

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	8%		0%	
608	Community Resource Planning and Development	15%		0%	
802	Human Development and Family Well-Being	10%		0%	
805	Community Institutions, Health, and Social Services	7%		0%	
806	Youth Development	60%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	26.3	0.0	0.0	0.0
Actual Paid Professional	2.9	0.0	0.0	0.0
Actual Volunteer	13.0	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
758453	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1832776	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2127850	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.

•Market Analysis, Needs Assessment and Strategic Planning: 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. Delivery Methods: Outreach to schools, agricultural employers, and social service agencies throughout the state.

•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.

•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, decisionmakers 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. 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:[**PRO**moting **S**chool-community-university**P**artnerships to **E**nhance **R**esilience]: PROSPER is a delivery system of evidence-based programs for the purpose of improved Child and Family Outcomes such as long-term reductions in substance use; reduced youth behavior problems; and long-term effects on school engagement and academic success, with similar benefits occurring for both low- and high-risk groups.

2. Brief description of the target audience

- 4-H Leaders (Adult)
- 4-H: Adult Volunteers
- 4-H: Camp Board Directors
- 4-H: Youth Volunteers
- Adults
- Agriculture: Farm Families
- Agriculture: Farmers
- Agriculture: Farmers w/disabilities
- Agriculture: Industry Professionals
- Agriculture: Livestock producers
- Agriculture:Government Agency Personnel
- Communities: Cities and Towns
- Communities: Educators
- Communities: Local Officials/Leaders
- Communities: Non-Governmental Organizations
- Communities: Schools
- Community leaders and citizens
- Extension: Faculty/Staff
- Forestry: Landscape Industry
- Forestry: Woodland Managers/Foresters
- Funders
- Policy Makers: Legislators
- Public: Families

- Public: General
- Public: Nonprofit Organizations
- Public: Parents
- Public: Small Business Owners/Entrepreneurs
- Train-the-Trainer recipients:adults
- USDA personnel
- 4-H: Youth
- Migrant In School Youth
- Migrant Out of School Youth
- School Enrichment Program Participants (Youth)

3. How was eXtension used?

contributor of materials to CoP

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	10447	16800	9996	1600

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

Patent Applications Submitted

Year: 2013
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2013	Extension	Research	Total
Actual	1	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- 4-H Afterschool
- Not reporting on this Output for this Annual Report

Output #2

Output Measure

- 4-H Club

Year	Actual
2013	209

Output #3

Output Measure

- 4-H Day Camp

Year	Actual
2013	15

Output #4

Output Measure

- 4-H Overnight camp

Year	Actual
2013	8

Output #5

Output Measure

- 4-H School enrichment

Year	Actual
2013	78

Output #6

Output Measure

- 4-H Short-term/special interest

Year	Actual
2013	179

Output #7

Output Measure

- Class/course

Year	Actual
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2013 50

Output #8

Output Measure

- Conference

Year	Actual
2013	4

Output #9

Output Measure

- Consultations

Year	Actual
2013	273

Output #10

Output Measure

- Discussion group

Year	Actual
2013	187

Output #11

Output Measure

- Field site visit

Year	Actual
2013	572

Output #12

Output Measure

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

Output #13

Output Measure

- Presentations

Year	Actual
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2013 33

Output #14

Output Measure

- Publication - fact sheet

Year	Actual
2013	1

Output #15

Output Measure

- Publication - newsletter

Year	Actual
2013	118

Output #16

Output Measure

- Publication - newsprint article

Year	Actual
2013	3

Output #17

Output Measure

- Radio Spots/program (educational
Not reporting on this Output for this Annual Report

Output #18

Output Measure

- TV segment/ATF

Year	Actual
2013	12

Output #19

Output Measure

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

Output #20

Output Measure

- Web Page

Year	Actual
2013	24

Output #21

Output Measure

- Workshop - series

Year	Actual
2013	34

Output #22

Output Measure

- Workshop - single session
Not reporting on this Output for this Annual Report

Output #23

Output Measure

- Trainee delivered programming

Year	Actual
2013	101

Output #24

Output Measure

- Electronic Communication/phone
Not reporting on this Output for this Annual Report

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	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	Number of Migrant Education eligible students enrolled
3	Increase the number of program participants serving as leaders on Committees
4	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)
5	Number of individuals who use leadership and decision making skills in executing their role and responsibilities effectively developing and/or implementing policy
6	Increase the number of parents understanding family transition through parentage, divorce or separation who understand the impact of these changes on their children.
7	Number of farmers with disabilities maintaining employment
8	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
9	Number of volunteers and staff demonstrating new techniques/activities in clubs and programs learned through 4-H training and developmemnt
10	the number or new and maintained collaborations on events with agency and industry personnel to address safety (farm, food, etc.) and emergency preparedness
11	the number of published policy changes addressing best practices in child welfare.
12	Number of individuals who use skills and effectively participate in addressing community issue(s) (e.g. green infrastructure, local leadership, hunger, volunteerism, etc.)
13	Number of participants who are English language learners will increase their level of English proficiency
14	Number of participants who report improvements in children's self-regulation and attachment related behaviors
15	number of individuals who assess vulnerabilities and implement a practice to secure animal health, food safety, and/or public health protecting the food chain and market integrity
16	The number of communities or community group/organization(s) establishing or expanding projects to improve or mitigate a community issue

Outcome #1

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

Not Reporting on this Outcome Measure

Outcome #2

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

Year	Actual
2013	70

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #3

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

Year	Actual
2013	12

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

Outcome #4

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

Year	Actual
2013	3442

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 almost 180 camp, special interest, and school enrichment science based programs were held led by trained volunteers and staff.

Results

Over 2300 youth, increased their knowledge and/or skills in subject areas ranging from animal science to environmental science to technology. At one recent SET event, 88% of the youth participant's evaluations had members reporting learning something new that was fun or a lot of fun and offered ideas for next years event. According to The YEAK 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. Using that data, 1357 Vermont youth are not only likely to participate in future STEM programs, but pursue future STEM related careers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Number of individuals who use leadership and decision making skills in executing their role and responsibilities effectively developing and/or implementing policy

Not Reporting on this Outcome Measure

Outcome #6

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

Year	Actual
2013	1097

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The estimated divorce rate in the US is close to 50 percent. Divorce is complicated for parents and full of strong emotions. Children can be caught up in the emotional dramas that can play out. Vermont family court, with the support of family court judges and attorneys, requires parents of minor children involved in family court to attend COPE, a four-hour course.

What has been done

Since 2010 almost 500 COPE workshops have been held. Each is taught by a female, male team instructor. Once each year instructors meet with the faculty and program manager where they share new experiences and new solutions and tweak the curriculum. An evaluation is completed by all COPE participants when they arrive and again at the end of the course. Class evaluations indicate that many participants are initially not happy to have to take the class but at the end are appreciative of COPE's educational methods.

Results

Parent responses, numbering about 3300 for 2012 and 2013 understand if you act in the kids best interest, they are going to be OK. Thousands of parents asked always say they want their children to be happy, come out with the least harm, feel safe and loved. One parent said, "It has

really helped me to do the right thing by my kids as I go through my divorce. Thank-you so much for the program, the information I got was eye opening."

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #7

1. Outcome Measures

Number of farmers with disabilities maintaining employment

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	46

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services

Outcome #8

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
2013	1304

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

Number of volunteers and staff 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

Year	Actual
2013	108

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

Outcome #10

1. Outcome Measures

the number of new and maintained collaborations on events with agency and industry personnel to address safety (farm, food, etc.) and emergency preparedness

Not Reporting on this Outcome Measure

Outcome #11

1. Outcome Measures

the number of published policy changes addressing best practices in child welfare.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In Vermont 6,836 children - 5.4 percent of all children in the state live with grandparents or other relatives per the 2010 US Census. These children have been impacted by trauma. Though most Grandparents are willing to step in it is usually an unplanned event bringing unanticipated challenges as they care for traumatized children. Working with family members requires a different skill set for Department of Children Families (DCF) workers. They are constantly seeking to acquire new tools for working with families.

What has been done

Extension is working with Vermont Kin as Parents and other stakeholder groups to review and inform state policies. Extension collects and maintains the data for the Vermont Probate Court system which identifies the number of guardians who state that they were referred to probate by DCF. While occasionally this would be appropriate, it is an emerging area of practice and there are many complex issues surrounding the integration of DCF and the Probate Court.

Results

Our data collection and analysis is helping to define parameters of these issues. Deputy commissioner for Vermont DCF has issued a policy directive for caseworkers regarding talking with families about the use of probate guardianship. The policy draws upon recent experiences of the department, on data gathered by Extension for the Vermont Probate System, and other evidence of challenges in practice with kin families. Policy directly impacts the children, the kin who care for them and the social workers who want to support them. Informed policy is critical for positive outcomes for children.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services

Outcome #12

1. Outcome Measures

Number of individuals who use skills and effectively participate in addressing community issue(s) (e.g. green infrastructure, local leadership, hunger, volunteerism, etc.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	13

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
608	Community Resource Planning and Development
802	Human Development and Family Well-Being

Outcome #13

1. Outcome Measures

Number of participants who are English language learners will increase their level of English proficiency

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	43

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 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. It 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 creating 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 increases. Vermont MEP youth sustain our farms, enrich our community and support their families back home. Education affords opportunity, according to the Bureau of Labor Statistics 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

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

Outcome #14

1. Outcome Measures

Number of participants who report improvements in children's self-regulation and attachment related behaviors

Not Reporting on this Outcome Measure

Outcome #15

1. Outcome Measures

number of individuals who assess vulnerabilities and implement a practice to secure animal health, food safety, and/or public health protecting the food chain and market integrity

Not Reporting on this Outcome Measure

Outcome #16

1. Outcome Measures

The number of communities or community group/organization(s) establishing or expanding projects to improve or mitigate a community issue

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	173

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Community involvement is necessary to address local issues. Leadership skills, awareness of the issues, facilitation and technical assistance can support these efforts. Vermont's forests face a threat from three highly invasive tree pests threatening about two-thirds of the woods in Vermont. Vermont's wood products, maple sugaring and tourism industry is critical to Vermont's economic health. The maple industry alone contributes over \$30 million to the Vermont economy.

What has been done

Since 1996, a municipal tree management and leadership program: Stewardship of the Urban Landscape (SOUL) has graduated 350 tree stewards. The program strategically requires 20-hours of volunteer service to earn the title of Vermont Tree Steward, encouraging graduates to put their passion, knowledge and skills to work locally. In late 2011, Vermont's Forest Pest First Detectors (FPFD) program was launched in response to the growing threat of invasive tree pests.

Results

By September 2012, Vermont trained 93 First Detectors educating and surveying Vermont community forests. The successful recruitment of First Detectors can be attributed to the SOUL program. Together, these programs are bringing people together to advocate for, care for and protect Vermont's forests. One of these volunteers, also a FPF Detector is credited with discovering a new infestation of hemlock wooly adelgid. One local effort led by a First Detector organized a tree tagging event tying purple ribbons and tags to ash trees, a target of the Emerald Ash Borer (EAB), then held a contest to name the mannequin Queen, the Big Ash Borminator! The queen is a frequent guest at community events, educating people about a threat to their Vermont forests. Local involvement is key to addressing these threats.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

April 2010, our Building Capacity Program was approved for funding through an Extension Outreach grant. We focused our efforts on developing 9 topic modules (Board Development, Conflict Management, Developing Volunteers, Ethical Leadership, Leading through Change, Staff Development and Evaluation, Strategic Planning, Team Leadership

and Working in Teams). We created a web presence for easy access to all our materials including: 19 webinars (between 3/2011 and 4/2013); 6 interactive learning lesson; and 19 supporting tools and resources. We tracked participation in our webinars (n=81) building a data base in Mail Chimp to provide communication stream to promote our webinars and other products.
<http://www.uvm.edu/extension/community/buildingcapacity/>

An online survey was conducted in June 2013 with the 81 webinar participants. Response rate for the survey is 43% (n=35). 97% of respondents indicated that they did participate in or viewed at least one of our webinars. 100% of those indicated that the information was useful for their needs and 63% indicated that they did apply the information or skills learned during the webinar with their organization. Webinars from the following three topics were the most attended/ viewed: Developing Volunteers, Ethical Leadership, and Leading through Change.

Key Items of Evaluation