

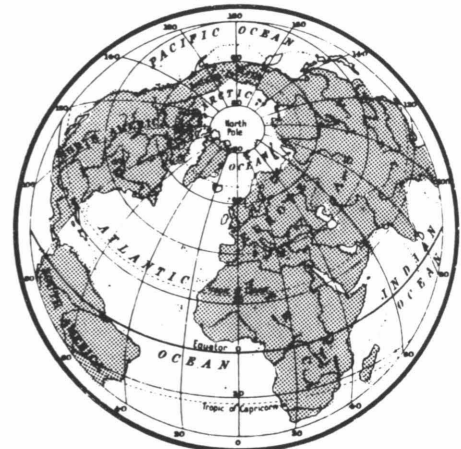
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The Evaluation Report

Virginia Cooperative Extension Service

**Home Economics
Navy Project**



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THE EVALUATION REPORT

Virginia Cooperative Extension Service

Home Economics Navy Project

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issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, and September 30, 1977, in cooperation with the U.S. Department of Agriculture. Mitchell R. Geasler, Director, Virginia Cooperative Extension Service, and Dean, Extension Division, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061; M. C. Harding, Sr., Administrator, 1890 Extension Program, Virginia State University, Petersburg, Virginia 23803.

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ABSTRACT
Can Cooperative Extension Educational
Programs Make A Difference in
the Lives of Navy Families?

In pursuit of answers to the question raised, the evaluators elicited responses from a wide spectrum of individuals including participants, Navy and USDA officials, volunteers, community leaders, and a host of others. The evidence remains unmistakably clear, the Home Economics Navy family project is, and will continue to be, a successful endeavor by the Navy, USDA, and the Cooperative Extension Service. A pattern has been set, one that may be covetable by other Federal agencies, but it is there - a successful tripartite funding and programmatic arrangement among Federal (Navy), State, and local units in delivering informal educational programs to a captured audience that is most in need. While it may be difficult to document the subsequent statement from a pure research point of view, for purely human concerns, the Navy would be taking a quantum step in time and program delivery, not forward but backward, if it fails to support financially and morally educational programs for Navy families in remote housing areas. The opportunities for improving the lives of Navy families are almost endless, and there are compelling reasons to continue the program: First: It improves the lives of Navy families. Second: It is cost effective. As was said by one Navy wife,..."I have learned how to make a budget after sixteen years of marriage."

The children of Navy families who have had negative experiences while their fathers were in the Navy may not ever want to join the

Navy. The benefits derived from these educational programs, while having short-term positive effects, are much more important over the long run. The children of today will be our Navy recruits of tomorrow. They are, in effect, the only investment we have in the future. The returns we get on that investment are dependent entirely on how well the investment is managed. Any Navy child who gets involved in drugs, stealing, refusing to go to school, or any anti-social behavior may be a loss to the Navy and the defense of our nation. Children are the benefactors of tomorrow, but parents are the designers of the children who will build, support, maintain, or destroy tomorrow.

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ACKNOWLEDGEMENT

The Virginia Cooperative Extension Service provides educational assistance in a broad spectrum of settings to meet the interests of a variety of individuals in the state. From the seashore to the mountains, in the rural areas or urban settings people of all ages, races, and income levels are served through the Virginia Cooperative Extension Service network of local units as part of the land-grant mission of Virginia Polytechnic Institute and State University.

Through the perceptive efforts of Dr. Ann O'Keefe, Director, Navy Family Support Program, Washington, D.C.; Dr. Barbara Chandler, LCDR, USNR, Washington, D.C.; Dr. Opal Mann, Deputy Director, Home Economics and Human Nutrition, USDA, Washington, D.C. (Ret.); Dr. Ava Rodgers, Deputy Director, Home Economics and Human Nutrition, USDA, Washington, D.C.; Capt. James Karlen, Director, Norfolk Navy Families Services Center, Norfolk, Va.; Capt. David Hunsicker, Former Deputy Director, Navy Families Services Center, Norfolk, Va.; and others, a Virginia Cooperative Extension Service Home Economics Navy Project unit was established at Norfolk. This unit, working in concert with the Navy Families Services Center, has provided meaningful educational experiences to Navy families in the Tidewater, Virginia area.

Since this project has been directed at a problem that transcends state and national boundaries, it is expected that the Navy Extension Home Economics project at Norfolk should serve as an impetus for other Extension services and localities in formulating programs.

The process of carrying out the comprehensive evaluation of the

Home Economics Navy Project required the involvement of a wide variety of people. It was most gratifying to have a high level of cooperation in every instance.

There were those who granted valuable time for background discussions, those who assisted in instrument development, others who carried out interviews, those who agreed to be interviewed, those who completed surveys, and those who provided steadfast support in every phase of the endeavor.

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for Virginia's Land-Grant University to reach out in a unique
educational role.



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Director, Virginia Cooperative
Extension Service
May, 1983

Can Cooperative Extension Educational
Programs Make a Difference in the Lives
of Navy Families?

I. INTRODUCTION

A. Background

Navy families have some unique problems and opportunities that are unlike those of civilian families. Some families may enjoy being transferred every so often...others may not; some may enjoy meeting people in new and strange environments...others may not; and some may be well educated with college degrees...others may not. The litany of problems and opportunities could go on and on. It seems to be clear that, in large part, Navy families needed additional training and educational opportunities to cope with the many problems of life, especially when their spouses are at sea for extended periods.

To this end, the Navy established the Family Support Program in early 1979 and subsequently the Family Services Centers were established on Navy bases. The major objective of the centers was to assist Navy personnel and their dependents in improving their management skills for optimum use of their resources. It became abundantly clear that the Navy recognized that education was not a luxury, but a necessity, without which a person is defenseless within our complex social environment. Both Navy and non-Navy resources would be needed in accomplishing the educational objectives of the Family Services Center. The primary need for educational services was for the families whose spouses were at sea. The families had to be integrated into the surrounding communities: children, like their parents, had to be accepted. These families had to be introduced to the mores and folkways of the community lifestyle and that, in most

instances, is easier said than done. Young parents moving into an urban community for the first time do, in fact, have a series of problems which indigenous residents take for granted. These apparently simple problems (Where does my child catch the school bus?; Where is the nearest doctor?; How do I get a bus to the grocery?; Where can I find a baby-sitter?; Where is the nearest Baptist, Episcopal, etc., church?; How best can I live on these few dollars when my husband/wife is at sea?; etc.) leave the young mother and or father frustrated. In any event, when one's frustrations outweigh one's levels of tolerance, the families involved will and do find it more difficult to cope. The seasoned Navy families may be able to cope to some extent with all those and other frustrations; however, for the young recruits, particularly the young married with one or two children, the need for supportive services cannot be overemphasized.

It is within this context that the Virginia Cooperative Extension Service was asked by representatives of the Navy to give concentrated educational assistance to Navy personnel and their dependents located in the Norfolk area. This request resulted in a unique tripartite funding arrangement involving the Navy, the United States Department of Agriculture Extension Service, and the Virginia Cooperative Extension Service. Emerging from this funding arrangement was also a new and unique programmatic arrangement involving the three funding partners. Once the educational programs were determined, the Virginia Cooperative Extension Service was then charged with the responsibility of delivering them.

B. Objectives of the Program

The objectives of the program were (1) to provide educational assistance to Navy personnel/families located in the Norfolk area and (2) to exhibit the types of assistance the Virginia Cooperative Extension Service can provide military families for possible replication throughout the nation. More specifically, the objectives of the project were to address educational areas such as food and nutrition, consumer management, home management, and child development/family relations. Still another implicit objective (and probably most important) was to determine how effectively the three programmatic partners could be in getting the educational programs over to those who needed them most. In this context, it must not be overlooked that the Navy is a highly structured and disciplined branch of the armed services, and that is the way it should be. The United States Department of Agriculture is less structured and less disciplined, and that is the way it should be. After all, the United States Department of Agriculture is not charged with the defense of this nation. The Navy, along with other military departments, are so charged. The Virginia Cooperative Extension Service is the most flexible of the three funding and programmatic partners. This programmatic flexibility should, therefore, allow the Virginia Cooperative Extension Service to operate outside the realms of rigid programmatic guidelines. Traditionally, the Virginia Cooperative Extension Service reacts to the needs of the local Extension unit. For all practical purposes and intent, the Navy Home Economic Project

was treated as a local unit with a defined population and geographic area. The unique programmatic and funding arrangements should not, therefore, be an inhibiting factor in accomplishing the objectives of the program.

C. Target Population

The target population was the approximately 600 Navy families located in Carper Housing in a remote area of Virginia Beach. Therefore, the Virginia Cooperative Extension Service had a captive audience...those who lived in Carper Housing. The population, as the evaluation team saw it, was not only remote from the Norfolk Navy Base, but was removed from all the dynamics and other ramifications of a balanced community. The community was not only remote but was also devoid of all the ingredients of a welcoming party. By all social imaginations, the Navy family, in its new environment, was exposed to a desert without social structure and the required mechanisms to create one. The families were exposed to fine new buildings, but no fine new homes. Bricks and mortar do not make new homes and new buildings are not communities. Some communities are conservative...others are not; some have charisma...others do not; some are elegant...others are not; and still others put out welcoming signs for Navy families...others could care less. The Navy families had to adapt, regardless of the idiosyncracies imbedded in the traditions of yesteryear. The behavior of communities are etched in traditions and customs. The arrival of Navy families as a new and distinct population threatens the social balance regardless of the

economic gains which are self-evident. Even more important is that Navy families are of all hues and backgrounds. Some are white, others are black; some are of Spanish speaking ancestors; and all are of the American social and economic melting pot. Some blacks are there who may never have lived in a white community; some whites are there who may never have lived in a black community; and others are there who say to themselves, "America is my home, and I have a right to be in the Navy." The population then may not be called a captive audience but a kaleidoscope of the American social, political, and economic structure. No other agency, in fact, stood a chance of meeting the challenge except the Extension Service.

II. METHODOLOGY

For purposes of this evaluation, a combination of approaches was used. More specifically, a modified Judicial Evaluation Model (JEM) and a Reflective Appraisal of Programs (RAP) model were employed in getting information about the project, as well as determining the effectiveness of Extension's educational effort on Navy families in the Norfolk area.

The JEM was conceptualized in the early 1970's as a method which would, at least in part, function for persons needing to reach some decision in education as the judge in a courtroom does for jurors, that is, it would establish systematic procedures for inquiry and set forth criteria for classifying, evaluating, and presenting evidence in a clear, cogent, and reasonable manner. By adopting a modified set of legal procedures it is believed that educational evaluators would tend to rely more on human testimony and be better able to develop a clearer understanding of the range of issues involved in their inquiry.

In contrast to more "scientific" methodologies, which generally exclude human testimony and judgment in the spirit of seeking objectivity, the "legal" model places a premium on these forms of evidence. In fact, human testimony is the cornerstone of evidence used in any legal proceeding. Testimony must be understood within the context of facts and situations explored by all parties involved. The ultimate evidence, then, which guides deliberation and judgment includes not only the "facts" but a wide variety of perceptions, opinions, biases, and speculations, all within a context of value and beliefs. Often times the more subjective forms of evidence help put the facts into proper perspective. No case can be built without evidence, and no evidence can be identified, examined, and amassed without carefully executed interviews, observations, site analyses, document review (including both quantitative and qualitative information) and evaluation of existing data summaries. In essence, the JEM provides a means for all parties to participate meaningfully throughout all phases of the evaluation process. (1)

And now a brief discussion of what constitutes the Reflective Appraisal Program (RAP) is in order.

RAP depends on reflective evidence, so-called because the interview procedure requires program participants to reconstruct (reflect upon) their feelings, behavior, and condition before, during, and following their participation in the program being studied. Interviewees estimate the amount of change they experienced or observed that can be attributed to participation in the program. This perceived "before and after" evidence of program effectiveness - "reflective evidence" - is one way to deal with the attribution problem, namely to what causes or influences a change is attributed. ---Analysts who maintain an interpretive or subjectivist position emphasize that human experience is perception and that perception should thus be a focus of study. Such analysts believe that it is both necessary and generally more feasible to obtain evidence on what clientele say they perceive to be the results of program participation. Analysts who use (participants' and non-participants') perceptions to study program results maintain that:

- Perceptions allow respondents to interconnect events and to identify the cumulative effects of multi-year, multi-method programs.
- Perceptual data are more easily understood by study users.
- Reflective evidence can be collected from program participants after their participation rather than both before and after their participation.
- RAP's "closed end" (multiple-choice) interview items permit many possible specific answers to be recorded and aggregated with a few general response categories.
- Reflective evidence generally will be acceptable by the principal users of the findings. (2)

Evaluation of educational/human services programs are significantly different from evaluation (quality control) of manufactured goods within a steel plant or the automotive industry. As the evaluation of educational programs gradually and slowly emerge into a "science", heated, healthy, and intellectual discussions will and should continue between the "subjectivist" and the "objectivist". The evaluators of the Norfolk Navy Project had no intention of contributing to one school of thought or the other, at this point. Rather they had to be eclectic in drawing upon their experiences in determining how to best evaluate the project under review.

The crucial question to be answered was, Can Cooperative Extension educational programs make a difference in the lives of Navy families? It was the judgment of the evaluators that accurate answers to such a question could not be arrived at without the perceptual insights of the "chief actors" as well as participants. In support of the approach taken in evaluating the Navy Project, it is in order to quote from Guba:

"Models of what good evaluation practice might look like are almost nonexistent. Even the so-called professionals, i.e., the consultants in evaluation, have failed to provide adequate help (witness the section on evaluation of any federal program guidelines), and they have not been able to design evaluations which will meet their own standard of excellence. When evaluations are conducted they typically result in findings of "no significant difference," a conclusion often sharply at variance with the perceptions of the participants or even of outside observers. We have so far failed to evolve a pervasive theory of evaluation that can cope with these problems and which is backed by useful instruments and design." (3)

III. METHOD OF APPROACH

How does one really attempt to look at a program/project that has been alien to those who want the facts? It is not easy.

One way to begin to look at any program and to understand all its ramifications is to penetrate the operational and administrative procedures and practices. In addition, the evaluators need to extract from the beneficiaries and significant others all relevant information.

In the execution of the method, the evaluators did the following:

---Met with State Extension administrators on several occasions to get orientation on what the Navy Project was all about. The evaluators were particularly interested in determining what the administrators expected the project to accomplish. What was the basis for Extension's interest in the Navy? And would this be a new experience for Extension? Was Extension hoping to develop a replicable model, not only for Navy families, but for military families worldwide? Answers to these and other questions provided a basis to ask a series of relevant questions of individuals associated with the project. It should be made abundantly clear, at this point, that if the evaluators did not have a clear understanding of what the Navy Project was all about, all their efforts would be worth nothing more than an exercise in futility.

---The evaluators then requested and reviewed all reports, including the proposal, and all correspondence between the Navy and the Virginia Cooperative Extension Service. The written documents helped verify what the evaluators were told by Extension administrators during the many discussion sessions that were held with them.

---Next, the evaluators went to the Extension district (field) to talk to the district chairman, the project director, and project staff. Certainly, the district staff, project director, and staff were expressing the same views as the state Extension staff. It was at this point that the evaluators requested and received "all" lesson plans. It was also at this point where the evaluators learned that the Navy families needed much more supportive services than what was reflected in the lesson plans. Those who were in daily contact with the families soon discovered that they had to help families cope with such things as death in the family, disaster at sea, jobs for teenagers, drug abuse, and a host of other problems.

From the many discussions held, the evaluators were able to identify a wide array of individuals who had directly or indirectly associated with the project. They included the following:

---Navy (Washington, D.C. and Norfolk) and Federal

Extension personnel of which nine (9) were interviewed. After the interviews were completed, the interviewers made a summary of the interview and returned it to the individuals interviewed for confirmation and correction.

---Three (3) Ombudsmen

---Ten (10) Advisory Council members

---Twenty-five program participants

---Seven (7) community volunteers

Face-to-face interviews were conducted with fifty-four individuals ranging from Navy officials five (5) to program participants, twenty-five. The idea here was to interact directly with a cross section of those who were involved in the project at various levels and to have them articulate their impressions.

In addition, survey instruments were hand delivered to seventy-seven program participants and six (6) regional Extension agents and administrators with 100% return rate. Mail-out surveys were sent to fifteen community leaders; three (3) were returned (See Appendix A.)

Before the interview schedules and survey instruments developed were used, they were reviewed by a team of "knowledgeables" at VPI&SU, by Extension agents, and by administrators in the field. While this approach does not necessarily meet the standards of pre-testing and post-testing, the evaluators wanted to make sure that the questions raised were both relevant and appropriate.

IV. PERCEPTIONS OF INDIVIDUALS INTERVIEWED

The statements appearing in this section of the report were extracted from interviews conducted with fifty-four individuals, all of whom had some knowledge of the Navy Project in the Tidewater area. The first seven summaries were taken from interviews with officials in the Navy and USDA - ES.

A. Officials - Navy and Extension

---The Navy's mission in this project is to improve military/community understanding. The ability to reach into the home is critical. Families will more readily respond to helpful information than to something purely social. It is not the Ombudsmen's responsibility to teach. It would be very good, however, to have a workshop or seminar on Extension's educational offerings in order that the Ombudsmen group may be well informed. This might involve role playing so that it translates into something meaningful. (The Ombudsman serves as a link between the commanding officer and the families in his command. Each Ombudsman serves as an individual to receive information from the commanding officer and to deliver it to appropriate families. Mrs. Harriet M. Howe, Resources and Training Specialist, Military Family Resources Center.)

---In my opinion, Extension is involved in the Norfolk Navy Family Home Economics Project because of its structure nationwide, its resources, and the way Extension operates. Extension is the most appropriate agency to implement the Navy Project because Extension is developmental, educational, strength building, and focuses on problem situations as opposed to social workers who focus on crisis. It's really continuing education. In addition, Extension is a nationwide network which can be accessed by Navy wives wherever they go. Extension can be their (Navy wives) passport to the new location. This type of project could be replicated Navy/military wide. It was conceived as an experiment and a demonstration. Each service's mission would be a determining factor in channeling resources to the project, but military families have, in general, similar lives and problems. Juvenile delinquency, for example, is a problem among military families and for that reason, I think, a series of your (Extension's) programs would be most

appropriate. The interviewee was most interested in knowing to what extent has the Navy Project done anything to make other departments at the University aware of the needs of military families.

---Persons working in the national office in the Pentagon Annex knew of Extension, recognized that Navy families had many problems (especially in financial management), and they came to Extension to say, "What can you do?" I was told that men did not re-enlist in the Navy for many reasons, among them was family problems, and that if the families could be reached with some education to help solve their problems, the retention rate would be higher. The Navy's sense of awareness will be raised so that there is greater understanding of how Extension can help Navy families. I would hope that this project would cause more Navy Family Services' dollars to be directed toward staffing in Extension for this purpose. When I see many dollars going to hire social workers and counselors, I get upset. I would like to see the Navy understand the value of educational programs and hire Extension staff. Indications are, up to this point, that the Navy is very excited. California, South Carolina, and others have called for information and program materials. The Navy has written this project into their budget for the future, and also they have hired two additional paraprofessionals. This certainly indicates the project is succeeding or the Navy would not be willing to allocate such dollars.

---The project has been extremely cost effective in building trust related to a variety of issues in the social services. It has provided invaluable assistance to the housing office, including horticultural assistance and educational and skills training for residents. It has been indicated, in many ways, that a number of Navy families cannot cope with stress. This causes personnel to leave the Navy. A project, such as this one, needs to be institutionalized in all housing areas, especially in remote housing areas. I think the project has a great future. Extension exhibits a great deal of flexibility in responding to needs. Extension has all the resources of the University available which we (the Navy) do not have. This project has also heightened awareness of other local units to military needs. The Navy is living up to its word that it "looks after its own". Only recently has it meant it took care of their families and the Navy is making up for lost time in educational efforts for Navy families. The dynamics of the three ladies that are on the scene have had a major impact. "Lots of credit needs to be given where credit is due." The credibility of their backgrounds has been important in

understanding Navy wives' problems and having an awareness of the many situations that can arise. It should be a prerequisite that technicians have a military background. In my opinion, the project does have a positive effect on retention even though it is difficult to assess. It is also my judgment that, any place where there is Extension, the project can be replicated.

---Extension has been working with identifiable groups. It was felt that a "fruit-bearing" experience would result--that Extension was a good vehicle for getting the message across. I am hoping that as a result of this project that there will be some linkage developed between Family Services Centers and Extension. We are hoping for increased productivity and increased retention. We are having faith that there will be improvement in financial management and child rearing practices within the Navy families. For the Navy, the project has been an "unprecedented undertaking" and an "incredible amount of money" for a three-year period. The manual, which is to be produced, will be most valuable to the Navy in helping create interest at other bases. And yes, I do think that the project can be replicated at other bases if budgets can be allocated.

---For both Extension and the Navy, it is a pilot project that can be modified and used in other locals. The Navy and the community get a good buy for the money. Extension has the resources of the Land Grant University, as well as products and skills which have been developed by Extension professionals. It is anticipated that families will become more self-sufficient and be able to manage problems better and that there will be less destructive behavior. It is to everybody's advantage to have healthy, happy communities. The classes should be open to other neighborhoods. It might help young people to adjust to constant change by being involved in 4-H wherever they go. Genealogy might be a project they could undertake. This is something that could be continued wherever they went.

---There was need for a family education program as was indicated by earlier studies. This was especially the case in remote housing areas. The project staff was most helpful in getting the Civic Association established and functioning. As a result of the educational programs, several positive factors seem to be emerging, among which are: frustrations have been relieved because the project staff is always there to give an answer, the staff has been invaluable for people to depend on and, as a result, the

project has reduced substantially the number of complaints coming to our (housing) office. One of the biggest benefits has been improved housekeeping as a result of project staff counseling with residents, and it (the project) has been most rewarding, apparently, because I have not heard one negative comment about the project. (See Appendix B).

B. Ombudsmen

The Ombudsmen interviewed were apparently quite knowledgeable about the project and had participated in the programs. They viewed themselves as a link in helping deliver information about project activities, and perceived that such a role could be expanded by informing more families about the project. Most importantly, they (Ombudsmen) received training and assistance in financial planning, self-help programs, diet exercise behavior modification, sewing, pre-teen programs, etc. The Ombudsmen perceived the project as most successful in that it helped Navy wives learn in their own environment; it provided a way for Navy wives to get "out of their cocoons"; and it built awareness of options and available resources. The responding Ombudsmen reported having received no negative feedback about the project and indicated that it could be replicated Navy-wide. They suggested, however, that youth recreational and tutoring programs would be valuable additions to the project. (See Appendix C.)

C. Program Participants

Twenty-five program participants were randomly selected and interviewed as to the benefits received from the program in three specific areas; namely, consumer management, home management, and child development/family relations. The answers given were most

enlightening to the evaluators and should be for anyone who is not familiar with the problems of Navy wives. Relating to the benefits derived from participation in the consumer management program, a sample of the responses is as follows: "I have learned how to make a budget after sixteen years of marriage." "We have learned how to save money, how to discipline ourselves in shopping, how to get more for our money, how to read and understand labels, and how to shop with coupons." "Now I am aware of leaks in the budget and how my money was going out that I did not realize before."

Relating to the benefits derived from participation in the home management program, a sample of the responses were as follows: "We have learned how to manage our time more wisely and that gives us an opportunity to spend more time with our families; how to make our homes more comfortable; how to delegate responsibilities to children; how to start and maintain our own gardens; how to take care of our lawns, which has given all of us pride in our homes and surroundings; and we have learned from seeing other ideas on home decoration."

Relating to the benefits derived from participation in the child development and family relations programs, a sample of the responses is as follows: "We have learned much of what causes stress and how to deal with it." "It is always better to speak calmly to our children than to yell at them." "The film on teenagers, classes to help parents and children communicate better, the program on incest, and learning to listen to our children were all very beneficial to us." All twenty-five respondents indicated that problems of Navy families

were being addressed and that they would continue to be involved in the program (See Appendix D.)

D. Advisory Council

---Ten members of the Advisory Council were randomly selected from nineteen members of the council. The council actually has twenty-two members but three (3) members who have important and administrative responsibilities in the Navy were already interviewed in their official capacity, hence the random selection of ten from nineteen members instead of from twenty-two members. The council members were primarily residents of Carper Housing and consisted of four (4) white males, two (2) black males, eleven (11) white females, and five (5) black females. Members of the council reported their functions as advising on the needs and interests of the families and assisting with programs in some instances. Programs the council suggested included: how to strengthen the food dollar, diet exercise behavior modification, tutoring for elementary and high school youth, teen activities including 4-H, dealing with child/wife abuse and alcoholism, interpersonal relations, canning/freezing, budgeting, sex education, coping with stress, assertiveness training, and stripping and refinishing furniture.

Members of the council reported that the project has made a significant number of contributions to the lives of Navy families. Among these were the following: opened lines of communications within and between families, helped the participating families to save money, helped beautify lawns, helped unite neighborhood, made

information available with a new positive approach, developed awareness and understanding of children's problems, and helped to relieve stress.

The Advisory Council perceived the unique needs and problems of children as falling into the following areas: adjusting to new schools and new friends; boredom and lack of recreational activities in Carper Housing; confusion because of father going and coming; and children being left alone because both parents work.

In response to these needs, the Advisory Council members suggested that youth activities should be included in the project. Such youth activities as 4-H, arts and crafts, job hunting programs, babysitting classes, and general auto mechanic classes. More specifically, the Advisory Council suggests that the Navy, as soon as is possible, include after-school programs for children, day care centers, security for Carper Housing, and some form of structured transportation system. While all members of the council had the highest praise for the staff and how well organized and hardworking they were, they had some suggestions for expanding their own council to include police officers, school officials, social workers, teachers, nurses, and lawyers. They are all convinced that the project is important to the community and that the programs are good. (See Appendix E.)

E. Community Volunteers

Traditionally, Extension's effectiveness has been largely dependent on competent, dedicated volunteers. The Navy Project was

unique to Extension's experiences in recruiting and training volunteers. Historically as well as currently, volunteers were always associated with 4-H clubs, Extension Homemaker clubs, agricultural demonstrations, agricultural tours, and a host of other Extension-related activities. Never before could it be documented that Extension had sought to recruit and train volunteers to assist in providing educational programs to Navy families living in remote housing complexes. That was, at least, a new and maybe difficult challenge for the Extension agent in charge of the project. It was a deviation from the norm, not only for the Extension agent, but also for the volunteers as well.

Volunteers played a vital role in the Norfolk Home Economics Navy Project. Seven (7) volunteers were interviewed and, in summary, they indicated that they got to know about the project in a variety of ways including discussions with project staff, discussions with their neighbors, and through survey forms requesting volunteer help.

Of the seven (7) community volunteers who were interviewed, four (4) indicated that they received training to serve as volunteers and three (3) indicated that they had received no training. Indicators are that the three (3) who had received no training from the Extension staff had some volunteer experiences before. It is almost impossible to describe in any detail all that the volunteers did; however, what was most interesting to the evaluation team was how the volunteers got involved in such "a way-out" Extension/Navy project. It is yet to be determined what all the motivating factors are in getting people to

volunteer. Be that as it may, they have volunteered, now what did they do? The volunteers, for example, carried out such tasks as encouraging others to come to class, delivered flyers, called and contacted potential participants, answered questions from neighbors about the project, became involved in the master gardener program, answered questions on sewing, and a host of other project related activities. From the volunteers' point of view, the project was most successful in getting people to work together for the benefit of Carper and in providing more access to educational information. The volunteers had their own concept of what the project should do, and based on what the evaluators have been told, their concept is totally within the realms of rationality. Volunteers would hope that the project becomes more involved in Red Cross baby-sitting classes, drug awareness for youth, leadership training for 4-H youth and counseling for unemployed youths. While these concerns are of utmost importance, the most valuable contribution was the involvement of community volunteers in the project. Community volunteers on the average come at \$6.50 per hour. The Navy needs to know that there are concerned citizens over and beyond Ombudsmen. (See Appendix E.)

F. Extension Agents and Administrators

There were several Extension agents and administrators who were involved in the project. Their answers must be held in suspect. Caesar must never be asked to evaluate Caesar.

In general, Extension agents and administrators were very positive as to why the Navy project was ever funded and implemented.

While many of their answers approximate all the other positive responses from other persons, the fact is that the evaluators were most interested in the negative responses that possibly could have come from Extension agents and administrators. The completely positive responses from Extension agents and administrators should not be viewed as "cloned homogeneity," but rather as individual and intellectual analysis of a program which they see as valuable to the Navy. Essentially, the Navy is most important to our defense: Extension Service is equally as important to our survival in terms of food, youth, and family education. They both (Navy and Extension Service) needed each other. (See Appendix F.)

V. ANALYSIS OF SURVEY DATA

The analysis of the survey data appearing in this section will be descriptive, so that it can be clearly understood by all who may read it. This section will treat Food and Nutrition, Consumer Management, Home Management, Child Development and Family Relations, and some General Questions relating to the content areas and Navy families. The method used in discussing the five (5) tables following will remain constant.

Table 1, "Food and Nutrition," attempts to examine participants' responses in that program area. While the sample drew on seventy-seven participants in all program areas, in no case did all seventy-seven participants respond to all nine (9) questions in this program area. As may be observed from Table 1, the range in responses to all nine (9) questions was from fifty-six (Produce Vegetables or Fruits) to seventy-three (Food and Nutrition Program Helpful). Looking at Table 1 in more detail, Column 1, "Number," reflects the question number on the survey schedule. For example, "Improved food preparation methods" was the third question on the survey schedule even though it appears as the sixth under Column 1 of Table 1.

The position each question occupies in the column is totally dependent on the weighted mean of all respondents to that particular question. Each question was weighted (1) "limited help", (2) "some help", (3) "great help", and (4) "very great help". The weighted means were ranked and used as indicators of the extent to which that specific part of a program area was helpful. In arriving at the

weighted mean, as in Number 1 (Food and Nutrition Program Helpful) for example, there were seventy-three responses distributed among the four categories. Four of the seventy-seven participants who received the survey instrument did not respond; therefore, the weighted mean for that particular question is:

$$\frac{(1 \times 2) + (2 \times 13) + (3 \times 44) + (4 \times 14)}{73} = \frac{216}{73} = 2.96$$

Based on the responses in Table 1, "Food and Nutrition Program helpful", with a mean response of 2.96 was most helpful as compared to, "able to control weight" with a mean of 1.98. The lowest number of responses, fifty-six was to the question regarding production of vegetables or fruits. Even in that category, however, twenty-one of the fifty-six respondents indicated that information gained was either of "great help" or "very great help". It is equally as interesting to note that while there were sixty-six respondents to the question relating to weight control, twelve indicated that the program was of "great help" and four (4) indicated that it was of "very great help". Using the number of responses as a level of interest in the program area, it is observed that food and nutrition with seventy-three of seventy-seven possible respondents generated the greatest interest, as compared to producing fruits and vegetables with fifty-six of a possible seventy-seven responses.

Table 1
FOOD AND NUTRITION

Number	Items Keywords	Response Categories				Responses	Sum	Mean
		1 Limited	2 Some	3 Great	4 Very Great			
1	Food and Nutrition Program helpful	2	13	44	14	73	216	2.96
4	Improved food purchasing habits	1	27	26	18	72	205	2.85
2	Knowledge of food and nutrition change	3	31	22	16	72	195	2.71
5	Family nutrition improved	3	30	22	15	70	189	2.70
7	Canned or frozen foods	7	27	8	21	63	169	2.68
3	Improved food preparation methods	7	29	18	16	70	183	2.61
9	Family health improved	8	34	14	9	65	154	2.37
6	Produce vegetables or fruits	15	20	11	10	56	128	2.29
8	Able to control weight	21	29	12	4	66	131	1.98

As indicated in Table 1, there were nine (9) questions relating to the subject of food and nutrition. Examining exclusively response category 4 (very great), it appears that the most valuable programs were "canned or frozen food" with twenty-one of sixty-three responses, "improved food purchasing" with eighteen of seventy-two responses, "knowledge of food and nutrition change" with sixteen of seventy-two responses, and "improved food preparation methods" with sixteen of seventy-two responses. The questions eliciting the largest number of responses in the "very great" category were all directly related to foods...canned or frozen foods, improved food preparation methods.

Table 2, "Consumer Management," examined the responses to the fourteen questions that were on the survey instrument. Of the seventy-seven possible respondents to each question, the range was from seventy-five (used Navy exchange and understanding consumer responsibility) to sixty-six (control credit card use). It should be noted that, while sixty-six responded to the question of "control credit card use", fifty-one of those sixty-six respondents indicated that the information received on that subject was of "great help" or "very great help." Examining exclusively category 4 (very great), it appears that the subjects which were most valuable to the respondents were: "used the commissary" with forty-one of seventy-four respondents with a weighted mean of 3.34; "more thoughtful use of

Table 2

CONSUMER MANAGEMENT

Number	Items Keywords	Response Categories				Responses	Sum	Mean
		1 Limited	2 Some	3 Great	4 Very Great			
6	Used the commissary	1	14	18	41	74	247	3.34
10	More thoughtful use of credit	1	10	25	34	70	232	3.31
11	Control credit card use	2	13	24	27	66	208	3.15
5	Used Navy exchange	4	18	21	32	75	231	3.08
7	Shop more wisely/food	1	20	29	24	74	224	3.03
8	Shop more wisely/clothing	1	20	33	17	71	208	2.93
4	Become a wiser shopper	0	28	29	17	74	211	2.85
9	Shop more wisely/household items	2	25	30	14	71	198	2.79
12	More knowledge/Navy pay system	7	24	19	21	71	196	2.76
3	Understanding consumer responsibility improved	4	31	31	9	75	195	2.60
14	Improved ability to stretch money	9	24	26	12	71	183	2.58
13	Improved ability to stick to budget	9	25	25	12	71	182	2.56
2	Improved planning use of money	5	33	27	8	73	184	2.52
1	General management of money improved	7	36	25	5	73	174	2.38

credit" with thirty-four of seventy respondents with a weighted mean of 3.31; "control use of credit card" with twenty-seven of sixty-six respondents with a weighted mean of 3.15; and "used Navy exchange" with thirty-two of seventy-five responses with a weighted mean of 3.08.

Continuing to examine category 4 (very great), it appears that the subjects that were least valuable to the respondents were: "general management of money improved" with five (5) of seventy-three respondents with a weighted mean of 2.38; "improved planning use of money," eight (8) of seventy-three respondents with a weighted mean of 2.52; "improved ability to stick to budget," twelve of seventy-one respondents with a weighted mean of 2.56; "improved ability to stretch money," twelve of seventy-one respondents with a weighted mean of 2.58; and "understanding consumer responsibility," nine (9) of seventy-five responses with a weighted mean of 2.60.

One should be cautious in interpreting these data in terms of levels of interest since the higher the mean and the higher the number which indicated that the subject taught was of very great help does not necessarily indicate levels of interest. It is probably more appropriate to use number of responses to infer levels of interest. For example, the lowest number of respondents was sixty-six of a possible seventy-seven with a weighted mean of 3.15 while the highest number of respondents was seventy-five with a weighted mean of 3.08. It may be further noted that seventy-three respondents of a possible seventy-seven had the lowest weighted mean of 2.38. It may be

inferred, therefore, that those subject areas which had high levels of responses and low weighted means showed high levels of interest in the subject, but the respondents did not learn as much as they had anticipated. In general, great interest was displayed in the area of consumer management since of the fourteen questions asked on the survey form only one question elicited less than seventy responses, the other thirteen questions elicited responses ranging from seventy to seventy-five.

Table 3, "Home Management," examined the responses to the eight (8) questions that were on the survey schedule. As with all previous questions, seventy-seven participants had an opportunity to respond to each question. As compared to the two previous program areas (Food and Nutrition and Consumer Management) responses to questions relating to Home Management were low, ranging from a high of sixty-four responses to questions 1, 2, and 3 to fifty-two responses to question 7 on the survey instrument. Examining exclusively category 4 (very great), it appears that the subjects that were most valuable to the respondents were "increased awareness of lawn care needs" with sixteen of fifty-eight responses and a weighted mean of 2.69; "improved knowledge of furnishings" with fifteen of sixty responses and a weighted mean of 2.75; and "improved knowledge of buying furniture" with fourteen of sixty-three responses and a weighted mean of 2.76.

Table 3

HOME MANAGEMENT

Number	Items Keywords	Response Categories				Responses	Sum	Mean
		1 Limited	2 Some	3 Great	4 Very Great			
5	Improved knowledge Buying furniture	4	21	24	14	63	174	2.76
4	Improved knowledge Furnishings	4	22	19	15	60	165	2.75
8	Increased awareness Lawn care needs	7	20	15	16	58	156	2.69
2	Improved Home Decorating skills	4	27	21	12	64	169	2.64
1	Improved management Care of home	4	28	23	9	64	165	2.58
3	Improved management Household resources	3	33	17	11	64	164	2.56
6	Improved knowledge Buying appliances	4	27	18	9	58	148	2.55
7	Improved skills Landscaping	11	22	9	10	52	122	2.35

Continuing to examine category 4 (very great), the responses were lowest to questions 1 and 6 on the survey. Each of those questions had nine (9) of sixty-four responses and nine (9) of fifty-eight responses, respectively, indicating that the information received was of very great help. Again, if numbers of responses should be used as a level of interest in the subject matter, questions 2 and 1 on the survey instrument elicited sixty-four responses each. Recognizing that there were seventy-seven possible respondents then thirteen (77-64) respondents showed no interest in those questions, while on the other extreme, twenty-five (77-52) of the seventy-seven possible respondents showed no interest in question 7. This comparative lack of interest in the whole area of Home Management may be due to the fact that most of the respondents are housewives who may think that they are already doing a good job in the area of Home Management. There certainly may have been other factors influencing the apparent low levels of interest, but as of this point in the analysis, that factor seems to be most logical.

Table 4, "Child Development and Family Relations," examined the responses to the twenty-one questions that were on the survey instrument. The number of responses to the questions asked were relatively high. Six questions (7, 20, 3, 2, 1, 9) elicited seventy-five responses each.

Table 4

CHILD DEVELOPMENT AND FAMILY RELATIONS

Number	Items Keywords	Response Categories				Responses	Sum	Mean
		1 Limited	2 Some	3 Great	4 Very Great			
18	Aware of Navy Family Services Center	3	19	26	25	73	219	3.00
21	More confident as a parent	1	25	24	22	72	211	2.93
7	Improved ability to manage for self	3	24	32	16	75	211	2.81
20	Increased time with children	5	26	24	20	75	209	2.79
10	Better able to cope with separation	4	24	27	17	72	201	2.79
3	Improved understanding of human behavior	1	29	31	14	75	208	2.77
6	Improved relationship with spouse	2	28	22	16	68	188	2.76
13	Aware of how to deal with sexual abuse	3	25	18	16	62	171	2.76
15	Aware of how to deal with spouse abuse	6	18	23	15	62	171	2.76
2	Increased understanding of child development	3	27	31	14	75	206	2.75
4	Improved ability to deal with children	4	26	29	14	73	199	2.73

Table 4 (con't)

CHILD DEVELOPMENT AND FAMILY RELATIONS

Number	Items Keywords	Response Categories				Responses	Sum	Mean
		1 Limited	2 Some	3 Great	4 Very Great			
14	Shared program information with spouse	7	24	23	18	72	196	2.72
17	Aware of how to deal with child abuse	4	25	26	12	67	180	2.69
16	Project influence upon youth	4	31	20	15	70	186	2.66
11	Able to cope during deployment reentry	4	23	23	10	60	159	2.65
8	Improved management of stress	6	25	30	11	72	190	2.64
1	Improved in dealing with children's problems	2	38	26	9	75	192	2.56
5	Improved ability to deal with teenagers	10	31	19	10	70	169	2.41
12	Utilizing resources of outside community	14	29	13	14	70	167	2.39
9	Improved discipline skills	9	35	25	6	75	178	2.37
19	Use of Navy Family Services Center	22	26	6	6	60	116	1.93

Of the twenty-one questions on the schedule, fifteen of those questions elicited seventy or more responses each, and six (6) questions elicited responses of from sixty to sixty-eight. Based on the number of responses to each question, it appears that the respondents had a very high level of interest in Child Development and Family Relations. As was indicated earlier, while a high number of responses may indicate levels of interest, it does not necessarily indicate that the participants regarded the information they received as being of very great help. While examining Table 4 in some detail, one may observe that there were seventy-five respondents to question number 9 on the survey schedule, but only six (6) indicated that the information received was of "very great" help to them. On the other hand, there were, for example, sixty-two responses to question thirteen but sixteen of those indicated that the information received was of "very great" help to them.

Examining exclusively category 4 (very great), it appears that the subjects that were most valuable to the respondents were: "aware of Navy Family Services Center" with twenty-five of seventy-three responses and a weighted mean of 3.00; "more confident as a parent" with twenty-two of seventy-two responses and a weighted mean of 2.93; "improved ability to manage for self" with sixteen of seventy-five with a weighted mean of 2.81; "increased time with children", twenty of seventy-five responses with a weighted mean of 2.79; and "better able to cope with separation" seventeen of seventy-two responses with a weighted mean of 2.79.

Continuing to examine category 4 (very great), it appears that the subjects having the least value to the participants were: "use of Navy Family Services Center" with six (6) of sixty responses with a weighted mean of 1.93; "improve discipline skills" with six (6) of seventy-five responses with a weighted mean of 2.37; "utilizing resources of outside community" with fourteen of seventy responses with a weighted mean of 2.39; "improved in dealing with children's problems" with nine (9) of seventy-five responses with a weighted mean of 2.56. As mentioned earlier, there were four broad program areas that were subjected to examination by way of the survey schedule. The evidence seems to reveal that, in order of importance (great help and very great help), the four areas may be ranked from top to bottom (1) consumer management, (2) child development and family relations, (3) food and nutrition, and (4) home management.

The analysis does not end with those four program areas, however. Seven (7) general questions as revealed by Table V were asked of the seventy-seven possible respondents. All but one (1) of the questions had responses ranging from seventy-one to seventy-five. The question "Received negative feedback about project" elicited only fifty responses and of those thirty-four indicated that they received limited negative feedback while two (2) indicated that they received negative feedback to a "very great" extent.

Examining exclusively category 4 (very great), the questions which generated the greatest interest seem to be: "received positive feedback about project", twenty-seven of seventy-four respondents

indicated that they had received positive feedback; twenty-nine of seventy-one respondents indicated that they "continued in the program to receive information;" and twenty-four of seventy-four respondents indicated that they "share the information received with others." Because six (6) of the seven (7) questions had weighted means of 2.61 to 3.08, the indication is clear that the participants were most interested and have received "very great" help from the project.

Table 5

GENERAL QUESTIONS

Items		Response Categories				Responses	Sum	Mean
Number	Keywords	1 Limited	2 Some	3 Great	4 Very Great			
6	Received positive feedback about project	2	17	28	27	74	228	3.08
4	Continued because you depend on staff	6	11	25	29	71	219	3.08
3	Continued program to received information	5	15	33	21	74	218	2.95
5	Shared project information with others	4	21	25	24	74	217	2.93
2	Problems of Navy families addressed	4	26	29	14	73	199	2.73
1	Quality of family life improved	2	38	22	13	75	196	2.61
7	Received negative feedback about project	34	11	3	2	50	73	1.46

VI. SOME CONCLUDING OBSERVATIONS AND RECOMMENDATIONS

The evaluation team attempted to answer the crucial and fundamental question, "Can Cooperative Extension Educational programs make a difference in the lives of Navy families?" Within the context of that major question, several other questions had to be addressed, including but not limited to: "Can a tripartite programmatic relationship (Navy, USDA-ES, Virginia Cooperative Extension Service) and funding pattern operate smoothly outside the realm of turf protection?" "What was the most appropriate staffing pattern and why?" "Were the programs (subject matter) most appropriate to meet the educational needs of Navy families?" "Could this project be replicated Navy wide?"

In the process of finding answers to those and other questions, the evaluators involved a wide array of individuals, including officials from the U.S. Department of Agriculture, the U.S. Navy, the Virginia Cooperative Extension Service, program participants, volunteers, community leaders, and project staff. From these and other sources, the evaluators got information using the evaluation techniques discussed earlier in this report. The information received was non-contradictory: The U.S. Navy, the Department of Agriculture-Extension Service, the Virginia Cooperative Extension Service, the Ombudsmen, the Navy wives/husbands, community volunteers, and all relevant others either know or think that the Navy project is extremely valuable for families, as well as the community in which it is located. While it may be difficult to document the subsequent

statement from a pure research point of view, for purely human concerns, the Navy would be taking a quantum step in time and program delivery, not forward but backward, if it fails to support financially and morally educational programs for Navy wives in remote housing areas. The implications go well beyond Navy wives, but more directly to the children who are the future recruits and the communities which must feel comfortable with Navy bases and Navy families within their sociological and geographical boundaries. As to whether this project will increase the retention rate in the Navy is yet to be documented; however, one conclusive statement which is unchallengeable is that education has never been known to hurt anyone within a democratic system.

The opportunities for improving the lives of Navy families are almost endless. There are compelling reasons to continue the program: First: It is having a positive impact on Navy families. Second: It is cost effective. As was said by one Navy wife..."I have learned how to make a budget after sixteen years of marriage." It is hoped that one in every seventy-seven Navy wives does not have that problem: in the same light, it must be assumed that each Navy wife has a problem that can be adequately and appropriately addressed by Extension educational programs. The Navy wife, rich or poor, young or old, black or white must be trained to manage. It does not matter whether she is the wife of an E4 or an Admiral; the same holds true. When her Navy husband is at sea, she must manage not only the money, but the children. Her managing skills must cover every aspect of

family life; her needs, then, for supportive and educational services are tremendous.

Educational and supportive services are more critically needed in remote housing areas. The interaction which necessarily takes place on the Navy base is not evident in such a setting. The opportunities may not be there for interaction with the more experienced and settled Navy families. The appropriate role model for an E4's wife, for example, may be nonexistent in remote housing areas, and the same holds true for cultural, social, and educational opportunities. To this end, there can be no doubt that educational programs of the type offered by the Virginia Cooperative Extension Service do make a difference in the lives of Navy families.

The large number of responses to questions on the survey form, relative to Consumer Management and Child Development and Family Relations, leads one to believe that Navy wives were, and still are, especially hungry for information and training in these areas. It is quite understandable that probably the very first questions raised by the Navy husband, upon his return from sea, have to do with his money and his children. After all, Navy husbands are humans too, and they love their children and want to know that the best use is being made of their money. In cases where the Navy wife can neither manage the money nor take care of the children, does the Navy still expect a high percent of re-enlistment from those Navy husbands? In the absence of educational programs which have relevance to everyday life, the Navy family is likely to be in disarray with husbands dissatisfied, and re-

enlistment into the Navy will probably not be among possible options of the husbands. The problem goes well beyond re-enlistment: those family problems will also affect recruitment in the years ahead. The children of Navy families who had negative experiences while their fathers were in the Navy may not ever want to join the Navy. The benefits derived from these educational programs, while having short-term positive effects, are much more important over the long run. The children of today will be our Navy recruits of tomorrow. They are, in effect, the only investment we have in the future. The interest we get on that investment is dependent entirely on how well the investment was managed. Any Navy child, or any child, for that matter, who gets involved in drugs, stealing, refusing to go to school, or any anti-social behavior may be a loss to the Navy and the defense of our Nation. Yes, children are the benefactors of tomorrow, but parents are the designers of the children who will build or destroy tomorrow.

As of January 1, 1983, there were 600 families and 2,174 children in Carper. If one percent had negative experiences while their fathers were at sea, it would be too much. And that leads into the areas suggested by interviewees, as well as those who responded to the survey instruments, as to what needs to be added and/or expanded in educational and support services. Without exceptions, all groups interviewed and surveyed suggested that more programs involving children and youth be introduced. Suggestions ranged from more 4-H programs to baby-sitting classes, and, most noticeable, were

suggestions that the program should include after-school remedial classes. There were some concerns about recreational programs, and these apparently are well founded, since neither a baseball diamond, football field, nor tennis court is readily available. Indoor recreation for adults and youth is equally lacking. The point to be made here is that all persons interviewed and/or surveyed wanted more programs to involve children and youth.

Members of the Advisory Council had the highest praise for the project staff and how well organized they were; however, they suggested that the Advisory Council should be expanded to include law enforcement officers, school officials, social workers, teachers, nurses, and lawyers. This recommendation from the Advisory Council suggests that there is the desire on the part of members of the council to get the larger community more involved with Navy families and their related problems. Communities can and do play a vital role in accommodating and supporting new industries. The Board's recommendation in this area may be suggesting that Navy families in remote housing areas are in need of, and deserve to have, a stronger link, socially and economically with the civilian community. This is a role which Extension can play very effectively, but, with limited staff, such a function is almost impossible.

Members of the evaluation team are convinced that educational programs for Navy families are essential, not only for their economic and social survival, but also as the fertilizing factor in a system which should, and can spawn Navy recruits. It has long been

speculated that an important relationship exists between the retention rate of Navy personnel and the satisfaction of their families. Such reasoning entered into the development of this project. Implicit in the positive findings for this educational endeavor is the expectation that retention can be positively influenced through replication of the project. This is believed to be especially true for families considering re-enlistment for the first time.

The team is further convinced that: (1) the project is cost effective, (2) re-enlistment over time will probably increase, and (3) appropriate education for daily life is mandatory in a democratic society. The tripartite arrangement in funding and programming should continue and be tried in other areas of the United States, especially where the Navy has remote housing projects.

Politically, several questions could legitimately be raised, but none were, even though the Cooperative Extension Service was always conceived of as a contractual relationship between USDA, state governments, and local governments. The atmosphere was right, the desire of all parties involved was optimum, the Navy had the need, Extension had the expertise, and quite clearly, the formula for cooperation, even though unwritten and untested, emerged without confusion.

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APPENDIX A

Norfolk Navy Home Economics Project

Survey
Community Leaders

QUESTIONS

1. What benefits has the educational program conducted in Carper Housing provided for Civilian/Navy relationships?
2. What has been/will be the benefits of the project for the City of Virginia Beach?
3. What has been/will be the benefits for the Navy families in Carper Housing?
4. What types of youth programs would you suggest?
5. Could this project be replicated in other settings where military housing exists?
6. Do you think that such projects, addressing the concerns of Navy families, will increase re-enlistment in the Navy?

Please return to:

Office of Evaluation
Plaza I, Bldg. B
VA Tech
Blacksburg, VA 24061

Community Leaders Survey

A six question survey was mailed to individuals within leadership positions in the Virginia Beach area. Three individuals responded, each of them representing a different interest.

1. What benefits has the educational program conducted in Carper Housing provided for Civilian/Navy relationships?

- I feel this has been a terrific opportunity for the Civilian Community to get to know the problems Navy families are confronted with.
- Help for Navy families and wives in basic skills of homemaking.
- Prior to the implementation of the Carper Project on January 1, 1981, Carper had a negative image in Virginia Beach with vandalism, alcohol and drug abuse, and juvenile delinquency all being serious problems. Many residents thought of Carper as a less than desirable community in which to reside. However, today the image of Carper has vastly improved and Carper now enjoys a positive image.

The Civilian/Navy relationship has benefited greatly from this project. For example, there are currently three Carper residents who have volunteered to work in the City-wide Master Gardener project. In addition, five Carper residents have volunteered to assist in the Master Food Preservers Program. Twenty Carper youths went to the 1982 Virginia Beach Summer Camp. Furthermore, the Virginia Beach Extension Unit has employed a Carper resident as a 4-H technician.

2. What has been/will be the benefits of the project for the City of Virginia Beach?

- There is a better understanding between both the city and the family in this Navy community.
- Both the residents of Carper and the city (will benefit).
- The City of Virginia Beach has benefited from this project. One of the major benefits has been the reduction in crime which translates into reduced police man-hour costs. In effort to reduce calls for police assistance, Extension was instrumental in the formulation of the Timberlake/Carper Committee, which attempts to solve neighborhood problems internally. Extension has involved the United Way in Carper through the "Tiny Tot Program". Through the programming efforts of the Virginia Beach horticultural staff, the landscaping has improved. The Carper housing complex no longer has a "slum-like" appearance.

3. What has been/will be the benefits for the Navy families in Carper Housing?
 - This has been a terrific outreach program for those families who are in a unique position by being away from their families, many times against their own wishes.
 - Hopefully, better management practices and improved family living.
 - Carper families have benefited from this project by the improvement of their physical and mental well being. Through workshops, mass media, and personal consultations, living and problem solving skills have been improved. Workshops are conducted on a regular basis on such subjects as Nutrition; Coping With Inflation; Consumer Rights; Stretching Your Food Dollars; Gardening; Child, Sex, and Spouse Abuse; Simple Home Repairs; and Diet and Exercise and Behavior Modification.
4. What types of programs would you suggest?
 - Specific subject areas and topics similar to 4-H programs.
 - Child Development type programs for the young.
 - Programs for 12-16 year age group.
 - The Virginia Beach Extension Unit is currently involved in a number of 4-H programs in Carper. However, additional staff would be desirable for a concentrated 4-H program.
5. Could this project be replicated in other settings where military housing exists?
 - I can foresee having this project in every major housing complex.
 - Possibly.
 - This project could be replicated in other military housing projects. In Virginia Beach military housing communities such as Wadsworth, Little Creek, and Harper Square, there could be benefits from a similar project as that which has been implemented at Carper.
6. Do you think that such projects, addressing the concerns of Navy families, will increase re-enlistment in the Navy?
 - They could be a factor.
 - This project has been excellent. There is no way of listing all the ways these people have assisted and referred many, many Navy families. I feel this program is a must and certainly should be continued. It is a known fact that if a man can know his family is going to be taken care of while he is away that he can relax and do a good job, knowing that, as the Navy claims, "We take care of our own."

- Through the efforts of this project in meeting the concerns and needs of the Navy family, establishing community pride, and citizen involvement, an atmosphere is created for a happy Navy family which, in turn, will have a positive impact on Naval re-enlistments.

APPENDIX B

Norfolk Navy Home Economics Project

Aggregated List of Interview Questions Used For Interviews With Navy and Extension Officials

1. Why, in your opinion, was Extension involved in the Navy Family Home Economics Project?
2. How did the Extension Navy Project come into being?
3. Why was the Extension Service the most appropriate agency to implement the Navy project?
4. Could this type of project be replicated "Navy/Military wide"? Why?
5. How was the staff selected, and on what basis?
6. What factors were instrumental in initiating the project?
7. What has been the impact of the project for Navy families involved?
8. What has been/will be the significance of the project for the Extension Service?
9. What has been/will be the significance of the project for the Navy?
10. What types of programs for youth would you suggest as being feasible to be incorporated into the project?
11. Describe your understanding of how programs have been planned and implemented.
12. What role do you see the Ombudsmen playing in the Norfolk Navy project?
13. Could an Ombudsman be trained as a "technician" to help carry out the project?
14. Could the Ombudsmen role relative to the project be one of networking?
15. What is your opinion as to the impact of this project on the retention of Navy personnel?
16. What indicators can you identify to show cost effectiveness?
17. What kinds of feedback (positive or negative) have you gotten from:
 - Extension personnel
 - Navy personnel
 - Ombudsmen
 - Navy wives
 - Navy husbands
 - Civilian community

APPENDIX C

Norfolk Navy Home Economics Project

Interview Schedule

Ombudsmen

1. What role have you played with the Navy project?
2. What other roles do you see the Ombudsmen playing with the project?
3. Could this project be replicated Navy/Military wide?
4. What has been the impact of the project on Navy families in Carper housing?
5. What types of programs for youth would you suggest as being feasible to be incorporated into the project?
6. What kinds of feedback (positive or negative) have you gotten from:
 - Navy personnel
 - Navy wives
 - Ombudsmen
 - Navy husbands
 - Civilian community
7. What kinds of services of the Navy project have you used?
8. How have you used information received through the project?

APPENDIX D

Norfolk Navy Home Economics Project

Interview Schedule

Program Advisory Council

1. How did you become a member of the Program Advisory Council?
2. What function(s) do you have on the council?
3. What programs have you recommended?
4. What contributions is the project making to families in Carper Housing?
5. What unique problems do Navy children have?
6. What problems have you become aware of in your role as a member of the Program Advisory Council?
7. In what ways can Carper residents be more integrated into the larger community?
8. What has been/will be the significance of the project for the Navy?
9. What types of programs for youth would you suggest as being feasible to be incorporated into the project?
10. What additional roles can the Navy play to make families' lives more stable? i.e.; child care/babysitting service, transportation, on-site medical resources, etc.
11. What other types of people should be included on the Program Advisory Council? i.e.; public agency representatives, service agencies, law enforcement officers, etc.
12. What other points do you wish to make in regard to the project?

APPENDIX E

Norfolk Navy Home Economics Project

Interview Schedule

Community Volunteers

1. How did you get into the role of volunteer with the Navy project?
2. What kinds of tasks have you carried out as a Navy project volunteer?
3. What have been the major accomplishments of this project?
4. What do you think will be the significance of this project?
5. What types of programs for youth could become a part of this project?
6. How can new program ideas be incorporated into the project?
7. How has this project changed the lives of these Navy families?
8. What kinds of feedback (positive or negative) have you received about the project?
9. What problems have you become more aware of as a volunteer? These might include those listed here or others that you can identify.

___ young children left alone for long periods of time

___ lack of food

___ vandalism

___ inadequate clothing

___ poor housekeeping

___ inadequate money

___ medical problems

___ spouse abuse

___ sex abuse

___ inappropriate babysitters

___ children being locked out

10. Did you receive training to serve as a Navy project volunteer?
11. Would you accept training in the areas of your interest?
12. What are the areas in which you would like to receive training as a volunteer?
13. What suggestions do you have to improve the project?
14. What other roles could volunteers play?

APPENDIX F

8. What has been/will be the significance of the project for the Navy?

9. What types of programs for youth would you suggest as being feasible to be incorporated into the project.

10. Describe your understanding of how programs have been planned and implemented?

11. What role do you see the Ombudsmen playing in the Norfolk Navy project?

12. What is your opinion as to the impact of this project on the retention of Navy personnel?

13. What indicators can you identify to show cost effectiveness?

14. What kinds of feedback (positive or negative) have you gotten from:
 - Extension personnel
 - Navy personnel
 - Ombudsmen
 - Navy wives
 - Navy husbands
 - Civilian community

*Use back of page for additional space.

15. What other points do you wish to make in regard to the project?

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APPENDIX G

Return to:

Office of Evaluation
Plaza I, Bldg. B
VA Tech
Blacksburg, VA 24061

Norfolk Navy Home Economics Project

Survey

A project funded by the U.S. Navy and the U.S. Department of Agriculture and the Cooperative Extension Service of Virginia Polytechnic Institute and State University has been providing educational programs since March 1981. We would like to ask for your help in identifying the strengths and weaknesses of the program in order that it can be improved to more perfectly meet your needs. Please evaluate the program by circling the appropriate number for each item below. If you did not receive the information related to a particular question, circle NA=Not Applicable.

A. Foods and Nutrition

As a result of your involvement in the project, to what extent -

	<u>Limited</u>	<u>Some</u>	<u>Great</u>	<u>Very Great</u>	<u>Not Applicable</u>
1. ...were the programs in the area of foods and nutrition helpful?	1	2	3	4	NA
2. ...has your knowledge of Foods and Nutrition changed as a result of the programs?	1	2	3	4	NA
3. ...have you improved your food preparation methods?	1	2	3	4	NA
4. ...have you improved your food purchasing practices?	1	2	3	4	NA
5. ...has your family's nutrition improved?	1	2	3	4	NA
6. ...have you gardened to produce vegetables and/or fruit?	1	2	3	4	NA

A. continued

	<u>Limited</u>	<u>Some</u>	<u>Great</u>	<u>Very Great</u>	<u>Not Applicable</u>
7. ...have you canned or frozen foods?	1	2	3	4	NA
8. ...have you been able to lose weight or control your weight?	1	2	3	4	NA
9. ...has your family's health improved?	1	2	3	4	NA

B. Consumer Management

As a result of your involvement in the project, to what extent -

	<u>Limited</u>	<u>Some</u>	<u>Great</u>	<u>Very Great</u>	<u>Not Applicable</u>
1. ...has your general management of money improved?	1	2	3	4	NA
2. ...has your planning for the use of money improved?	1	2	3	4	NA
3. ...has your understanding of consumer rights and responsibilities improved?	1	2	3	4	NA
4. ...have you become a wiser shopper, in general?	1	2	3	4	NA
5. ...have you used the Navy Exchange?	1	2	3	4	NA
6. ...have you used the commissary?	1	2	3	4	NA
7. ...have you been able to shop more wisely for food?	1	2	3	4	NA
8. ...have you been able to shop more wisely for family clothing?	1	2	3	4	NA
9. ...have you been able to shop more wisely for household items?	1	2	3	4	NA
10. ...have you become more thoughtful in the use of credit?	1	2	3	4	NA
11. ...have you been able to control the use of your credit cards?	1	2	3	4	NA
12. ...have you become more knowledgeable of the Navy pay system?	1	2	3	4	NA
13. ...has your ability to stick to a budget improved?	1	2	3	4	NA
14. ...has your ability to make money stretch until the next paycheck improved?	1	2	3	4	NA

C. Home Management

As a result of your involvement in the project, to what extent -

	<u>Limited</u>	<u>Some</u>	<u>Great</u>	<u>Very Great</u>	<u>Not Applicable</u>
1. ...has your management of the care of the home improved?	1	2	3	4	NA
2. ...have your home decorating skills improved?	1	2	3	4	NA
3. ...has your management of household decorating resources improved?	1	2	3	4	NA
4. ...has your knowledge related to household furnishings improved?	1	2	3	4	NA
5. ...has your knowledge related to buying furniture improved?	1	2	3	4	NA
6. ...has your knowledge related to buying portable appliances improved?	1	2	3	4	NA
7. ...has your skill in landscaping improved?	1	2	3	4	NA
8. ...has your awareness of lawn care needs increased?	1	2	3	4	NA

D. Child Development and Family Relations

As a result of your participation in the programs, to what extent -

	<u>Limited</u>	<u>Some</u>	<u>Great</u>	<u>Very Great</u>	<u>Not Applicable</u>
1. ...have your skills improved in dealing with children's problems?	1	2	3	4	NA
2. ...has your understanding of how children grow and develop increased?	1	2	3	4	NA
3. ...has your ability to understand human behavior improved?	1	2	3	4	NA
4. ...has your ability to deal with younger children improved?	1	2	3	4	NA
5. ...has your ability to deal with teenagers improved?	1	2	3	4	NA
6. ...has your relationship with spouse improved?	1	2	3	4	NA
7. ...has your ability to manage for yourself improved?	1	2	3	4	NA
8. ...has your management of stress improved?	1	2	3	4	NA
9. ...have your discipline skills improved?	1	2	3	4	NA
10. ...are you better able to cope with separation?	1	2	3	4	NA
11. ...are you better able to cope with family management during deployment and re-entry?	1	2	3	4	NA
12. ...have you been utilizing resources outside the community?	1	2	3	4	NA
13. ...have you become aware of how to deal with sexual abuse?	1	2	3	4	NA
14. ...have you shared program information with your spouse?	1	2	3	4	NA
15. ...have you become aware of how to deal with spouse abuse?	1	2	3	4	NA

D. continued

	<u>Limited</u>	<u>Some</u>	<u>Great</u>	<u>Very Great</u>	<u>Not Applicable</u>
16. ...has the project had a positive influence upon youth within families?	1	2	3	4	NA
17. ...have you become more aware of how to deal with child abuse?	1	2	3	4	NA
18. ...have you become more aware of the services available through the Navy Family Services Center?	1	2	3	4	NA
19. ...have you used the Navy Family Services Center?	1	2	3	4	NA
20. ...have you increased time spent with your children?	1	2	3	4	NA
21. ...have you become more confident as a parent?	1	2	3	4	NA

E. General Questions

As a result of being involved in the project, to what extent -

	<u>Limited</u>	<u>Some</u>	<u>Great</u>	<u>Very Great</u>	<u>Not Applicable</u>
1. ...has the quality of life improved in your family?	1	2	3	4	NA
2. ...have problems of Navy families been addressed?	1	2	3	4	NA
3. ...have you continued to be involved to receive information?	1	2	3	4	NA
4. ...have you continued to be involved because you can depend on the project staff?	1	2	3	4	NA
5. ...have you shared project information with others?	1	2	3	4	NA
6. ...have you received positive feedback about the project?	1	2	3	4	NA
7. ...have you received negative feedback about the project?	1	2	3	4	NA

F. Open-ended Questions

1. What unique problems do you have that this project may help with?

2. What other points do you wish to make in regard to the project?

Please return to:

Office of Evaluation
 Plaza I, Bldg. B
 VA Tech
 Blacksburg, VA 24061

**The World is a complex place . . .
and the Navy Extension Project assists families in finding answers.**

