An Analysis of the Ready, Set, Go! Program on Program Participants and the Ability to Build Community Capacity

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DEDICATION

I dedicate this thesis to my parents who have given me every opportunity in the world. They taught me that nothing worthwhile comes without hard work.

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ABSTRACT

The study examined the impacts of the Ready, Set, Go! training program on its participants. The purpose of this study is to assess the effects of the Ready, Set Go! program on building community capacity in the state of Tennessee. A survey was developed and administered to 110 participants at the conclusion of their training. One hundred percent (100%) of participants responded. Three respondents (2.7%) were military personnel, three (2.7%) were veterans, and twenty-three (20.7%) had a spouse or family member in the military.

Survey data was used to determine participation in the training leads to participants becoming involved in OMK community action. Data was used to determine if perceived utility of program and knowledge gain lead to anticipated involvement with the Operation: Military Kids program. The results showed that perceived utility does correlate to future involvement while knowledge gain does not determine future community action. Future trainings should focus on the relevance of the material so trainees will be interested in participating in community action.

Keywords: Ready, Set, Go!, Operation: Military Kids, community capacity, community action, RSG!, OMK

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CHAPTER I
INTRODUCTION

Background and Setting

Since the inception of the United State's War on Terrorism (WOT), the need to support military families has become increasingly important. According to 2008 data from the Pentagon, more than 800,000 parents have deployed since September 1, 2001, with most deploying to Iraq or Afghanistan (Glod, 2008). During 2008, approximately 1.98 million youth had one or both parents enlisted in the military, with 1.25 million in Active Components and 728,000 in Reserve Components (Chandra, A., Martin, L., Hawkins, S., & Richardson, A. 2009). For many youth, deployment means living without one or both parents for extended periods of time, taking on extra responsibilities, and worrying about the safety of their parent(s) (Huebner & Mancini, 2005). Reintegration and reunion present their own unique challenges of reassigning roles within the family system (Kelley, 1994) or dealing with illness, injury, or the death of a parent (Cozza, Chun, & Polo, 2005). Overall, the War on Terrorism presents many challenges and stressful conditions to military personnel and their families.

The Operation: Military Kids (OMK) program aims to support military youth through its four core components: the Hero Pack program, Speak Out for Military Kids (SOMK), Mobile Technology Laboratory (MTL), and the Ready, Set, Go! (RSG!) training. Hero Packs provide recognition to military kids, Speak Out for Military Kids teaches public speaking skills, and the Mobile Technology Laboratory teaches technology skills. The objective of the RSG! initiative is to provide support to military youth by increasing community member's understanding of the

unique issues facing military youth [and families]. The program also educates participants about military culture, the deployment cycle, and how to get involved in OMK. Trainings are provided to interested groups across the state. (Allen et al., 2010) This study was needed to investigate the effectiveness of the RSG! program in achieving its goals.

Purpose of the Study

The purpose of this study is to assess the effects of the Ready, Set Go! program on building community capacity in the state of Tennessee. This study will establish relationship between usability of information, participant's knowledge gain, and participant's likeliness to become involved in supporting military youth (community activity).

Objectives of the Study

The objectives required to fulfill the purpose of the study will be:

1. To develop a profile of the trainees who participate in the Ready, Set, Go! program in Tennessee;
2. To determine the relationship between utility of an RSG! training and participant's likeliness to become involved in OMK community activity; and
3. To determine the relationship between knowledge gain and participant's likeliness to become involved in OMK community activity.

Rationale for the Study

OMK programming was selected over other programming because of the timeliness of the subject and because minimal research has been conducted on the program. Millions of dollars are appropriated to this program yearly. This research study examined the effectiveness of one of the components of this program- the Ready, Set, Go! training. RSG! training was selected over other core components because knowledge can be measured immediately following the program as compared to other program components, which may not see benefits for months.

It was expected by the researcher that participants of the RSG! training who scored higher on the quiz component (specific learning outcomes, section C) of the evaluation would be more likely to get involved with OMK than participants who scored lower. Results from the study will be used to make recommendations for future RSG! trainings and to address deficiencies in current training practices.

Findings from this research will also be beneficial to several groups. It will be valuable to the U.S. Army Family & Morale, Welfare, and Recreation Command (FMWRC), the U.S. Department of Agriculture (USDA), National Institute of Food and Agriculture (NIFA), and the OMK Program. Furthermore, results from this study will help these groups assess the success of the program in providing support to military youth and to better design the RSG! training for future participants.

Limitations

The generalizability of results from this study nationally are limited due to the narrow scope of subjects participating in the study. Only Tennessee RSG! trainees will be surveyed because of the ease of access and budget limitations, making the results specific to participants of the Tennessee RSG! program. There is no guarantee that participation in an RSG! training causes a change in likeliness of working with the Operation: Military Kids program. Investigator bias is also present due to the researcher's involvement in the program. As program coordinator, she would like to see a statistically correlation between high participant quiz scores (Section C) and utility of information and increase participant likeliness to get involved.

Statement of Terms

(CCB) Community Capacity Building

(FMWRC) U.S. Army Family & Morale, Welfare, and Recreation Command

(HP) Hero Packs

(JOE) Journal of Extension

(KASA) Knowledge, Attitude, Skills, Aspirations

(MTL) Mobile Technology Labs

(NIFA) National Institute of Food and Agriculture

(OMK) Operation: Military Kids

(RSG!) Ready, Set, Go!

(SOMK) Speak Out for Military Kids

(TOP) Targeting Outcomes of Programs

(USDA) U.S. Department of Agriculture

(WOT) War on Terrorism

CHAPTER II
REVIEW OF LITERATURE

Introduction

As program funding becomes increasingly scarce, the need to account for federal dollars becomes progressively more important. Limited research has been conducted on Operation: Military Kids (OMK) or its program components. A general search for OMK related articles yielded limited results, and a search of The Journal of Extension (JOE) revealed that as of October, 2011, only three journal articles related to OMK have been published. Two of the three articles were not research studies, and no studies pertained to the Ready, Set, Go! initiative. Chapter two chronicles the origin of the Operation: Military Kids program through its current existence. This chapter provides an overview of the program initiatives and how they are implemented in each state. Secondly, this chapter investigates the research as it relates to adult education, building community capacity, and finally, provides an overview of the program evaluation concept using the TOP Model.

Theoretical Framework

Adult Learning.

The adult learner is a mosaic who is comprised of complex thoughts. The theory of andragogy provides a framework through which to understand learning in adulthood. Andragogy, as defined by Merriam and Caffarella (1999), is the "art and science of helping adults learn" and is contrasted by pedagogy, the "art and science of helping children learn" (p. 272). There are five basic concepts of andragogy, as defined by Merriam and Caffarella.

Those five components are adult's self-concept moves from dependency toward self-direction; the experiences of adults provide a "rich resource for learning"; "the readiness of an adult to learn" is congruent to their social role; as adults mature, they seek problem centered learning versus subject centered learning; and "adults are motivated to learn by internal factors rather than external ones"(Merriam & Caffarella, 1999, p. 272).

Adult education is not limited to learning in a classroom nor are topics limited by age or organizational mission (Merriam & Caffarella, 1999). Learning in adulthood can occur in formal, nonformal, and informal contexts. Formal education is the learning process which occurs in a structured and certified program (Summer Institute of Linguistics, Inc., 1996). An example of a formal education system is the public school system. Nonformal education describes educational opportunities that occur outside of formal institutions, and it is responsive to the needs of the adult learner. Informal learning occurs in the learner's natural setting, and is primarily employed by the learner themselves. Pursuing a hobby or researching a disease are both examples of informal learning. The concepts of nonformal education compliment andragogy's first concept of moving toward a self-directed human being. The RSG! training offered by OMK is an example of nonformal education and meets the need of the community to understand how to support military youth. RSG! trainings occur in nonformal settings including community centers, office board rooms, and libraries.

Learning in adulthood occurs at the intersection of the individual learner, the context in which the learning takes place, and the learning process (Merriam & Caffarella, 1999). Adults learn differently than children because of the prior knowledge and experience that they bring to the educational setting (Merriam & Caffarella, 1999). One assumption with this concept is

that learning is a cumulative process, and learning in adulthood builds upon itself. Furthermore, learning does not occur in isolation; rather it is influenced by previous learning and prior experiences. According to cognitive theories, learning is an internal process with the purpose being to develop a greater capacity of learning (Merriam & Caffarella, 1999). In addition, the learner plays an active role in the learning process, interpreting new stimuli to draw their own conclusions. Ausubel (1967) asserts that learning becomes meaningful only when it can be related to concepts and cognitive structures that already exist for a learner. This idea is concurrent with andragogy's second premise which asserts that adults rely on a reservoir of experience as a resource for learning. Furthermore, previous experience and knowledge can provide the necessary cognitive schema for meaningful learning to occur in adulthood (Merriam & Caffarella, 1999).

Adulthood is a socially constructed concept, and within that framework adults are assigned a variety of social roles (Merriam & Caffarella, 1999). These roles are fluid and change over time. Learning in adulthood, according to andragogy, is directly associated to an adult's role and society's expectations for that role. Existing in a social role or transitioning from one role to another can act as an impetus for learning. This idea is synonymous with andragogy's third notion of an adult's readiness to learn which is closely related to the influence of the developmental tasks of one's social role (Merriam & Caffarella).

According to andragogy's fourth concept of immediacy of application, Sternberg's (1997) concept of practical intelligence says that adult intelligence is defined as a combination of academic and practical intelligence (Sternberg). Practical intelligence is intelligence as it operates in everyday contexts (Sternberg). As learners develop, they will age out of formal

education systems to become more independent. The social roles they develop will lead them from formal learning projects to nonformal learning projects (Sternberg). As they establish these projects, adult learners are eager to learn about problem solving solutions compared to theories or concepts.

Andragogy's final concept is focused on societal influence on adult learning. Education, even independent learning projects, do not occur in isolation from contemporary society in which the learner exists. Instead, the topics that one wants to learn, topics being offered, and the ways in which one learns are determined largely "by the nature of society at any particular time" (Merriam & Caffarella, 1999, p. 5). A current topic of interest to adult learners is community capacity and its effects on community activity.

Building Community Capacity.

Community capacity cannot be understood without first identifying the pieces of which it is comprised: community and social capitol. A community means many things to different people. An operational definition of community is, "a group of people who, regardless of the diversity of their backgrounds, have been able to transcend their differences, enabling them to communicate effectively and openly and to work together toward goals identified as being for their common good" (The Foundation for Community Encouragement, 2011, p.2). Communities exist in a variety of shapes and sizes; geographical communities (town, city, neighborhood), social networks (friendship, kinship, online community), and interest groups (religious, government, civil rights) all constitute types of communities. Each community has social capitol, which is "the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized

relationships of mutual acquaintance and recognition" (Bourdieu and Wacquant, 1992, p.119). From these two definitions we can now focus on the meaning of community capacity building.

Community capacity building (CCB) is defined as process through which communities develop the "skills and expertise to manage their environment" (United Nation Commission on Sustainable Development, 1996, p. 2). The ultimate goal of CCB is that communities will be able to deal with their own problems without relying on resources external to their community. The function of community activity is to encourage communities to identify and build skills and capacities to better deal with problems that their members may face (Atkins & Willis, 2005).

The actions of people and groups to support community capacity can broadly be defined as community activity, which can be broken down into three activities: developing skills, developing structures, and developing support. Developing skills includes educational and training opportunities to gain knowledge, skills and gain confidence. Developing structures is comprised of "developing the organizational structures and strengths of community groups, communities of interest and networks" (Bacon, Groves, McDowell, & Robertson, p.2, 2004). Developing support consists of providing support to enable the growth of skills and structures (Bacon, Groves, McDowell, & Robertson, p.2). Community capacity building refers to "local solutions to local problems" (Atkins & Willis, 2005, p.3)

According to Atkins and Willis (2005), there are two stages to building community capacity: mapping existing assets and identifying goals for action. The first step in building community capacity is to identify existing social capitol (community assets) and determine what problems need to be addressed. Community assets consist of talents, skills, networks, institutions, physical assets such as land and buildings, and knowledge (Atkins & Willis, 2005).

The second step is identifying needs of the community and specific actions to help resolve the problem. Key points from this process are to include local people and reach out to as many community members as possible. Community groups need not be pushed into getting involved; but instead participation must be group driven. Conflict is a normal part of the CCB process, and these conflicts need to be worked through. Finally, good CCB projects take time to step back and evaluate. (Atkins & Willis, 2005)

Building community is different than community development in terms of scope. Community capacity describes the process used to achieve a specific purpose whereas community development's support is a broader context. Community development aims to bring about "social change and justice, by working with communities" (Bacon, Groves, McDowell, & Robertson, pg. 1 – 2, 2004). Community capacity building is of special importance to programs such as Operation: Military Kids, a program designed to support military kids. Operation: Military Kids aims to build community capacity to best serve the military families of each community. The program does not have the staff nor the resources to provide continuing support in every community, so it must rely on community members to support military families.

Operation: Military Kids.

The U.S. military is changing its mission and organization. Since the enactment of the all-volunteer force in 1973, the demographics of the military have evolved in terms of gender, marital status, military tactics, media/ technological advances, and the enactment of the Total Force (Knox & Price, 1995). Military culture, on the other hand, has held strong as the military has evolved from an institutional toward an occupational model (Knox & Price, 1995). This

creates an interesting dynamic for military families trying to navigate a rigid and tradition oriented culture while thinking of the military as an occupation (Knox & Price, 1995).

A look at research gives a snapshot of the differences between the all-volunteer force and the draft force. Women are a growing presence in the military, and as of 2004, women made up 15.9% of the officer corps and 14.4% of enlisted rank of the military population versus less than 2% at the end of the draft (Yeager, 2007). In addition, women are deploying in record numbers (Yeager, 2007).

The changes in military demographics are also affecting the families of these service members. The military is a larger career force compared to the years of conscription, and this has led to an increase in enlisted persons marrying while serving in the military. Military personnel are serving longer (because they see the military as a career and the military actively tries to retain them), which increases the chance that they will be married while being enlisted. As a result of this family orientation, the number of military dependents is higher than the number of active duty persons (Martin, Rosen, & Sparacino, 2008). The increase in marriage rate and the tendency for military personnel to have children at a younger age than civilians has resulted in an increase in military dependent children (Martin, Rosen & Sparacino, 2008). The Office of Deputy Under Secretary of Defense asserts that in 2005 more than two million children had been affected by a parental deployment to Iraq or Afghanistan, and 40% of those children were under the age of five (Chartrand, Frank, White, & Shope, 2008). As of May 2006, it was estimated that 1600 children had lost a parent in Iraq and Afghanistan and even greater is the number of children with an injured parent due to the war is exponentially greater than deaths (Chartrand & Siegel, 2007).

The current War on Terrorism (WOT) is unique in terms of deployment, media coverage, and dependency on reserve components. The WOT has an unprecedented length and amount of tours for our servicemen and women. The American Psychological Association reports that "approximately 1.5 million American troops have been deployed in support of the war effort; one-third of them have served at least two tours in a combat zone, 70,000 have been deployed three times, and 20,000 have been deployed at least 5 times" (American Psychological Association, 2007, p.9). In addition to reoccurring deployments, military persons are experiencing lengthier deployments lasting from twelve to fifteen months (Chartrand, Frank, White, & Shope, 2008). To compound the situation, deployment and reunion dates are often vague or change frequently. Deployment poses many stresses on the military family. It occurs numerous times for lengthy periods of time, and it leaves families wondering how long their troops will be gone.

Challenging deployments, media coverage and technological advances have increased access to communication between military personnel and their families. Service members have unparalleled access to communication via telephone and internet so that they are able to stay abreast of their family's activities while deployed. Therefore, the increase in media coverage and access to communication can add to the stress of a military deployment. (Allen, et al., 2010)

A final challenge of the new age military is the transition from a "predominantly active-duty force" to what has been labeled by the Pentagon as the Total Force, involving heavy reliance on reserve components made up of National Guard and Reserve units" (Knox & Price, 1995, p. 480). These two groups, termed reserve components, were not heavily relied on until after the

Vietnam War, 1955 - 1975, but have become a large component of today's deployments (Chartrand & Siegel, 2007). Historically, the National Guard was designated to serve the needs of the state while the Reserves acted to augment active-duty troops (Chartrand & Siegel).

In face of the combat requirements of the WOT, these roles have been expanded. For example, in 2007, 40% of deployed service members were reserve component troops (American Psychological Association, 2007). Moreover, some research has suggested that the impact on the health and mental health may be greater for families of these Reserve and National Guardsman. Because of the traditional roles of National Guardsmen and Reservists, most of these reservists travel to the bases where they train.

The bulk of Reservists and National Guard members reside far from their active duty installations (base). Often their families stay in their home community when the service member is deployed, and these communities may or may not be located near a military base or its resources. Another disadvantage of this situation is that these families do not have easy access to the support of the military community which would be present on a military base (Chartrand & Siegel, 2007). In addition, these service men and women and their families may not qualify for the same services as active duty "who receive comprehensive care through the military's direct care system" (American Psychological Association, 2007, p.48). Families face opposition in the period of time following their military personnel's discharge because only the service member continues to receive Veterans Affairs (VA) benefits (American Psychological Association, 2007).

It is from these unique factors that a program to support the military youth of our reserve components before, during, and after deployment necessitated the creation of OMK.

Operation: Military Kids was developed in April of 2005 by the Department of the Army as part of the 4-H/ Army Youth Development Project (Allen, 2005). In its inaugural year, the program was pilot tested in twenty states (Allen, 2005). Now, the program runs in forty-nine states including the District of Columbia as well as Guam, the Virgin Islands, and Puerto Rico; However, Mississippi does not participate in OMK (Diedrick, 2011b). OMK is a purple initiative, where programming is available to youth of all branches of service: Army, Navy, Coast Guard, Marine, and Air Force and includes National Guard and Reserve components. This program is designed for school aged youth (five – nineteen years old) who have a parent currently serving in the military (Diedrick, 2011a).

The four core components of the program are Ready, Set, Go!, Hero Packs (HP), Mobile Technology Labs (MTL), and Speak out for Military Kids (SOMK). Ready, Set, Go! is an educational training used to raise community awareness about issues facing our military youth. Hero Packs are used to recognize and thank our young heroes for their sacrifices. The Mobile Technology Laboratory provides a mean to learn about technology and stay connected with deployed family members. Speak Out for Military Kids is a public speaking initiative for both military and non-military youth (Huebner, 2006).

The OMK program is designed to support geographically dispersed military youth (youth who do not live on or near a military instillation, primarily National Guard and Reserve components). Many of these families are also dispersed 50 – 100 miles away from other Guard or Reserve families and other military support mechanisms (Huebner, 2005). OMK goals are to create community support, provide social, educational, and recreational opportunities, support youth with deployment related stress, and work with schools to ensure that staff are attuned to

the needs of military youth experiencing deployment (Huebner, 2005). One tool for properly evaluating a program is Rockwell and Bennett's Targeting Outcomes of Programs, the TOP Model.

Targeting Outcomes of Programs (TOP).

In order to properly evaluate a program, planners must determine the level at which they would like to evaluate. According to Rockwell & Bennett's 2004 TOP Model, there are seven levels, each at an increasingly complex nature (see Figure 1). Program planners are encouraged to consider the level at which they would like to evaluate during the planning process; thus the model mirrors itself on the Y-axis, both the *Program Development* and *Program Performance* side. The seven levels of the model are arranged in increasing complexity and are as follows (Harder, 2009): resources (level one), activities (level two), participation (level three), reactions (level four), knowledge, attitudes, skills, and aspirations: *KASA* (level five), practices (level six), and social, economic, and environmental conditions: *SEE* (level seven).

The TOP Model references two types of evaluation procedures to determine program performance: process and outcomes (see Figure 1). The first four levels of the model are the process levels and measure, "resources used, activities held, and participation reactions" (Harder, 2009, p. 2). Feedback is valuable to the planner because he can determine how to improve a program.

The second level of evaluation, outcomes, measures KASA and SEE conditions levels. KASA includes changes in knowledge, attitude, skills, and aspirations. SEE encompasses social, economic, and environmental changes. The outcomes evaluation highlights immediate,

intermediate, and long-term changes cause by program participation, making the evaluation process more complex (Harder, 2009).

Each level of the TOP Model can be evaluated both qualitatively and qualitatively. The outline below chronicles ideas for how to evaluate each of the levels of the TOP Model.

Level 1. For the resources level, denote time expended, money spent, and human capitol consumed. For qualitative evaluation, compare anticipated time expended, money spent, human capitol consumed versus actual usage (Harder, 2009).

Level 2. The activities level can be evaluated by describing frequency, duration, or content of each program element. Compare the actual activity delivered versus the activity planned (Harder, 2009).

Level 3. Participation can be evaluated by reporting participation at each activity including the number of volunteers and learners. Survey participants to accurately report the audience demographics (age, gender, race, etc.). Compare anticipated attendance versus actual attendance (Harder, 2009).

Level 4. Reactions are assessed by surveying activity participants at the conclusion to measure their reaction to the activity. Did they enjoy the program? Was it interesting, fun, informative? Measure participant's involvement with the activity. Record the number of learners who participated in each component of an activity (Harder, 2009).

Level 5. KASA can be measured immediately following a program and can be measured qualitatively or quantitatively. Qualitatively- use "valid and reliable" tests in addition to close ended survey questions. Quantitative- Interview participants, observe participant's abilities (skills), and ask open-ended survey questions (Harder, 2009).

Level 6. Practice measurements must be taken after participants have time to acquire new behaviors. The amount of time varies, depending on the complexity of the behavior. Behaviors can be observed and recorded, or participants can self-report new behaviors. Researchers can also compare anticipated versus actual adoption of new behaviors (Harder, 2009).

Level 7. SEE condition measurements must be taken after adoption of new behaviors. Researchers can measure benefits of practice change including monetary gain, environmental changes, decreased crime, increased health, and decreased levels of unemployment. Government reports can provide data. Anticipated versus actual change can be compared. Change in SEE conditions are ideal for longitudinal studies (Harder, 2009).

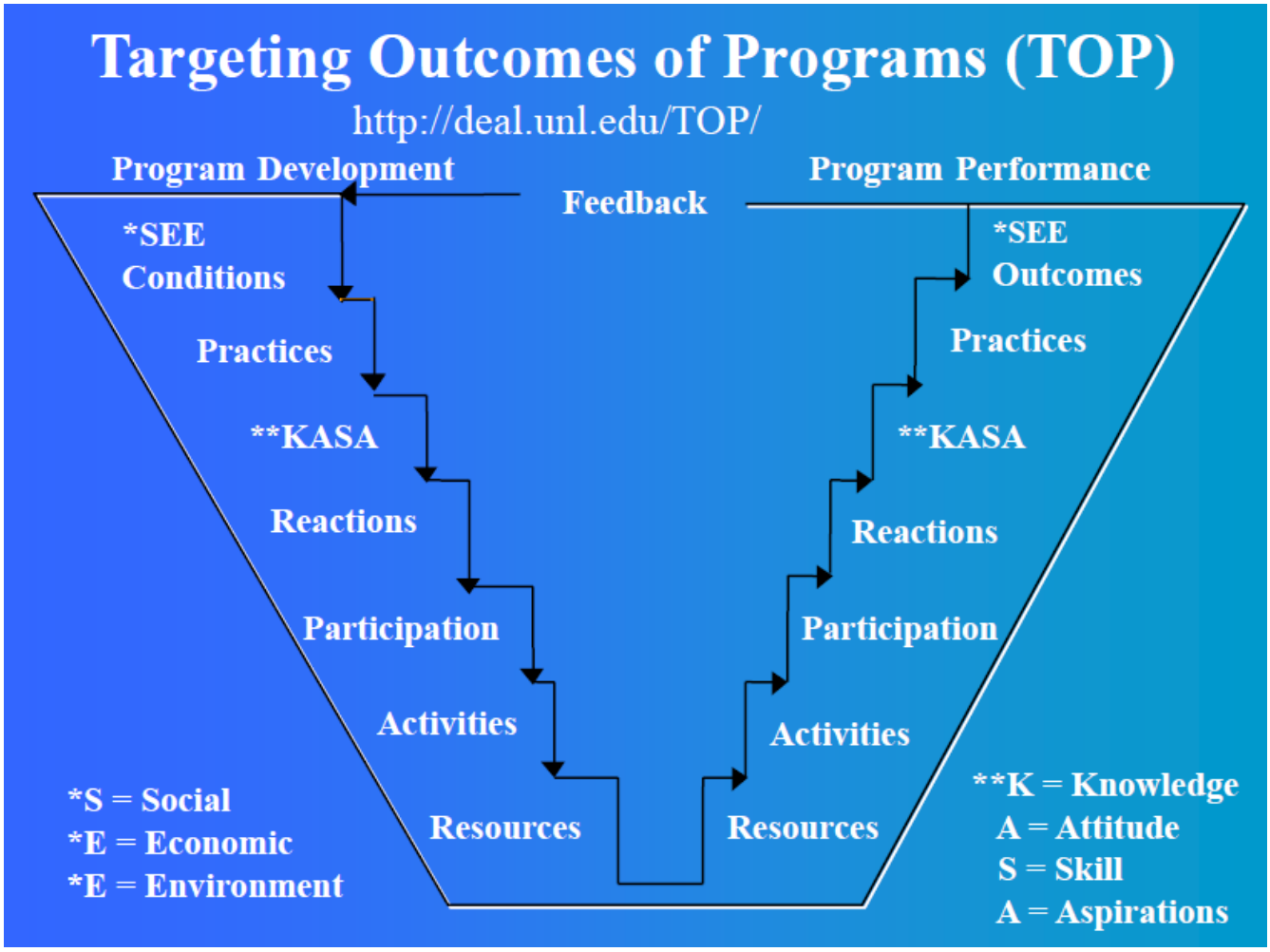


Figure 1. Targeting Outcomes of Programs (TOP) Model. Used by program planners to plan and evaluate program outcomes. Copyright 2002 by Kay Rockwell. Reprinted with permission.

CHAPTER III
METHODOLOGY

Research Design

The population for this study was a census of 110 participants from the Tennessee RSG! training program. Participants were chosen based on their participation in the Ready, Set, Go! training during the months of September and October 2011.

This study utilized descriptive research to achieve its purpose. Quantitative research was used to determine if there was a change in correlation between knowledge gain and community action. Participants were tested in "specific learning outcomes" on four major areas: comprehension of the OMK program, military culture, the effects of deployment on military youth, and how to support military youth. The sequence for data collection was to inform participants that they would receive a voluntary survey following the training. Surveys were distributed and then collected immediately following each RSG! training.

Descriptive statistics including frequency distributions, means, and percentages were used. All data was coded and processed using the Statistical Package for the Social Sciences that (SPSS 19) was available through the Office of Information Technology, University of Tennessee.

The time schedule was as follows: in March 2011, the survey instrument was developed and reviewed by a panel of experts. In June 2011, the researcher got IRB approval for human clearance and made necessary adjustments to the survey instrument. In September and

October, six RSG! trainings were held. Data was collected at each of these trainings. Data was organized and analyzed using SPSS.

Subjects

The target population for this study was all participants of the RSG! program in Tennessee. The sample was 110 RSG! trainees. The RSG! participants were a convenience sample based on who participated in the RSG! trainings (all participants from trainings held September – October 2011). A convenience sample is a sample that is based on "availability, time, location, or ease of access (Ary, Jacobs, Razavieh, & Sorensen, 2009). A total of six trainings were held and 110 people attended the trainings.

The participants were surveyed according to their employment status, military affiliation, age, gender, and community in which they live. This information was used to create a profile of the participants.

Dropout participants were not problematic because no follow-up surveys were administered; participants only took one survey, and 100% of participants completed the survey. Participants were assured of anonymity.

Instrumentation or Outcome Measures

The instrumentation used was adapted by the researcher from Gwen Willem's "Optimizing conditions for success: An Extension case study in cross-program surveys" (Willem, 2010). In order to increase the validity of the instrument, the survey was reviewed by a panel of experts for face and content validity, and only minor changes were made. The panel of experts consisted of one Extension Specialist and two faculty from the College of Agriculture

Sciences and Natural Resources. The survey instrument was not pilot tested, but reliability was established before the original instrument was published.

The questions used in the instrument fell into seven separate categories: workshop instruction, general learning and change, specific learning outcomes, specific practices, satisfactory with activity, demographic information, and comments. The survey was a combination of multiple choice and short answer questions. The data collected was nominal and ordinal data. The questionnaire consisted of twenty-nine (29) questions in seven sections.

Section A (workshop instruction) consisted of two Likert scale questions ranging from strongly disagree to strongly agree with six total intervals (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree). The questions were:

A1- The instructor was well prepared for class today.
A2- The instructor presented the subject matter clearly.

Section B (general learning and change) consisted of three Likert scale questions from strongly disagree to strongly agree with six intervals (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree). The questions were:

B1- I have a deeper understanding of the subject matter as a result of this session.
B2- I have situations in which I can use what I have learned in this session.
B3- I will change my practices based on what I learned from this session.

Section C (specific learning outcomes) consisted of eight multiple choice questions with five choices per question. The questions were as follows:

C1- What color represents an initiative that supports all branches of service?
C2- The Ready, Set, Go! program teaches community members about all of the following topics except:
C3- The All-Volunteer Force describes which of the following characteristics of the United States military:

C4- Which military component has two missions (State and Federal)?
C5-“Hooah” can mean all but the following?
C6- Georgraphical dispersion describes:
C7- Families often describe which of the following stage as the most challenging of the deployment cycle:
C8- Military youth can be affected by deployment in each of the following ways, except:

Section D (specific practices) consisted of four Likert scale questions from very little to very much with five intervals (In the future I will realistically do… very little, little, some, much, very much). Questions from section D were:

D1- Tell others about OMK.
D2- Fill Hero Packs to support military youth.
D3- Conduct a Hero Pack ceremony to honor military youth.
D4- Provide educational programming for military youth in your community.

Section E (satisfaction with activity) consisted of three Likert scale questions ranging from strongly disagree to strongly agree with six intervals (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree). The questions were:

E1- I would recommend this program to others.
E2- Length of program meeting(s) worked well for me.
E3- The program covered the content it stated it would.

The demographic information section consisted of six multiple choice questions with varying number of choices per question. Questions covered: gender, age, employment status, military association, race/ethnicity, and hometown.

Section F, G, and H, (comments) consisted of three open ended questions.

F- What was the most important thing you learned at this activity?
G- What would you recommend for this activity in the future?
H- Additional Comments

The survey was printed on 20 LB. business multipurpose white printing paper. 110 adults participated in six trainings. 110 surveys were returned, and 110 were found usable.

Condition of Testing

Subjects were surveyed immediately following each RSG! training in the same room in which the training took place. Each trainee had unlimited time to complete the survey. Each participant received one survey. Trainees were informed that the survey portion of the training was voluntary, and they were assured that their results were confidential and no names or contact information was collected. Numbers were assigned to each survey. No incentives were offered for completing the surveys.

Data Analysis

The data was analyzed using International Business Machines (IMB) Statistical Package for the Social Science 19 (SPSS 19). Descriptive statistics were used to analyze the data. Descriptive statistics (means, standard deviation, frequency, and percentages) were also computed for each survey question.

Spearman's Rho was run to determine the correlation between participant's perception of usability of information and likeliness to get involved with OMK. Percent correct on the quiz component was computed. Spearman's Rho was run to determine the correlation between participant's scores and likeliness to get involved with OMK. Spearman's Rho is a formula used to describe the correlation between data that are ranked (Ary, Jacobs, Razavieh, & Sorensen, 2009).

The strength of correlation is described using terminology derived from Davis (1971). Negligible correlation is between .01 and .09, low correlation is between .10 and .29, moderate correlation is between .30 and .49, substantial correlation is between .50 and .69, and high correlation is .70 or larger.

CHAPTER IV
FINDINGS

Introduction

This chapter consists of the findings from the study as they relate to the three objectives: participant demographics, relationship between usability and community action, and knowledge gain and community action.

Objective 1 *(To develop a profile of the trainees who participate in the Ready, Set, Go! program in Tennessee)*

The first objective of the study was to develop a profile of trainees who participate in the Tennessee Ready, Set, Go! program. Data gathered to meet this objective included gender, age, employment status, military association, race, and size of hometown. See Table 1 on p. 27. for a breakdown of survey respondent demographics.

Gender.

As reported in Table 1, of the 110 RSG! participants, 43 (39.1%) were male, 61 (55.5%) were female, and 6 (5.5%) chose not to respond.

Employment Status.

The next demographic question related to participants employment status. All participants surveyed responded to this question. 22 (20%) participants were employed full time, 4 (3.6%) were employed full time students, 2 (1.8%) were employed part-time, 0 (0%) were retired, 1 (.9%) was employed part-time and retired, 13 (11.8%) were employed part time students, 59 (53.6%) were students, 3 (2.7%) were not in the workforce.

Table 1.

Gender, Employment Status, Military Association, Race, and Hometown Information of RSG! Respondents. (N= 110)

Characteristics	f	%	Valid %
Gender			
Male	43	39.1%	58.7%
Female	61	55.5%	41.3%
No Response	6	5.5%	
Employment Status			
Employed Full Time	22	20.0%	20.0%
Employed Full Time and Student	4	3.6%	3.6%
Employed Part Time	2	1.8%	1.8%
Retired	0	0.0%	0.0%
Employed Part Time and Retired	1	.9%	.9%
Employed Part Time and Student	13	11.8%	11.8%
Student	59	53.6%	53.6%
Not in the Workforce	3	2.7%	2.7%
Military Association			
Military Personnel	3	2.7%	4.7%
Veteran	3	2.7%	4.7%
Spouse or Family Member in the Military	23	20.7%	35.9%
Other	35	31.5%	54.7%
No response	46	41.8%	
Race/ Ethnicity			
White	82	74.5%	79.6%
Asian/Pacific Islander	1	0.9%	1.0%
Hispanic	2	1.8%	1.9%
Black/ African American	17	15.5%	16.5%
Native American	0	0.0%	0.0%
Other	1	0.9%	1.0%
No response	7	6.4%	6.8%
Hometown			
Farm	24	21.8%	24.0%
Rural non-farm/town under 10,000	8	7.3%	8.0%
Town or city 10,000 to 50,000	28	25.5%	28.0%
Suburb of city over 50,000	27	24.5%	27.0%
Central city over 50,000	13	11.8%	13.0%
No response	10	9.1%	10.0%

Military Association.

Of the 110 surveyed, 3 (2.7%) were military personnel, 3 (2.7%) were veterans, 23 (20.7%) had a spouse or family member in the military, 35 (23%) selected "other" for their affiliation, and 46 (41.8%) chose not to respond.

Race.

Out of the 110 participants surveyed, 82 (74.5%) were white, 1 (0.9%) was Asian or Pacific Islander, 2 (1.8%) were Hispanic, 17 (15.5%) were Black or African American, 0 (0%) were Native American, 1 (0.9%) respondent chose "other" to describe their race, and 7 (6.4%) chose not to respond.

Hometown.

Demographically, 24 out of 110 (21.8%) respondents reported living on a farm, 8 of 110 (7.3%) reported living in a rural non-farm or town under 10,000, 28 of 110 (25.5%) reported living in a town or city 10,000 to 50,000, 27 of 110 (24.5%) reported living in a suburb of city over 50,000, 13 of 110 (11.8%) reported living in a central city over 50,000, and 10 of 110 (9.1) did not respond.

Objective 2 *(To determine the relationship between utility of an RSG! training and participant's likeliness to become involved in OMK community activity)*

The second objective was to determine the relationship between utility of RSG! training and participant's likeliness to become involved in OMK community activity. For the perceived utility variable, respondents were asked in question B2 to rate the following: *I have a situation*

in which I can use what I have learned this session. Participants were also asked four questions to determine their likeliness to get involved in OMK community action in section D. The hypothesis is that there will be a positive association between perceived utility and participant's likeliness to engage in OMK community activity. The null hypothesis is that there is no correlation between utility and community action. A significance level of $p = .05$ was chosen. A test of Spearman's rho was used to determine the relationship between perceived utility and participant's likeliness to get involved. Results can be seen on Table 2 on p. 30.

Table 2.

Correlation Between Perceived Utility and Participant's Likeliness to get Involved in OMK Community Activity. (N = 110)

	B1	D1	D2	D3	D4
B1-I have a situation in which I can use what I have learned in this session	–	.249	.226	.101	.127
D1-Tell others about Operation: Military Kids		–	.621*	.494*	.572*
D2-Fill Hero Packs to support military youth			–	.720**	.725*
D4-Provide educational programming for military youth in your community				–	.776*

* $p < .05$

Correlation between utility and likeliness to get involved

There was a low correlation (r_s =.249) between participant's stated utility of the training and likeliness to tell others about Operation: Military Kids. Participants who felt that the training material was usable will tell others about Operation: Military Kids. There was a low positive correlation (r_s = .226) between participant's stated utility of the training and likeliness to fill a Hero Pack. If a participant felt that they could use the information learned from the training, then they said they would fill a Hero Pack for military kids. There was no correlation between participant's perceived utility and likeliness to conduct a Hero Pack ceremony, and there was no correlation between participant' perceived utility of the training and likeliness to provide programming.

Objective 3 (To determine the relationship between knowledge gain and participant's likeliness to become involved in OMK community activity)

Objective three was to determine the relationship between knowledge gain and participant's likeliness to become involved in OMK community activity. Survey questions C1 – C8 tested participant's knowledge gain. Questions were asked about the OMK program, military culture, effects of deployment on youth, and how to support military youth in your own community. Eight multiple choice questions were asked to determine knowledge gain.

The hypothesis is that there will be a positive association between answering questions correctly (knowledge gain) and likeliness to get involved in OMK community action. The null hypothesis is that there is no correlation between knowledge gain and OMK community action. A significance level of p = .05 was chosen. A test of Spearman's Rho correlation was used to determine the relationship. Results can be seen on Table 3, p. 32.

Scoring well on the quiz section (specific learning outcomes) is not an indicator of whether a participant plans to get involved in future OMK programming. There is no correlation between specific learning outcomes and telling others about Operation: Military Kids (r_s = .134). There is no correlation between specific learning outcomes and filling Hero Packs to support military youth (r_s = -.028). There is no correlation between specific learning outcomes and conducting a Hero Pack ceremony to honor military youth (r_s = -.099, significant at the .01 level). There is no correlation between specific learning outcomes and providing educational programming for military youth in your community (r_s = .039, significant at the .01 level).

Table 3.

Correlation Between Knowledge Gain and Participant's Likeliness to get Involved in OMK Community Action. (N= 110)

	C	D1	D2	D3	D4
C- Specific Learning Outcomes Percent Correct	–	.134	-.028	-.099	.039
D1-Tell others about Operation: Military Kids		–	.621*	.494*	.572*
D2-Fill Hero Packs to support military youth			–	.720**	.725*
D3-Conduct a Hero Pack ceremony to honor military youth				–	.776*
D4-Provide educational programming for military youth in your community					–

* p < .05

OMK Community Action.

Although it was not a specific originally stated objective, the data reveals an interesting correlation. Even though specific learning outcomes do not determine a participant's likeliness to get involved, participants who do plan to get involved in one program component will get involved in the other components as well. Participants who plan to tell others about OMK also plan to fill Hero Packs. This is indicated by a substantial correlation (r_s =.621), and participants who plan to tell others about OMK also plan to conduct a Hero Pack ceremony as indicated by the moderate correlation (r_s =.494). However, participants who plan to tell others about OMK do not plan to provide programming for military youth. Participants who plan to fill Hero Packs also plan to conduct a Hero Pack ceremony as indicated by the very high correlation (r_s =.720), and participants who plan to fill Hero Packs also plan to provide programming as signified by the very high correlation (r_s =.725, significant at .01 level). Participants who plan to conduct a Hero Pack ceremony also plan to provide educational programming as indicated with the strong correlation coefficient (r_s =.776).

Workshop Descriptive Statistics

Descriptive statistics were run on workshop instruction (A), general learning and change (B), specific practices (D), satisfactory with activity (E). Mean and standard deviation were calculated for each category. Results can be seen in Table 4 on pg. 35.

Section A.

Items in section A were ranked on a scale of one to six. Participants felt that the instructor was well prepared as for class (M =5.75, SD =.458) and presented the subject matter clearly (M= 5.75, SD= .432).

Section B.

Items in section B were ranked on a scale of one to six. Participants indicated that they now have a deeper understanding of the subject matter as a result of this session (M=5.45, SD= .615). Participants agreed that they had a situation in which they could use what they learned in this session (M= 4.83, SD= .994). Participants somewhat agreed that they would change their practices based on what they had learned in the session (M= 4.51, SD= .974).

Section D.

Items in section D were ranked on a scale of one to five. Participants agreed some that they would tell other about Operation: Military Kids (M= 3.76, SD= 1.015). Participants agreed some that they would fill Hero Packs to support military youth (M= 3.19, SD= 1.060), and they only agreed little that they would conduct a Hero Pack ceremony to honor military youth (M= 2.68, SD = 1.233. Participants only agreed some that they would provide educational programming for military youth in our community (M= 2.88, SD= 1.244).

Section E.

Items in section E were ranked on a scale of one to six. Participants strongly agree that they will recommend this program to others (M= 5.30, SD= .733). Participants indicated that the length of the program worked well for them (M= 5.16, SD= .932), and they felt that the program covered the content it stated it would (M= 5.44, SD= .680).

Table 4.

Descriptive Statistics of workshop instruction, general learning and change, specific practices and satisfactory with activity. (N= 110)

Characteristic	No. of Responses	M	SD
[a] A1 The instructor was well prepared for class today.	110	5.75	.458
[a] A2 The instructor presented the subject matter clearly.	110	5.75	.432
[a] B1 I have a deeper understanding of the subject matter as a result of this session.	110	5.45	.615
[a] B2 I have situations in which I can use what I have learned in this session.	110	4.83	.994
[a] B3 I will change my practices based on what I learned from this session.	110	4.51	.974
To what degree will you do the following:			
[b] D1 Tell others about Operation: Military Kids.	105	3.76	1.015
[b] D2 Fill Hero Packs to support military youth.	102	3.19	1.060
[b] D3 Conduct a Hero Pack ceremony to honor military youth.	104	2.68	1.233
[b] D4 Provide educational programming for military youth in our community.	104	2.88	1.244
[a] E1 I would recommend this program to others.	105	5.30	.733
[a] E2 Length of program worked well for me.	105	5.16	.932
[a] E3 The program covered the content it stated it would.	104	5.44	.680

Note: [a] sections use scale of 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree

[b] sections use a scale of (in the future I will realistically do… 1= very little, 2= little, 3= some, 4= much, 5= very much)

Specific Learning Outcomes (Quiz) Percent Correct

Percent correct for each quiz question was calculated in section C. Results can be seen on pg. 37 in Table 5. Overall, percent correct for each question was not very high. Question 1 received the highest score of 87.3% (96 of 110 correct). Question 8 received the lowest score with 50/110 (45%) participants answering correctly. Three questions received a score in the 50 percent range: questions two, received a score of 54.5% (60/110) correct. Question five received a 59.1% (65/110), and question six received 62/110 (56.4%) correct responses. Two questions received a score in the seventy percent range: question four was answered correctly by 87/110 (79.1%) respondents. Question seven was answered correctly by 75.5% (83/110) of respondents. One question received a score in the sixty percent range: question three received a score 67.3% (74/110) answered the question correctly.

Table 5.

Descriptive Statistics for Section C, Specific Learning Outcomes of the Survey.
N= 110

Question	No. Correct	% Correct
C1- What color represents an initiative that supports all branches of service?	96	87.3%
C2- The Ready, Set, Go! program teaches community members about all of the following topics except:	60	54.5%
C3- The All-Volunteer Force describes which of the following characteristics of the United States military:	74	67.3%
C4- Which military component has two missions (State and Federal)?	87	79.1%
C5-“Hooah” can mean all but the following?	65	59.1%
C6- Georgraphical dispersion describes:	62	56.4%
C7- Families often describe which of the following stage as the most challenging of the deployment cycle:	83	75.5%
C8- Military youth can be affected by deployment in each of the following ways, except:	50	45.5%

CHAPTER V
CONCLUSION, RECOMMENDATIONS, AND IMPLICATIONS

Introduction

In this chapter a conclusions, recommendations, and implications will be discussed based on the results of the study, which were discussed in the previous chapter. The conclusion will be drawn based on the three hypotheses stated in Chapter III. Recommendations based on conclusions and implications for future educational programming will be made to conclude Chapter V.

Conclusion

Objective 1- Demographics.

The population that was surveyed, as denoted in Table 1 on pg. Table 127, had slightly higher female participation, about half of the population were full-time students, most did not respond or chose "other" to describe their affiliation with the military, almost 75% described their race as white, and about half lived in a town or suburb with populations between 10,000 and 50,000.

Objective 2- Utility of RSG! and Community Activity.

The hypothesis for objective 2 is that there will be a positive association between perceived utility and participant's likeliness to engage in OMK community activity. A test of Spearman's rho was used to determine the relationship between perceived utility and participant's likeliness to get involved. Utility and "tell others about OMK" have a correlation of .249, which is significant at the .05 level. Usability and "fill Hero Packs" have a correlation coefficient of .226, significant at the .05 level. Usability and "conduct a Hero Pack ceremony"

and usability and "provide educational programming" are not correlated at any significant level. The hypothesis for objective 2 can be accepted for correlation between B2/D1 and B2/D2 and rejected for the correlation between B2/D3 and B2/D4. Therefore, if a participant did not believe the training information to be usable, they would not conduct a Hero Pack ceremony or provide programming to support OMK. If a participant believed the training information was usable, they would tell others about the program and fill Hero Packs. These findings are congruent with andragogy's first concept that adult learners move toward being a self-directed human being (Merriam & Caffarella, 1999). Adult learners seek out nonformal education to meet their needs. The RSG! program provides education to communities about how to support military kids. These findings also support andragogy's fourth concept that adults move toward learning that is problem centered versus theoretical or conceptual (Merriam & Caffarella, 1999). The RSG! training provides the theoretical framework and background information about the Operation: Military Kids program, the military as a changing force, and effects of deployment on military kids. The training goes a step further and offers suggestions for community members who want to get involved and provide support.

Objective 3- Knowledge Gain and Community Activity.

The hypothesis for objective 3 is that there will be a positive association between answering questions correctly (knowledge gain) and likeliness to get involved in OMK community action. Specific learning outcomes (section C, quiz component) is used to determine knowledge gain. Community action is defined by section D (to what degree will you do the following?). There is no correlation between the specific learning outcomes and telling

others about OMK, filling Hero Packs, conducting a Hero Pack ceremony, or providing educational programming.

The hypothesis for objective 3 can be rejected. These findings are supported by Atkins and Willis's (2005) process for developing community capacity. One step in developing community capacity is to identify a problem that needs to be addressed and then solve the problem through community activity. Participants in this study who did not perceive that military families were in need of support did not indicate that they would get involved in community activity to support them.

Even though it was not originally stated in the objectives, the data revealed an interesting correlation between community action. Participants who indicated that they would get involved with one type of community action planned to get involved in all types of community activity.

Workshop Descriptive Statistics.

According to the TOP Model, program planners should determine the level that they want to evaluate during the planning phase. Evaluation at one level is not an indicator of success in another level as proven by data collected in this study. Using data from the workshop descriptives, participants indicated in section A that the instructor was well prepared for class, and in section D, participants indicated that they would only likely engage in "some" community activity. Evaluation at level four, reactions, is not a good indicator of level six, practices. If a participant enjoyed the workshop, it does not necessarily follow that they will

become engaged in community action. Therefore, evaluation and planning need to occur at the level that the program planner would like to evaluate.

Implications

There are two implications that can be drawn from this study. Specific learning outcomes and an enjoyable workshop are not an indicator of future behavior. Educators who present relevant information will cause a change in student's behavior.

Educators cannot rely on specific learning outcomes or an enjoyable presentation as an indicator of future behavior. In order to evaluate change in behavior, the program planner must evaluate at the KASA (sixth level) level. A student can learn information, but this does not necessitate that they plan to change their current behavior. Information utility is the greatest indicator of future behavior.

In order to create meaningful change, educators need to focus on the relevance of information presented. If educator's end goal is to cause a change in knowledge, attitude, skills, or aspirations, they must present information that is relevant or find a way to make the material relevant to the audience. A student who does not perceive the information to be usable will not change their behavior.

Recommendations

From these research findings, there are a number of implications that can be drawn for future Ready, Set, Go! trainings and participant community involvement. As concluded from statistical data, there is a correlation between participant's perceived utility of the RSG! training

and likeliness to become involved in OMK community activity. Future trainings should focus on presenting material that underscores the importance, immediacy, and usability of this material.

Participants who scored well on the quiz portion of the survey were no more likely to become involved than their lower scoring counterparts. This finding highlights that participants who score higher on the quiz are no more likely to get involved than participants who do not score as well. As stated above, likeliness to get involved is more highly correlated to perceived utility than scoring well on the quiz. It should be noted though that participants who were more likely to get involved in one type of activity were more likely to get involved with all offered activities. This emphasizes the importance that getting buy-in for one of the activities will increase the likeliness that a participant will get involved with all of the activities.

A recommendation can be made for section B, general learning and change. Participants agreed that they *have a deeper understanding of the subject matter as a result of this program*. No recommendations can be made for this section. Participants somewhat agreed that *I have a situation in which I can use what I have learned this session*. For future trainings, trainers need to evaluate the audience more closely to help stress the importance of this information. Recommendations from section G on the survey reveal that audience members would like military youth to be involved in the program. Bringing in a youth who is personally experiencing the stress of being a military kid might bring to light the importance and utility of the RSG! training information. Participants somewhat agreed that they would *change my practices based on what I have learned*. This score could be improved by adjusting the existing program to help audience members realize the utility of this information.

Section D, specific learning outcomes, received low mean scores, and participants indicated that they would become involved in community action some. These scores will improve when participants believe that they have a situation in which they can use the new information. Another recommendation is to offer more variety of relevant community activity.

Scores for section E, satisfaction with activity, were high. No recommendation can be made for length of program or properly introducing the content of the program. Respondents also reported that they would be likely to recommend this program to others.

Future Research

For the survey instrument, section D, more options need to be included for types of community activity. Would this increase the likeliness that participants get involved? One recommendation is to propose a specific plan of action for each group that attends and RSG! presentation.

In section D (specific practices), one more multiple choice for "none" needs to be included. This would make the scale match the other sections because it would allow respondents to choose from six options instead of five. The researcher will also be able to more accurately describe participant's intentions following the RSG! training because some trainees might have no intention of becoming involved in community action.

To more accurately assess the demographics of RSG! participants, an option for *none* needs to be added for the military association. 31.5% of respondents selected other and 41.8% elected not to respond. By including *none*, the researcher will be able to more accurately describe the population of participants.

A future study might investigate the influence of a participant's military association and their likeliness to get involved. Are participants with military association (past or present) more likely to engage in Operation: Military Kids community activity when compared to participants with no military association? Another future study could examine participant's indicated likeliness to get involved and actual involvement. How strongly does intention to become involved in community action correlate to actual change in behavior?

Finally, to make the survey results more generalizable, this study needs to be replicated across the country to verify the validity of Tennessee's results. In addition, the study needs to be replicated in five year's time to see if the results have changed over time.

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Appendix

Program Evaluation

This research is being conducted as part of a thesis component for a Master's in Agriculture and Extension Education. Please give us your honest feedback regarding this Extension activity. This information will be used to help us improve the activities you attend in the future.

Name of Activity: Ready, Set, Go! Training	Date of Activity:

A. Instruction	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Carrera Romanini						
1. The instructor was well prepared for class.	①	②	③	④	⑤	⑥
2. The instructor presented the subject matter clearly.	①	②	③	④	⑤	⑥

B. General Learning and Change	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. I have a deeper understanding of the subject matter as a result of this session.	①	②	③	④	⑤	⑥
2. I have situations in which I can use what I have learned in this session.	①	②	③	④	⑤	⑥
3. I will change my practices based on what I learned from this session.	①	②	③	④	⑤	⑥

C. Specific Learning Outcomes

1. What color represents an initiative that supports all branches of service?
   ①Green ②Blue ③Purple ④Red ⑤Gold
2. The Ready, Set, Go! program teaches community members about all except the following?
   ①Issues that military families face ②Military culture ③The deployment process for a service member
   ④Supporting military youth in our own community ⑤Deployment cycle and effects on youth
3. The All-Volunteer Force describes which of the following characteristics of the United States military:
   ①Service members are not conscripted ②Women are enlisting at higher rates ③The military is thought of as an occupational institution
   ④There is an increase the number of military dependents ⑤The military has a stronger focus on education
4. Which military component has two missions (State and Federal)?
   ①Reserves ②National Guard ③Air Force ④Marine Corp ⑤Active Duty
5. "Hooah" can mean all but the following?
   ①Nice to meet you ② I am at a loss for words ③Thank you ④I don't think so ⑤Heard, Understood, Acknowledged
6. Georgraphical dispersion describes:
   ①Military families who must relocate because their service member is deployed.
   ②Military families who do not live on an installation.
   ③Military youth who are forced to live with another family member when their parent(s) deploy.
   ④Military families who have a service member who is deployed to another country.
   ⑤Youth who live in a community of Reservists.
7. Families often describe which of the following stage as the most challenging of the deployment cycle:
   ①Reunion ②Peacetime ③Pre-Deployment ④Mobilization ⑤Deployment
8. Military youth can be affected by deployment in each of the following ways, except:
   ①Eustress ②Reluctance to start new relationships ③Increase heart rate ④Acting out ⑤Increased independence

D. Specific Practices To what degree ***did you / will you*** do the following?	*In the future I will realistically do….*				
	Very little	Little	Some	Much	Very Much
1. *Tell others about OMK.*	①	②	③	④	⑤
2. *Fill Hero Packs to support military youth.*	①	②	③	④	⑤
3. *Conduct a Hero Pack ceremony to honor military youth.*	①	②	③	④	⑤
4. *Provide educational programming for military youth in your community.*	①	②	③	④	⑤

E. Satisfaction with Activity	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. I would recommend this program to others.	①	②	③	④	⑤	⑥
2. Length of program meeting(s) worked well for me.	①	②	③	④	⑤	⑥
3. The program covered the content it stated it would.	①	②	③	④	⑤	⑥

Your Gender
① Male
② Female
Your Age
① Under 18 years
② 18 years or over
Employment Status
① Full Time
② Part Time
③ Retired
④ Student
⑤ Homemaker
⑥ Not in the Workforce

F. What was the most important thing you learned at this activity?

Military Association
① Military Personnel
② Veteran
③ Spouse or Family Member in the Military
④ Other _____
Your Race/Ethnicity
① White
② Asian/Pacific Islander
③ Hispanic
④ Black/African American
⑤ Native American
⑥ Other_____

G. What would you recommend for this activity in the future?

Describe where you live
① Farm
② Rural non-farm/town under 10,000
③ Town or city 10,000 to 50,000
④ Suburb of city over 50,000
⑤ Central city over 50,000

H. Additional Comments

Thank you for completing this survey!

Vita

Carrera Anne Harris Romanini was born in Calgary, Alberta, Canada on January 29, 1986, the daughter of Tammy and Spencer Harris. At the age of eleven, she and her family moved to Shafter, California where they farmed 16 acres of almonds. After completing her work at Shafter High School in 2004, Carrera attended Northwestern University in Evanston, IL. There she swam on the varsity swim team and was nominated co-captain during her junior year. In 2008, she graduated with a Bachelor of Science in Communication Studies and a minor in Business. She moved to Knoxville, TN after graduation and began working at the Howard H. Baker Center for Public Policy. She began working on her Master's degree in the spring of 2009. June of 2009, she was hired by the 4-H Youth Development Department as the Coordinator for the Operation: Military Kids program. She is the Junior Representative for the Specialist region for Tennessee Association of Extension 4-H Workers and a member of Gamma Sigma Delta, the Honor Society of Agriculture. In June of 2012, she graduated from the University of Tennessee with a Master of Science in Agriculture and Extension Education.