



University of New Hampshire
Cooperative Extension

Youth & Family Program Team Situational Analysis: 2014 Final Report Sullivan County

As part of a strategic response to shifting funding and a desire to deliver high impact programming, the University of New Hampshire Cooperative Extension (UNH-CE) undertook a statewide assessment of citizen needs and stakeholder concerns in the area of Youth and Family programming.



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Youth & Family Program Team Situational Analysis: Final Report

Introduction

As part of a strategic response to shifting funding and a desire to deliver high impact programming, the University of New Hampshire Cooperative Extension (UNH-CE) undertook a statewide assessment of citizen needs and stakeholder concerns in the area of youth and family programming. The UNH-CE Youth & Family Program is currently comprised of four Area of Expertise teams focused on: 4-H Youth Development; Science Literacy; Children, Youth and Family Resilience; and Healthy Living. All members of these teams were involved in a thorough situational analysis process that began in early 2013 and culminated in the fall of 2014. This process was intended to take a snapshot of the most pressing needs of children and their families in New Hampshire (NH). The ultimate goal is to use the process and the results to help Extension best utilize the resources of the university to make meaningful impacts throughout the state.

Process

A three-phase process was conducted. Phase I involved interviews with key state leaders and stakeholders. Phase II involved interviews with current consumers of UNH Cooperative Extension programming. The intent of these initial phases was to determine major needs in NH in the areas of health/wellness, science education, mental health, youth development and more. The goal was to use these initial interviews to identify major needs and opportunities to be explored further by follow-up focus groups. These follow-up focus groups comprised Phase III of the Situational Analysis. The thirteen Phase III focus groups had representatives from a variety of stakeholder groups and were held throughout the state with at least one focus group occurring in each of NH's ten counties. (See Appendix 1 for a graphic illustrating the three-phase process).

The aims of the entire three-phase process included:

- Identify gaps and opportunities in current UNH-CE youth and family programming
- Use the interviews and focus groups to connect meaningfully with current and possible future collaborators
- Engage stakeholders and the entire Youth & Family Team in the research process
- Inform future program design and implementation.

Methods

The following methods were utilized for the three phases of the situational analysis:

Phase I: Key State Leaders and Stakeholder Interviews

Participants: 22 key leaders in youth and family-related sectors from across NH



Procedure: Interviews were conducted by UNH-CE staff using the same set of open ended questions.

Phase II: Key Informant/Consumer Interviews

Participants: 10 clients/end-users of UNH-CE Youth & Family programs identified by staff – including youth and adults.

Procedure: Interviews were conducted by UNH-CE staff using the same set of open ended questions.

Data analysis: UNH-CE Field and State Specialists met and sorted interview results from Phase I and II into major themes. Focus group questions for Phase III were crafted based on these themes (see Appendix 2 for Focus Group Questions).

Phase III: County Focus Groups

Participants: A multi-sector approach was utilized when inviting potential participants. Focus group attendance was targeted at 10-12 participants. Representatives of the following types of local organizations/agencies were invited:

- County and city government – Administrators of important Extension liaisons
- School personnel – Superintendent, after school program directors, principal, etc.
- Law Enforcement/Judicial – Juvenile judge, juvenile probation, jail administration, DARE office or school resource officer, etc.
- Social Services – Either representatives of DHHS or from prominent non-profits serving children and families
- Youth – 4H Council Members, teen leaders, or youth serving on government boards as well as representatives of any youth program, after school program, or Courage to Care program active in communities
- Parents
- Health department, school nurse, physician, or other local health practitioner who is knowledgeable about the needs of youth and families
- Mental Health Professional – Someone who represents the mental health needs of youth and families in a community
- Business leaders – Prominent job providers

Care was taken to ensure that community representatives who were familiar as well as those who were not familiar with UNH-CE efforts were invited to the focus group sessions. These sessions included 123 community member participants.

Procedure: 13 focus groups were held throughout New Hampshire. Each county Extension office hosted at least one focus group session. Due to the presence of many large population areas, the Hillsborough county staff elected to hold three focus groups.

A standard set of questions and some suggestions for follow-up questions or “probes” were developed. These questions were derived from the themes identified through Phases I-II. The same questions were used as a guide throughout all 13 focus group sessions to allow for comparison of the data after it was analyzed. All participants had the option to refuse or “pass”



on any or all questions and not all questions were used in each focus group. (See Appendix 2 for Focus Group Questions).

Data analysis: The focus group discussions were recorded and the recordings were transcribed. Multiple Youth & Family Team staff reviewed the transcripts of the focus group recordings and noted the most mentioned and most discussed responses. They then grouped those ideas into a theme and gave the theme a name. Significant themes were determined for each question for each county focus group. Member checks were conducted by having Youth & Family Team staff and community member participants from each session review the themes for accuracy. (See appendix 3 for the themes that emerged from Sullivan County specifically). The county themes from all ten counties were then compiled into a list of statewide themes. These are summarized in the following section of this report.

Results

The following is a statewide compilation of the major themes that emerged from the Youth & Family Situational Analysis Phase III county focus groups conducted in the fall of 2013. These themes are organized under the focus group questions that elicited them.

1. From your perspective, what are the biggest current challenges facing youth in your community?
 - A. Poverty – Financial instability; joblessness leads to homelessness; lack of affordable housing and affordable health care
 - B. Family instability – Lack of parent support; disengaged parents; working parents; single/divorced parents; poor supervision, abuse, neglect
 - C. Need for transportation – Which could allow families to participate in activities or get services
 - D. Substance abuse and mental health issues and lack of adequate mental health services
 - E. Lack of parenting skills – Parents lack skills and family values because they are young, struggling or mentally ill
 - F. Need for job skill training and career education for youth. People lack knowledge or a roadmap of resources available.
 - G. Managing screen time – Too much screen-time contributes to inactivity and obesity as well as the difficulty of managing impacts of social media
 - H. Kids lack structure and opportunities including affordable childcare, after school care/programming, and summer programming that can build resiliency and life skills
 - I. Social isolation – Need for a tolerant, nonjudgmental and connected community across age, culture, technology and language with adults/teachers who know and care about kids.
 - J. Time to eat and live – Balance and wellness

2. What types of youth and family programs in your community are being well utilized?
 - A. Public Library
 - B. Medicaid for children
 - C. SNAP/TANF



- D. Thrift stores, Salvation army, food pantries
 - E. Technical education opportunities (CTE centers in high schools)
 - F. Youth organizations, ex. educational, theater, collaborative
 - G. Work Ready
 - H. Community Action, Family Resource Center/parenting classes, Headstarts/Early Headstart, home visits
 - I. Outdoor recreation
 - J. Youth Sports
 - K. Online parenting classes
 - L. Afterschool programs, YMCA
 - M. School meal program
 - N. Mental health and family therapy, Substance abuse treatment
 - O. Faith community
 - P. Subsidized housing
- 2A. Can you think of other programs that need to be developed?
- A. Need for door to door transportation
 - B. Need for more mental health and substance abuse treatment and prevention
 - C. Need navigational aids for folks to access services
 - D. Attendance at most youth programs drops off at age 12 - Programs to engage teens
 - E. Long-term Juvenile Court diversion over time
 - F. Existing mental health and domestic violence programs unable to meet all of current need
 - G. Financial literacy education
 - H. Youth court diversion
3. In your community, what opportunities are available for youth to learn about future jobs and careers?
- A. Voc-Tech Centers/schools
 - B. Community youth programs – 4-H; Boys & Girls Club Career night
 - C. School-based job fairs and counseling – School-to-Career, Career days at schools, school career counseling, job shadowing
 - D. Extended learning opportunities and internships through school
 - E. Municipal programs – Parks and Rec local business visits for youth and adult education resume writing for adults; Police and Fire Explorers programs
 - F. Chamber of Commerce job exploration program and local business open-houses
 - G. Other organizations mentioned by more than one county: Health Career Summer Camp; AMC & NH Trails program; Tin Mountain
 - H. Others mentioned: Mt. Washington Valley Science Fair; Students work in preschools; Leadership Mt Washington Valley; Mt Washington Observatory; some casework available from Keene Youth Services; Mentoring; Plum Creek Forestry; Youth Build; Work Ready Community College program; Job Corps; OWLS - formerly Ombudsman; ROTC



- 3 A. If 7 of 10 jobs will require science or technology training, what changes must be made to better prepare our future workforce?
 - A. Need STEM taught early – e.g., in elementary school, but this is lacking, due to testing
 - B. Older youth need more solid and in depth STEM classes (e.g., using CAD or IT) – younger can be more hands-on and after-school oriented (e.g., Odyssey of the Mind) – must be relevant
 - C. Technology and engineering should be taught directly – not just science

- 3 B. What employment life skills can we address to expand youth’s career options?
 - A. We need: job skill development – public speaking, interviews, applications, on-line identity management, and writing. “Soft Skills” and not just college Prep.
 - B. We need youth to be able to develop hope and self-esteem; (e.g., Junior Achievement programs)
 - C. We need businesses to connect with schools and career days

4. How do we affect change in our communities to promote health and prevent obesity?
 - A. Expanding insurance – especially for adults
 - B. Access to food/cooking/nutrition education for all audiences
 - C. Access to affordable healthy foods—expending SNAP dollars at farmers markets
 - D. Increasing public transportation
 - E. Creating walkable communities, ex. safe walks to schools, Community wellness coalition, School & Community Gardens
 - F. Incentivizing exercise/affordable exercise options
 - G. Family exercise options, engaging and fun
 - H. Engaging whole families in positive activities around food/exercise, cooking
 - I. Youth home economics, cooking, appealing healthy menus
 - J. Life skills, education, menu planning, budgeting
 - K. Find ways to increase physical activity in everyday routines, any solution needs audience input
 - L. Improve School Lunches

5. Can you describe any opportunities you know of in your community for young people to make a difference through partnership with adults?
 - A. Community-based youth programs – 4-H, Scouts, Big Brothers/Sisters
 - B. School boards – High school rep and youth voice in School administrative processes, Student government
 - C. Church
 - D. School advisory groups: Key Clubs & High School student groups; School-based mentoring; social contracting with High School groups, National Honor Society
 - E. Music/Arts Programs, School drama programs, programs at local performing arts centers



- F. Afterschool Programs; Leaders Club at YMCA
 - G. Interact/Rotary
 - H. Sports/Outdoor Recreation
 - I. Other maintained by one county: Project Extra; some good summer hands-on programs; Middle School Orientation program 'Twist'; Freedom Found; AMC; Youth Prevention Council with Sean O'Brien; Winter Carnival brings folks together; United Way; Hand in Hand; Builder club at Middle School; Libraries; Family-based school involvement like PTO
6. What are some of the activities you participate in as a family?
- A. Large community event – “family night out” - involving social service agencies, public safety agencies and more.
 - B. Multicultural Fair
 - C. Holiday events
 - D. Outdoor activities – camping, skiing, fishing, hiking, sledding, beach/swimming
 - E. Youth Sports
 - F. Blueberry/Apple picking
 - G. Church
 - H. 4H
 - I. Volunteering/Community Service
 - J. Anything Free
7. What are the behavioral, mental health and substance abuse issues that have a major impact on the youth and families in your community?
- A. Drugs, especially heroin, marijuana and prescription, but also alcohol and bath salts etc.
 - B. Broken system – no long term help for mental health patients; shortage of mental health services beyond ER is a major issue; lack of child psychology
 - C. Depression – Youth feel hopeless; self-injurious behavior
 - D. Emotional violence at school – new “normal” is less nice; bullying in schools; on-line bullying
 - E. Mental health issues in schools – classroom growing and schools have to deal with reduced mental health services elsewhere
 - F. Stress, anxiety and family Instability
 - G. Community connections and values not there anymore
 - H. Stigma, fear of being in the “system”
 - I. Can't afford insurance or transportation to access treatment
- 7 A. How are these issues being addressed currently and what do you feel is needed to adequately address them?
- A. Home visiting programs for families of children with behavioral issues – Social worker/substance abuse counselors in every school in NH.



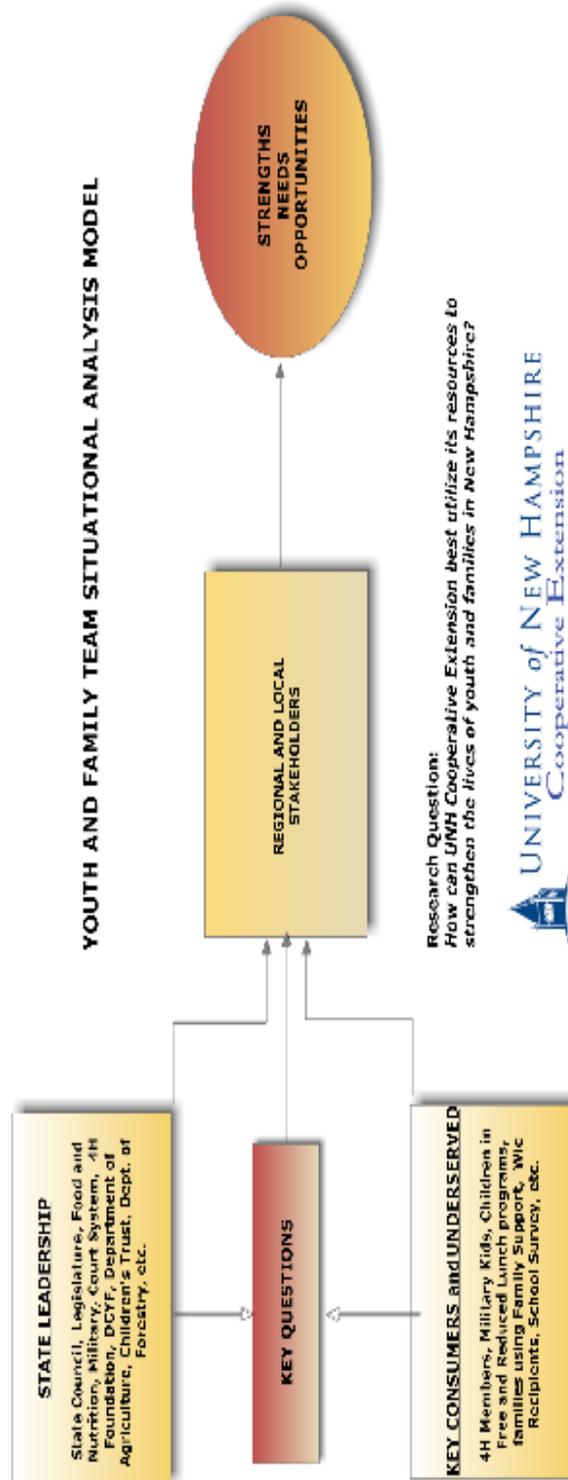
- B. Universal preschool programs for three and four year olds
 - C. Easier to engage parents of children with difficult behaviors when the children are younger
 - D. Prevention coalitions
 - E. Systems talking to each other: mental health, schools, law enforcement etc.
 - F. Reinstate school and home-based services that were cut by the legislature such as “Family Strengths” which were really useful and now are gone
 - G. Access to mental health medication for parents who cannot afford them
 - H. Interpreting the new health care laws
8. Within your community what do you see as the greatest barriers to families achieving financial stability?
- A. No work benefits
 - B. Inconsistent work (20 hours one week, 40 the next, laid off etc.)
 - C. Different ethic/skills/mindset around managing money
 - D. Squeezed out of the labor market—not educated enough for some jobs, low wage jobs can’t pay bills and fewer livable wage middle class jobs exist.
 - E. No housing for young and lower middle income families. Housing is available for the poor and the rich with no in between.
 - F. Lack of good public transportation
 - G. Access/affordability of childcare
 - H. Gap between living well and ability to have access to support services
 - I. Struggles with soft skills related to employment, emotional regulation, planning skills, problem solving
 - J. Geographic distance to work/isolation
 - K. Lack of community will to pay higher wages
 - L. Lack of affordable, quality childcare
- 8 A. What strategies/changes could your community apply to increase access to economic and workforce opportunities?
- A. Mentoring for kids
9. UNHCE is supposed to be bringing the resources of the University to NH communities like yours/ours. Based on our discussion today, if you had one minute with UNH President Huddleston, what would you bring to his attention?
- A. Increasing applied research/establishing connections to local industry
 - B. Emphasizing workforce training and supporting non-trade students
 - C. Making Cooperative Extension a “sacred cow”- they fill the outreach mission and should not be fearing for their budget every year and cutting needed programs that reach the community
 - D. Comprehensive multi-disciplinary family strengthening
 - E. Focusing on supporting high-need populations



- F. Break the “UNH bubble” or “ivory tower” approach
- G. College classes for inmates
- H. Community gardening for community connections to food
- I. Help community to see worth of investing in itself
- J. Focus programs on just a few things – depth better than breadth
- K. Tying resources that already exist together
- L. Parenting education and universal early childhood education
- M. Cut top admin salaries, affordable higher education



Appendix 1
Situational Analysis Process Overview





Appendix 2 Situational Analysis Focus Group Questions

Opener (everyone answers):

1. From your perspective, what are the biggest current challenges facing youth & families in your community?

2. What types of youth and family programs in your community are being well utilized?

Possible probe 1: Which of these programs are at capacity or are underutilized?

Possible probe 2: Can you think of other programs that need to be developed?

3. In your community, what opportunities are available for youth to learn about future jobs and careers?

Possible probe 1: If 7 of 10 jobs will require science or technology training, what changes must be made to better prepare our future workforce?

Possible probe 2: What employment life skills can we address to expand youth's career options?

4. How do we affect changes in our communities to promote health and prevent obesity?

Possible probe 1: How is access to healthy food different for different demographic groups? (i.e. family, singles, elderly, rural/town, disabled, chronically ill, etc.)

5. Can you describe any opportunities you know of in your community for young people to make a difference through partnership with adults?

Possible probe 1: How do you think your schools are doing at encouraging civility, citizenship and positive relationships? Can you give examples of what is or needs to be done?

Possible probe 2: In what ways are young people able to have a voice in community affairs?

6. What are some of the activities you participate in as a family?

Possible probe: Imagine you could design the perfect family activity – tell us about it.



7. What are the behavioral, mental health and substance abuse issues that have a major impact on the youth and families in your community?

Possible probe: How are these issues being addressed currently and what do you feel is needed to adequately address them?

8. Within your community do you see as the greatest barriers to families achieving financial stability?

Possible probe: What strategies/changes could your community apply to increase access to economic and work force opportunities?

9. UNHCE is supposed to be bringing the resources of the University to NH communities like yours/ours. Based on our discussion today, if you had one minute with UNH president Huddleston what you would want to bring to his attention?

10. Did we miss anything?



Appendix 3
Youth & Family Situational Analysis: Focus Group Questions & Themes
Sullivan County, Fall 2013

1. From your perspective, what's the biggest current challenges facing youth & families in your community?
 - A. Poverty, lack of employable wages for individuals and families
 - B. Mental Health (including trauma) and substance abuse (and lack of funding for these services)
 - C. Access to affordable mental health services and substance abuse counseling (especially for the offender population)
 - D. Domestic Violence
 - E. Access to health care. Barriers include transportation and lack of insurance
 - F. Barriers to affordable housing including poor credit and generational issues like criminal background, homelessness (housing may not be safe for unaccompanied youth)
 - G. Lack of services for developmentally disabled including youth transitioning into adulthood (lack of a "roadmap" for parents as to how to access those services.
 - H. Access to affordable, quality child care including after-school (& summer programming) and positive things for kids to do especially for unaccompanied youth, homeless & kids aged 12 to 17
 - I. Access to technology (many towns are not wired) Lack of tech skills in adults.
 - J. Behavioral issues with children
 - K. Teen pregnancy and lack of local birthing centers
 - L. Lack of services due to lack of funding and support from not only state g but all sectors such as municipal, community, industry

2. What types of youth and family programs in your community are being well utilized?
 - A. Faith Community -
 - a. Claremont Trinity Episcopal Church – breakfast and backpack
 - b. Dinners at Congregational Church in Claremont
 - c. Inter-faith food pantry in Newport
 - d. Common Church non-denominational church in Newport
 - e. Fellowship Church (Claremont?)
 - B. Baby Steps Family Assistance provides a range of support
 - C. Helping Hands and the Claremont soup kitchen
 - D. West Central Services
 - E. Good Beginnings
 - F. Turning Points Network



- G. City Welfare
 - H. HUD and other subsidized housing (though it is maxed out)
 - I. Community Center in Claremont (though may not be financially accessible for everyone)
 - J. Newport Rec Center
 - K. Youth serving orgs. Such as 4-H , Scouts, (21st C CLC after-school is now gone)
 - L. 12 Newport Tiger Treatment Center which includes health and mental health services – middle and high school
 - M. Family Youth Intervention Program with Family Youth Court and family counseling but now it is gone
 - N. TRAILS programming at the SC DOC which is in jail and includes after-care in the community. However once people get out of the program there is no housing and no treatment for them
 - O. Special Olympics
 - P. Big Brothers/Big Sisters
 - Q. Work Ready NH at RVCC
 - R. Workplace Success, Pathways to Work and Return to Work program, Work Ready
 - S. WIC, Early Intervention , Headstart
 - T. Child Care Centers
 - U. Dental Initiative and dental clinics
3. In your community, what opportunities are available for youth to learn about future jobs and careers?
- A. Community Alliance Diversion
 - B. Tech Center (SRVRTC) – Whalen (job site Claremont school)
 - C. Job fairs at schools
 - D. Job shadowing – 1day event (Stevens HS)
 - E. Guidance Curriculum/elementary 8th grade and up - Newport
 - F. “Homeroom” curriculum - Newport
 - G. Extended Learning Opportunities -ELOS (“shadow study”) - Newport
 - H. Internships and Kids in school for 4 hours then at work for 4 hours –Newport
 - I. OWLS (used to be called Ombudsman program) – alternative pathway for students
 - J. Adult Ed (Claremont) provides component on resume writing & soft skills as well as getting them ready for college and the AccuPlacer at RVCC.
 - K. ROTC (Fall Mountain, Claremont)
 - L. Community service (can prepare students for the work force) Can get credit for this depending on which diploma you’re going for
 - M. Running Start, a set of academic classes that you can get college credit for
 - N. Local business open houses (could be more of this)



4. How do we affect changes in our communities to promote health and prevent obesity?
 - A. Availability of affordable, nutritious foods
 - B. Improve the quality of food in soup kitchen
 - C. Increase education for people who use the soup kitchen and food
 - D. Community supported healthy activities for individuals and families to engage in.
 - E. Affordable, preventative healthcare
 - F. Affordable dental care for kids and families
 - G. Update guidance and health curriculum at schools
 - H. Teach kids to engage in activities that can lead to adult leisure activities like hiking
 - I. Fit for Life was a grant (not sustained) that had partnered Newport Health Center with the Fitness Center to give youth free club memberships along with an adult that provided education
 - J. Good Beginnings got a Boyle Foundation grant to do obesity prevention and will use the “We Can” program with parents of young children

5. Can you describe any opportunities you know of in your community for young people to make a difference through partnership with adults?
 - A. Newport - Opera House – kid adult activities around performances
 - B. Winter Carnival major event that brings kids and adults together
 - C. Rec Center – mixes kids and adults quite a bit
 - D. Youth organization such as Boy Scouts, Big Bros. Big Sis, 4-H
 - E. Performers Playhouse
 - F. *Everybody Wins* – adults go in to schools to read to kids
 - G. Community Service opportunities through the schools
 - H. Opportunities through church youth groups
 - I. Youth Food Drives
 - J. Youth representative on Claremont School Board
 - K. Fundraisers can bring youth and adults interacting together
 - L. School Committees; student councils, student advisory and student leadership groups

6. What are some of the activities you participate in as a family?
 - A. Kayaking, gardening, food preservation, camping, knitting, reading
 - B. Special Olympics and family participating in TRAILS Therapeutic /Recreational activities (no longer in existence)
 - C. Fishing



- D. Community Center – for youth & Families, for learning skills & recreation and the sports programs.
 - E. Fundraising walks – community fundraisers, events bring parents and children together
 - F. Chili cook-off
 - G. Back-to-School Festival
 - H. Walking dogs together as families
 - I. West Claremont Center for the Arts
 - J. Arrowhead
 - K. Family Fun Nights at area schools
 - L. Open houses at schools
 - M. Library programs
 - N. Sports (youth) parents support their kids- as coaches, running concession stand
7. What are the behavioral, mental health and substance abuse issues that have a major impact on youth and families in your community?
- A. Generational drug/substance abuse issues untreated,
 - B. There's follow through on getting treatment for the youth with behavioral issues and families needing treatment that are referred by DCYF
 - C. Easy access to substances (alcohol, drugs)
 - D. Access to adult information harmful to youth (e.g. Porn playing 24/7 in homes we visit)
 - E. Kids experiencing trauma due to different violent situations in their lives
 - F. Parental incarceration
 - G. Changes in Family structure – people moving in and out of household creates instability
 - H. Spills over into school (parents didn't get them up for school, didn't feed, clothe them) Effects other kids in peer group or in the classroom
 - I. Lack of positive male role models
 - J. Prescription drugs and abuse
 - K. Progressive nature of drug abuse – youth becoming adult
 - L. In the summer kids use Pop rocks, bath salts, and mollies
 - M. Snorting and smoking (both youth & adult)
 - N. Lack of drug intervention (also no hotlines – no one to call for youth)
 - O. Criminal justice system interaction for youth & adult- the system is backed up and time it takes to get through the system and maybe getting some treatment
 - P. The record they carry after that which affects their getting and keeping a job and their housing
 - Q. Lack of training/education for school staff to help students to deal with what they are facing
 - R. There is a stigma in Asking for help. It should be “normalized” at an early age.



- S. Child abuse/sexual abuse and family violence – domestic or child abuse. Alcohol is often associated with these.
 - T. Neglect is hard to identify and get intervention for. It becomes chronic and can't be overcome easily. It starts in infancy and during the important period of early brain development.
 - U. Less nice, “new normal”; lack of civility exists with youth and adults
 - V. Changes in styles of communication/social media contributes to this
8. Within your community what do you see as the greatest barriers to families achieving financial stability?
- A. Education
 - B. See previous question (#7) all the mental health, behavioral issues
 - C. Transportation
 - D. Apathy
 - E. Lack of high paying jobs
 - F. Is it perception or reality??? - Claremont being a “magnet” for people seeking social services
 - G. Generational issues like poverty, teen pregnancy and violence
 - H. Lack of skills like budgeting and prioritizing spending
 - I. Poverty
 - J. Disability
 - K. Lack of child care
 - L. Domestic Violence
 - M. Criminal Records
 - N. Lack of jobs – particularly ones that require modest skills, but pay a decent wage
 - O. Overall economy – it trickles down & contributes because businesses can't hire more employees
 - P. Slower recovery -our area is still financially depressed
 - Q. Single parenting
9. UNHCE is supposed to be bringing the resources of the University to NH communities like yours/ours. Based on our discussion today, if you had one minute with UNH President Huddleston what you would want to bring to his attention?
- A. Engaging youth in meaningful ways so they feel they can make a difference in the world
 - B. Employment – tying resources that already exist together and supplementing those to increase the employability of people.
 - a. Job Readiness for the kids/ Exploring jobs and career opportunities starting from young age
 - b. Job skills



- c. Soft skill building
- C. Working in partnership with some of the employers in the county or counties around the state to transition people into jobs. Like a work study program, but with adults
- D. Community programs that target gaps like IT, math, basic skills, typing, writing, grammar – skills people need to get a job
- E. Early childhood education opportunities for everybody (highlighted) – universally
- F. Building sustainable greenhouses
- G. Master of social work program so professionals could be properly equipped and have the skills to help people through the system