaluation project is going on now.

You have been selected to participate in the evaluation and play a role in future programs by answering the following Questionnaire and returning in the postage paid envelope.

I have enjoyed knowing you through Extension.

Thank you in advance for completing the Questionnaire.

HOUSING QUESTIONNAIRE

YES NO

1. Do you feel the program improved your knowledge of the procedure in purchasing a home? YES NO
2. Why did you attend the Ownership Program? (Check as many as you like)

A. In the market for a Home	<input type="checkbox"/>
B. Want to increase knowledge of types of financing?	<input type="checkbox"/>
C. Wanted to know structurally what to look for in a home	<input type="checkbox"/>
D. Wanted to know how to work with a realtor	<input type="checkbox"/>
E. Other. (Please state) _____	<input type="checkbox"/>
3. Did you own a home at the time of the Home Ownership program? YES NO
 - A. If yes, was it your first home? YES NO
4. Do you now own a home? YES NO
 - A. If no, do you plan to in the next (please check one)

6 mos.	<input type="checkbox"/>
year	<input type="checkbox"/>
five years	<input type="checkbox"/>

- YES NO
5. Was there information that you hoped to gain at the Home Ownership Program that you did not get? Please explain. YES NO

 6. Did you attend the structure tour after the program? YES NO
 7. If you had not attended the Home Ownership Program where else could you gain this information? Please state. YES NO

 8. Was this your first Extension program? YES NO
 9. Would you attend another Extension program?
 A. If yes, in what area of interest (Beacreative, anything is possible) YES NO
- Thank you for your time. Please return the Questionnaire in the postage paid envelope, as soon as possible.

Sincerely,

Sally J. Carpenter
Housing Assistant

COURTHOUSE ANNEX, CENTREVILLE, MICH. 49832 PHONE: 467-6361

Cooperative Extension Service Programs are available to all persons without regard to race, color, creed or national origin



Cooperative Extension Service Michigan State University
St. Joseph County and U. S. Department of Agriculture Cooperating

Family Living Education

August 24, 1979

Dear Homemaker

For some time now you have been receiving a Housing newsletter from the Cooperative Extension Service. The Housing Program will end mid-September and an evaluation project is going on now.

You have been selected to be a part of the evaluation and play a role in future programs by answering the following questionnaire and returning it in the enclosed postage paid envelope.

I have enjoyed knowing you through Extension.

Thank you in advance for completing the Questionnaire.

Sincerely,

Sally J. Carpenter
Housing Assistant

HOUSING QUESTIONNAIRE

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Did you receive the Housing newsletter from myself and the Extension Service? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did you read it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you find it contained useful information? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. What information did you find most useful (check as many as you like)? | | |
| A. Conserving Energy | <input type="checkbox"/> | |
| B. Money Management | <input type="checkbox"/> | |
| C. Food tips and recipes | <input type="checkbox"/> | |
| D. Home maintenance & repair | <input type="checkbox"/> | |
| E. Other areas. Please explain. | <input type="checkbox"/> | |

COURTHOUSE ANNEX, CENTREVILLE, MICH. 49021 PHONE: 467-6361

Cooperative Extension Service Programs are available to all persons without regard to race, color, creed or national origin

- | | YES | NO |
|--|--------------------------|--------------------------|
| 5. Did you pass along the information from the newsletter to someone else? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Would you like to continue to receive the newsletter at no cost to you? | <input type="checkbox"/> | <input type="checkbox"/> |
| A. If yes, is there a particular topic you would like to see covered? | | |
| <hr/> | | |
| 7. Have you ever taken an Extension class before? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Have you ever called Extension for information? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Would you consider calling Extension if you have a housing problem related to (check as many as you like) | | |
| A. Conserving Energy | <input type="checkbox"/> | |
| B. Money Management | <input type="checkbox"/> | |
| C. Food tips and recipes | <input type="checkbox"/> | |
| D. Home maintenance & repair | <input type="checkbox"/> | |
| E. Gardening & Agriculture | <input type="checkbox"/> | |
| F. Other, please list | <input type="checkbox"/> | |

Our phone number is 467-6361.

Please return the Questionnaire as soon as possible in the postage paid envelope.

Thanks for your time.



Cooperative Extension Service Michigan State University
St. Joseph County and U. S. Department of Agriculture Cooperating

Family Living Education

August 24, 1979

Dear

A while ago you attended an Extension Workshop in Kitchen Planning and Storage. The Housing Program will end mid-September and an evaluation project is going on. You have been selected to participate in the evaluation and play a role in future programs by answering the following Questionnaire and returning it postage paid. I recommend that you read over the Questionnaire once, then go back to answer the questions.

I have enjoyed knowing you through Extension.

Thank you in advance for completing the Questionnaire.

Sincerely,

Sally J. Carpenter
Housing Assistant

HOUSING QUESTIONNAIRE

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Do you feel the Kitchen Workshop has improved your knowledge or skills in that area? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you made any changes in your kitchen as a result of the workshop? | <input type="checkbox"/> | <input type="checkbox"/> |
| A. If yes, what have you done? Please explain fully. | | |
| _____ | | |
| _____ | | |
| _____ | | |
| B. Did you do the work yourself? | <input type="checkbox"/> | <input type="checkbox"/> |
| C. What was the approximate cost of the project? \$ _____ | | |
| 3. Do you have plans for future kitchen projects using the information gained in the workshop? | <input type="checkbox"/> | <input type="checkbox"/> |

COURTHOUSE ANNEX, CENTREVILLE, INCH. 49032 PHONE: 467-6161

Cooperative Extension Service Programs are available to all persons without regard to race, color, creed or national origin.

YES NO

A. If yes, what do you plan to do?

B. Will you do the work yourself? YES NO

C. What do you expect the approximate cost to be? \$ _____

4. If you have completed a project, are you happy with the results? YES NO

5. As the result of the project is your kitchen (check as many as you like)?

- | | |
|------------------------------|--------------------------|
| A. More functional | <input type="checkbox"/> |
| B. More efficient | <input type="checkbox"/> |
| C. More beautiful | <input type="checkbox"/> |
| D. Improved your family life | <input type="checkbox"/> |

6. Did you or are you planning to make changes in storage in your home? as a result of the workshop? YES NO

A. Approximate cost of project? \$ _____

7. If you had not taken the Kitchen Planning and Storage Workshop, where else could you gain this information? YES NO

8. Why did you attend the workshop? _____

9. Did you use the printed material given to you at the workshop? YES NO

10. Is this your first Extension class? YES NO

11. Would you take another Extension class? YES NO

A. If yes, in what area of interest? (Be creative, anything is possible)

Thank you for your time. Please return this Questionnaire in the postage paid envelope provided, as soon as possible.



Cooperative Extension Service Michigan State University
St. Joseph County and U. S. Department of Agriculture Cooperating

Family Living Education

August 24, 1979

Dear Homemaker

A while back you attended an Extension class in Interior Design. The Housing Program will end mid-September and an evaluation project is going on now.

You have been selected to participate in the evaluation and play a role in future programs by answering the following Questionnaire and returning it postage paid as soon as possible.

I have enjoyed knowing you through Extension.

Thank you in advance for completing this Questionnaire.

Sincerely,

Sally J. Carpenter
Housing Assistant

HOUSING QUESTIONNAIRE

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Do you feel the Interior Design class has improved your knowledge or skills in that area? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you made any changes in your home as a result of the class? | <input type="checkbox"/> | <input type="checkbox"/> |
| A. If yes, what area of the home? | | |
| Kitchen <input type="checkbox"/> Living room <input type="checkbox"/> Dining room <input type="checkbox"/> Bath <input type="checkbox"/> | | |
| Other, _____ (please state) | | |
| B. Did you do the work yourself? | <input type="checkbox"/> | <input type="checkbox"/> |
| C. What was the approximate cost of the project? \$ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you have plans for future projects using information gained in the Interior Design Workshop? | <input type="checkbox"/> | <input type="checkbox"/> |
| A. If yes, in what area of the home? | | |
| Kitchen <input type="checkbox"/> Living Room <input type="checkbox"/> Dining room <input type="checkbox"/> Bath <input type="checkbox"/> | | |
| B. Will you do the work yourself? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are you happy with the changes you have made? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you feel the project(s) or future project(s) have made or will | <input type="checkbox"/> | <input type="checkbox"/> |

COURTHOUSE ANNEX, CENTREVILLE, INCH. 49032 PHONE: 467-4361

YES NO

make your home (check as many as you like)

A. More functional

B. More efficient

C. More beautiful

D. Improved family life

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

6. If you had not taken this class where else could you gain this information?

7. Why did you attend the class in Interior Design?

8. Did you use the printed material given to you in class?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

9. Is this your first Extension Class?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

10. Would you take another one?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

A. If yes, what area of interest? (Be creative, nothing is too far out).

Please return Questionnaire in enclosed postage paid envelope.

Thank you for your time.

A-83

YOU, TOO, CAN PARTICIPATE IN EFNEP: AN EVALUATION

Kendra Anderson
Extension Associate
EFNEP

Pam Boyce
Extension Assistant
EFNEP

Linda Nierman
Associate Program Dir.
EFNEP

This pilot study showed that personal promotional methods are the most cost effective method of recruitment and that intensive one-to-one instructional methods produce significant gains in instructional knowledge among EFNEP participants.

Overview: "You, Too, Can Participate in EFNEP," a pilot project, was designed to develop innovative promotional approaches and delivery methods that could increase the number of food-stamp families participating in the Expanded Food and Nutrition Education Program (EFNEP) while retaining the quality of the existing Michigan program. The project was divided into three program sections and conducted between February and December of 1980. All program sections developed materials around the theme, "Eating Right is Basic." A summary of the purpose and major findings of each section follows.

Methods & Results: Section I Section I was designed to evaluate promotional methods that would increase EFNEP participation by food-stamp families. The methods included posters, television and radio public-service announcements, two educational "gimmicks" distributed by Department of Social Services (D.S.S.) food-stamp workers, and direct mailings (flyers and educational materials) to food-stamp families. Success of each method was measured by the number of self-referrals to EFNEP as a result of each promotional method.

The promotional methods that were identified as the most effective referral sources were those which were personally directed to the recipients. Direct mail flyers to D.S.S. clients on food stamps were the most cost-effective recruitment method.

Methods & Results: Section II In Section II the following were developed and evaluated: a method for recruiting low-income food-stamp families; and, two alternative methods of instruction to the traditional EFNEP method which involves aides working with families on a one-to-one basis nine to twelve months.

Section II was divided into three phases. During Phase I, a "market basket" demonstration skit was developed and evaluated as a method for recruiting low-income food-stamp families. The skit was performed in five counties by local EFNEP staff in a variety of locations where services are provided to low-income families. The most common location was the local county Department of Social Services Office. A total of 181 homemakers viewed the skit.

Based on evaluation of Phase I, it was concluded that "active" promotional activities at local sites, where potential EFNEP families congregate for another purpose, are not the most cost-effective method for recruiting homemakers to participate in EFNEP.

During Phase II, an intensive EFNEP instructional program was conducted in five counties. A sample of homemakers worked intensively on a one-to-one basis with EFNEP aides for six weeks. The intensive program involved 21 aides and 26 homemakers.

During Phase III, menu plans and shopping guides developed during Phase II were used for self-study by a sample of 170 homemakers.

Phase II and Phase III programs were evaluated using pretests and post-tests at the completion of the intensive and self-study programs. Three-month post-tests were conducted after completion of the programs. Reactions of participating aides and homemakers were also collected. Pre and post-test scores of the intensive sample, self-study sample, and a traditional EFNEP sample were evaluated.

Significant gains in nutrition knowledge were made by participants in the EFNEP intensive training program and the traditional program. The intensive program was well-received by most homemakers and aides, although aides stated the need for additional training to adequately conduct the intensive training.

The self-study program was found to be less effective than the traditional program or intensive program. Pre and post-test scores were analyzed for Phase II, Phase III, and the comparison sample, by two subgroups, those with pretest scores of 50 or less and those with pretest scores over 50. In all samples, those with the lower pretest scores (50 or less) showed statistically higher gains in nutrition knowledge and behavior than did the group with higher entry scores.

Section III, which will be completed during 1981, will cover the study of the effectiveness of three different instructional methods for delivery of five newly developed basic nutrition education lessons.

Discussion: As a result of the pilot project, several factors have been identified for increasing participation in EFNEP, especially of food-stamp recipients. Also, an innovative delivery method was identified which may prove more effective in improving nutrition behavior and knowledge of EFNEP families and in reducing education time which may enable more EFNEP clients to be reached.

One of the specific areas for future research, identified as a result of the pilot project, is further evaluation of the intensive program under controlled conditions. The six-week intensive program appears to be successful in changing food and nutrition behavior of low-income families; a controlled investigation would enable further development and refinement of the method and identification of the homemaker groups for whom the program is most cost effective. Further testing of the method is suggested because of its potential national implications for improving the cost effectiveness of the Expanded Food and Nutrition Education Program.

FOOD STAMP SURVEY
Spring & Summer 1960

NAME _____ DATE _____
ADDRESS _____ PHONE _____

Part A. These questions are about food & nutrition and grocery shopping.

- | | | |
|---|----|----------|
| 1. Here is a picture of some food. What would you call this group of food?
_____ | 1. | -1
-0 |
| 2. How many servings do you think is the least amount an adult needs every day from this group, counting milk substitutes?
___ 0 ___ 1 ___ 2 ___ 3 ___ 4 or more | 2. | -1
-0 |
| 3. Here is another picture of some food. What do you think we'd call this food group?
_____ | 3. | -1
-0 |
| 4. How many servings do you need every day from this group?
___ 0 ___ 1 ___ 2 ___ 3 ___ 4 or more | 4. | -1
-0 |
| 5. This is a third group of foods. What would you call this group?
_____ | 5. | -1
-0 |
| 6. How many servings do you think you need every day from this group?
___ 0 ___ 1 ___ 2 ___ 3 ___ 4 or more | 6. | -1
-0 |
| 7. This is another group of food. Can you think of the name of this group?
_____ | 7. | -1
-0 |
| 8. How many servings do you think are necessary every day for good health?
___ 0 ___ 1 ___ 2 ___ 3 ___ 4 or more | 8. | -1
-0 |

All foods have some nutrients, like vitamins and minerals, but some have more of certain kinds than others. I have pictures of 10 different foods here. I'm going to mention a vitamin like vitamin C--and I'd like to know your opinion of which food here is high in that nutrient. There may be more than one that you think is good, but just choose one answer.

- | | | |
|---|----|----------|
| 9. Which food do you think would be high in iron?
meat loaf _____ carrot sticks _____
popcorn _____ American cheese _____
tomato juice _____ meat patty _____
apple _____ bacon _____
corn _____ peanut butter _____ | 9. | -1
-0 |
|---|----|----------|

- | | | |
|---|-----|----------|
| 10. Which food do you think would be high in calcium?
meat loaf _____ carrot sticks _____
popcorn _____ American cheese _____
tomato juice _____ meat patty _____
apple _____ bacon _____
corn _____ peanut butter _____ | 10. | -1
-0 |
| 11. Which one would you choose if you wanted vitamin A?
meat loaf _____ carrot sticks _____
popcorn _____ American cheese _____
tomato juice _____ meat patty _____
apple _____ bacon _____
corn _____ peanut butter _____ | 11. | -1
-0 |
| 12. Which do you think is good food for vitamin C?
meat loaf _____ carrot sticks _____
popcorn _____ American cheese _____
tomato juice _____ meat patty _____
apple _____ bacon _____
corn _____ peanut butter _____ | 12. | -1
-0 |

This is a question about cooking vegetables

- | | | |
|--|-----|----------|
| 13. Which picture do you think shows the best way to prepare vegetables, such as green beans or carrots: a small amount of water for a short time, or a small amount of water for a long time. Or a large amount of water for a short time or a large amount of water for a long time.
___ small amount water, short time ___ large amount water, short time
___ small amount water, long time ___ large amount water, long time | 13. | -1
-0 |
|--|-----|----------|

A-87

- For the next questions, I want you to tell me how many times each week you do something like cook dinner. (circle answer)
- | | | | | |
|--|------------------|-----------|-----------|-----------|
| | never/don't know | 1-2 times | 3-4 times | 5-7 times |
|--|------------------|-----------|-----------|-----------|
14. How many times a week do you eat breakfast that has at least two different kinds of food, like toast and milk, eggs and juice, or something like that? 0 1 2 3
 15. How many times a week do you or someone else in the family prepare breakfast? 0 1 2 3
 16. How many times a week does your family eat at least one meal together? 0 1 2 3
 17. How many times a each week do you serve yellow or green vegetables like carrots, spinach, sweet potatoes, broccoli, winter squash? 0 1 2 3
 18. How many times each week do you serve food like oranges or orange juice, grapefruit or grapefruit juice, tomato or tomato juice, cabbage, broccoli? 0 1 2 3
- Now, I'm going to describe some food shopping practices and I want you to tell me whether you almost always (4), usually (3), sometimes (2), or almost never (1) do it (circle answer).
- | | | | | |
|--|--------------|-----------|---------|---------------|
| | Almost Never | Sometimes | Usually | Almost Always |
|--|--------------|-----------|---------|---------------|
19. How often do you check your food supply before going shopping? 1 2 3 4
 20. How often do you make a written list of what you want to buy and use it when shopping? 1 2 3 4
 21. How often do you compare prices of two brands of the same kind of food? 1 2 3 4
 22. How often do you look over the advertised specials in the store? 1 2 3 4
 23. How often do you plan some of your menus before you go shopping? 1 2 3 4
 24. How often do you write down how much you spent in the grocery store? 1 2 3 4
 25. How often do you read the nutrition labels on food? 1 2 3 4
 26. Most of us have to pick up an extra loaf of bread or carton of milk once in awhile, how often each month do you do most of your grocery shopping. 1 2 3 4
 27. How often does your food money last until the end of the month? 1 2 3 4
 28. How often do you use up leftovers before they spoil? 1 2 3 4

29. Here are labels from three kinds of canned vegetables. Which two vegetables have the most iron? 29. -2
-1
-0
 - kidney beans _____
 - spinach _____
 - green beans _____
30. Suppose you were going to buy canned vegetables, and you saw these on special at three cans for \$1.00 and these at 32¢ a can. They are both the same size can. Which would be a better buy? 30. -1
-0
 - 3 cans/\$1.00 _____
 - 32¢ each _____

Suppose you were going to make chocolate pudding and you could use either a quart of fresh whole milk or a quart of milk from a package of dry milk that makes 10 quarts. The whole milk costs 49¢ for one quart.
31. If the package of dry milk costs \$2.99 and makes 10 quarts, how much does one quart cost? 31. -1
-0
32. Which milk would make the cheapest pudding? 32. -1
-0
 - dry milk _____
 - whole milk _____
- 33-40 Where do you get foods and nutrition information? (check all mentioned)

	yes	no
nowhere _____	33. 1	0
friends and relatives _____	34. 1	0
radio/TV _____	35. 1	0
newspapers/magazine/books _____	36. 1	0
nutrition labels _____	37. 1	0
agencies/school _____	38. 1	0
health department/WIC/doctor _____	39. 1	0
Cooperative Extension Service _____	40. 1	0

41-51. You've been so helpful and we're almost finished. We are interested in knowing what people eat and I'd like to write down what you've eaten in the last 24 hours, including snacks.

Breakfast:

Lunch:

Dinner:

Total number of servings from each of the food groups (24-hour food recall)

41-42. milk _____
 43-44. meat _____
 45-46. veg/fruit _____
 47-48. bread/cereal _____
 49-50. "other" _____
 50-51. score _____

USDA 24-hour food recall score: (score of 100 code as 99)

Part B. This part is just about your family.

52-53 Total number of adults living at home (age 19 and over) 52-53 number _____

54-55 Total number of children at home (age 18 or younger) 54-55 number _____

56. Age of homemaker

56. 21 and under -1
 22-33 -2
 33-44 -3
 45 and over -4

57. Highest grade completed by homemaker?

57. 8th grade or less -1
 9-12th grade or GED -2
 beyond high school -3

58. What is your ethnic background?

58. white -1
 black -2
 hispanic -3
 Amer. Indian -4
 Asian -5

59. Receiving WIC?

59. yes -1
 no -0

60. Receiving food stamps?

60. yes -1
 no -0

61-63 Total amount spent for food last month, including cash and credit and value of food stamps (total of 5 & 6 on part B of Family Record) 61-63. amount _____

Part C To be completed by interviewer

64. Interview period

Date _____ first -1
 Date _____ second -2
 Date _____ third -3

65. Interview is part of

Phase 2 -2
 Phase 3 -3

66. County:

Bay -1
 Calhoun -2
 Dickinson -3
 Ingham -4
 Oakland -5

67-68. ID# _____

APPENDIX B

CONTACT PERSONS FOR ADDITIONAL INFORMATION CONCERNING PROGRAMS REPORTED

<u>Title</u>	<u>Contact Person</u>
An Evaluation of Parent Education Series	Mary Andrews, Program Leader Program Development & Evaluation 103 Human Ecology Michigan State University E. Lansing, MI 48824
Changing Nutrition Knowledge and Food Practices of Vitality and Vittles Volunteers	Carol A. Butler, EHE 306 Elm St. County Services Building St. Johns, MI 48879
Community and Working Mothers Survey	Mary Andrews, Program Leader (note address above)
East Central Region Bread Fair: Follow-up Telephone Survey	Mary Ellen Delsipee, EHE Courthouse Saginaw, MI 48602
Energy Efficient Window Treatment Evaluation	Cynthia Fridgen Housing & Energy Specialist 214 Human Ecology Building Michigan State University E. Lansing, MI 48824
Estate Planning Workshop Feedback	Mary Search, EHE Berrien County County Bldg. St. Joseph, MI 49085
Extension Family Living Survey Statewide Input for Program Planning	Mary Andrews, Program Leader (note address above)
FLE Upper Peninsula TV Audience Survey	Aune Nelson, EHE Gogebic County 104 S. Lowell Ironwood, MI 49938
I Can Because I Know I Can: Impacts of Self- Esteem Class	Cathy Gallagher FLE Coordinator 109 Information Services A.N.R.E.I.
Levering Food Cooperative: Perceptions of Members	Julie Michael, EHE Emmet County 441 Bay Street Petoskey, MI 49770

Lighter and Livelier: Impacts of Weight Control Series

Anita Dean
Food Science & Nutrition
202 Wills House
Michigan State University
E. Lansing, MI 48824

Master Canners--Volunteers in Food Preservation

Carolyn Lackey
Community Nutrition
201 Wills House, 3HE
Michigan State University
E. Lansing, MI 48824

Michigan Family Sourcebook

Mary Andrews, Program Leader
(note address on 1st pg.)

Microwave Cooking Classes: Evaluation

Mary Peters, CED
Benzie County
P.O. Box 307
Government Center
Beulah, MI 49617

Needs Assessment Survey: Parents of Preschoolers

Aliene Mills, EHE
Lapeer County
1575 Suncrest Drive
Lapeer, MI 48446

Nutrition Through Life Conference Feedback

Sue Lambrecht
48 Ag Hall
Michigan State University
E. Lansing, MI 48824

Parent-To-Parent: Support for Troubled Families

Elaine Glasser, EHE
Oakland County
1200 N. Telegraph Rd.
Pontiac, MI 48053

Parenting Education Newsletter Evaluation

Joan McGarry, EHE
Government Center
400 Boardman
Traverse City, MI 49684

Safe Food Preservation: Do People Use Our Advice

Carolyn Lackey
Community Nutrition
201 Wills House, 3HE
Michigan State University
E. Lansing, MI 48824

Self-Esteem for Women

Mary Peters, CED
Benzie County (note address
already listed)

Snacks That Count: Nutrition Education for Youth

Marilyn Rudzinski, EHE
Macomb County
County Bldg., 9th Floor
Mt. Clemens, MI 48043

Sugar and Snails: Newsletter Evaluation

**Kathryn E. Cummings, EHE
701 S. Norton St.
Corunna, MI 48817**

Title V Housing Project Report

**Bethel Schmidt, EHE
Courthouse Annex
Centreville, MI 49032**

**You, Too, Can Participate in EFNEP:
An Evaluation**

**Kendra Anderson, Ext. Associate
Food & Nutrition Program
202 Wills House
Michigan State University
E. Lansing, MI 48824**

APPENDIX C

The following report form may be a convenient way for you to summarize evaluation activities. The relevant questions to be addressed in evaluation reporting are listed in the left-hand column. Please share your activities and results, when available, with the FLE Evaluation Office.

ACCOMPLISHMENT REPORT

-Michigan

TITLE

TEXT

Program Description

Emphasis

Goals

Scale

How?

Innovations

Linkage

Clientele

Resources Involved

Funds

Staff time

Cooperators

Special funding

What were
accomplishments?

Who benefitted?

What were the
impacts, benefits?

How were impacts
measured?

Implications
for future programs?

Clientele yet
to be served.

Over

Contact person:
name, title,
address, telephone

SEA/USDA 9/80