

**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	11%		0%	
608	Community Resource Planning and Development	15%		0%	
802	Human Development and Family Well-Being	15%		0%	
805	Community Institutions and Social Services	5%		0%	
806	Youth Development	54%		0%	
	<b>Total</b>	100%		0%	

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

**1. Actual amount of FTE/SYs expended this Program**

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	22.0	0.0	0.0	0.0
<b>Actual Paid</b>	5.5	0.0	0.0	0.0
<b>Actual Volunteer</b>	12.6	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
653382	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1098717	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2094244	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 forms 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.

•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 as well as First Detector education for invasive pests. 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: Adult Volunteers
- 4-H: Youth
- 4-H: Youth Volunteers
- Agriculture: Dairy Producers
- Agriculture: Farmers
- Agriculture: Farmers w/disabilities
- Agriculture: Industry Professionals
- Agriculture: Migrant workers
- Agriculture: Service Providers
- Agriculture: Small Fruit & Vegetable Growers
- Agriculture:Government Agency Personnel
- Communities: Community Action Agencies
- Communities: Educators
- Communities: Local Officials/Leaders
- Communities: Non-Governmental Organizations
- Communities: Schools
- Community: Family Court personnel
- Environmental Professionals: Environmental Managers

- Extension: Faculty/Staff
- Forestry: Government Agency Personnel
- Forestry: Landscape Industry
- Forestry: Trained First Detectors
- Forestry: Wood Products Industry Organizations
- Forestry: Woodland Managers/Foresters
- Forestry: Woodland Owners
- Public: Adult Caregivers
- Public: Adults
- Public: College Students
- Public: Daycare Providers
- Public: Families
- Public: General
- Public: Health Providers
- Public: Kinship and Foster Parents
- Public: Military families
- Public: Military youth
- Public: Nonprofit Organizations
- Public: Parents
- Public: Small Business Owners/Entrepreneurs
- Public: Volunteers
- Public: VT SOUL Tree Stewards
- Public: Youth
- School Grade: K-12

**3. How was eXtension used?**

Enhancing Rural Capacity CoP participation

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

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	10512	69000	9375	1800

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
Actual	1	0	1

**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
2014	240

**Output #3**

**Output Measure**

- 4-H Day Camp

Year	Actual
2014	5

**Output #4**

**Output Measure**

- 4-H Overnight camp

Year	Actual
2014	6

**Output #5**

**Output Measure**

- 4-H School enrichment  
Not reporting on this Output for this Annual Report

**Output #6**

**Output Measure**

- 4-H Short-term/special interest

<b>Year</b>	<b>Actual</b>
2014	134

**Output #7**

**Output Measure**

- Class/course
- Not reporting on this Output for this Annual Report

**Output #8**

**Output Measure**

- Conference

<b>Year</b>	<b>Actual</b>
2014	5

**Output #9**

**Output Measure**

- Consultations

<b>Year</b>	<b>Actual</b>
2014	1300

**Output #10**

**Output Measure**

- Discussion group

<b>Year</b>	<b>Actual</b>
2014	188

**Output #11**

**Output Measure**

- Field site visit

<b>Year</b>	<b>Actual</b>
2014	89

**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>
2014	28

**Output #14**

**Output Measure**

- Publication - fact sheet

<b>Year</b>	<b>Actual</b>
2014	4

**Output #15**

**Output Measure**

- Publication - newsletter

<b>Year</b>	<b>Actual</b>
2014	102

**Output #16**

**Output Measure**

- Publication - newsprint article

<b>Year</b>	<b>Actual</b>
2014	10

**Output #17**

**Output Measure**

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

**Output #18**

**Output Measure**

- TV segment/ATF

<b>Year</b>	<b>Actual</b>
2014	11

**Output #19**

**Output Measure**

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

**Output #20**

**Output Measure**

- Web Page  
Not reporting on this Output for this Annual Report

**Output #21**

**Output Measure**

- Workshop - series

<b>Year</b>	<b>Actual</b>
2014	2

**Output #22**

**Output Measure**

- Workshop - single session

<b>Year</b>	<b>Actual</b>
2014	166

**Output #23**

**Output Measure**

- Trainee delivered programming

<b>Year</b>	<b>Actual</b>
2014	102

**Output #24**

**Output Measure**

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

**Output #25**

**Output Measure**

- Web updating/social media releases

<b>Year</b>	<b>Actual</b>
2014	296

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

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

O. No.	OUTCOME NAME
1	increase in number of farmers with disabilities maintaining employment
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 development
10	the number of published policy changes addressing best practices in child welfare.
11	Number of individuals who use skills and effectively participate in addressing community issue(s) (e.g. green infrastructure, local leadership, hunger, volunteerism, etc.)
12	Number of participants who are English language learners will increase their level of English proficiency
13	Number of participants who report improvements in children's self-regulation and attachment related behaviors
14	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
15	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 farmers with disabilities maintaining employment

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**

<b>Year</b>	<b>Actual</b>
2014	182

**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 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**

<b>Year</b>	<b>Actual</b>
2014	8

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

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

Non-profits are critical to meet community needs but can be vulnerable due to federal and state funding. Good leadership and local community support can help ride out these challenges. Caledonia, Essex, and Orleans counties comprise Vermont's poorest area of the state where between 13.8% and 15.6% of people live below poverty level, compared to a state-wide average of 11.6%. (U.S. Census Bureau) The Northeast Kingdom Community Action Agency (NEKCA) is a non-profit organization serving these three counties.

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

UVM Extension worked with NEKCA's leadership team to develop and implement a multi-year plan raising awareness of the effects of poverty and their role in the community. The second year of implementation, deep cuts in federal and state funding threatened critical basic services. Leveraging relationships formed in the previous year, NEKCA began an aggressive fundraising campaign and an advocacy role with both federal and state leaders to highlight the impact that funding cuts were having in the Northeast Kingdom.

##### **Results**

A skilled leadership team has created a stronger organization, resulting in less interruption of critical services for families. The future is more promising. In 2014 the number of families who received fuel assistance decreased by 47.7% but almost 7000 families, a (46% increase), received emergency food; almost 200 families (29.6% increase) got emergency rent assistance; and almost 6400 families got rides (a 20.4% increase) from 2013. In addition, due to an increased understanding of the effects of poverty, community leaders, businesses and community members are supporting an organization dedicated to meeting the needs of some of the most vulnerable members of the community.

#### 4. Associated Knowledge Areas

<b>KA Code</b>	<b>Knowledge Area</b>
608	Community Resource Planning and Development
805	Community Institutions and Social Services

#### 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

<b>Year</b>	<b>Actual</b>
2014	3527

##### 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 #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

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	42

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

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

Foot-and-mouth disease (FMD) is a highly contagious disease affecting cattle, pigs, and small ruminants and it has severe socio-economic consequences. The U.S. food animal industry has changed significantly in size, structure, efficiency and extent of movement since the last U.S. outbreak of FMD in 1929. The closely-coupled network structure of modern animal agriculture increases the chance that an outbreak in the United States would be catastrophic.

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

The National Institute for Animal Agriculture coordinated the symposium, "Fostering a New Preparedness Paradigm: Facilitating a Conversation Among Public and Private Sector Stakeholders", to enhance preparedness for FMD across food animal production sectors. It brought together industry stakeholders representing the entire supply chain as well as regulatory agency stakeholders, academicians and policymakers. Participants were surveyed immediately following the symposium and one year later to see what was done.

#### **Results**

Responses indicated that 42 of 45 attendees had implemented one or more actions that will aid in FMD preparedness. Attendees represented: producers or producer organizations, trade media and industry public relations staff, veterinarians, regulatory personnel, diagnosticians and government personnel. Susceptible food animal production directly generates over \$140 billion per year nationally and close to \$600 million per year in Vermont. These communication, planning and training activities are necessary to support an effective response to keep out foot-and-mouth disease or keep it from spreading to protect animal health and well-being as well as the economic vitality of rural communities in Vermont and across the country.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

#### 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
2014	1751

##### 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

#### 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
2014	103

**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 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
------	--------

2014

937

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Vermont's natural resources serve as a foundation of our state's economy and one that we want to ensure and sustain for generations. Preparing Vermont's children to protect this valuable legacy is challenged by the fact that many of our youth have a limited understanding of our natural environment. A study of energy literacy in middle and high school students showed very low levels of energy literacy supporting the need for curriculum in schools for this area.

#### What has been done

With the help of funding from the State Farm Youth Advisory Board the Teens Reaching Youth (TRY) for the Environment program was created. A partnership between the Vermont Energy Education Program and UVM Ext. 4-H Teen & Leadership Program trained 41 teens and 11 adult mentors to teach elementary school students to be energy engineers. The curricula consists of three 1-hour lessons related to each solar energy and wind energy. To date, 373 Vermont students have completed the wind & solar lessons with more classes in process and to begin.

#### Results

Results of the program were impressive. The learning concepts were evaluated and showed a high level of understanding (the top 4 concepts scoring 95 & 96%) by the young students. The teen teachers also gained much from this experience in the area of life skill development. They identified gains in problem solving, leadership, stress management, teamwork, planning, organization, self-responsibility, goal setting, critical thinking, cooperation, communication, and conflict resolution. TRY for the Environment has allowed teens to take action on an issue that is important to them, and their actions will help to make sure that Vermont has an educated citizenry on energy issues. UVM Extension 4-H program reached 8751 youth with this and other programming last year, documenting increased STEM knowledge for 3527 youth.

### 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
2014	92

**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 #10**

**1. Outcome Measures**

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

Not Reporting on this Outcome Measure

**Outcome #11**

**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
2014	243

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

The Urban and Community Forestry (UCF) program trains interested community members as tree stewards and forest pest first detectors. Most Vermont municipalities have small budgets for tree management so volunteer community members are often the impetus for moving local urban forestry efforts forward to address invasive pests and other community forest concerns. The survival of over 100 million ash trees in Vermont is threatened by the Emerald Ash Borer (EAB). Vermont will have to deal with a large number of hazardous trees and loss of tree canopy within a short time. One community estimates it will cost almost \$500,000 to remove and replace their ash trees.

#### What has been done

The UCF Program trained 450 Tree Stewards and 147 Forest Pest First Detectors, developed planning and policy templates, inventory protocols, education and outreach materials and is providing financial and technical assistance. One project, funded by a grant from the USDA Forest Service, moved to assist twenty priority communities. UCF also focused on partnerships with higher education institutions supporting 8 UVM interns and engaging with over 720 students to complete projects in over 20 Vermont communities.

#### Results

These planning efforts are patiently and passionately being spearheaded by our network of hundreds of dedicated Tree Stewards and First Detectors. One of these volunteers, who has been involved in one communities EAB planning, provided the following advice to other communities, "EAB is scary and the planning process is not going to go fast, but you have to be patient and chip away at it. It will only be more and more important in the future." Urban forests provide economic, environmental and social benefits to communities. It is important to care for and plan for urban forests to mitigate potential negative effects on communities. Having a force of hundreds of active, trained community volunteers enables us to do this.

### 4. Associated Knowledge Areas

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

## **Outcome #12**

### **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**

<b>Year</b>	<b>Actual</b>
2014	91

### **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
805	Community Institutions and Social Services
806	Youth Development

## **Outcome #13**

### **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 #14**

**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 #15**

**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**

<b>Year</b>	<b>Actual</b>
2014	82

**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>
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

{No Data Entered}

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

### Evaluation Results

A 4-H STEM program was created with the help of funding from the State Farm Youth Advisory Board the Teens Reaching Youth (TRY) for the Environment program was created. This innovative partnership between the Vermont Energy Education Program and UVM Extension 4-H Teen & Leadership Program trained 41 teens and 11 adult mentors to teach elementary school students to be energy engineers. The curricula consists of three 1-hour lessons related to solar energy and three 1-hour lessons related to wind energy.

Nine of our 12 TRY Teams have completed their commitment of teaching the program to two different groups of K-3 students; some teams taught three programs. To date, 373 Vermont students have received the wind & solar lessons, with another 33 having received all of the solar lessons and the first wind lesson. Two TRY Teams are set to complete their second program this summer and we anticipate another 30 students reached.

Results of the program were impressive. The learning concepts were evaluated and showed a high level of understanding by the young students:

96% understood that all materials do not block light.

95% understood that a maple tree will block more light in the summer.

80% understood that a structure casts a bigger shadow in the afternoon.

96% understood that wind can push objects.

95% understood that humans can design things that use wind to work.

78% understood that wind will always be available.

The teen teachers also gained much from this experience in the area of life skill development. They identified gains in problem solving, leadership, stress management, teamwork, planning, organization, self-responsibility, goal setting, critical thinking, cooperation, communication, and conflict resolution.

UVM Extension implemented PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience), a model developed by the expertise of prevention scientists, public school systems, and educators from the Cooperative Extension System

(CES) at Penn State and Iowa State to communities in Vermont that disseminates and sustains high-quality evidence-based interventions (EBI's) for the prevention of youth substance use and problem behavior. PROSPER Teams, composed of community stakeholders, cooperate to deliver evidence-based programs to a critical mass of families and youth in a targeted age group to bring about positive community-wide change. Two PROSPER sites were identified: Lyndon Town School in Caledonia County and Camels Hump Middle School in Chittenden County.

Both teams met their recruitment rate targets, reaching 10% or more of the 6<sup>th</sup> grade families per session, both with 100% graduation rates. Using a reflective pre/post survey, 87% of parents say that they are now more likely to handle problems after they've cooled down and 83% of parents are now more clear with consequences for breaking rules and for following through with those consequences. 76% of youth participants indicate that they now know one step to take towards reaching their goals. This preliminary data is promising and indicative of the results we will see after completion of the 7<sup>th</sup> grade in school program.

### **Key Items of Evaluation**