

**V(A). Planned Program (Summary)**

**Program # 2**

**1. Name of the Planned Program**

Community Development and the Personal and Intellectual Development of Youth and Adults

Reporting on this Program

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
124	Urban Forestry	3%		0%	
608	Community Resource Planning and Development	17%		0%	
723	Hazards to Human Health and Safety	4%		0%	
802	Human Development and Family Well-Being	9%		0%	
805	Community Institutions, Health, and Social Services	11%		0%	
806	Youth Development	56%		0%	
	<b>Total</b>	100%		0%	

**V(C). Planned Program (Inputs)**

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	26.3	0.0	0.0	0.0
Actual Paid Professional	22.6	0.0	0.0	0.0
Actual Volunteer	12.2	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
716196	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1478861	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1562318	0	0	0

## V(D). Planned Program (Activity)

### 1. Brief description of the Activity

•4-H Positive Youth Development Program: Help youth acquire Life Skills in the following areas: Decision Making; Critical Thinking; Problem-Solving; Communication; Goal-Setting; and Skills for Everyday Living to succeed as adults. Delivery Methods: 6-8 sequential learning hours using experiential learning techniques for in- school, afterschool, or out-of-school settings.

•Operation Military Kids (OMK) exists to educate Vermont communities on the unique experiences and challenges of military life and its impact on families, while providing positive opportunities for youth. Ready, Set, Go! Operation: Military Kids Vermont OMK-VT aims to establish community partnerships that will connect and educate people by: Creating community support, delivering opportunities to youth and families, supporting military kids, collaborating with community partners, educating the public, including the education community, and incorporating military families into existing community resources.

•S.E.T. Activities: 4-H SET will begin to show how science and engineering issues affect youths' lives and prepare a future generation of scientists and engineers. The 4-H SET program will present 4-H with a new opportunity to connect to the LGU's SET research community and integrate with current youth workforce development initiatives.

•Downtown Business District Analysis: This program provides the community with analytical techniques that can be put to work immediately in economic revitalization efforts. The process requires input from local residents so that recommendations reflect both market conditions as well as the preferences of the community. Delivery Methods: Group meetings and discussion groups in community.

•Community Leadership: Assessing, addressing and expanding community capacity through leadership and public policy education efforts including building--and education members and clientele of--coalitions and collaboratives.

•Coping with Separation and Divorce (COPE): Parent education for parents of minor children who have filed for separation, divorce, dissolving of a civil union, parentage, changes in rights and responsibilities concerning their children. This is a court mandated program.

•Migrant Education Recruitment Program (MEP): To ensure that children of migrant farm workers, and qualifying youth under age 22, are aware of the educational support services available to them. English as Second language and life skill classes via on-site weekly sessions. Delivery Methods: Outreach to

schools, agricultural employers, and social service agencies throughout the state, on-site farm visits.

•Vermont AgrAbility Project: To make recommendations that can be used by farmers with disabilities to maintain employment, through development of accommodations. Delivery Methods: Process involves recruitment of eligible individuals through referrals. Intake information is recorded on farms provided by the National AgrAbility Project. Site visits are the primary means of contact.

•Rural and Agricultural VocRehab Program: To assist individuals with disabilities living in rural areas and those in agricultural professions or self-employment by providing them with a variety of services tailored to their needs in order to maintain or obtain their selected employment outcome. Delivery Methods: Process involves recruitment of eligible individuals through referrals, assessment, writing up a plan of action, and providing services for eligible individuals. Printed materials and individual technical assistance are offered to strengthen the capacity of individuals to maintain or to prepare for meaningful work. Program was ended in FY12 program year.

•Take Charge (TC/RC): Helping community adult members to gain the skills necessary to be confident enough to take part in town government by ultimately competing for town government leadership positions. Delivery Methods: Meetings, discussion groups.

•Town Officers Education Conference & Municipal Officers Management (TOEC/MOMS): Local town officers, decision makers and officials receive education and tools to improve job performance and management, addressing topics from new legislation to handling difficult customers. Delivery methods: Each one-day conference is held annually, at multiple sites.

•Vermont Urban and Community Forestry program :A joint initiative between the University of Vermont Extension and the Department of Forests, Parks and Recreation. The mission of the program is to promote the stewardship of the urban and rural landscapes to enhance the quality of life in Vermont communities. The program provides educational, technical and financial assistance in the management of trees and forests, in and around the built landscape. First Pest Detector program has been added. Delivery Methods: Classes, meetings, various media, community volunteer projects.

•Foster, Adoptive and Kin Care Partnership: Enhance outcomes for children in foster, adoptive and kin care homes. Delivery Methods: Curriculum and workshop series

•PROSPER: PROSPER is a delivery system of evidence-based programs for the purpose of improved Child and Family Outcomes. This is accomplished through developing a sustaining well-functioning Community Team with a Team Leader from UVM Extension and Co-Leader from the local school, as well as sustaining growth and quality of programming for the target audiences. Target audiences include 6<sup>th</sup> grade youth and their families for the family-based program and 7<sup>th</sup> grade youth for the school-based program. Support for PROSPER at the community level is supported by a State Management Team, Prevention Coordinator Team and State Agency Partnerships

## **2. Brief description of the target audience**

- 4-H: Adult Volunteers
- 4-H: Camp Counselors
- 4-H: Youth
- 4-H: Youth Volunteers

- Age 1 - 5 Pre-School
- Age 13 - 18 Youth
- Age 19 - 24 Young Adult
- Age 25 - 45 Adult
- Age 25 - 60 Adult
- Age 6 - 12 School Age
- Age 8 - 18 Youth
- Agriculture/Natural Resources: Watershed Based Organizations
- Agriculture: Dairy Processors
- Agriculture: Farm Families
- Agriculture: Farmers
- Agriculture: Farmers w/disabilities
- Agriculture: Feed retailers
- Agriculture: Livestock producers
- Agriculture: Service Providers
- Agriculture:Government Agency Personnel
- Communities: Community Action Agencies
- Communities: Educators
- Communities: Local Officials/Leaders
- Communities: Non-Governmental Organizations
- Communities: Schools
- Communities: Town Health Officers
- Community leaders and citizens
- Community: Military families
- Extension: Advisors
- Extension: Faculty/Staff
- Family Court personnel
- Forestry: Government Agency Personnel
- Forestry: Trained First Detectors
- Forestry: Woodland Managers/Foresters
- Forestry: Woodland Owners
- Public: Adult Caregivers
- Public: Adults
- Public: College Students
- Public: General
- Public: Homeowners
- Public: Migrant Out of School Youth
- Public: Military families
- Public: Military youth
- Public: Nonprofit Organizations
- Public: Parents
- Public: People with Limited Resources
- Public: Small Business Owners/Entrepreneurs
- Public: Volunteers
- Public: VT SOUL Tree Stewards
- Public: Youth
- School Grade: K-12
- Train-the-Trainer recipients: adults
- USDA personnel

### **3. How was eXtension used?**

CoP evaluation leadership and contribution of resources to CoP

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	5000	21000	6600	4700

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year: 2012

Actual: 0

Patents listed

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	1	0	1

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- 4-H Afterschool

Year	Actual
2012	4

**Output #2**

**Output Measure**

- 4-H Club

Year	Actual
2012	248

**Output #3**

**Output Measure**

- 4-H Day Camp

<b>Year</b>	<b>Actual</b>
2012	22

**Output #4**

**Output Measure**

- 4-H Overnight camp

<b>Year</b>	<b>Actual</b>
2012	9

**Output #5**

**Output Measure**

- 4-H School enrichment

<b>Year</b>	<b>Actual</b>
2012	108

**Output #6**

**Output Measure**

- 4-H Short-term/special interest

<b>Year</b>	<b>Actual</b>
2012	213

**Output #7**

**Output Measure**

- Class/course

<b>Year</b>	<b>Actual</b>
2012	9

**Output #8**

**Output Measure**

- Conference

<b>Year</b>	<b>Actual</b>
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2012 3

**Output #9**

**Output Measure**

- Consultations

<b>Year</b>	<b>Actual</b>
2012	379

**Output #10**

**Output Measure**

- Discussion group

<b>Year</b>	<b>Actual</b>
2012	90

**Output #11**

**Output Measure**

- Field site visit

<b>Year</b>	<b>Actual</b>
2012	1112

**Output #12**

**Output Measure**

- Funding request  
Not reporting on this Output for this Annual Report

**Output #13**

**Output Measure**

- Presentations

<b>Year</b>	<b>Actual</b>
2012	14

**Output #14**

**Output Measure**

- Publication - fact sheet

<b>Year</b>	<b>Actual</b>
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2012 1

**Output #15**

**Output Measure**

- Publication - newsletter

<b>Year</b>	<b>Actual</b>
2012	82

**Output #16**

**Output Measure**

- Publication - newsprint article

<b>Year</b>	<b>Actual</b>
2012	2

**Output #17**

**Output Measure**

- Radio Spots/program (educational

<b>Year</b>	<b>Actual</b>
2012	1

**Output #18**

**Output Measure**

- TV segment/ATF

<b>Year</b>	<b>Actual</b>
2012	11

**Output #19**

**Output Measure**

- Train the Trainer sessions  
Not reporting on this Output for this Annual Report

**Output #20**

**Output Measure**

- Web Page

<b>Year</b>	<b>Actual</b>
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2012 3

**Output #21**

**Output Measure**

- Workshop - series

<b>Year</b>	<b>Actual</b>
2012	1

**Output #22**

**Output Measure**

- Workshop - single session

<b>Year</b>	<b>Actual</b>
2012	119

**Output #23**

**Output Measure**

- Trainee delivered programming

<b>Year</b>	<b>Actual</b>
2012	118

**Output #24**

**Output Measure**

- Display or Exhibit

<b>Year</b>	<b>Actual</b>
2012	61

**Output #25**

**Output Measure**

- Research

<b>Year</b>	<b>Actual</b>
2012	5

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Increase number of communities establishing or expanding community tree program
2	increase in number of farm and rural residents with disabilities successfully served (ie case is closed) which is defined as having increased satisfaction with actual or potential employment and maintained or increased income
3	Increase number of 4-H staff self-reporting an increase in their ability to work with youth and adults to implement 4-H lifeskill development opportunities
4	Number of Migrant Education eligible students enrolled
5	Increase the number of program participants serving as leaders on Committees
6	Increase the number of youth who set and reach goals identified at the beginning of the 4-H year
7	Increase the number of clubs doing at least 6 hours of community service
8	Number of individuals (youth and volunteers) increasing knowledge and/or skills in content and careers (across subject areas ranging from animal science to environmental science to technology)
9	Increase the number of participants who plan and implement a program evaluation.
10	Increase the number of participants who report the results of their program evaluation.
11	increasing number of elected/appointed village, town or city officials that use information gained at TOEC in leadership and decision making
12	Increase the number of parents understanding family transition through parentage, divorce or separation who understand the impact of these changes on their children.
13	Number of participants report using skills learned in community setting
14	Number of farmers with disabilities maintaining employment
15	increase in number of youth reached with positive youth development programming demonstrate mastery for targeted life skills, including: Decision making; wise use of resources; communication; accepting differences; leadership; useful/marketable skills; healthy lifestyle choices; and/or self-responsibility
16	Number of volunteers demonstrating new techniques/activities in clubs and programs learned through 4-H training and developmemnt

17	Number of English language learners will increase their level of English proficiency
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**Outcome #1**

**1. Outcome Measures**

Increase number of communities establishing or expanding community tree program

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2012	2

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
124	Urban Forestry

**Outcome #2**

**1. Outcome Measures**

increase in number of farm and rural residents with disabilities successfully served (ie case is closed) which is defined as having increased satisfaction with actual or potential employment and maintained or increased income

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	77

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
723	Hazards to Human Health and Safety
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services

**Outcome #3**

**1. Outcome Measures**

Increase number of 4-H staff self-reporting an increase in their ability to work with youth and adults to implement 4-H lifeskill development opportunities

Not Reporting on this Outcome Measure

**Outcome #4**

**1. Outcome Measures**

Number of Migrant Education eligible students enrolled

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	413

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
805	Community Institutions, Health, and Social Services
806	Youth Development

**Outcome #5**

**1. Outcome Measures**

Increase the number of program participants serving as leaders on Committees

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	7

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

For the last three decades, small cities (population of less than 100,000) all across our country have seen continued economic leakage from downtown to outlying edge locations. Small rural communities often lack the tools to assess the changing needs as well as to develop strategic plans to meet those needs. Citizens can be apathetic, lack confidence to participate or the skills to identify and pursue goals working with others.

**What has been done**

Take Charge/Recharge program works with communities by helping to identify current town issues/needs and to build the capacity of its citizens to become both active in the community and good leaders with the ability to bring people together to accomplish goals. Each year a few communities are supported through this program.

**Results**

One community identified that a park purchased in the 70s, be used as a means to draw the lake into the village, verses a barrier between the two. A committee worked with the local Chamber of Commerce. As a result the community has seen an increase in revenue for local business. In one year, meal revenues increased by 7% and room revenues by 2.5%. The success has encouraged the participants to continue their work to revitalize the community.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
608	Community Resource Planning and Development

**Outcome #6**

**1. Outcome Measures**

Increase the number of youth who set and reach goals identified at the beginning of the 4-H year

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	686

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #7**

**1. Outcome Measures**

Increase the number of clubs doing at least 6 hours of community service

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	76

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

## **Outcome #8**

### **1. Outcome Measures**

Number of individuals (youth and volunteers) increasing knowledge and/or skills in content and careers (across subject areas ranging from animal science to environmental science to technology)

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	3520

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

The United States is falling dangerously behind other nations in developing its future workforce of scientists, engineers, and technology experts. It faces a crisis in its ability to keep up with increasing demand for professionals trained in these fields. In Vermont, standardized test scores in science grow increasingly worse as students' age. Over 70% of intermediary and secondary students rank partially or below proficient on the 2009 NECAP test.

#### **What has been done**

UVM 4-H has embarked upon a 5-year plan of action to enhance professional development opportunities for educators conducting workshops, training educators plus our volunteers representing public schools, after school programs, school educators, etc. on how to deliver quality, non-formal science, technology, engineering and math (STEM) programming with a positive youth development framework. This year 255 trained individuals implemented 245 after school, special interest, school enrichment, and day camp science based programs.

#### **Results**

Trained volunteers and staff demonstrated new learned techniques and activities for over 3500 youth, increasing their knowledge and/or skills in subject areas ranging from animal science to environmental science to technology. According to The YEAQ report, 4-H Science has a positive impact on youth interest and engagement in future STEM-related programs. The survey indicates that fifty-nine percent would like to have a job related to science when they graduate from school. That is 2065 Vermont young people likely to enter the science field.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #9**

**1. Outcome Measures**

Increase the number of participants who plan and implement a program evaluation.

Not Reporting on this Outcome Measure

**Outcome #10**

**1. Outcome Measures**

Increase the number of participants who report the results of their program evaluation.

Not Reporting on this Outcome Measure

**Outcome #11**

**1. Outcome Measures**

increasing number of elected/appointed village, town or city officials that use information gained at TOEC in leadership and decision making

Not Reporting on this Outcome Measure

**Outcome #12**

**1. Outcome Measures**

Increase the number of parents understanding family transition through parentage, divorce or separation who understand the impact of these changes on their children.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	1654

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being

**Outcome #13**

**1. Outcome Measures**

Number of participants report using skills learned in community setting

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	171

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Forests face a threat of unprecedented proportions. Three highly invasive forest pests threaten Vermont's forests and will have a major impact on the wood products, maple sugaring and tourism industry. Collectively about two-thirds of the trees in Vermont's woods are susceptible to these pests and the potential economic aspect totals for just the maple industry is over \$30 million.

**What has been done**

First Detector program included workshops, e-newsletters and a new website [www.vtinvasives.org](http://www.vtinvasives.org), which had over 4000 hits in its first 4 months, and has trained 127 Forest First Detectors. They represent 68 communities throughout Vermont. They have been trained to increase the public's awareness about the tree pests; assist government partners in responding to inquiries about suspect bugs; and help their community prepare for and respond to a pest

**Results**

Forest First Detectors were the first to detect Hemlock Woolly Adelgid (HWA) in two towns that were previously thought to be free of HWA. A growing body of research strongly suggests that early detection and rapid response efforts are critical to forest health protection efforts. Furthermore, the program is increasing the protection efforts of VT Dept of Forests, Parks and Recreation, VT Agency of Agriculture and USDA APHIS. As Emilie Inoue with the Agency of Agriculture notes, "this program is working seamlessly. The inter-agency collaboration is a key highlight." The U.S. Forest Service estimates the national loss of 1.2 billion urban trees and a value loss of \$669 billion if ALB, one of the three forest pests, were left to its own devices (Nowak et al. 2001).

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
124	Urban Forestry
608	Community Resource Planning and Development

#### Outcome #14

##### 1. Outcome Measures

Number of farmers with disabilities maintaining employment

Not Reporting on this Outcome Measure

#### Outcome #15

##### 1. Outcome Measures

increase in number of youth reached with positive youth development programming demonstrate mastery for targeted life skills, including: Decision making; wise use of resources; communication; accepting differences; leadership; useful/marketable skills; healthy lifestyle choices; and/or self-responsibility

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	1126

##### 3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #16**

**1. Outcome Measures**

Number of volunteers demonstrating new techniques/activities in clubs and programs learned through 4-H training and development

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	255

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

## **Outcome #17**

### **1. Outcome Measures**

Number of English language learners will increase their level of English proficiency

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	24

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

The Migrant Ed Program (MEP) recognizes that positive relationships between parents, students and schools are essential to the success of every child's academic life. When we educate our youth, all of society benefits but without an efficient, comprehensive and multi-tiered statewide recruitment and service delivery plan, necessary educational services will not reach eligible migratory students.

#### **What has been done**

In its 3rd year of funding the out of school youth (OSY) program has matured establishing an outcome oriented educational service program and has become a leader in services for the nation's OSY addressing the academic and social challenges our migrant student population faces. Over 600 farm visits and almost 500 school visits were completed including the weekly 1.5 hour English and life skill classes to migrant workers.

#### **Results**

In almost 3 years, 103 students have increased their English proficiency. Through learning English, we create an educational opportunity that empowers migrant students. When young farm workers who come to Vermont access education and gain academic and life skills, their ability to make more informed and positive life choices for themselves increases. Vermont MEP youth sustain our farms, enrich our community and support their families back home. According to the Bureau of Labor Statistics the weekly earnings of an individual without a high school diploma is \$471 and with is \$652. Unemployment rates go from 8.3 to 12.4% for those without a diploma. This seriously affects their ability to provide for themselves and their families, as well as the amount of support they might need from society.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

#### **V(H). Planned Program (External Factors)**

##### **External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

##### **Brief Explanation**

{No Data Entered}

#### **V(I). Planned Program (Evaluation Studies)**

##### **Evaluation Results**

Outcome measures in this report outline mid-level changes occurring due to the latest research and education in the field. Staff employ varying techniques to gather data post-event to determine changes made.

Narratives with the outcome measures highlight some of those results and explain the value of those changes.

Stakeholder input continues to inform program efforts direction and content, format and accessibility.

##### **Key Items of Evaluation**