



COLLEGE OF AGRICULTURE & LIFE SCIENCES

Cooperative
Extension

Identifying University of Arizona Cooperative Extension Program Priorities: Results of the Stakeholder Survey

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Executive Summary

The University of Arizona Cooperative Extension undertook a survey project to better understand community priorities related to five Cooperative Extension (CE) program goals. More than 1,800 Arizona residents, with varying levels of knowledge of and experience with CE, responded to either a web or paper survey over a three month period. Below are the top three priorities identified for each of the five CE goals, and the percentage of respondents statewide selecting each.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.

- 1) Provide education on water quality, water conservation, water use, best management practices, and drought planning (63%),
- 2) Teach about community landscapes, gardens, and local food production (55%), and
- 3) Provide natural resource education and job training to youth (46%).

Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy. (The third and fourth priorities were essentially tied, and so have both been included)

- 1) Promote healthy eating, physical activity and positive self-image (66%),
- 2) Teach financial planning and budgeting (57%), and
- 3) Promote home and community gardening (40%)
- 4) Teach parenting skills (39%).

Goal 3: To help develop leadership, workplace and life skills for youth and adults.

- 1) Provide internships and apprenticeships for youth and adults (51%),
- 2) Develop mentoring and volunteer opportunities for youth and adults at local businesses and community organizations (44%), and
- 3) Provide vocational training and career education starting at elementary school age (38%).

Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.

- 1) Provide youth with life skills education and activities (57%),
- 2) Engage youth in volunteer projects to give back to the community (51%), and
- 3) Educate parents and caregivers to build strong families (e.g., by being a positive role model, understanding child development) (45%).

Goal 5: To promote safe, profitable, and sustainable plant and animal systems.

- 1) Promote local food production through farmers markets, gardening and food hubs (64%),
- 2) Teach agricultural best practices that help to sustain our resources (54%), and

3) Teach how to conserve water (45%).

The most frequently selected priorities were very similar across level of self-reported knowledge of the goal area for respondents across the state. Respondents in the thirteen Arizona Counties where sufficient data was collected also showed a similar ranking of priorities. Differences that did exist are noted throughout the report and included in county-level tables and briefs in the appendices of this report.

Introduction

Arizona Cooperative Extension is an outreach arm of The University of Arizona and the College of Agriculture and Life Sciences (CALs) committed to "Improving Lives, Communities, and the Economy". To better understand community priorities and plan for the future, Arizona Cooperative Extension undertook a survey effort to solicit input from Arizona residents about the future direction of Arizona Cooperative Extension's programming by identifying the top priorities within five Cooperative Extension (CE) goal areas:

- To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.
- To help individuals and families be physically, mentally, emotionally, and financially healthy.
- To help develop leadership, workplace and life skills for youth and adults.
- To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.
- To promote safe, profitable, and sustainable plant and animal systems.

The results included in this report summarize those priorities across the state, and by Arizona County.

Methods

The County Extension Director Visioning Committee worked through group collaborative processes to identify priority areas aligned with each of the five CE goals. A draft survey was then adapted by the Norton School's Community Research, Evaluation and Development team (CRED) to address the issues of readability, understandability, and brevity to allow the survey to be more easily administered to both a lay and expert audience. A copy of the English language version of the survey can be found in Appendix A.

In order to include a broad range of respondents, but within the context of limited time and resources for survey implementation, a multi-modal approach to the survey respondent pool and administration method was chosen.

- Some survey respondents were CE "users," or those who were affiliated with CE in some manner and for whom County CE staff had an email address available. These participants responded to a web-based survey. The goal was to recruit 60 "users" per county.
- Some survey respondents were "expert-non-users" of CE, but may be current, past or potential partners or collaborators with CE such as directors or program coordinators at local agencies, superintendents or school principals, members of the Chamber of Commerce, faith-based leaders, or members of local youth organizations. These "non-users" were recruited through email to complete the web-based survey if email addresses were

available, or were recruited in person and completed a pen and paper survey if email addresses were not available. The goal was to recruit 60 “non-user experts” per county.

- Finally, members of the general public, who may be users or non-users, were recruited to complete paper surveys. General public participants were recruited in areas where a cross-section of people gather such as public libraries, sports facilities or community events. Paper surveys were also distributed by CE faculty, staff and board members to people they knew who may or may not be involved with CE. The goal was to recruit 50-100 members of the general public per county.

For users and expert-non-users, efforts were made to identify potential respondents in the three primary program areas of CE:

- Agriculture and Natural Resources (e.g., farmers, ranchers, forestry personnel, etc.),
- Family and Consumer Health Sciences (e.g., County Health Department personnel, human service agency staff, etc.), and
- Youth Development (e.g., 4-H volunteers, school personnel, etc.).

Web-based surveys were administered online via Qualtrics. The web-based survey randomized the presentation of the five goal areas, and also the items within each goal area, to avoid response bias and to protect against systematic incomplete responses (i.e., participant drop out before completing the last section, for example). A single version of the paper survey was utilized although it was available in both English and Spanish. Both the paper and web-based versions of the survey were pilot tested with CE staff and associates.

CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and participation in the survey was voluntary.

The web-survey was opened on October 31, 2014, and remained open until January 31, 2015. County offices emailed a link to the web survey to all respondents identified with available email addresses. Reminders were sent while the web-survey was open. Paper data collection began in November 2014 and continued through early February 2015. Paper surveys were submitted to CRED for data entry. A sample of entered paper surveys was reviewed for each county to support data quality. Web survey data was reviewed, and surveys with no responses were deleted. For both paper and web surveys, if respondents selected “I don’t live in Arizona” but provided a zip code, county codes were assigned if it was in fact an Arizona zip code, or if it was a zip code bordering an Arizona County. For instance, a Laughlin, Nevada zip code would

be assigned to Mohave County, because residents of these bordering counties often access employment and services in Arizona. Any surveys with zip codes, but no county designation were reviewed and a county code assigned if appropriate. Data files for the web, English and Spanish surveys were then merged. Thirteen surveys with no zip code or county designation were deleted from the final data set, as were 11 surveys where respondents indicated they did not live in Arizona and provided a residential zip code far removed from Arizona. Descriptive analysis was performed on the final dataset of 1,839 surveys using SPSS.

Results

In the following sections, characteristics of survey respondents across the state are described, followed by a discussion of respondents’ judgments regarding statewide CE priorities.

Respondents

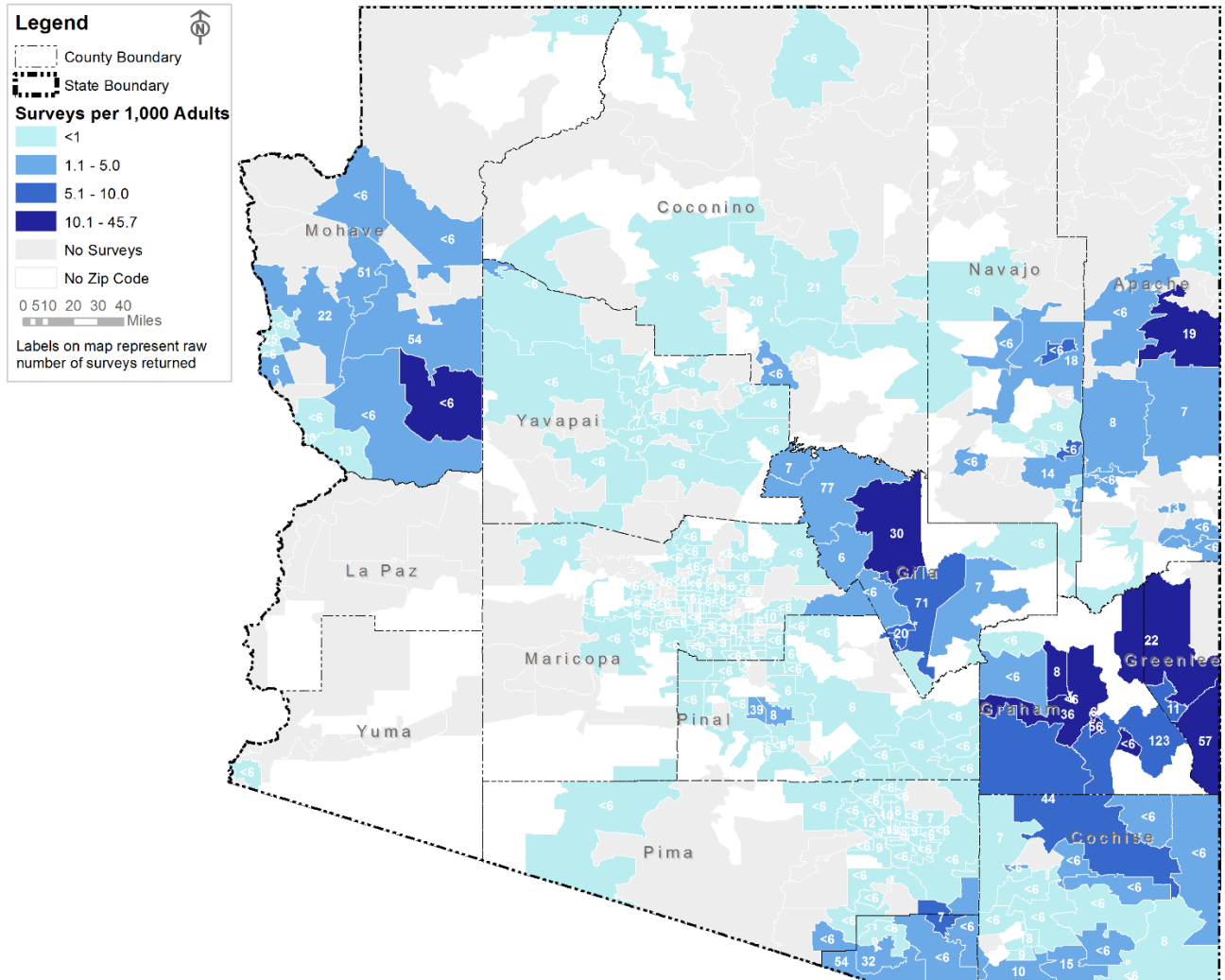
The table below shows the total number of respondents to the survey by county and the number of respondents to the web-survey, and English and Spanish versions of the paper survey. A total of 1,839 respondents provided at least partial survey data, with just under half of respondents providing data through the web-survey and just over half utilizing either an English or Spanish version of the paper survey. All county data shown below is included in the state-wide summary results presented throughout this report. Tables with county-level break outs and county-level briefs only include those counties with 30 or more respondents.

Table 1: Stakeholder survey respondents by county

COUNTIES	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Apache	59	15	44	0
Cochise	131	53	69	9
Coconino	55	4	51	0
Gila	224	117	107	0
Graham	238	162	76	0
Greenlee	90	21	69	0
La Paz	2	0	2	0
Maricopa	312	122	163	27
Mohave	215	154	61	0
Navajo	69	2	65	2
Pima	184	70	114	0
Pinal	112	89	23	0
Santa Cruz	106	37	31	38
Yavapai	37	36	1	0
Yuma	5	4	1	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

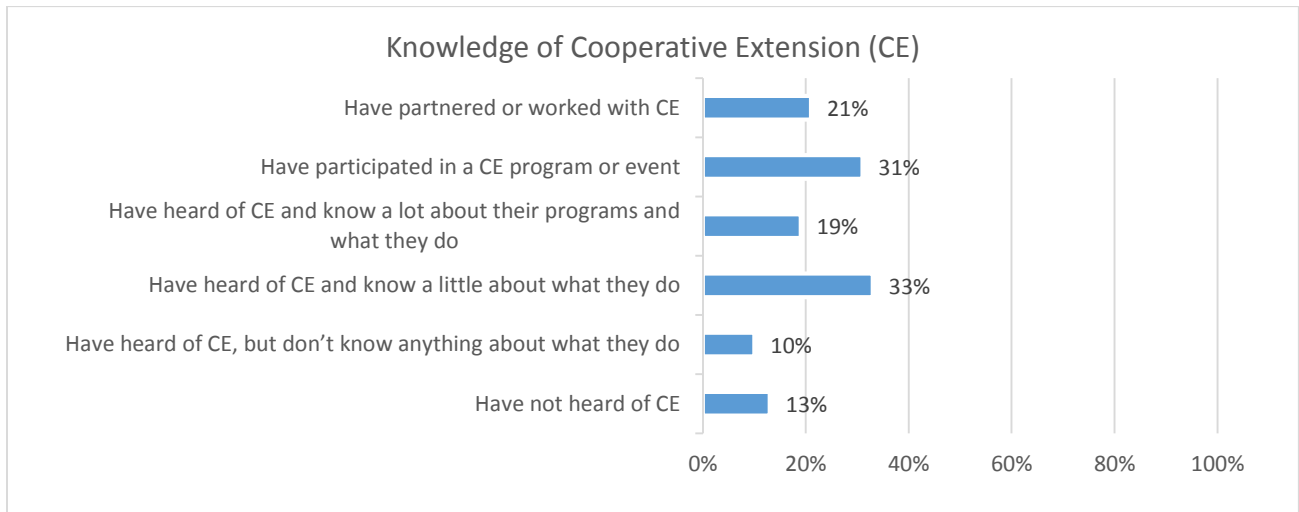
Respondents were asked to provide their zip code, in addition to the county where they reside. The map below shows the surveys received by zip code, normalized by the adult population of the zip code. The numbers placed on the map show the actual number of surveys received in each zip code. Zip codes with the highest numbers of surveys returned relative to the population within the zip code were in Mohave, Gila, Apache, Graham and Greenlee Counties.

Figure 1: Map of survey respondents by zip code normalized by the adult population of the zip code



Survey respondents were asked to select their level of knowledge of Cooperative Extension. The figure below shows the level of knowledge of respondents across the state. Most respondents had some level of knowledge of CE including participating in CE programs (31%) or partnering or working with CE (21%). About one quarter of survey respondents (23%) had not heard of CE, or did not know what they do. Respondents were able to select more than one response (for instance, know a lot about their programs AND have participated in a CE program or event), and so the percentages add to more than 100.

Figure 2: Respondents self-reported knowledge of Cooperative Extension



Survey type was associated with knowledge of CE. Only six percent of respondents to the web survey had not heard of CE before, compared to 20 percent of English paper survey respondents and 30 percent of Spanish survey respondents. When adding the response, “I have heard of CE, but don’t know anything about what they do”, these differences persisted. Combining the two categories, only nine percent of web-survey respondents were unaware or unfamiliar with CE, compared to 34 percent of English paper survey respondents and 53 percent of Spanish paper survey respondents. Paper survey respondents were more likely to be members of the general public, rather than to have been solicited to participate directly, and so it is not surprising that they were less aware of CE. This does suggest, however, that there is room to increase CE “brand awareness” among the Arizona general public.

Respondents were also asked to respond to a number of demographic items on the survey. Most (59%) were women, and 33 percent were male (8% did not provide a response). Most respondents identified as white (68%) or Hispanic (17%). Compared to the population of the state for adults aged 25 and older reported by the US Census¹, Hispanics were underrepresented in the survey (30% statewide) and whites were overrepresented (58% of the

¹ US Census (2010). Table QT-P1. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

Arizona population). In addition, four percent of respondents to the survey identified as American Indian, two percent as Black or African American, one percent Asian, or Native Hawaiian or other Pacific Islander, and five percent chose not to report ethnicity. Just over 1,500 survey respondents provided their age; self-reported age ranged from six to 89 years, with a median age of 53 years.

The self-reported education level of survey respondents was much higher than that of residents across the state as a whole. Of note, many more survey respondents reported a college-level education or higher than for residents of each county and across the state. This is not surprising, as those responding to the web survey (half of survey respondents) were identified as affiliated with CE or as non-affiliated “experts”. The table below shows the education level of survey respondents as well as the education level for each county and across the state for adults aged 25 and older reported by the US Census (2013). (Fewer than 7% of survey respondents who provided their age were under age 25).

Table 2: Education by county: Comparing Census and survey respondents

COUNTIES	(Census) LESS THAN BACHELORS DEGREE	Survey: LESS THAN COLLEGE GRADUATE	(Census) BACHELORS OR HIGHER	Survey: COLLEGE GRADUATE OR MORE	# Surveys w/ Education Response
Apache	90%	60%	10%	40%	53
Cochise	78%	45%	22%	55%	123
Coconino	69%	21%	31%	79%	53
Gila	84%	48%	16%	52%	206
Graham	87%	73%	13%	27%	223
Greenlee	88%	59%	12%	41%	85
Maricopa	71%	47%	29%	53%	292
Mohave	88%	57%	12%	43%	194
Navajo	85%	56%	15%	44%	66
Pima	71%	35%	29%	65%	169
Pinal	82%	41%	18%	59%	103
Santa Cruz	81%	56%	19%	44%	101
Yavapai	76%	17%	24%	83%	35
Arizona	73%	48%	27%	52%	1703

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B15002. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

These differences in education are less pronounced depending on the type of survey completed. The table on the following page highlights the education level between web-survey respondents and paper survey respondents, compared to the education level of residents of Arizona (Census, 2013). While respondents to both survey types were more likely to have a bachelor’s degree or more than the population of Arizona, these percentages were even higher for those responding to the web survey (66%) compared to the paper survey (41%). Across the

board, education levels of respondents to the paper surveys were more similar to the population of the state than were web-survey respondents, in line with the desire to capture views of the “general public” through inclusion of the paper survey.

Table 3: Education by survey type

Survey Type	LESS THAN HIGH-SCHOOL EDUCATION	HIGH SCHOOL or GED	SOME EDUCATION BEYOND HIGH SCHOOL	BACHELORS OR HIGHER	# Surveys w/ Education Response
Census 2010 - AZ	15%	24%	34%	27%	N/A
Arizona - ALL	4%	9%	33%	52%	1709
Arizona - WEB	1%	3%	30%	66%	785
Arizona - Paper	7%	14%	36%	41%	924

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B15002. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

Statewide Priorities

The bulk of the Stakeholder Survey asked respondents to select the top three priorities from a list for each of the five CE goals. The following sections present results related to each of the five CE Goals.

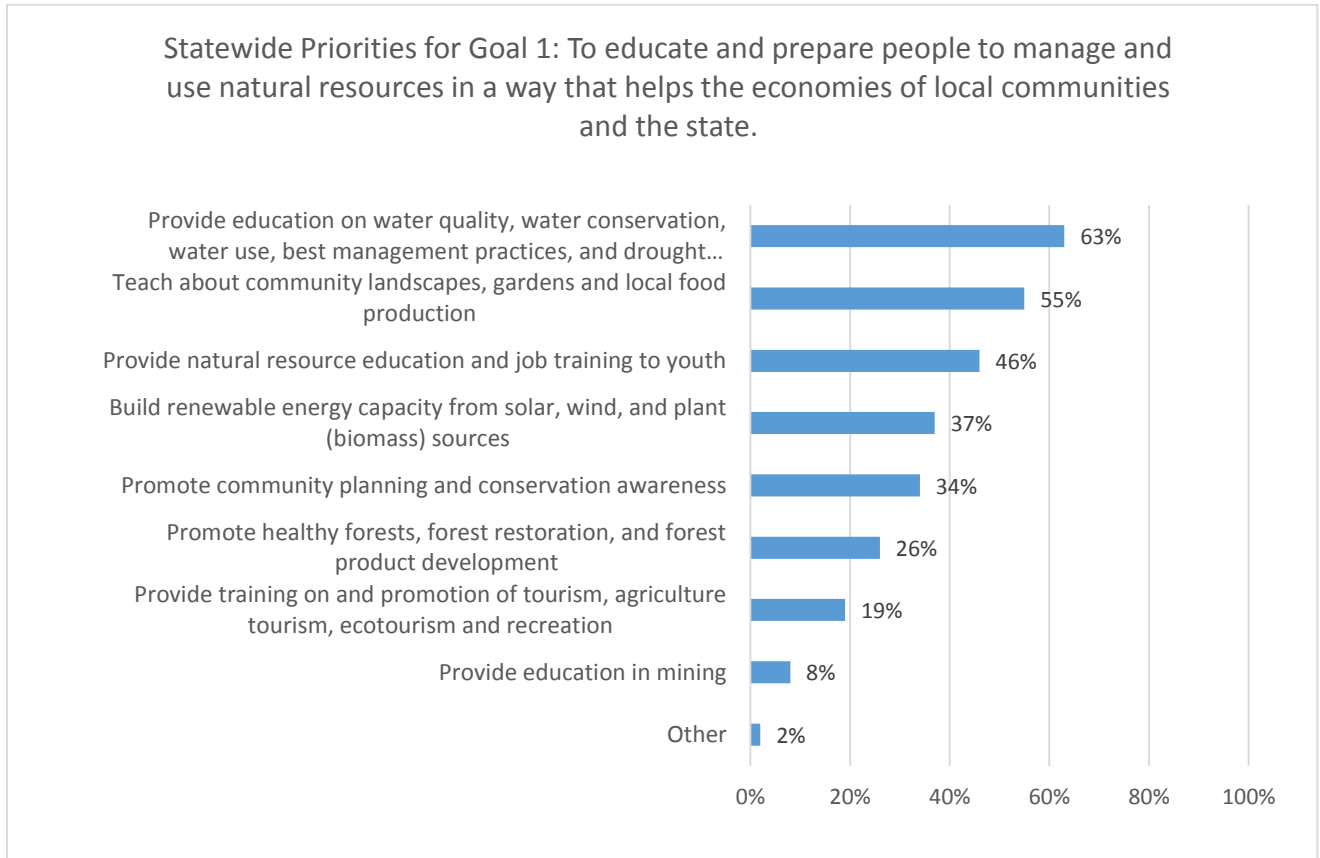
Statewide Priorities Goal 1

The top three ranked priorities for *Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state* were:

- Provide education on water quality, water conservation, water use, best management practices, and drought planning;
- Teach about community landscapes, gardens, and local food production, and;
- Provide natural resource education and job training to youth.

The figure on the following page shows the percentage of respondents selecting each of the listed priorities for Goal 1 for all survey respondents combined across the state.

Figure 3: Ranked priorities for CE Goal 1



* Respondents were included in the percentage calculation if at least one priority for the goal had been selected.

Similar to state rankings, most counties reflected the same top three priorities. (Responses by county for Goal 1 can be found in Appendix B.) Two differences in priority ranking did exist. Coconino, Gila and Navajo Counties all had “Promote healthy forests, forest restoration, and forest product development” in their top three, and Pinal and Yavapai County had “Promote community planning and conservation awareness” in their top three county-level priorities.

Respondents were also asked to rate their level of knowledge regarding Goal 1. The table below shows that priority rankings across the state remained very similar across different self-reported levels of knowledge. The three highest percentage selections for each category of respondent knowledge are highlighted.

Table 4: Goal 1 statewide priorities by level of knowledge.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.

	N	AZ	w/Knowledge Response N=1719			
			A lot	Some	A little bit	Nothing
	1724	198	607	604	310	
Provide education on water quality, water conservation, water use, best management practices, and drought planning	63%	65%	69%	59%	59%	
Teach about community landscapes, gardens, and local food production	55%	47%	54%	57%	58%	
Provide natural resource education and job training to youth	46%	47%	47%	47%	43%	
Build renewable energy capacity from solar, wind, and plant (biomass) sources	37%	24%	35%	39%	45%	
Promote community planning and conservation awareness	34%	32%	32%	38%	32%	
Promote healthy forests, forest restoration, and forest product development	26%	38%	27%	23%	20%	
Provide training on and promotion of tourism, agriculture tourism, ecotourism and recreation	19%	26%	18%	18%	17%	
Provide education in mining	8%	8%	9%	8%	8%	
Other	2%	5%	2%	2%	3%	

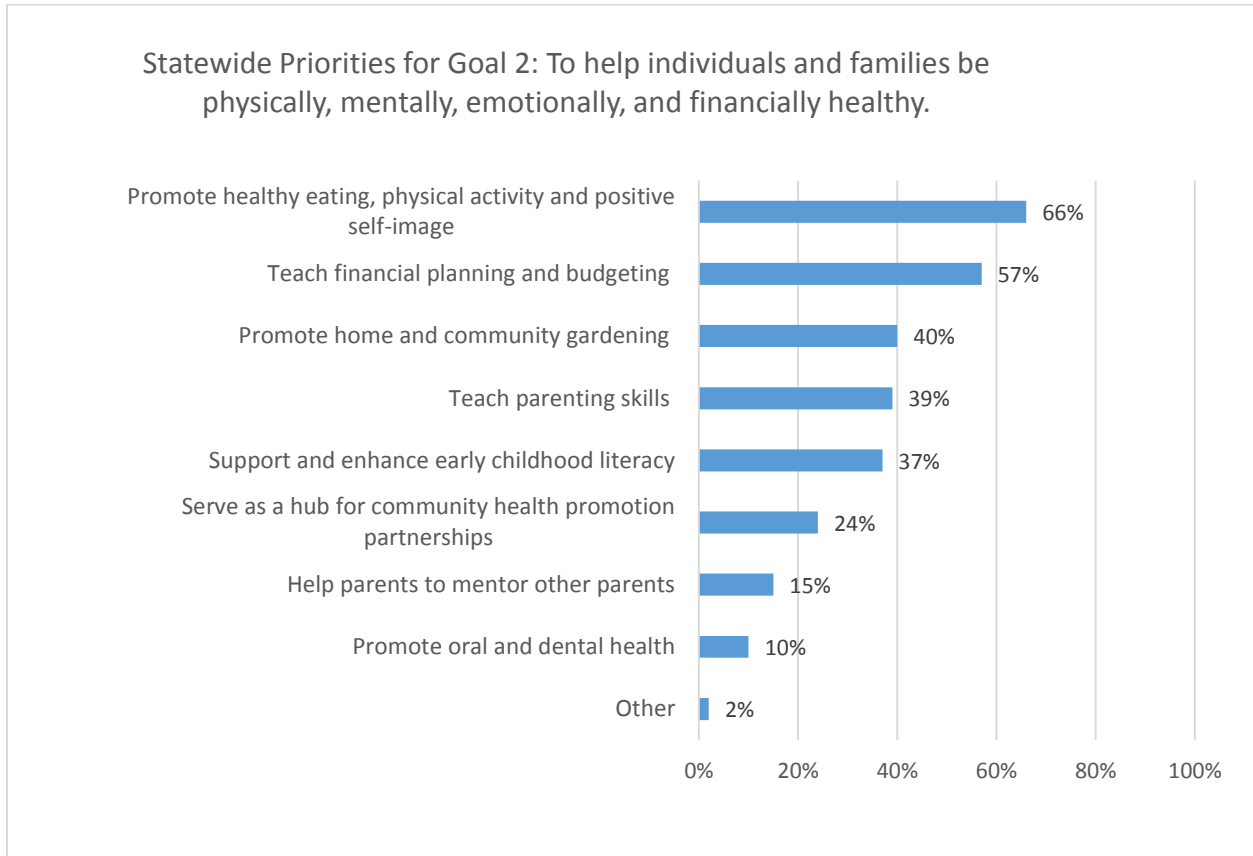
Statewide Priorities for Goal 2

The top three ranked priorities for *Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy* were:

- Promote healthy eating, physical activity and positive self-image;
- Teach financial planning and budgeting, and;
- Promote home and community gardening.

The figure on the following page shows the percentage of respondents selecting each of the listed priorities for Goal 2 for all survey respondents combined across the state.

Figure 4: Ranked priorities for CE Goal 2



* Respondents were included in the percentage calculation if at least one priority for the goal had been selected.

Of note, across the five goal areas, the top ranked priority for Goal 2 had the largest percentage of respondents selecting it as a top priority. Goal 2 also had the smallest difference between the third, fourth, and fifth most frequently selected priorities.

Again, county level priority ranking for Goal 2 was very similar to the state (see Appendix C). All but one county, Yavapai, had the same top two priorities as the state. Eight counties also had slightly different selections for the third top priority, with respondents in Apache, Gila, Greenlee, Maricopa and Pinal Counties selecting “Teach parenting skills” as a top priority, and respondents in Cochise, Pima, Santa Cruz and Yavapai Counties selecting “Support and enhance early childhood literacy” as a top priority.

Respondents were also asked to rate their level of knowledge about promoting physical, mental, emotional and financial health. The table below shows that priority rankings across the state remained very similar across different self-reported levels of knowledge, although “Teach parenting skills” and “Support and enhance early childhood literacy” stood out as the third most frequently chosen priority for those with “A lot” and “A little bit” of knowledge respectively. The priorities with the three highest percentages of respondents selecting each are highlighted in the table below.

Table 5: Goal 2 statewide priorities by level of knowledge.

Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.

	AZ	w/Knowledge Response N=1712			
		A lot	Some	A little bit	Nothing
	N 1725	358	829	433	92
Promote healthy eating, physical activity and positive self-image	66%	68%	68%	60%	69%
Teach financial planning and budgeting	57%	57%	58%	55%	60%
Promote home and community gardening	40%	39%	42%	34%	45%
Teach parenting skills	39%	42%	37%	40%	34%
Support and enhance early childhood literacy	37%	36%	34%	44%	35%
Serve as a hub for community health promotion partnerships	24%	29%	25%	21%	19%
Help parents to mentor other parents	15%	18%	15%	15%	10%
Promote oral and dental health	10%	5%	9%	17%	12%
Other	2%	3%	2%	2%	1%

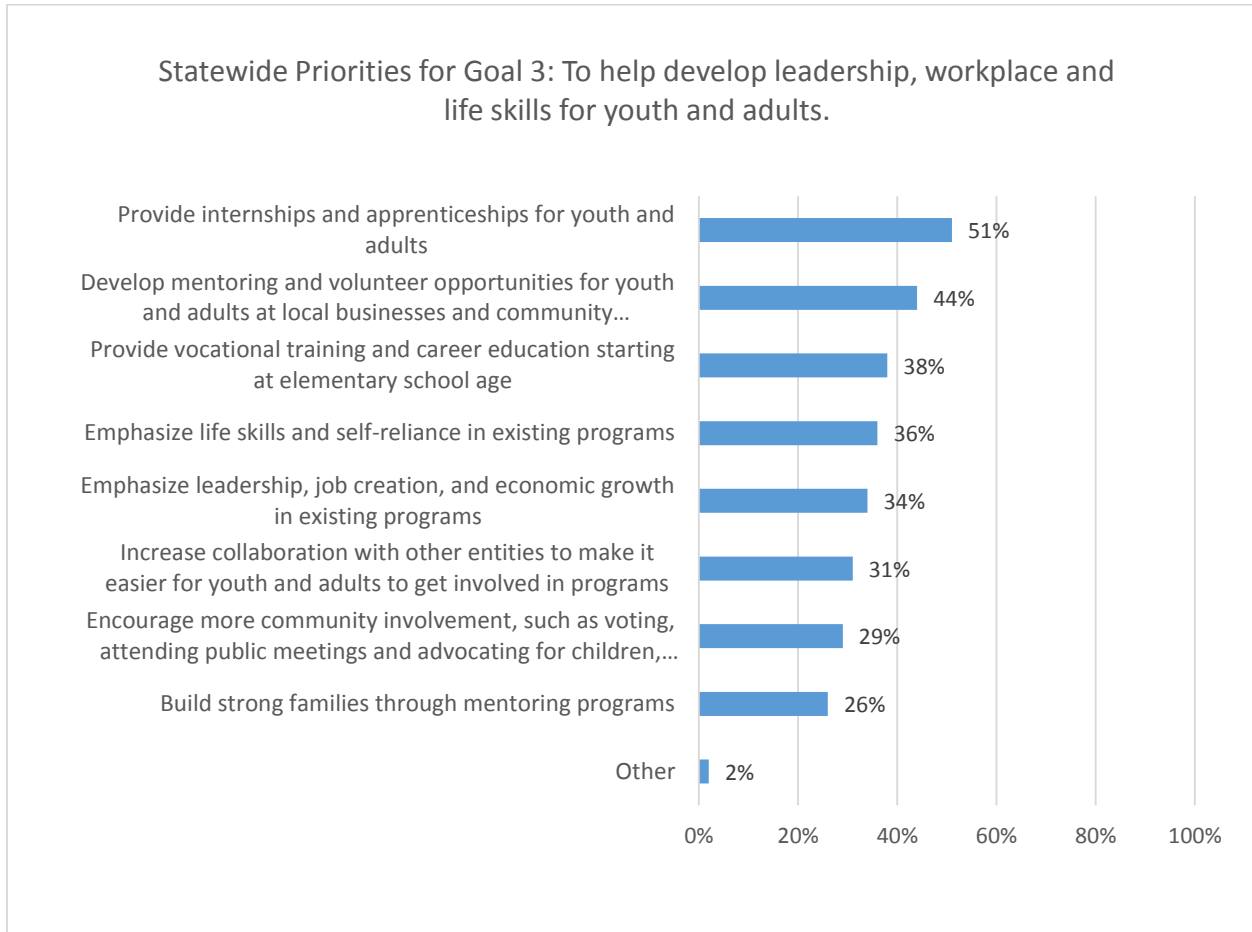
Statewide Priorities for Goal 3

The top three ranked priorities for *Goal 3: To help develop leadership, workplace and life skills for youth and adults* were:

- Provide internships and apprenticeships for youth and adults;
- Develop mentoring and volunteer opportunities for youth and adults at local businesses and community organizations, and;
- Provide vocational training and career education starting at elementary school age.

Figure 5 on the following page shows the percentage of respondents selecting each of the listed priorities for Goal 3 for all survey respondents combined across the state.

Figure 5: Ranked priorities for CE Goal 3



* Respondents were included in the percentage calculation if at least one priority for the goal had been selected.

County level priorities were similar for the top two statewide priorities, but there was greater variability in the third most commonly selected priority. Apache, Cochise, Greenlee, Santa Cruz and Yavapai respondents included “Emphasize leadership, job creation, and economic growth in existing programs” in the top three priorities. Graham, Mohave and Pinal respondents included “Emphasize life skills and self-reliance in existing programs.” Respondents in Coconino County selected “Encourage more community involvement, such as voting, attending public meetings and advocating for children, among youth and adults” as a top priority and respondents in Maricopa County commonly selected “Build strong families through mentoring programs”. (See Appendix D for a summary of county results for Goal 3).

The table below shows the priority breakout by self-reported knowledge for respondents across the state. Again, there is some variability by knowledge level, although this variability is small.

Table 6: Goal 3 statewide priorities by level of knowledge

Goal 3: To help develop leadership, workplace and life skills for youth and adults.

	N	AZ	w/Knowledge Response N=1693			
			A lot	Some	A little bit	Nothing
	1712		391	764	435	103
Provide internships and apprenticeships for youth and adults	51%		52%	52%	49%	49%
Develop mentoring and volunteer opportunities for youth and adults at local businesses and community organizations	44%		44%	44%	44%	39% (40)
Provide vocational training and career education starting at elementary school age	38%		37% (143)	40%	37%	39% (40)
Emphasize life skills and self-reliance in existing programs	36%		37% (144)	37%	31%	42%
Emphasize leadership, job creation, and economic growth in existing programs	34%		37% (144)	34%	33%	31%
Increase collaboration with other entities to make it easier for youth and adults to get involved in programs	31%		36%	29%	30%	25%
Encourage more community involvement, such as voting, attending public meetings and advocating for children, among youth and adults	29%		25%	30%	32%	31%
Build strong families through mentoring programs	26%		25%	26%	29%	25%
Other	2%		3%	1%	2%	2%

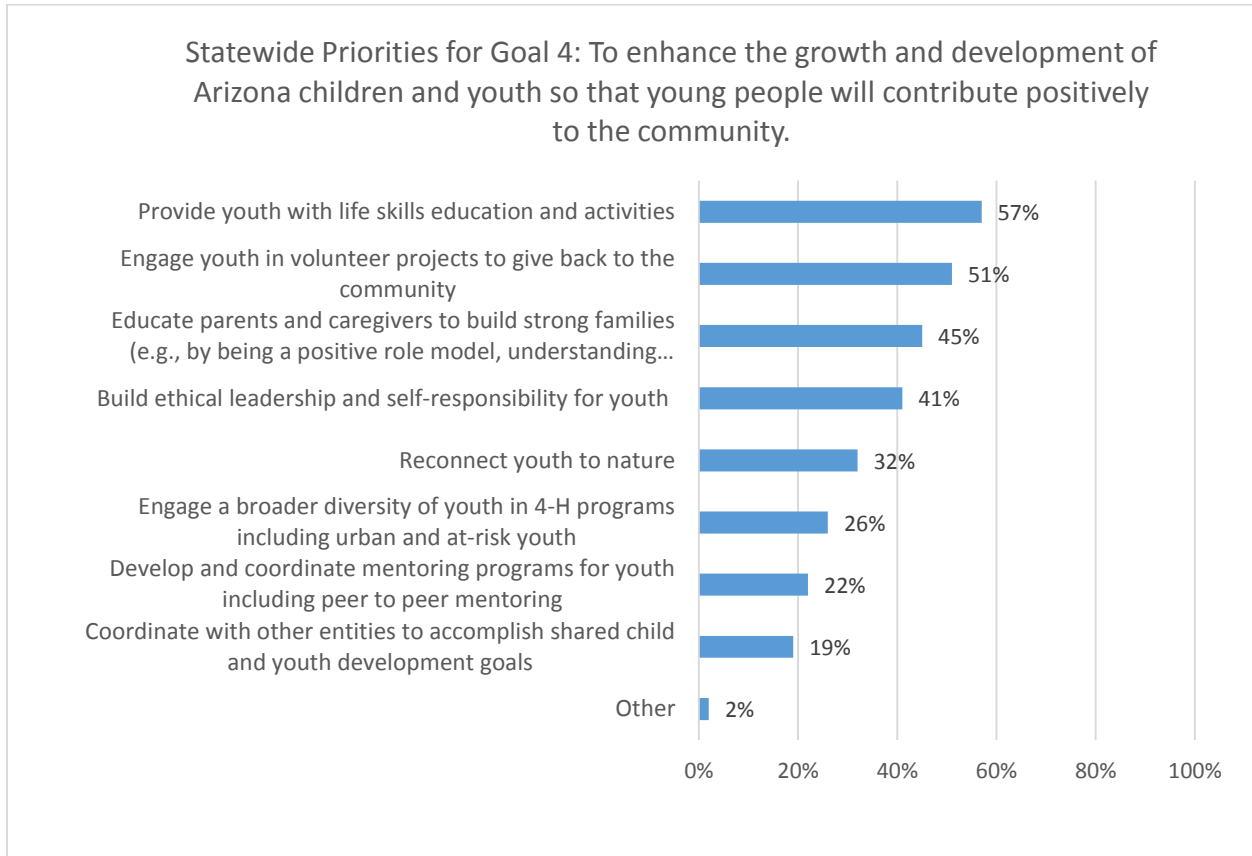
Statewide Priorities for Goal 4

The top three ranked priorities for *Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community* were:

- Provide youth with life skills education and activities;
- Emphasize life skills and self-reliance in existing programs, and;
- Educate parents and caregivers to build strong families (e.g., by being a positive role model, understanding child development).

The figure on the following page shows the percentage of respondents selecting each of the listed priorities for Goal 4 for all survey respondents combined across the state.

Figure 6: Ranked priorities for CE Goal 4



* Respondents were included in the percentage calculation if at least one priority for the goal had been selected.

County level top priorities for Goal 4 were again very similar to the state (see Appendix E). Eight counties had the same top three priorities, but there were notable differences in six counties. Coconino and Yavapai County respondents most frequently selected “Reconnect youth to nature” as their top priority, and Pima County respondents selected it as their third most selected priority. Greenlee, Navajo and Santa Cruz County respondents selected “Build ethical leadership and self-responsibility for youth” as one of their top three priorities related to Goal 4.

The table below shows the breakout of priority rankings across the state by self-reported level of knowledge about child and youth development. As can be seen, no difference exists in the top three priorities by self-reported level of knowledge.

Table 7: Goal 4 statewide priorities by level of knowledge

Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.

	AZ	w/Knowledge Response N=1691			
		A lot	Some	A little bit	Nothing
N	1713	408	709	455	119
Provide youth with life skills education and activities	57%	57%	56%	57%	57%
Emphasize life skills and self-reliance in existing programs	51%	52%	50%	50%	57%
Educate parents and caregivers to build strong families (e.g., by being a positive role model, understanding child development)	45%	49%	45%	42%	41%
Build ethical leadership and self-responsibility for youth	41%	40%	42%	41%	39%
Reconnect youth to nature	32%	28%	34%	33%	35%
Engage a broader diversity of youth in 4-H programs including urban and at-risk youth	26%	27%	25%	27%	21%
Develop and coordinate mentoring programs for youth including peer to peer mentoring	22%	21%	22%	24%	19%
Coordinate with other entities to accomplish shared child and youth development goals	19%	20%	19%	18%	15%
Other	2%	2%	1%	1%	3%

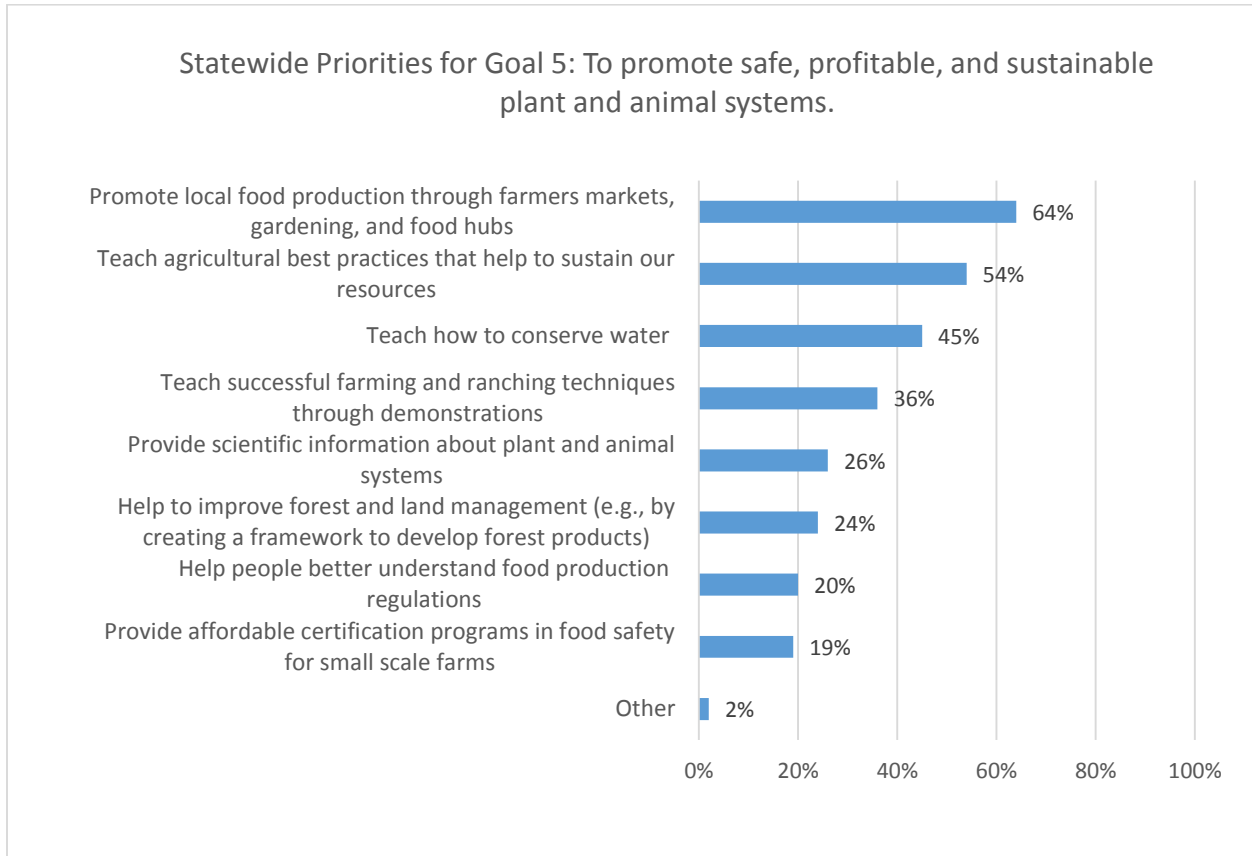
Statewide Priorities for Goal 5

The top three ranked priorities for *Goal 5: To promote safe, profitable, and sustainable plant and animal systems* were:

- Promote local food production through farmers markets, gardening, and food hubs;
- Teach agricultural best practices that help to sustain our resources, and;
- Teach how to conserve water.

Figure 7 on the following page shows the percentage of respondents selecting each of the listed priorities for Goal 5 for all survey respondents combined across the state.

Figure 7: Ranked priorities for CE Goal 5



* Respondents were included in the percentage calculation if at least one priority for the goal had been selected.

County level priorities for Goal 5 were again very similar to those aggregated across the state (see Appendix F). Only Apache, Gila and Greenlee Counties had one difference in their top three priorities, with respondents in each selecting “Teach successful farming and ranching techniques through demonstrations” as one of their top three priorities for Goal 5.

These top three statewide priorities did not change by self-reported level of knowledge regarding plant and animal systems in Arizona, as can be seen in Table 8 on the following page. The priorities with the three highest percentage of respondents selecting each are highlighted, and these are the same as those shown in Figure 7 above.

Table 8: Goal 5 statewide priorities by level of knowledge

Goal 5: To promote safe, profitable, and sustainable plant and animal systems.

	AZ	w/Knowledge Response N=1695			
		A lot	Some	A little bit	Nothing
	N 1717	287	674	555	179
Promote local food production through farmers markets, gardening, and food hubs	64%	66%	62%	64%	68%
Teach agricultural best practices that help to sustain our resources	54%	53%	56%	55%	51%
Teach how to conserve water	45%	44%	43%	46%	51%
Teach successful farming and ranching techniques through demonstrations	36%	40%	38%	33%	29%
Provide scientific information about plant and animal systems	26%	37%	25%	25%	20%
Help to improve forest and land management (e.g., by creating a framework to develop forest products)	24%	20%	28%	23%	20%
Help people better understand food production regulations	20%	13%	17%	22%	30%
Provide affordable certification programs in food safety for small scale farms	19%	18%	19%	21%	16%
Other	2%	4%	2%	1%	2%

Summary and Conclusion

The results included in this brief were obtained from surveys administered across the state of Arizona. Although attempts were made to include a broad perspective, the information obtained is not intended to provide a precise, county-level population estimate of Cooperative Extension (CE) priorities amongst Arizonans. Such an effort would require a very large sample (roughly 270 randomly selected participants per county) and be prohibitively expensive. Rather, the current project was a more targeted effort to attempt to assure that those who take the survey are representative of those for whom CE programs are intended, or have particular insights into the programming needs in their community, as indicated by their role in working closely with those populations. To that end, input was solicited from both CE users and non-user experts such as agency representatives, as well as from members of the general public present at community and CE locations and events.

The number of survey respondents by county ranged from a low of two in La Paz County to over 200 in Gila (215), Graham (238), Maricopa (312) and Mohave (215) Counties. All respondents were included in statewide summaries, and 13 of the 15 Arizona Counties had sufficient data to produce county level summaries. A striking result of this survey is that top rated priorities differed only slightly between aggregated statewide results and county-level results. Cases in which they did differ were sometimes intuitive, e.g., counties with forests selected promoting forest health more frequently than those without, while the reasons for others were not as readily apparent. That at least two of the three top priorities were common to both statewide and county-level preferences for each goal is likely useful for statewide planning.

The consistency between overall statewide rankings and those by knowledge level of the goal area, as well as the high degree of consistency in these rankings by county-level respondents, is informative. Whether CE strategic planning will take place at the state or county level, large commonalities in selected priorities across the three goals exist. An additional consideration for strategic planning may be the frequency of selection regardless of goal. Several goals (1, 2 and 5) had over 60 percent of respondents across the state selecting a top priority, while others may show less clear differentiation between priority preferences. For example, for Goal 3: “To help develop leadership, workplace and life skills for youth and adults”, just over half (51%) of respondents selected the top priority and all other priorities were selected by at least a quarter of respondents (this was not the case for any of the other goals).

Overall, a striking degree of consistency of perceived importance of various priorities by CE goal existed at the state level, knowledge level and county level. The statewide summary provided in this report, and the county level briefs included in the Appendices, should be helpful for Cooperative Extension programmatic decision making.

Appendix A: Stakeholder Survey – English Version



COLLEGE OF AGRICULTURE & LIFE SCIENCES
COOPERATIVE EXTENSION

Cooperative Extension is an outreach arm of The University of Arizona and the College of Agriculture and Life Sciences (CALIS) committed to "Improving Lives, Communities, and the Economy". We are part of a nationwide network of scientists and educators who help people solve problems and put knowledge to use. Arizona Cooperative Extension provides a link between the university and the citizens of this state.

Cooperative Extension needs your help to identify the issues which you believe are most important for us to address now and in the future. We would like to get your input to guide our work over the next five to seven years. All your responses will be anonymous and will be summarized statewide and by county. This survey should take about 10 minutes to complete. We thank you in advance!

Below we outline five goals of Cooperative Extension. Please pick the top three activities you think would help Cooperative Extension best reach each goal.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.

1. How much do you know about natural resource management in Arizona? (Mark one box ☐.)

- A lot Some A little bit Nothing

2. What are the top **three** activities that Cooperative Extension could do to educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state? (Select up to 3)

<input type="checkbox"/>	Teach about community landscapes, gardens, and local food production
<input type="checkbox"/>	Promote healthy forests, forest restoration, and forest product development
<input type="checkbox"/>	Provide education in mining
<input type="checkbox"/>	Promote community planning and conservation awareness
<input type="checkbox"/>	Provide education on water quality, water conservation, water use, best management practices, and drought planning
<input type="checkbox"/>	Build renewable energy capacity from solar, wind, and plant (biomass) sources
<input type="checkbox"/>	Provide training on and promotion of tourism, agriculture tourism, ecotourism and recreation
<input type="checkbox"/>	Provide natural resource education and job training to youth
<input type="checkbox"/>	Other (Specify _____)

Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.

3. How much do you know about promoting physical, mental, emotional and financial health? (Mark one box ☐.)

- A lot Some A little bit Nothing

4. What are the top **three** activities that Cooperative Extension could do to help individuals and families be physically, mentally, emotionally, and financially healthy? (Select up to 3)

<input type="checkbox"/>	Teach financial planning and budgeting
<input type="checkbox"/>	Serve as a hub for community health promotion partnerships
<input type="checkbox"/>	Promote healthy eating, physical activity and positive self-image
<input type="checkbox"/>	Support and enhance early childhood literacy
<input type="checkbox"/>	Promote home and community gardening
<input type="checkbox"/>	Promote oral and dental health
<input type="checkbox"/>	Teach parenting skills
<input type="checkbox"/>	Help parents to mentor other parents
<input type="checkbox"/>	Other (Specify _____)

Goal 3: To help develop leadership, workplace and life skills for youth and adults.

5. How much do you know about leadership, workplace and life skills for youth and adults? (Mark one box ☐)

- A lot Some A little bit Nothing

6. What are the top **three** activities that Cooperative Extension could do to help develop leadership, workplace and life skills for youth and adults? (Select up to 3)

<input type="checkbox"/>	Build strong families through mentoring programs
<input type="checkbox"/>	Provide internships and apprenticeships for youth and adults
<input type="checkbox"/>	Emphasize life skills and self-reliance in existing programs
<input type="checkbox"/>	Develop mentoring and volunteer opportunities for youth and adults at local businesses and community organizations
<input type="checkbox"/>	Encourage more community involvement, such as voting, attending public meetings and advocating for children, among youth and adults
<input type="checkbox"/>	Provide vocational training and career education starting at elementary school age
<input type="checkbox"/>	Emphasize leadership, job creation, and economic growth in existing programs
<input type="checkbox"/>	Increase collaboration with other entities to make it easier for youth and adults to get involved in programs
<input type="checkbox"/>	Other (Specify _____)

Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.

7. How much do you know about child and youth development? (Mark one box ☐.)

- A lot Some A little bit Nothing

8. What are the top **three** activities Cooperative Extension could do to enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community? (Select up to 3)

<input type="checkbox"/>	Coordinate with other entities to accomplish shared child and youth development goals
<input type="checkbox"/>	Educate parents and caregivers to build strong families (e.g., by being a positive role model, understanding child development)
<input type="checkbox"/>	Provide youth with life skills education and activities
<input type="checkbox"/>	Build ethical leadership and self-responsibility for youth
<input type="checkbox"/>	Engage youth in volunteer projects to give back to the community
<input type="checkbox"/>	Develop and coordinate mentoring programs for youth including peer to peer mentoring
<input type="checkbox"/>	Reconnect youth to nature
<input type="checkbox"/>	Engage a broader diversity of youth in 4-H programs including urban and at-risk youth
<input type="checkbox"/>	Other (Specify _____)

Goal 5: To promote safe, profitable, and sustainable plant and animal systems.

9. How much do you know about plant and animal systems in Arizona? (Mark one box ☐.)

- A lot Some A little bit Nothing

10. What are the top **three** activities that Cooperative Extension could do to promote safe, profitable, and sustainable plant and animal systems? (Select up to 3)

<input type="checkbox"/>	Provide scientific information about plant and animal systems
<input type="checkbox"/>	Help to improve forest and land management (e.g., by creating a framework to develop forest products)
<input type="checkbox"/>	Help people better understand food production regulations
<input type="checkbox"/>	Promote local food production through farmers markets, gardening, and food hubs
<input type="checkbox"/>	Teach agricultural best practices that help to sustain our resources
<input type="checkbox"/>	Teach successful farming and ranching techniques through demonstrations
<input type="checkbox"/>	Provide affordable certification programs in food safety for small scale farms
<input type="checkbox"/>	Teach how to conserve water
<input type="checkbox"/>	Other (Specify _____)

This section helps us be sure our survey has reached a variety of people.

11. In which Arizona County do you live? (Mark one box ☐.)

- | | | | |
|-----------------------------------|-----------------------------------|---------------------------------|--|
| <input type="checkbox"/> Apache | <input type="checkbox"/> Graham | <input type="checkbox"/> Mohave | <input type="checkbox"/> Santa Cruz |
| <input type="checkbox"/> Cochise | <input type="checkbox"/> Greenlee | <input type="checkbox"/> Navajo | <input type="checkbox"/> Yavapai |
| <input type="checkbox"/> Coconino | <input type="checkbox"/> La Paz | <input type="checkbox"/> Pima | <input type="checkbox"/> Yuma |
| <input type="checkbox"/> Gila | <input type="checkbox"/> Maricopa | <input type="checkbox"/> Pinal | <input type="checkbox"/> I don't live in Arizona |

12. What is your home zip code? _____

13. Which of the following best describes where you live? (Mark one box ☐.)

- | | |
|--|---|
| <input type="checkbox"/> Farm | <input type="checkbox"/> Suburb of a city |
| <input type="checkbox"/> Rural (non-farm residence, pop. < 10,000) | <input type="checkbox"/> Reservation (Tribal lands) |
| <input type="checkbox"/> Town or City (pop. 10,000 – 50,000) | <input type="checkbox"/> Prefer not to answer |
| <input type="checkbox"/> City (pop. > 50,000) | |

14. Which of the following best describes your gender? (Mark one box ☐.)

- | | | |
|---------------------------------|-------------------------------|---|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Prefer not to answer |
|---------------------------------|-------------------------------|---|

15. How old are you? _____ Prefer not to answer

16. Which of the following best describes your race or ethnicity? (Mark each box ☐ that applies to you.)

- | | |
|--|--|
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Prefer not to answer |
| <input type="checkbox"/> Hispanic or Latino | |

17. What is the highest level of education you have completed? (Mark one box ☐.)

- | | |
|--|---|
| <input type="checkbox"/> Less than high school | <input type="checkbox"/> College graduate |
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Some postgraduate work |
| <input type="checkbox"/> High school graduate or GED | <input type="checkbox"/> Post graduate degree |
| <input type="checkbox"/> Trade/technical/vocational training | <input type="checkbox"/> Prefer not to answer |
| <input type="checkbox"/> Some college | |

18. If you are employed, do you work in any of the following industries/professions? (Mark each box that applies)

- | | |
|--|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Early or Elementary Education |
| <input type="checkbox"/> Forestry/Land or Resource Management | <input type="checkbox"/> Adult Education/Academic Institution |
| <input type="checkbox"/> Social or Community Services (Children and Youth) | <input type="checkbox"/> Health/Nutrition |
| <input type="checkbox"/> Social or Community Services (Adults) | <input type="checkbox"/> None of the above |

19. How much do you know about Cooperative Extension? (Mark each box that applies to you.)

- I have not heard of Cooperative Extension before
- I have heard of Cooperative Extension, but don't know anything about what they do
- I have heard of Cooperative Extension and know a little about what they do
- I have heard of Cooperative Extension and know a lot about their programs and what they do
- I have participated in a Cooperative Extension program or event
- I have partnered/worked with Cooperative Extension
- Other _____

Thank you very much for taking the time to complete this survey!

If you would like to be on an e-mail list to receive updates on Cooperative Extension programs and events in your county, please provide your email address below. Your answers will remain anonymous, and your email address will not be stored with your survey.

-----**FOLD & TEAR HERE TO SUBMIT EMAIL ADDRESS**-----

E-mail address: _____

Appendix B – County Level Priorities Goal 1

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.

	AZ	Apache	Cochise	Coconino	Gila	Graham	Greenlee	Maricopa	Mohave	Navajo	Pima	Pinal	Santa Cruz	Yavapai
N	1724	53	126	53	207	224	87	299	198	66	166	103	100	35
Provide education on water quality, water conservation, water use, best management practices, and drought planning	63%	64%	68%	60%	54%	73%	55%	63%	69%	52%	63%	70%	53%	69%
Teach about community landscapes, gardens, and local food production	55%	47%	41%	55%	44%	58%	63%	57%	60%	70%	57%	67%	48%	51%
Provide natural resource education and job training to youth	46%	49%	52%	30%	54%	45%	45%	46%	46%	41%	48%	39%	51%	43%
Build renewable energy capacity from solar, wind, and plant (biomass) sources	37%	34%	39%	38%	33%	36%	37%	40%	36%	38%	40%	31%	42%	37%
Promote community planning and conservation awareness	34%	30%	30%	34%	25%	34%	26%	38%	33%	32%	40%	42%	34%	46%
Promote healthy forests, forest restoration, and forest product development	26%	40%	25%	62%	48%	18%	24%	23%	16%	44%	19%	15%	18%	14%
Provide training on and promotion of tourism, agriculture tourism, ecotourism and recreation	19%	21%	24%	9%	22%	15%	37%	17%	14%	9%	13%	20%	26%	29%
Provide education in mining	8%	8%	9%	4%	13%	11%	6%	6%	6%	6%	8%	4%	14%	0%
Other	2%	4%	2%	4%	2%	1%	2%	3%	3%	5%	3%	1%	2%	1%

Identifying Arizona Cooperative Extension Program Priorities: Results of the Stakeholder Survey

Appendix C – County Level Priorities Goal 2

Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.

	AZ	Apache	Cochise	Coconino	Gila	Graham	Greenlee	Maricopa	Mohave	Navajo	Pima	Pinal	Santa Cruz	Yavapai
N	1725	52	124	54	207	222	87	295	198	68	167	105	103	36
Promote healthy eating, physical activity and positive self-image	66%	62%	61%	69%	64%	69%	54%	74%	69%	69%	67%	64%	54%	69%
Teach financial planning and budgeting	57%	60%	55%	50%	58%	64%	66%	57%	51%	68%	48%	67%	58%	36%
Promote home and community gardening	40%	40%	29%	52%	37%	51%	40%	30%	54%	44%	42%	36%	18%	50%
Teach parenting skills	39%	48%	42%	41%	44%	35%	43%	37% (110)	31%	43%	34%	54%	39%	14%
Support and enhance early childhood literacy	37%	25%	44%	28%	37%	30%	38%	37% (109)	34%	40%	44%	29%	50%	47%
Serve as a hub for community health promotion partnerships	24%	21%	29%	26%	26%	16%	28%	27%	23%	13%	29%	22%	25%	28%
Help parents to mentor other parents	15%	14%	16%	13%	17%	15%	15%	15%	13%	9%	11%	12%	26%	28%
Promote oral and dental health	10%	10%	13%	4%	7%	12%	3%	13%	9%	7%	11%	7%	19%	14%
Other	2%	10%	1%	2%	1%	2%	1%	2%	3%	2%	4%	2%	2%	0%

Identifying Arizona Cooperative Extension Program Priorities: Results of the Stakeholder Survey

Appendix D – County Level Priorities Goal 3

Goal 3: To help develop leadership, workplace and life skills for youth and adults.

	AZ	Apache	Cochise	Coconino	Gila	Graham	Greenlee	Maricopa	Mohave	Navajo	Pima	Pinal	Santa Cruz	Yavapai
N	1712	53	125	53	210	219	83	291	195	69	167	104	102	35
Provide internships and apprenticeships for youth and adults	51%	57%	53%	64%	50%	56%	54%	44%	50%	59%	54%	44%	45%	54%
Develop mentoring and volunteer opportunities for youth and adults at local businesses and community organizations	44%	42%	36%	47%	43%	43% (93)	36%	49%	43%	42%	44%	45%	43%	57%
Provide vocational training and career education starting at elementary school age	38%	23%	42%	30%	39%	46%	45%	35%	40%	42%	41%	37%	29%	23%
Emphasize life skills and self-reliance in existing programs	36%	32%	33%	26%	35%	43% (95)	30%	33%	48%	38%	29%	47%	25%	26%
Emphasize leadership, job creation, and economic growth in existing programs	34%	45%	39%	32%	34%	28%	41%	33%	28%	33%	34%	34%	44%	46%
Increase collaboration with other entities to make it easier for youth and adults to get involved in programs	31%	26%	29%	30%	32%	27%	31%	28%	28%	38%	40%	34%	28%	37%
Encourage more community involvement, such as voting, attending public meetings and advocating for children, among youth and adults	29%	38%	35%	34%	29%	25%	34%	31%	26%	28%	23%	27%	38%	37%
Build strong families through mentoring programs	26%	28%	26%	15%	29%	25%	21%	37%	19%	12%	27%	24%	34%	9%
Other	2%	4%	0%	8%	1%	1%	2%	2%	2%	0%	2%	1%	0%	0%

Identifying Arizona Cooperative Extension Program Priorities: Results of the Stakeholder Survey

Appendix E – County Level Priorities Goal 4

Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.

	AZ	Apache	Cochise	Coconino	Gila	Graham	Greenlee	Maricopa	Mohave	Navajo	Pima	Pinal	Santa Cruz	Yavapai
N	1713	52	125	54	209	219	84	290	198	68	168	103	101	35
Provide youth with life skills education and activities	57%	62%	56%	52%	54%	63%	68%	54%	60%	60%	49%	60%	54%	43% (15)
Engage youth in volunteer projects to give back to the community	51%	42%	50%	51%	47%	55%	52%	49%	51%	57%	50%	55%	50%	54%
Educate parents and caregivers to build strong families (e.g., by being a positive role model, understanding child development)	45%	46%	46%	41%	46%	44%	46%	51%	40%	37%	44%	45%	46%	26%
Build ethical leadership and self-responsibility for youth	41%	40%	42%	41%	43%	43%	50%	38%	38%	47%	35%	41%	51%	23%
Reconnect youth to nature	32%	35%	28%	56%	32%	25%	19%	31%	34%	22%	46%	26%	27%	60%
Engage a broader diversity of youth in 4-H programs including urban and at-risk youth	26%	25%	25%	19%	31%	25%	30%	22%	32%	18%	32%	20%	11%	43% (15)
Develop and coordinate mentoring programs for youth including peer to peer mentoring	22%	19%	22%	17%	20%	22%	17%	26%	20%	21%	18%	28%	29%	23%
Coordinate with other entities to accomplish shared child and youth development goals	19%	23%	22%	11%	19%	18%	8%	20%	15%	27%	19%	15%	32%	17%
Other	2%	2%	1%	2%	1%	1%	2%	1%	2%	0%	2%	3%	0%	3%

Identifying Arizona Cooperative Extension Program Priorities: Results of the Stakeholder Survey

Appendix F – County Level Priorities Goal 5

Goal 5: To promote safe, profitable, and sustainable plant and animal systems.

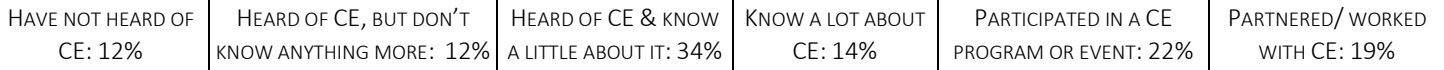
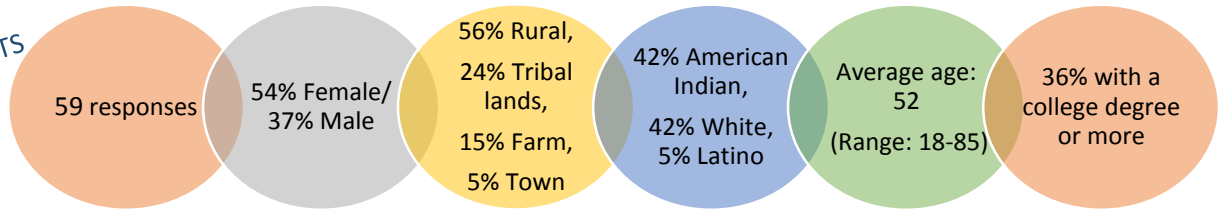
	AZ	Apache	Cochise	Coconino	Gila	Graham	Greenlee	Maricopa	Mohave	Navajo	Pima	Pinal	Santa Cruz	Yavapai
N	1717	53	122	55	210	222	83	292	196	66	170	105	101	35
Promote local food production through farmers markets, gardening and food hubs	64%	59%	63%	67%	61%	64%	63%	58%	71%	79%	69%	65%	54%	69%
Teach agricultural best practices that help to sustain our resources	54%	53%	59%	47%	52%	55%	57%	47%	61%	58%	48%	62%	54%	77%
Teach how to conserve water	45%	21%	50%	56%	35%	53%	34%	40%	45%	39%	61%	45%	52%	43%
Teach successful farming and ranching techniques through demonstrations	36%	66%	34%	20%	45%	42%	46%	32%	36%	33%	24%	32%	33%	29%
Provide scientific information about plant and animal systems	26%	30%	29%	29%	22%	25%	23%	30%	29%	12%	22%	29%	23%	20%
Help to improve forest and land management (e.g., by creating a framework to develop forest products)	24%	36%	21%	46%	40%	21%	18%	29%	14%	35%	19%	12%	15%	9%
Help people better understand food production regulations	20%	15%	19%	7%	14%	18%	16%	30%	14%	17%	21%	14%	37%	11%
Provide affordable certification programs in food safety for small scale farms	19%	17%	15%	15%	17%	14%	28%	23%	15%	18%	21%	27%	18%	43%
Other	2%	0%	2%	4%	2%	2%	1%	1%	2%	3%	2%	1%	2%	0%

Appendix G – County Level Briefs

Cooperative Extension Stakeholder Survey

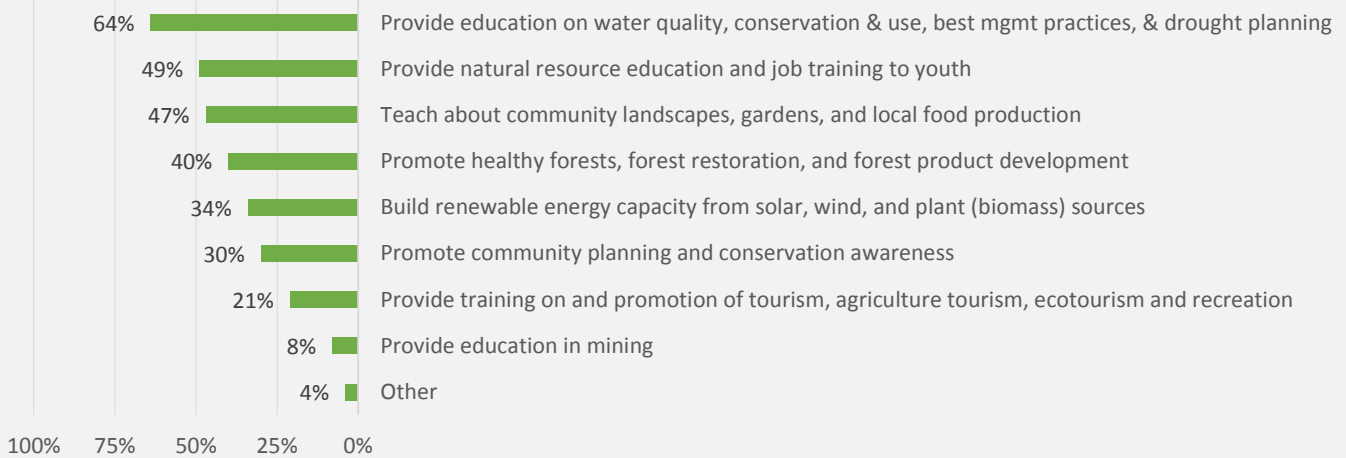
Spring 2015

ABOUT THE RESPONDENTS

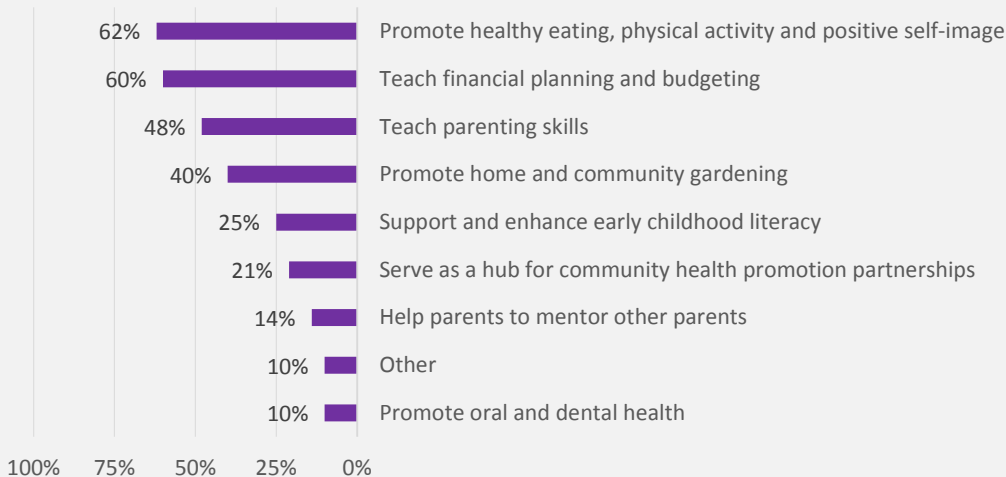


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



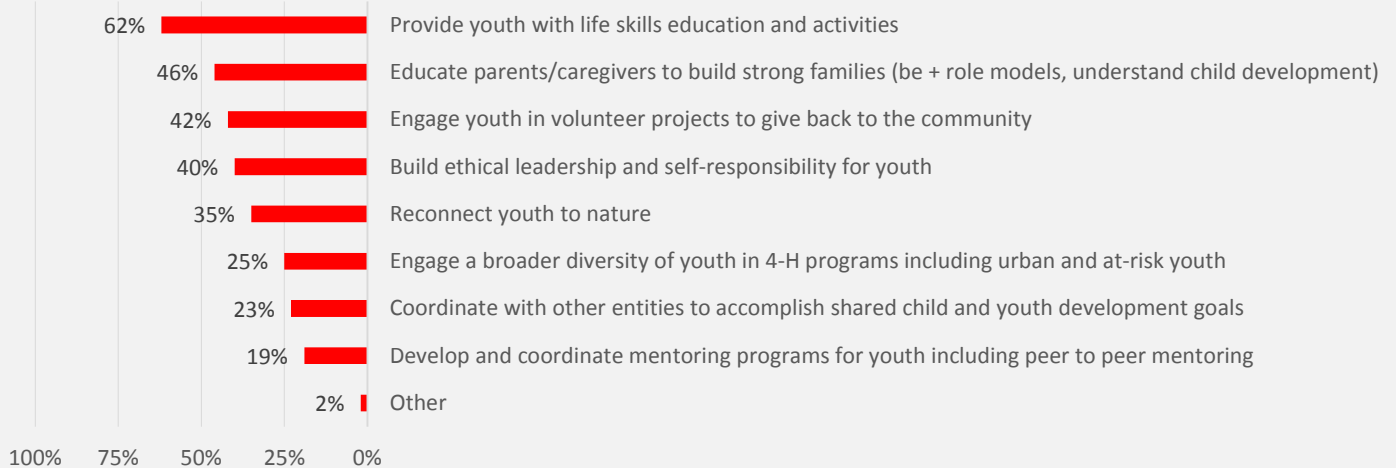
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



Goal 5: To promote safe, profitable, and sustainable plant and animal systems.



Survey Collection Methods

The County Extension Director Visioning Committee worked through group collaborative processes to identify potential priorities to align with each of the five CE goals. A draft survey was then adapted by the Norton School's Community Research, Evaluation and Development team (CRED) to address the issues of readability, understandability, and brevity to allow the survey to be more easily administered to both a lay and expert audience.

In order to include a broad range of respondents, but within the context of limited time and resources for survey implementation, a multi-modal approach to the survey respondent pool and administration method was chosen.

- Some survey respondents were CE "users," or those who were affiliated with CE in some manner and for whom County CE staff had an email address available. These participants responded to a web-based survey.
- Some survey respondents were "expert-non-users" of CE, but may be current, past or potential partners or collaborators with CE such as directors or program coordinators at local agencies, superintendents or school principals, members of the Chamber of Commerce, faith-based leaders, or members of local youth organizations. These 'non-users' were recruited through email to complete the web-based survey if email addresses were available, or were recruited in person and completed a pen and paper survey if email addresses were not available.
- Finally, members of the general public, who may be users or non-users, were recruited to complete paper surveys. General public participants were recruited in areas where a cross-section of people gather such as public libraries, sports facilities or community events. Paper surveys were also distributed by CE faculty, staff and board members to people they knew who may or may not be involved with CE.

For users and expert-non-users, efforts were made to identify respondents in the three primary program areas of CE:

- Agriculture and Natural Resources (e.g., farmers, ranchers, forestry personnel),
- Family and Consumer Health Sciences (e.g., County Health Department personnel, human service agency staff), and
- Youth Development (e.g., 4-H volunteers, school personnel).

Web-based surveys were administered online via Qualtrics. The web-based survey randomized the presentation of the five goal areas, and also the items within each goal area, to avoid response bias and to protect against systematic incomplete responses (i.e., participant drop out before completing the last section, for example). A single version of the paper survey was utilized although it was available in both English and Spanish. Both the paper and web-based version of the survey were pilot tested with CE staff and associates.

CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and that participation in the survey was voluntary.

Apache County Survey Collection Methods and Respondents

Apache County Paper Surveys: Surveys were collected on the Navajo Reservation and at 4-H planning meetings. Incentives given to survey participants included CALS pens, coffee mugs and metal water bottles

Apache County Web-Surveys: Links to the web survey were sent to 30 CE Users and 17 CE Non-user, experts.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Apache	59	15 (25%)	44 (75%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

COCHISE COUNTY

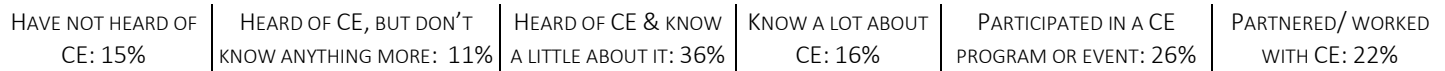
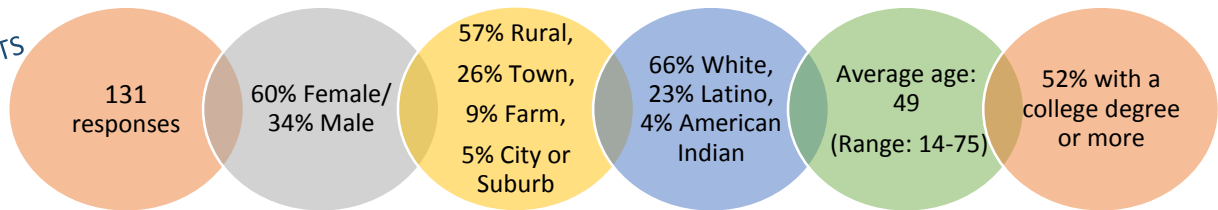


COLLEGE OF AGRICULTURE & LIFE SCIENCES
Cooperative Extension

Cooperative Extension Stakeholder Survey

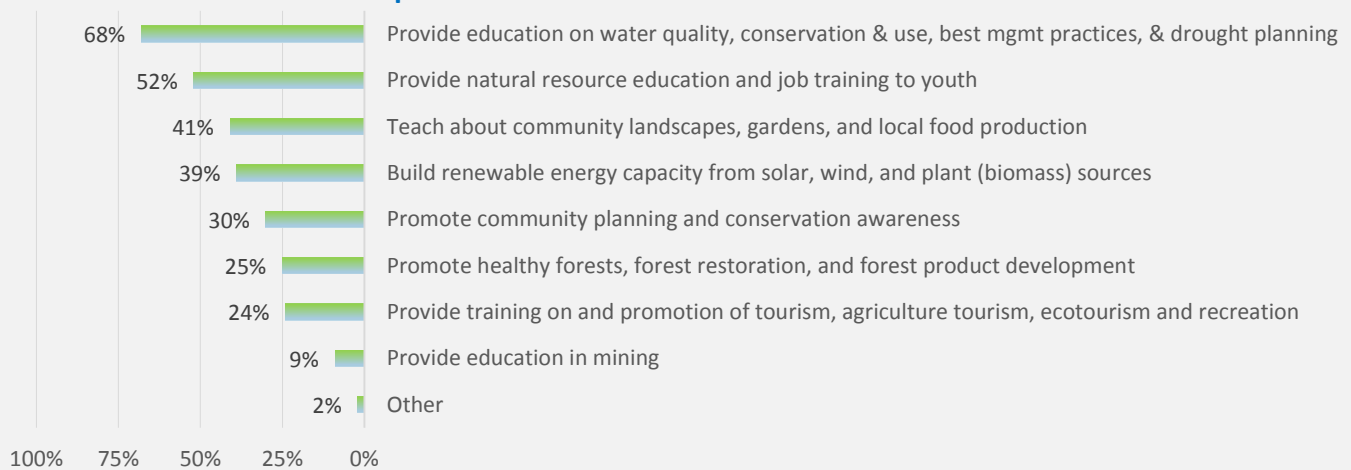
Spring 2015

ABOUT THE RESPONDENTS

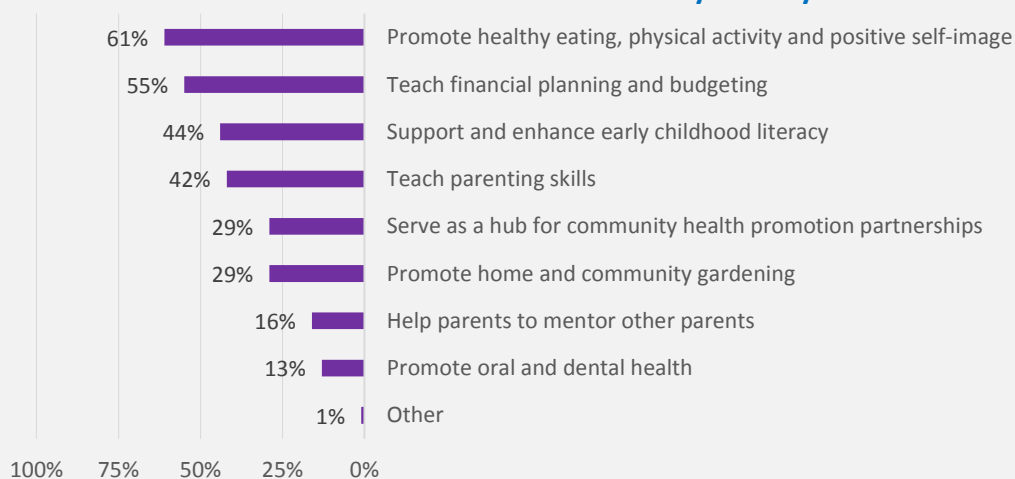


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



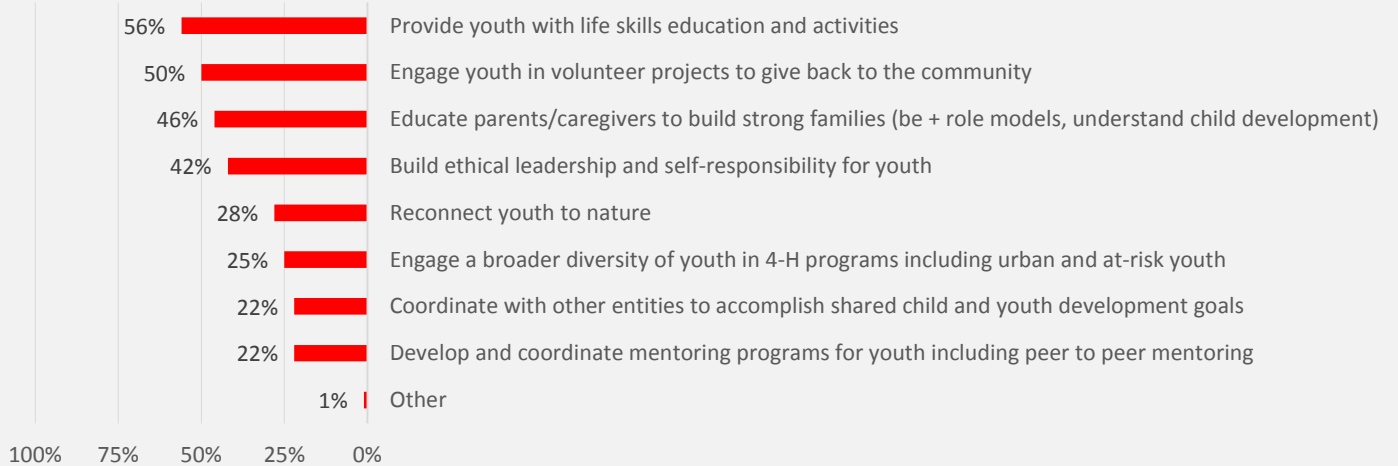
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



Goal 5: To promote safe, profitable, and sustainable plant and animal systems.



Survey Collection Methods

The County Extension Director Visioning Committee worked through group collaborative processes to identify potential priorities to align with each of the five CE goals. A draft survey was then adapted by the Norton School's Community Research, Evaluation and Development team (CRED) to address the issues of readability, understandability, and brevity to allow the survey to be more easily administered to both a lay and expert audience.

In order to include a broad range of respondents, but within the context of limited time and resources for survey implementation, a multi-modal approach to the survey respondent pool and administration method was chosen.

- Some survey respondents were CE "users," or those who were affiliated with CE in some manner and for whom County CE staff had an email address available. These participants responded to a web-based survey.
- Some survey respondents were "expert-non-users" of CE, but may be current, past or potential partners or collaborators with CE such as directors or program coordinators at local agencies, superintendents or school principals, members of the Chamber of Commerce, faith-based leaders, or members of local youth organizations. These 'non-users' were recruited through email to complete the web-based survey if email addresses were available, or were recruited in person and completed a pen and paper survey if email addresses were not available.
- Finally, members of the general public, who may be users or non-users, were recruited to complete paper surveys. General public participants were recruited in areas where a cross-section of people gather such as public libraries, sports facilities or community events. Paper surveys were also distributed by CE faculty, staff and board members to people they knew who may or may not be involved with CE.

For users and expert-non-users, efforts were made to identify respondents in the three primary program areas of CE:

- Agriculture and Natural Resources (e.g., farmers, ranchers, forestry personnel),
- Family and Consumer Health Sciences (e.g., County Health Department personnel, human service agency staff), and
- Youth Development (e.g., 4-H volunteers, school personnel).

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CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and that participation in the survey was voluntary.

Cochise County Survey Collection Methods and Respondents

Cochise County Paper Surveys: CE staff and Board members distributed paper surveys to people they knew, most of whom were unfamiliar with CE. In addition, a dance group in the northern part of the county was provided incentives to collect surveys at their events. No incentives were provided to respondents.

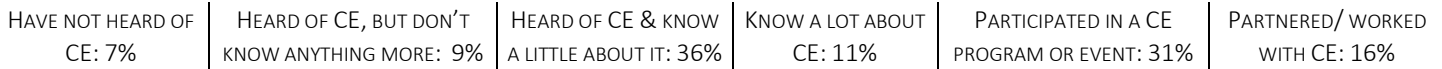
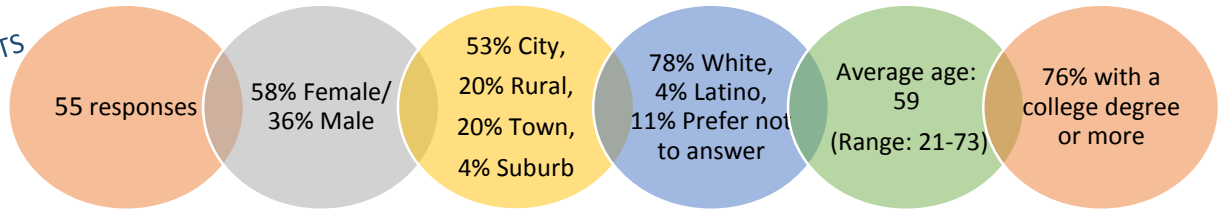
Cochise County Web-Surveys: Links to the web survey were sent to 72 CE Users and 63 CE Non-user, experts.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Cochise	131	53 (40%)	69 (53%)	9 (7%)
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

Cooperative Extension Stakeholder Survey

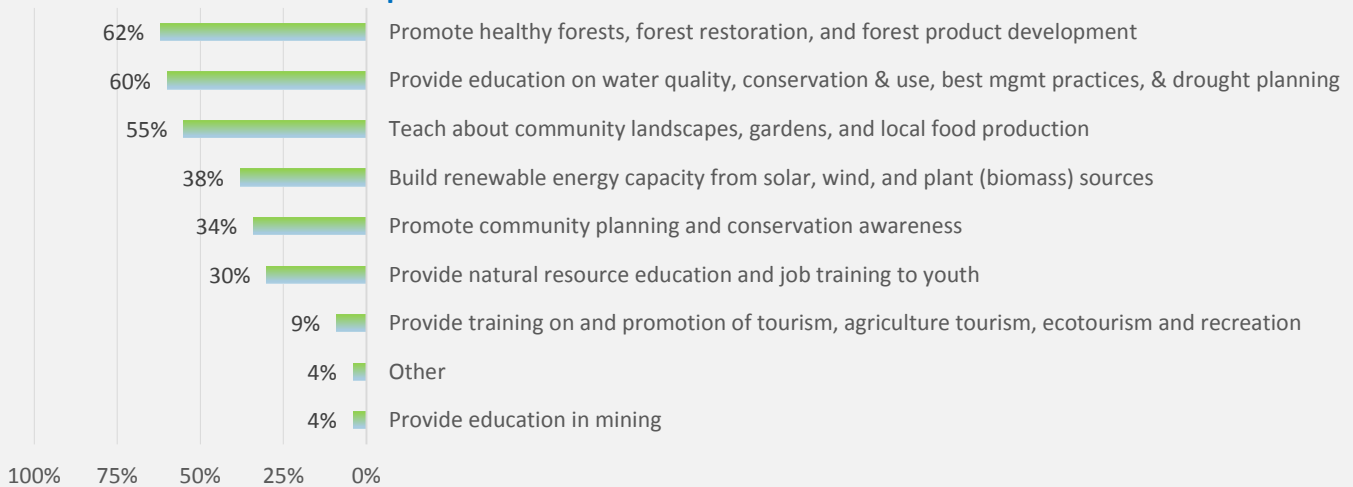
Spring 2015

ABOUT THE RESPONDENTS

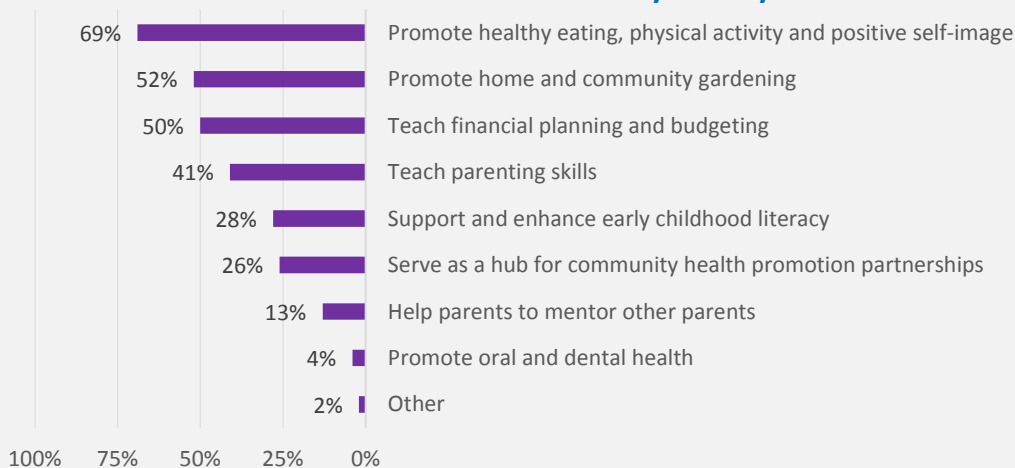


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

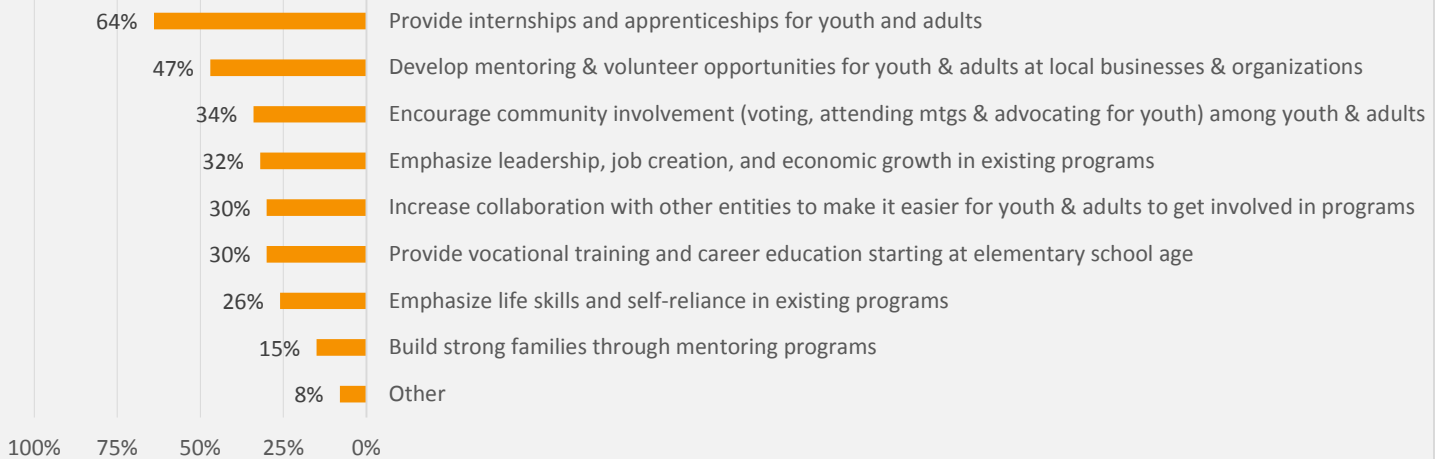
Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



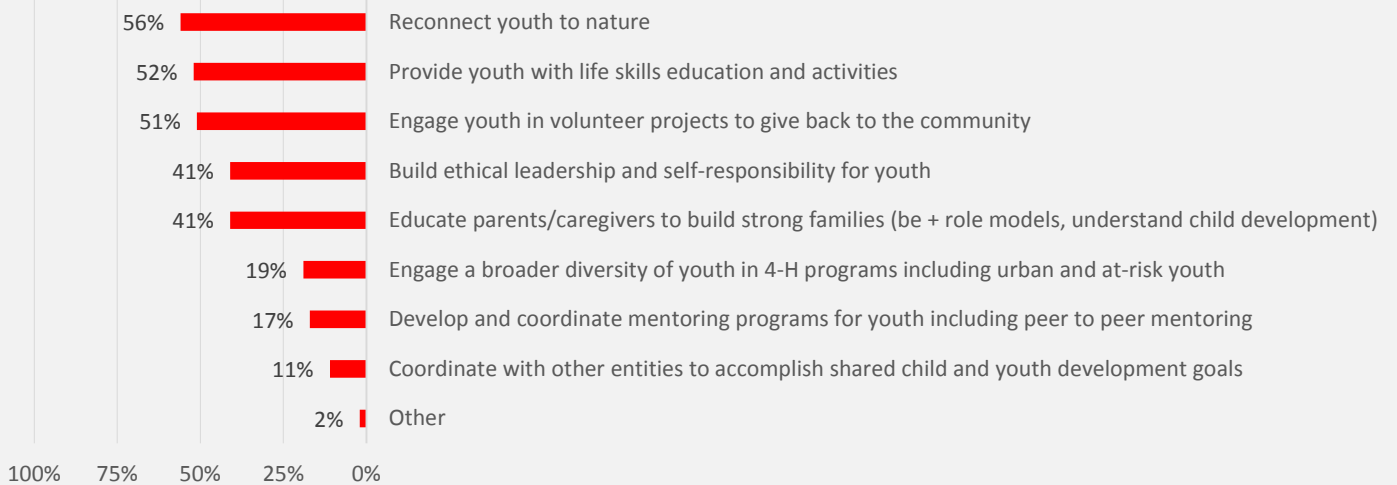
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



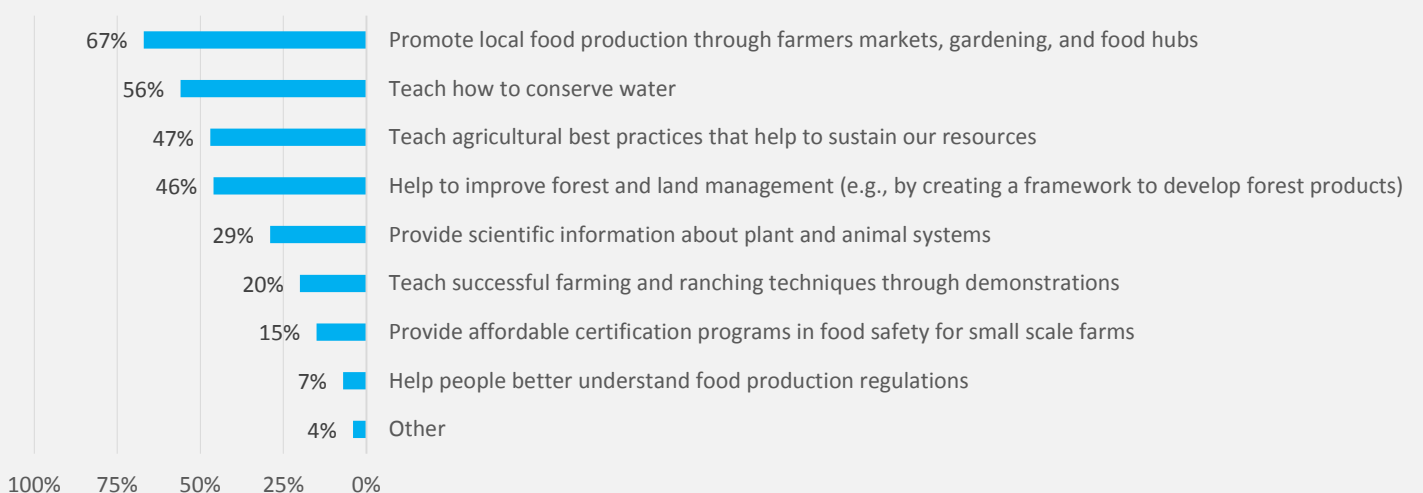
Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



Goal 5: To promote safe, profitable, and sustainable plant and animal systems.



Survey Collection Methods

The County Extension Director Visioning Committee worked through group collaborative processes to identify potential priorities to align with each of the five CE goals. A draft survey was then adapted by the Norton School's Community Research, Evaluation and Development team (CRED) to address the issues of readability, understandability, and brevity to allow the survey to be more easily administered to both a lay and expert audience.

In order to include a broad range of respondents, but within the context of limited time and resources for survey implementation, a multi-modal approach to the survey respondent pool and administration method was chosen.

- Some survey respondents were CE “users,” or those who were affiliated with CE in some manner and for whom County CE staff had an email address available. These participants responded to a web-based survey.
- Some survey respondents were “expert-non-users” of CE, but may be current, past or potential partners or collaborators with CE such as directors or program coordinators at local agencies, superintendents or school principals, members of the Chamber of Commerce, faith-based leaders, or members of local youth organizations. These ‘non-users’ were recruited through email to complete the web-based survey if email addresses were available, or were recruited in person and completed a pen and paper survey if email addresses were not available.
- Finally, members of the general public, who may be users or non-users, were recruited to complete paper surveys. General public participants were recruited in areas where a cross-section of people gather such as public libraries, sports facilities or community events. Paper surveys were also distributed by CE faculty, staff and board members to people they knew who may or may not be involved with CE.

For users and expert-non-users, efforts were made to identify respondents in the three primary program areas of CE:

- Agriculture and Natural Resources (e.g., farmers, ranchers, forestry personnel),
- Family and Consumer Health Sciences (e.g., County Health Department personnel, human service agency staff), and
- Youth Development (e.g., 4-H volunteers, school personnel).

Web-based surveys were administered online via Qualtrics. The web-based survey randomized the presentation of the five goal areas, and also the items within each goal area, to avoid response bias and to protect against systematic incomplete responses (i.e., participant drop out before completing the last section, for example). A single version of the paper survey was utilized although it was available in both English and Spanish. Both the paper and web-based version of the survey were pilot tested with CE staff and associates.

CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and that participation in the survey was voluntary.

Coconino County Survey Collection Methods and Respondents

Coconino County Paper Surveys: Paper surveys were collected at CE meetings and at the CE office. No incentives were given to respondents.

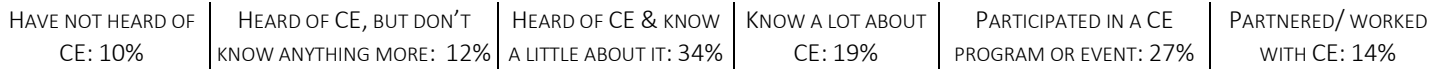
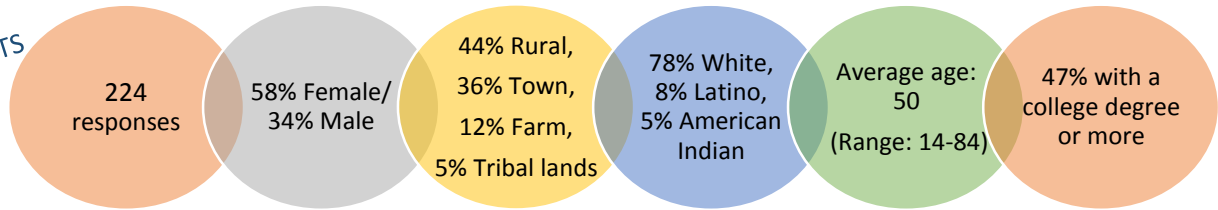
COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Coconino	55	4 (7%)	51 (93%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

GILA COUNTY

Cooperative Extension Stakeholder Survey

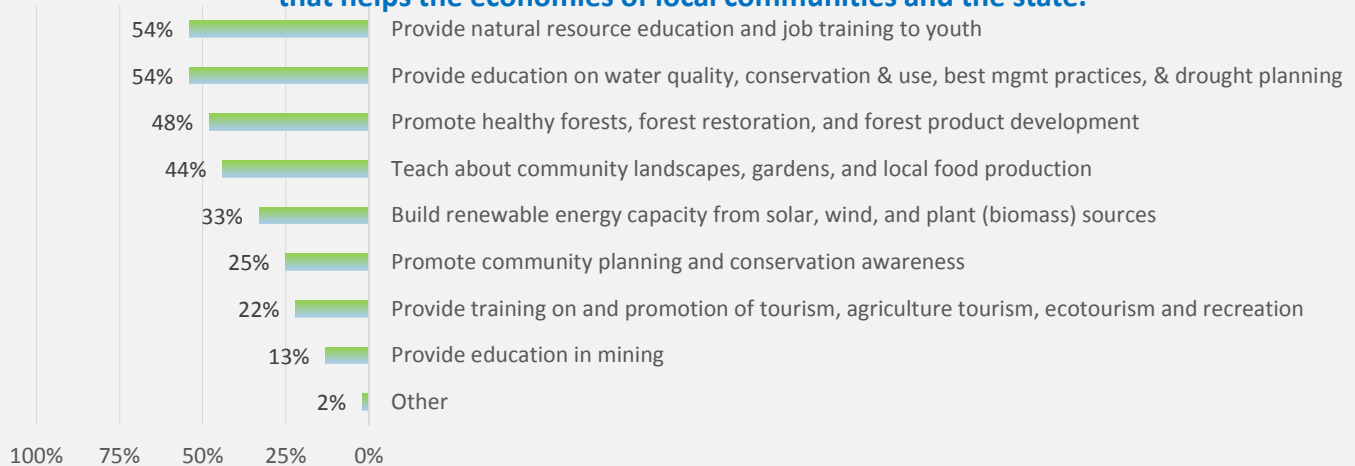
Spring 2015

ABOUT THE RESPONDENTS

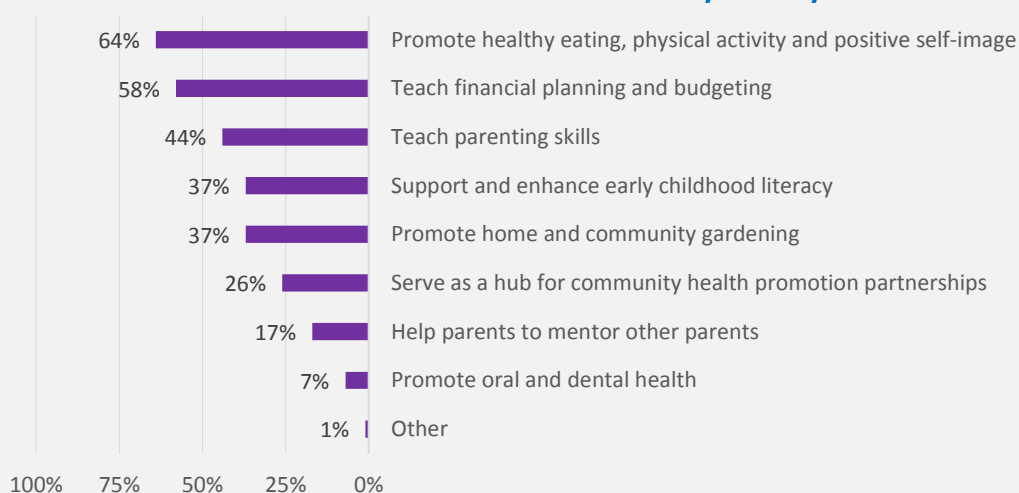


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



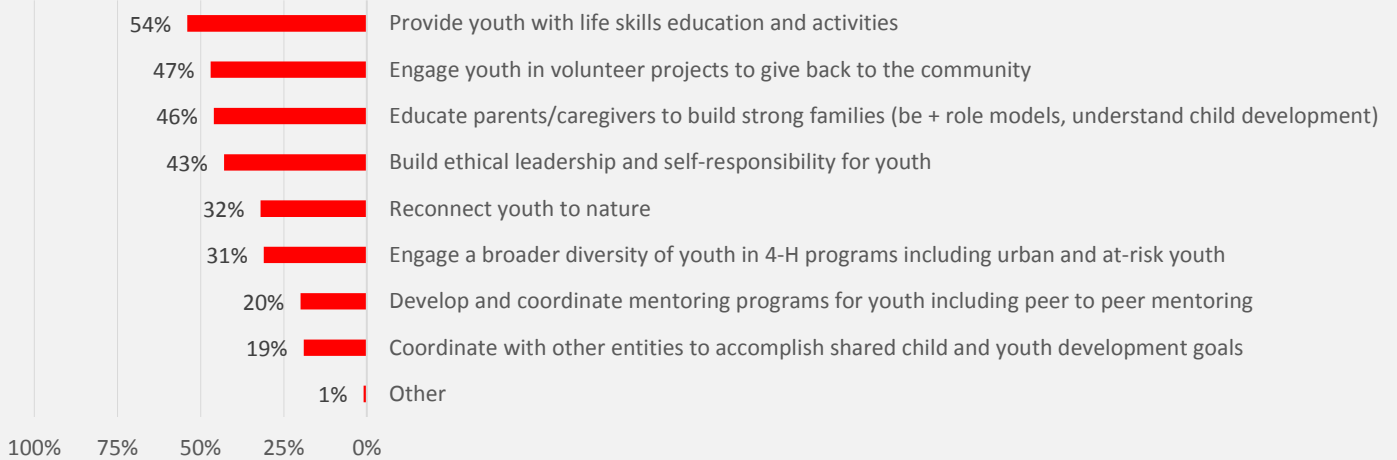
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



Goal 5: To promote safe, profitable, and sustainable plant and animal systems.



Survey Collection Methods

The County Extension Director Visioning Committee worked through group collaborative processes to identify potential priorities to align with each of the five CE goals. A draft survey was then adapted by the Norton School's Community Research, Evaluation and Development team (CRED) to address the issues of readability, understandability, and brevity to allow the survey to be more easily administered to both a lay and expert audience.

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- Some survey respondents were CE “users,” or those who were affiliated with CE in some manner and for whom County CE staff had an email address available. These participants responded to a web-based survey.
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- Finally, members of the general public, who may be users or non-users, were recruited to complete paper surveys. General public participants were recruited in areas where a cross-section of people gather such as public libraries, sports facilities or community events. Paper surveys were also distributed by CE faculty, staff and board members to people they knew who may or may not be involved with CE.

For users and expert-non-users, efforts were made to identify respondents in the three primary program areas of CE:

- Agriculture and Natural Resources (e.g., farmers, ranchers, forestry personnel),
- Family and Consumer Health Sciences (e.g., County Health Department personnel, human service agency staff), and
- Youth Development (e.g., 4-H volunteers, school personnel).

Web-based surveys were administered online via Qualtrics. The web-based survey randomized the presentation of the five goal areas, and also the items within each goal area, to avoid response bias and to protect against systematic incomplete responses (i.e., participant drop out before completing the last section, for example). A single version of the paper survey was utilized although it was available in both English and Spanish. Both the paper and web-based version of the survey were pilot tested with CE staff and associates.

CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and that participation in the survey was voluntary.

Gila County Survey Collection Methods and Respondents

Gila County Paper Surveys: Paper surveys were collected by the Payson and Globe Future Farmers of America (FFA) youth groups at basketball games, and by the Young FFA group at a community event. Incentives of \$5 per survey went to each of the FFA youth groups, but no incentives were given to survey respondents.

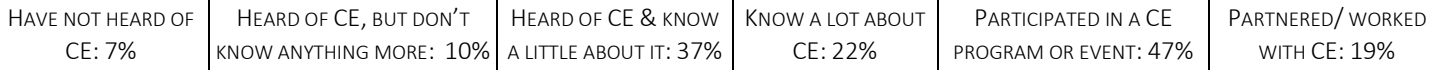
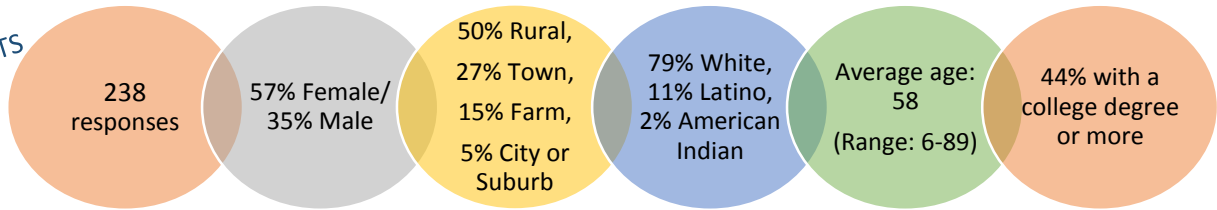
Gila County Web-Surveys: Links to the web survey were sent to 253 CE Users and 105 CE Non-user, experts.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Gila	224	117 (52%)	107 (48%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

Cooperative Extension Stakeholder Survey

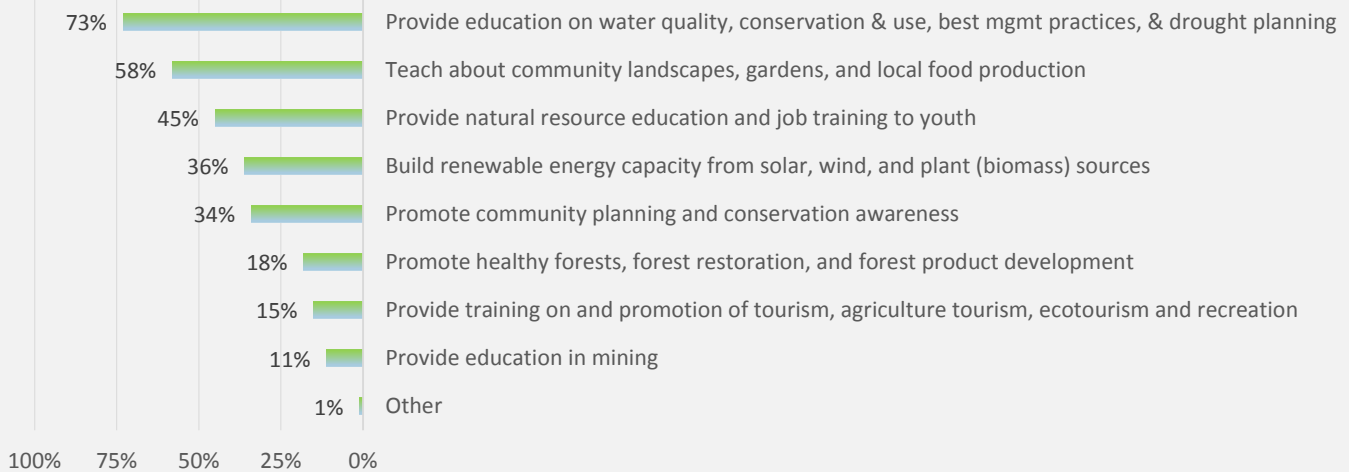
Spring 2015

ABOUT THE RESPONDENTS

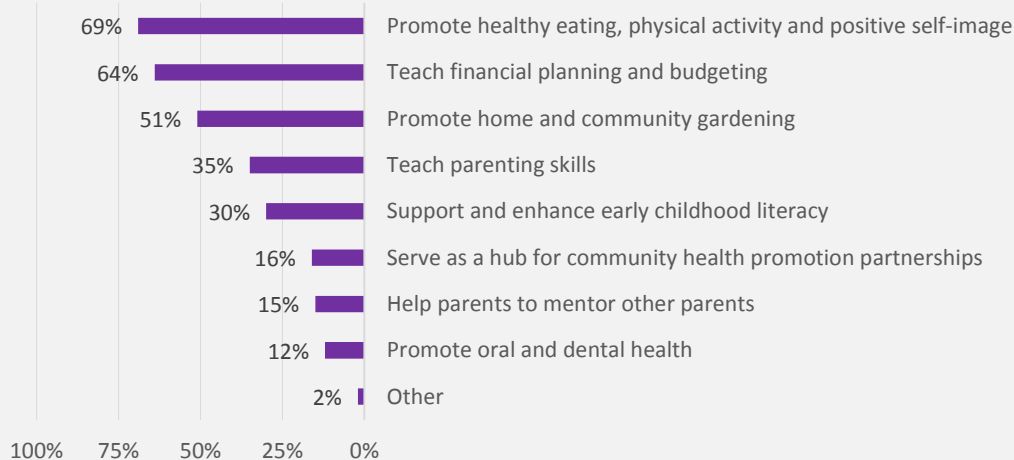


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



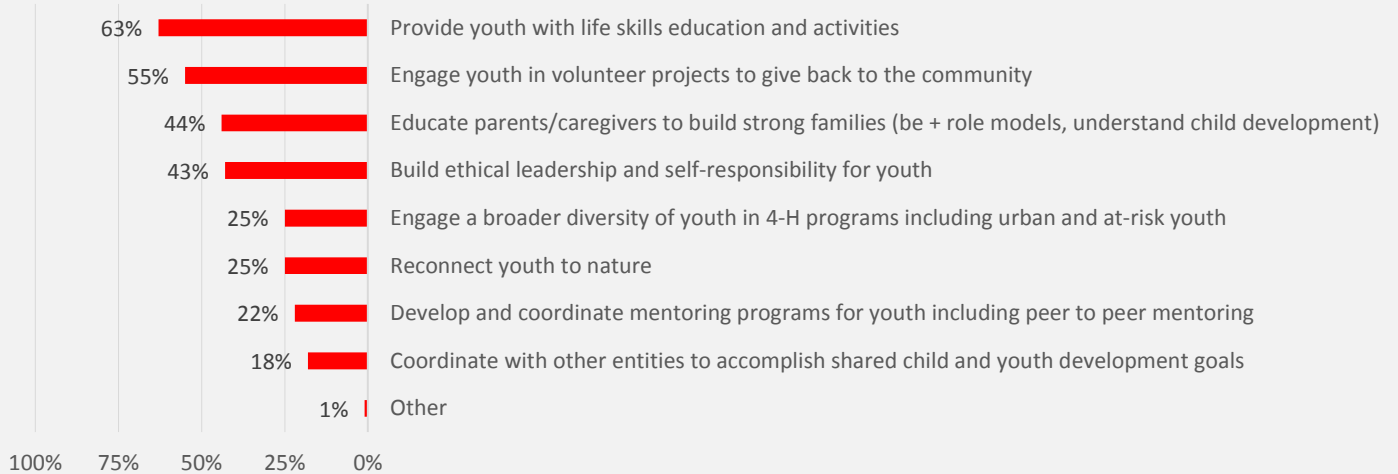
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



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For users and expert-non-users, efforts were made to identify respondents in the three primary program areas of CE:

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Web-based surveys were administered online via Qualtrics. The web-based survey randomized the presentation of the five goal areas, and also the items within each goal area, to avoid response bias and to protect against systematic incomplete responses (i.e., participant drop out before completing the last section, for example). A single version of the paper survey was utilized although it was available in both English and Spanish. Both the paper and web-based version of the survey were pilot tested with CE staff and associates.

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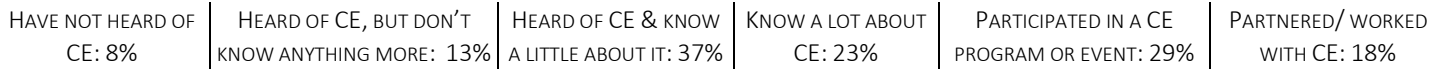
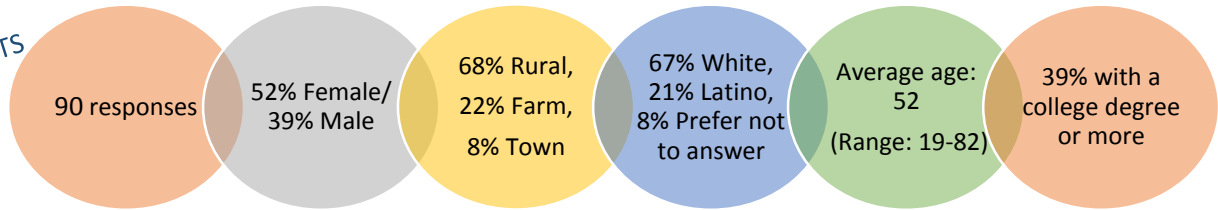
Graham County Survey Respondents

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Graham	238	162 (68%)	76 (32%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

Cooperative Extension Stakeholder Survey

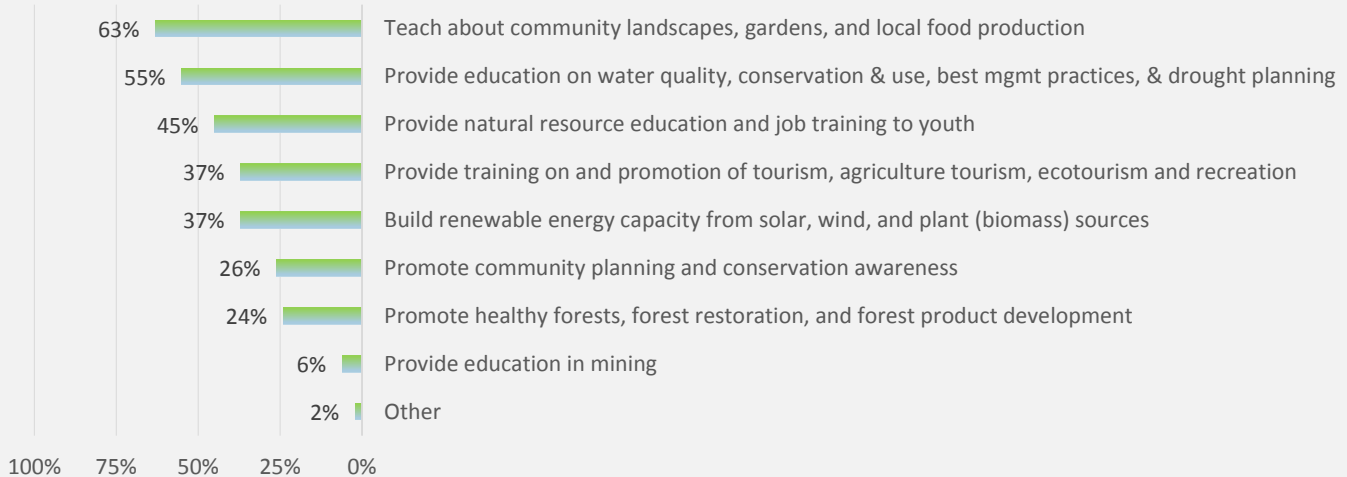
Spring 2015

ABOUT THE RESPONDENTS

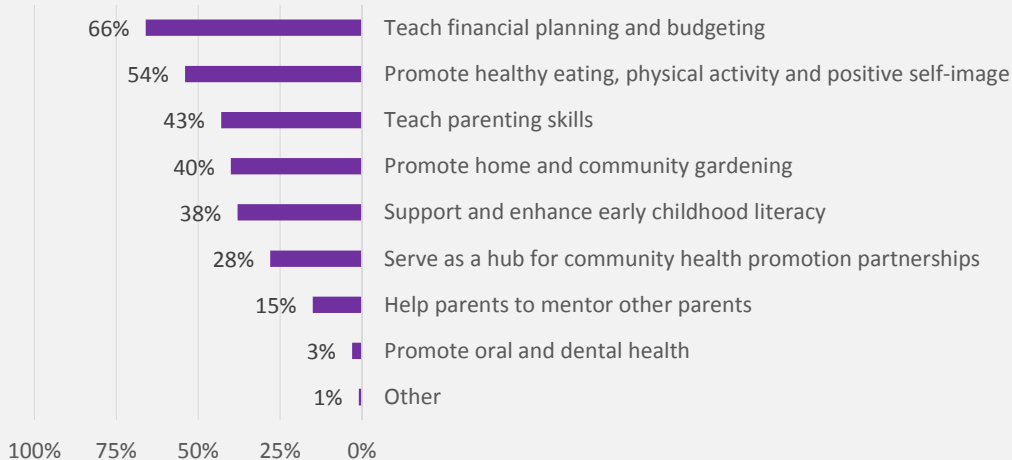


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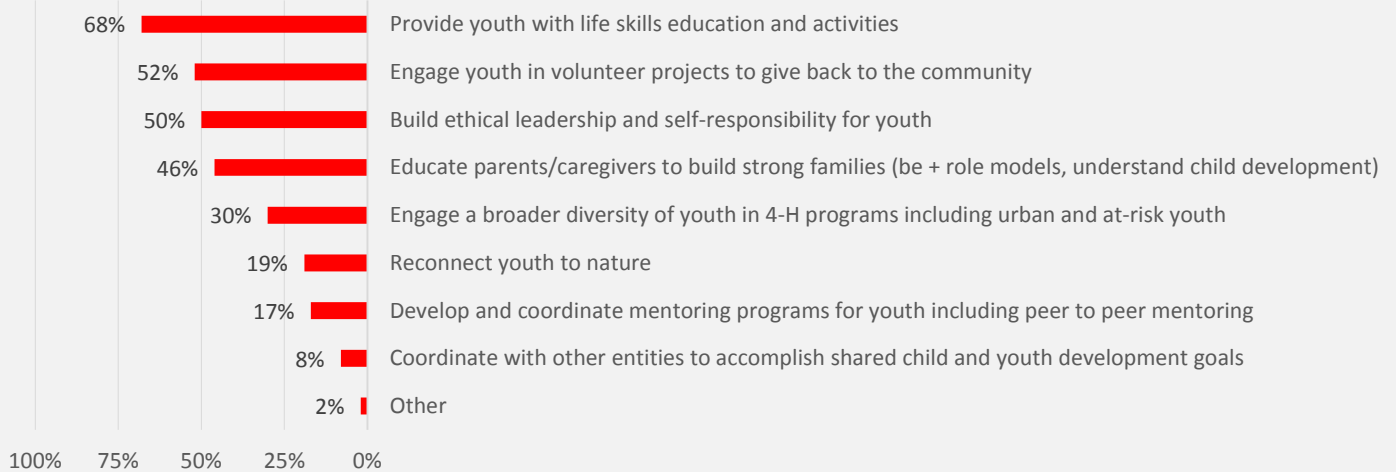
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



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Greenlee County Survey Collection Methods and Respondents

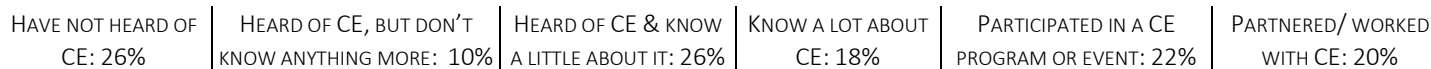
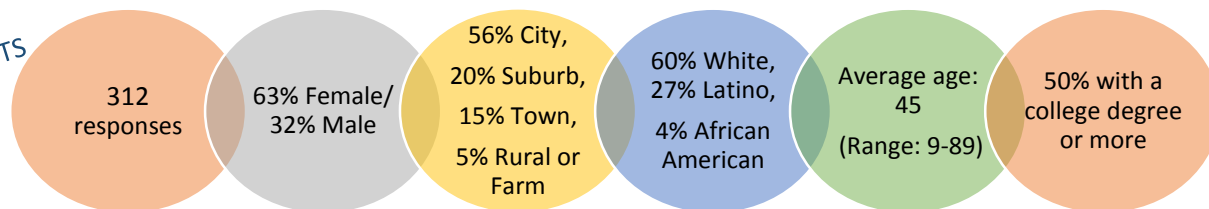
Greenlee County Paper Surveys: Extension Advisory Board members and staff dispersed paper surveys, and surveys were also available at the CE office. There were no incentives given to the people collecting the surveys nor the respondents.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Greenlee	90	21 (23%)	69 (77%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

Cooperative Extension Stakeholder Survey

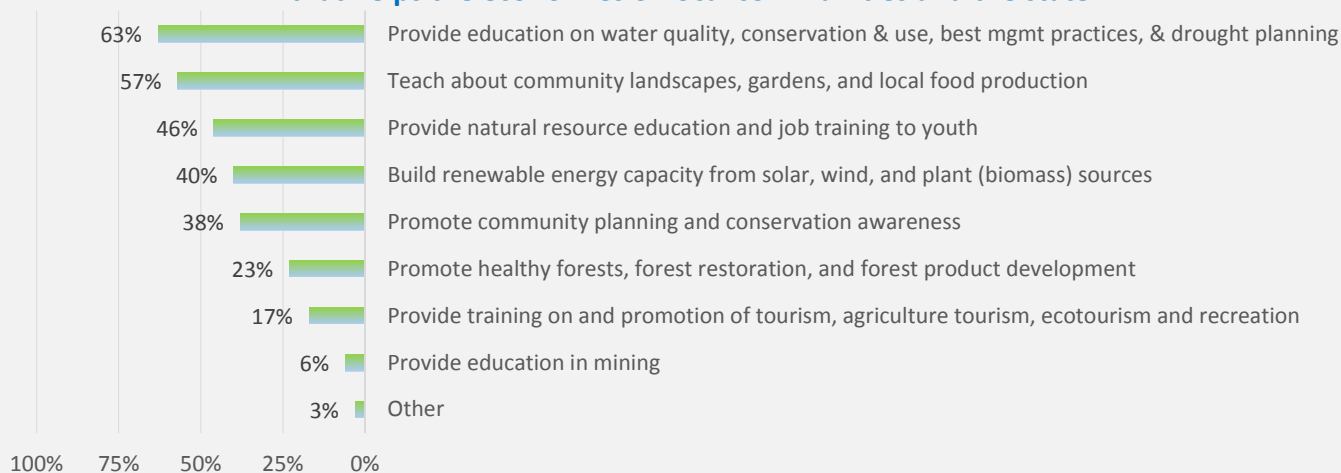
Spring 2015

ABOUT THE RESPONDENTS



The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

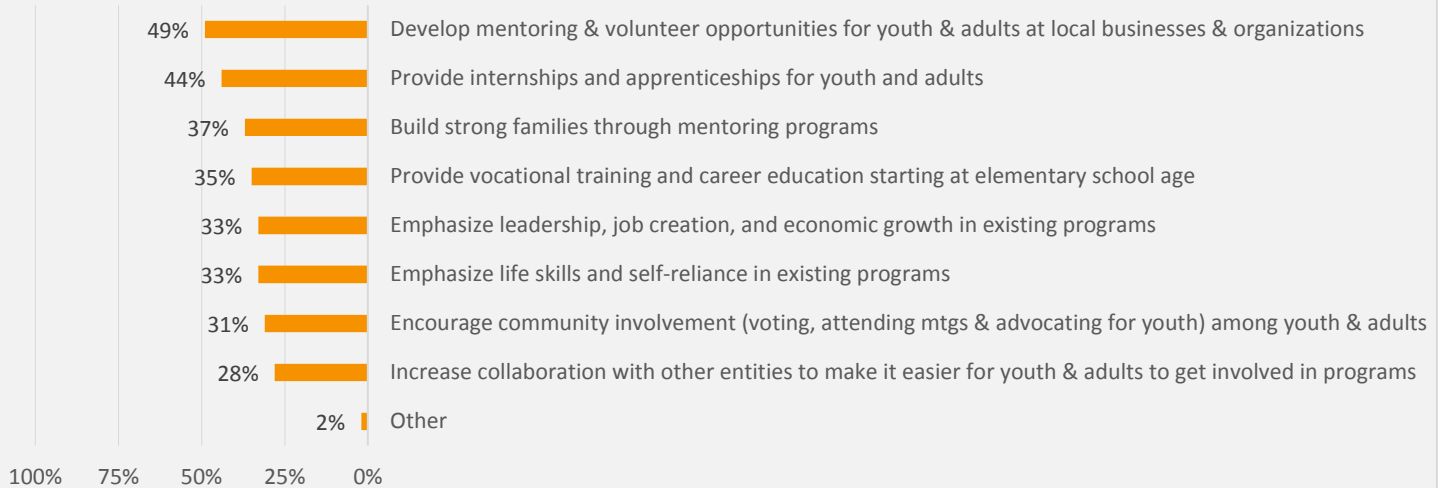
Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



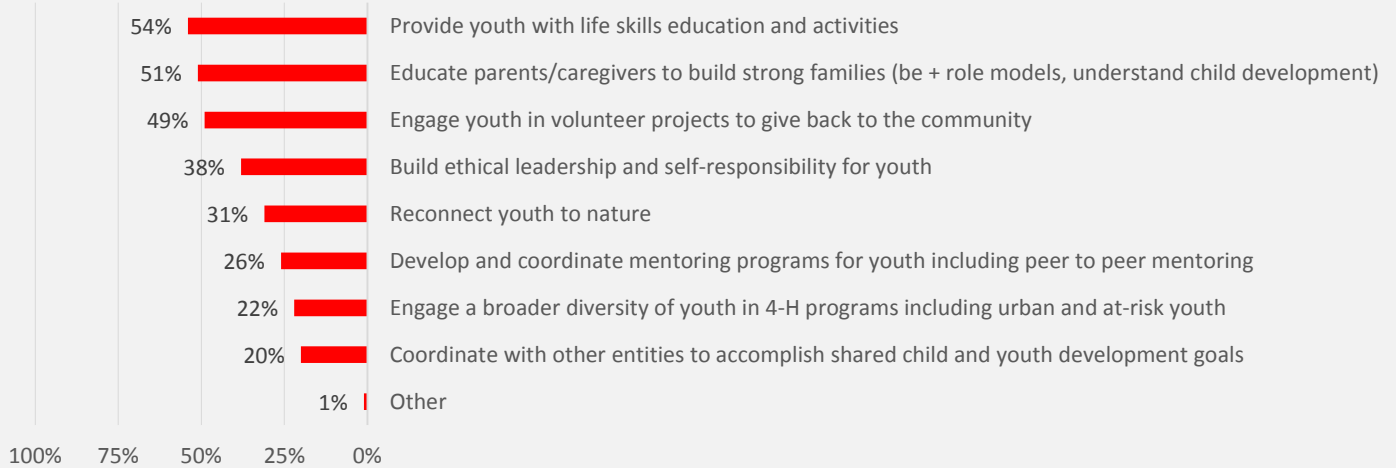
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



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For users and expert-non-users, efforts were made to identify respondents in the three primary program areas of CE:

- Agriculture and Natural Resources (e.g., farmers, ranchers, forestry personnel),
- Family and Consumer Health Sciences (e.g., County Health Department personnel, human service agency staff), and
- Youth Development (e.g., 4-H volunteers, school personnel).

Web-based surveys were administered online via Qualtrics. The web-based survey randomized the presentation of the five goal areas, and also the items within each goal area, to avoid response bias and to protect against systematic incomplete responses (i.e., participant drop out before completing the last section, for example). A single version of the paper survey was utilized although it was available in both English and Spanish. Both the paper and web-based version of the survey were pilot tested with CE staff and associates.

CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and that participation in the survey was voluntary.

Maricopa County Survey Collection Methods and Respondents

Maricopa County Paper Surveys: CE faculty and staff provided surveys to respondents at schools and community centers, in their neighborhoods, and at community and CE events. Incentives were provided at a subset of locations and included cups and entry into a raffle for a free soil probe.

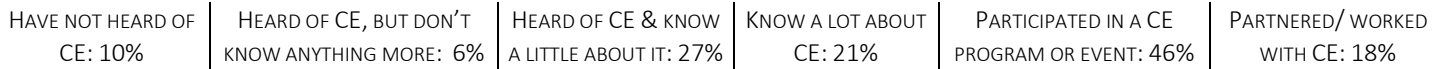
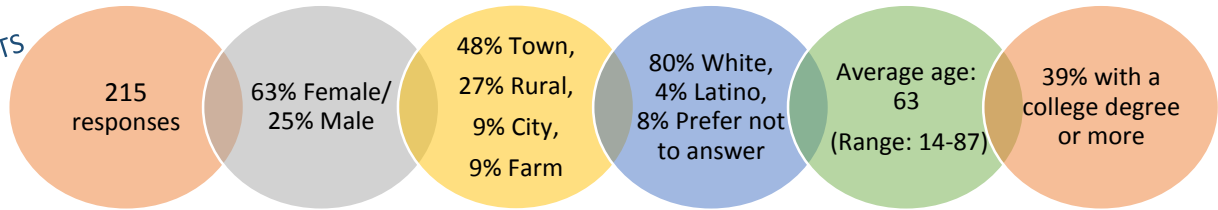
Maricopa County Web-Surveys: Links to the web survey were sent to 687 CE Users and 118 CE Non-users.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Maricopa	312	122 (39%)	163 (52%)	27 (9%)
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

Cooperative Extension Stakeholder Survey

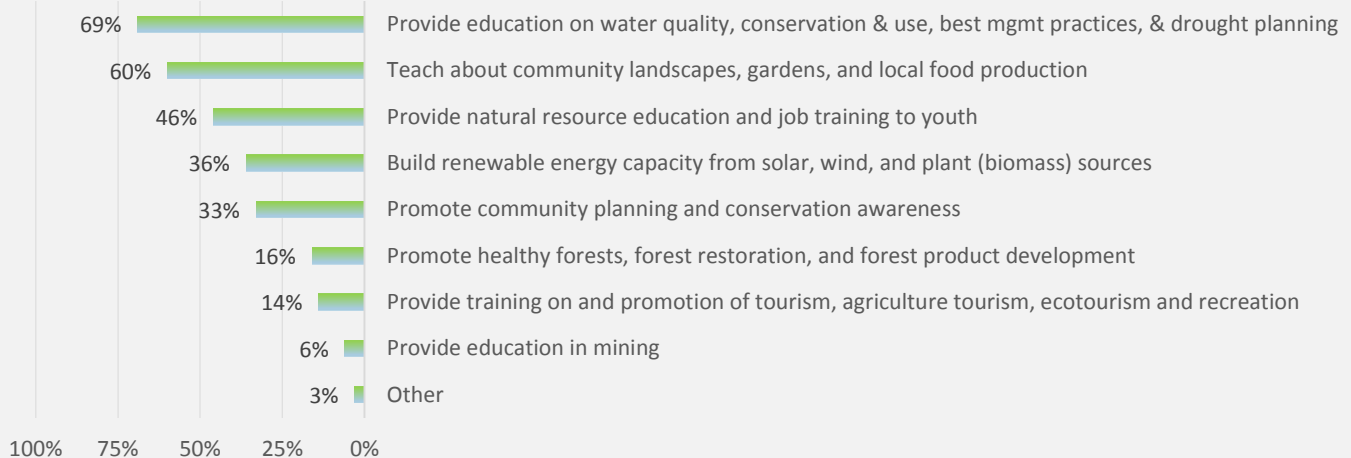
Spring 2015

ABOUT THE RESPONDENTS

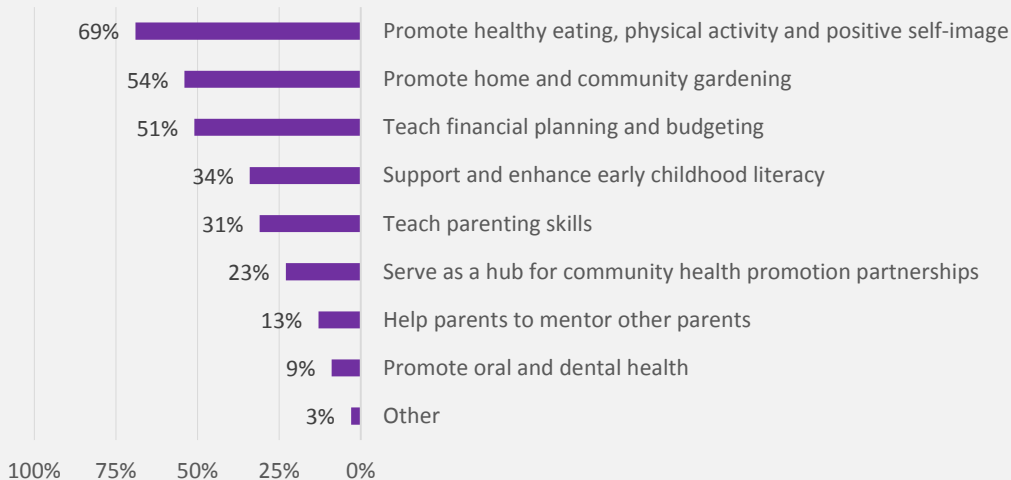


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



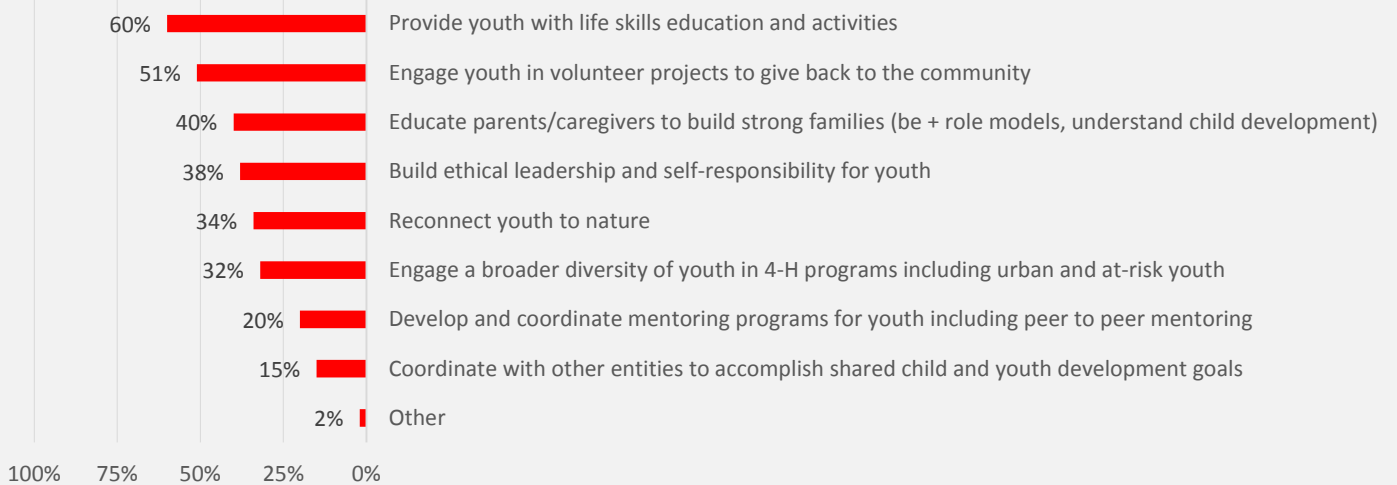
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



Goal 5: To promote safe, profitable, and sustainable plant and animal systems.



Survey Collection Methods

The County Extension Director Visioning Committee worked through group collaborative processes to identify potential priorities to align with each of the five CE goals. A draft survey was then adapted by the Norton School's Community Research, Evaluation and Development team (CRED) to address the issues of readability, understandability, and brevity to allow the survey to be more easily administered to both a lay and expert audience.

In order to include a broad range of respondents, but within the context of limited time and resources for survey implementation, a multi-modal approach to the survey respondent pool and administration method was chosen.

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CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and that participation in the survey was voluntary.

Mohave County Survey Collection Methods and Respondents

Mohave County Paper Surveys: Paper surveys were collected at CE meetings and at the CE office. No incentives were given to respondents for survey completion.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Mohave	215	154 (72%)	61 (28%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

NAVAJO COUNTY

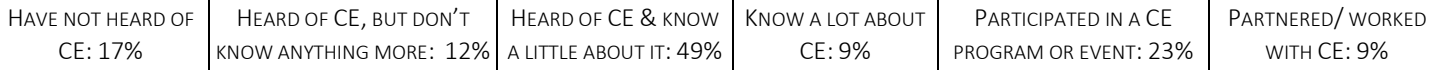
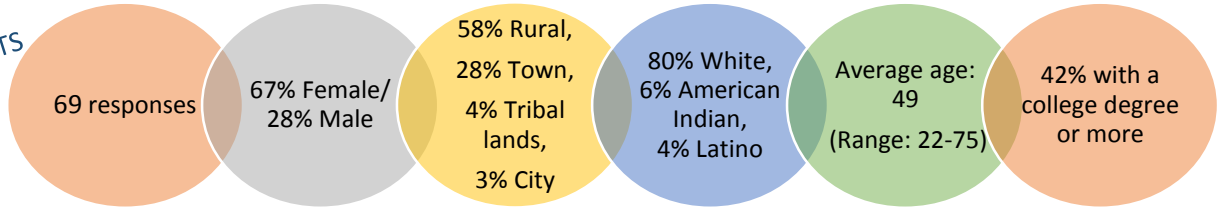


COLLEGE OF AGRICULTURE & LIFE SCIENCES
Cooperative Extension

Cooperative Extension Stakeholder Survey

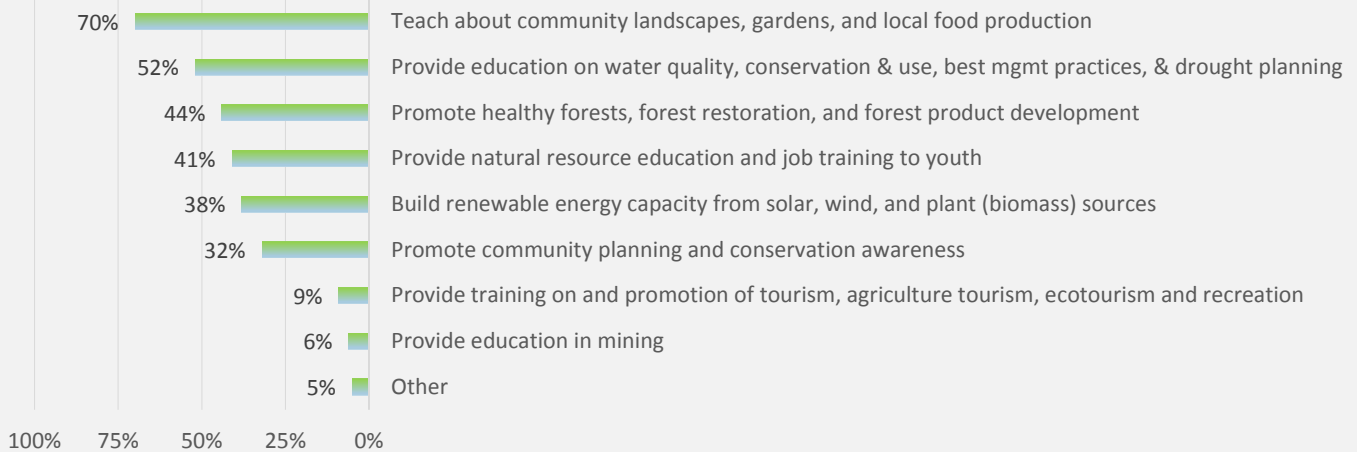
Spring 2015

ABOUT THE RESPONDENTS

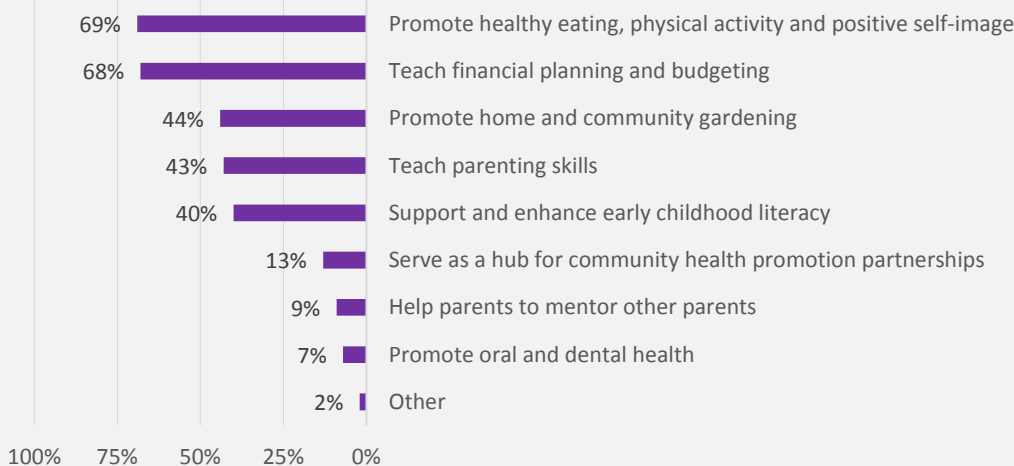


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

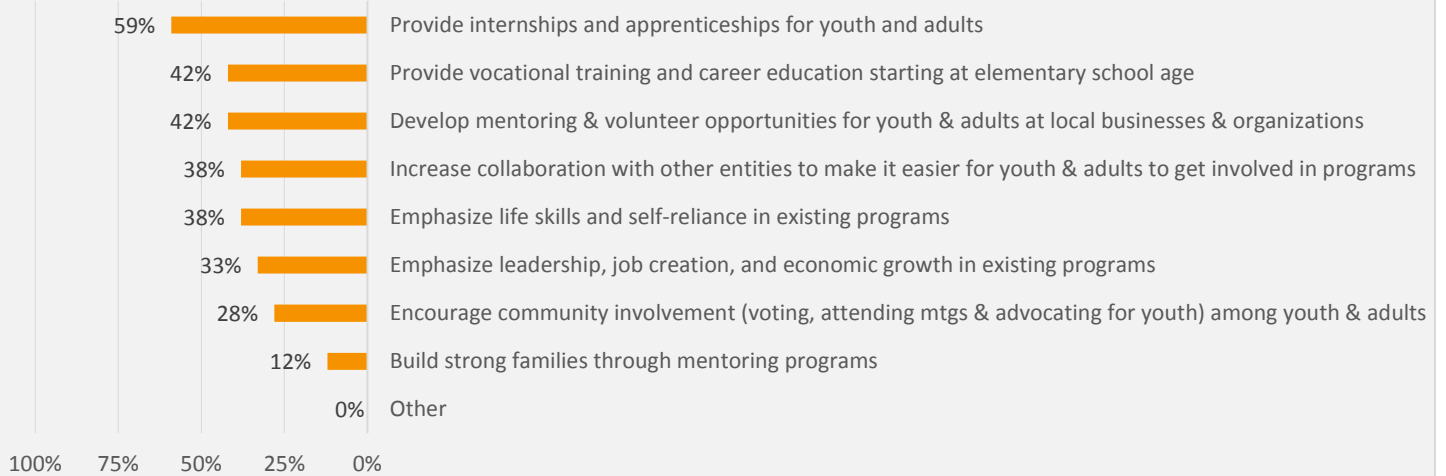
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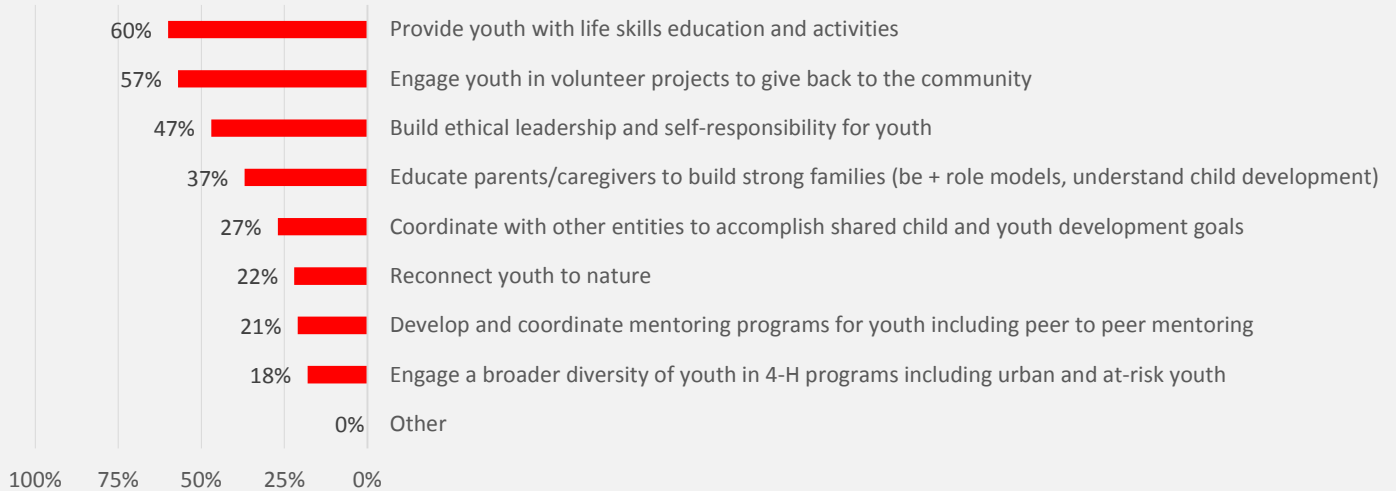
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



Goal 5: To promote safe, profitable, and sustainable plant and animal systems.



Survey Collection Methods

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Navajo County Survey Collection Methods and Respondents

Navajo County Paper Surveys: Paper format surveys were distributed by CE staff and Board members in paper form and also electronically. No incentives were given to respondents for survey completion.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Navajo	69	2 (3%)	65 (94%)	2 (3%)
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

PIMA COUNTY

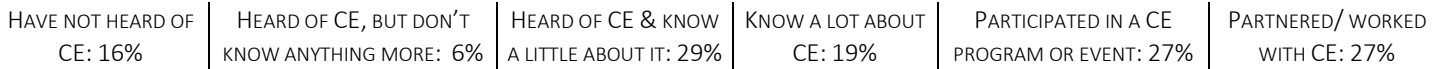
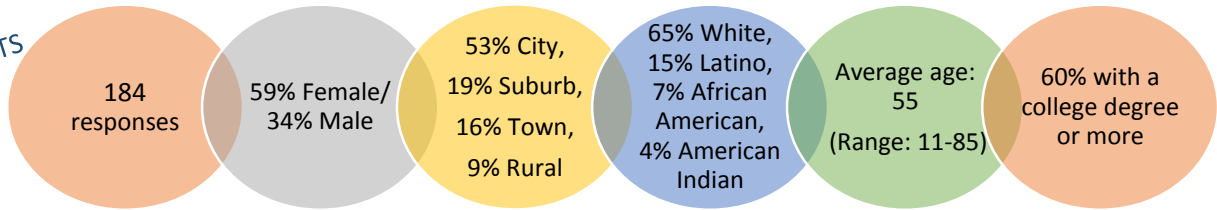


COLLEGE OF AGRICULTURE & LIFE SCIENCES
Cooperative Extension

Cooperative Extension Stakeholder Survey

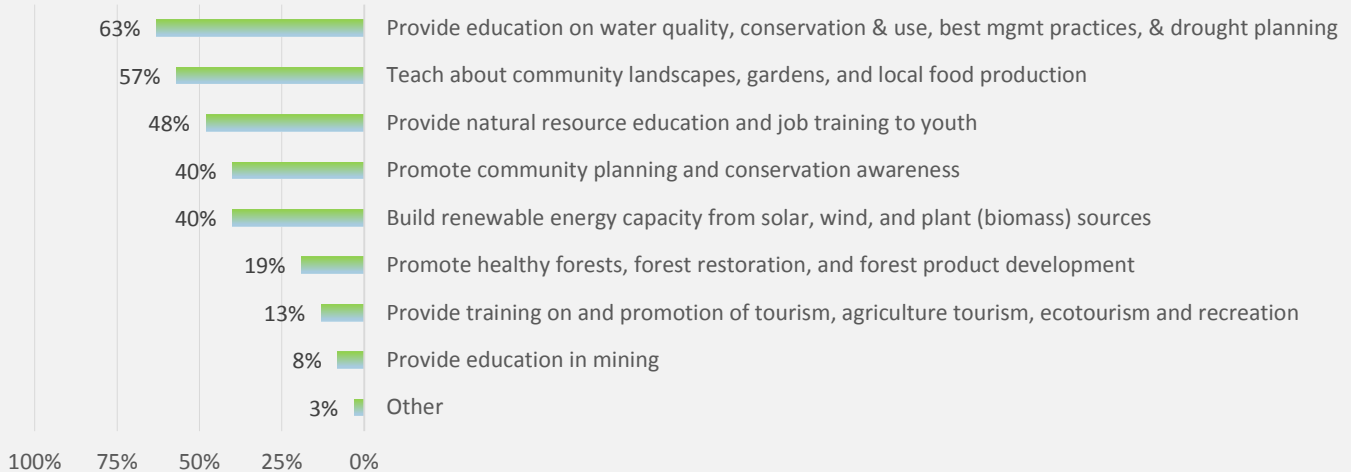
Spring 2015

ABOUT THE RESPONDENTS

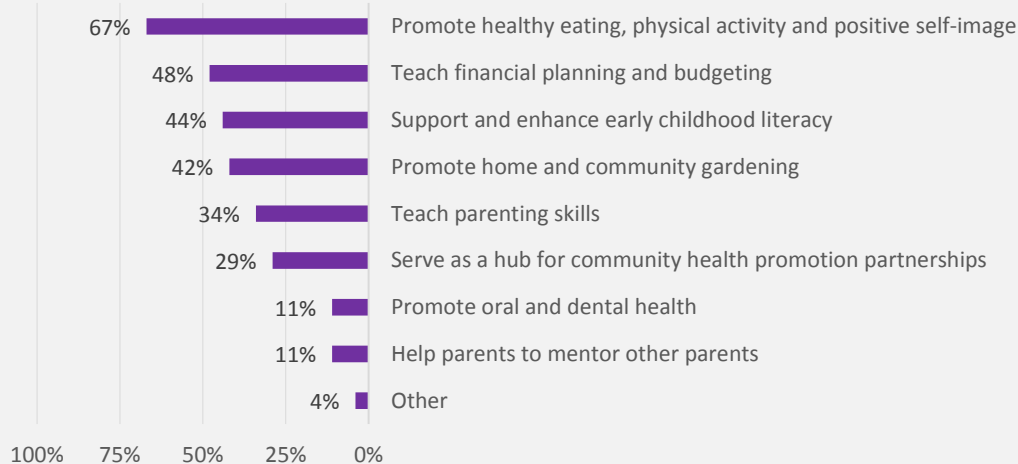


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

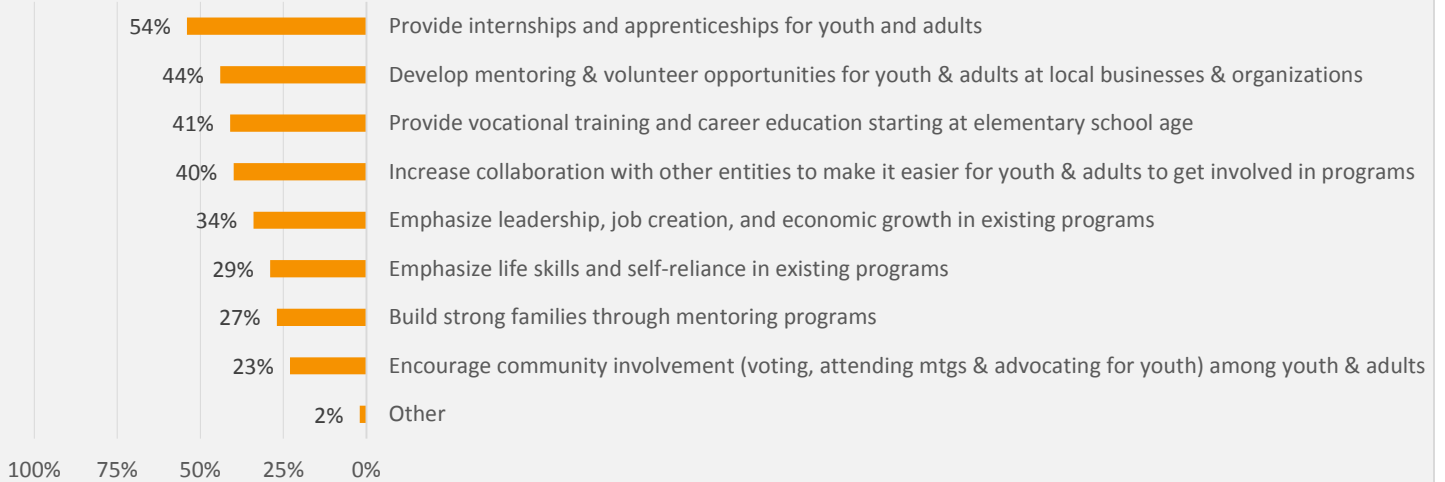
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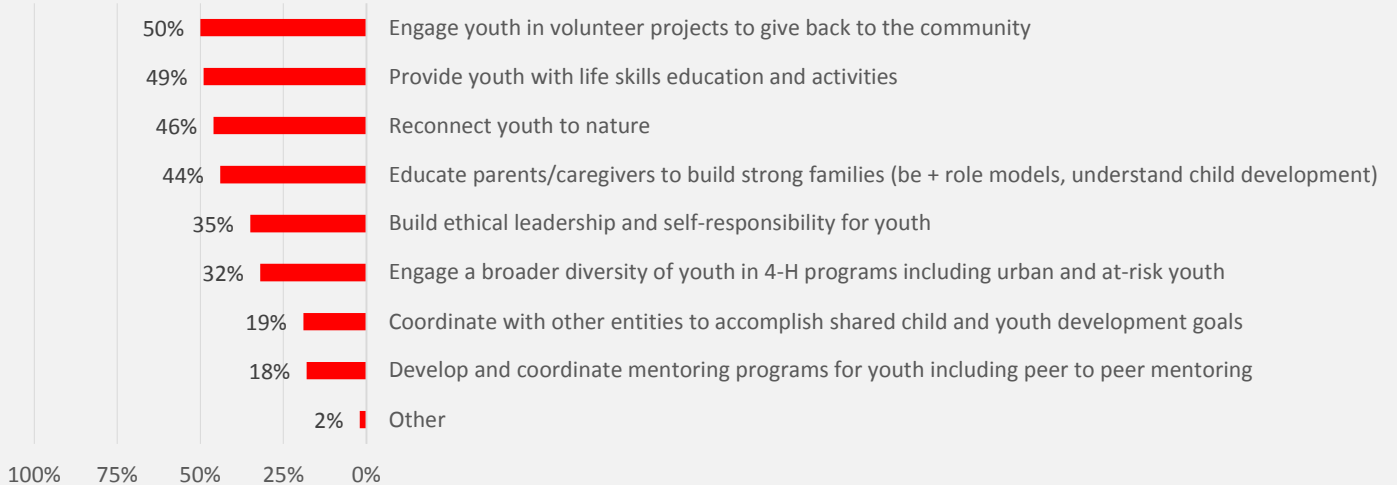
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



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Pima County Survey Collection Methods and Respondents

Pima County Paper Surveys: A student employee administered paper surveys at libraries, and CE staff distributed paper surveys at community and CE events. No incentives were given to respondents for survey completion.

Pima County Web-Surveys: Links to the web survey were sent to 86 CE Users and 50 CE Non-user, experts.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Pima	184	70 (38%)	114 (62%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

PINAL COUNTY

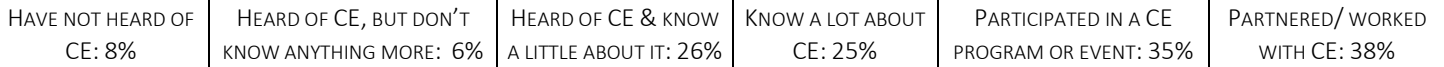
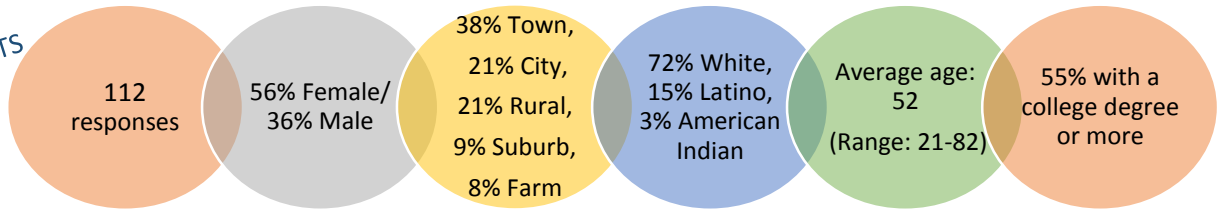


COLLEGE OF AGRICULTURE & LIFE SCIENCES
Cooperative Extension

Cooperative Extension Stakeholder Survey

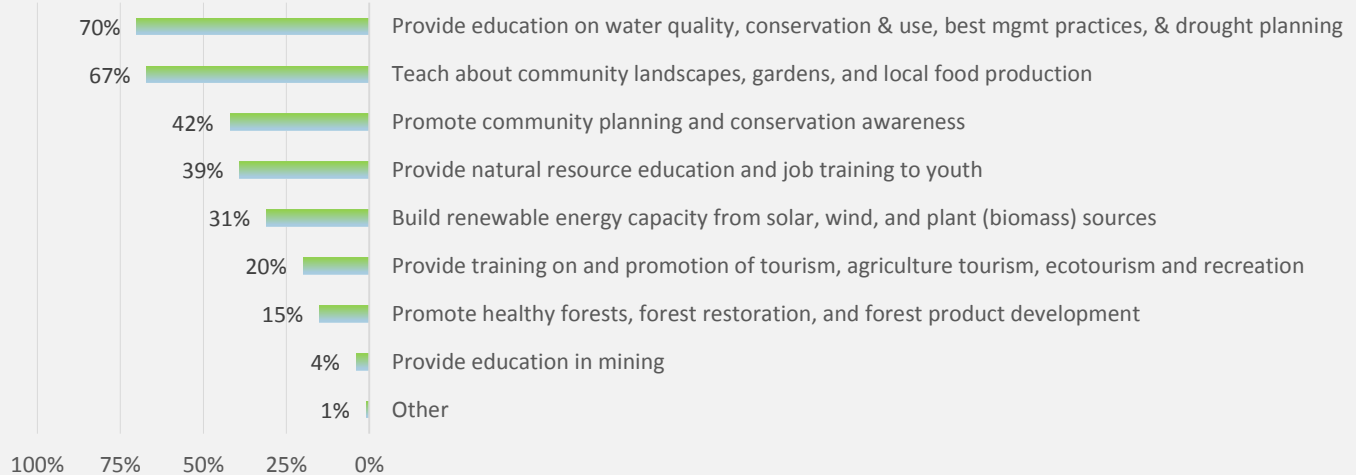
Spring 2015

ABOUT THE RESPONDENTS

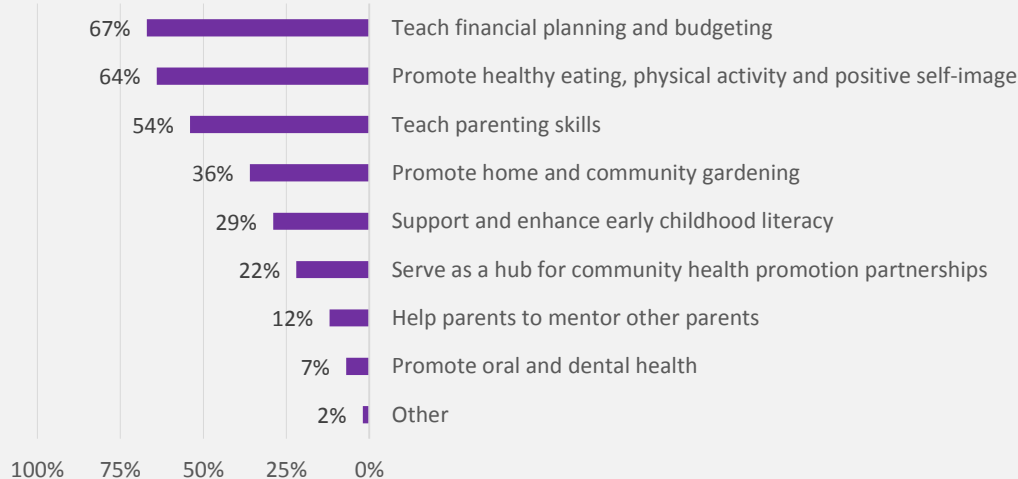


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

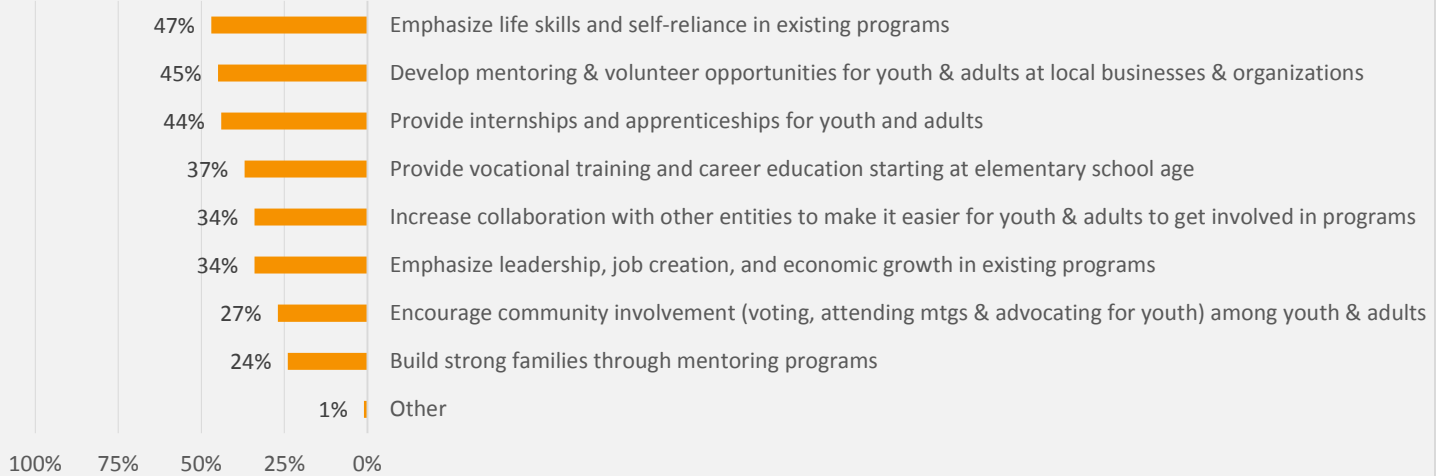
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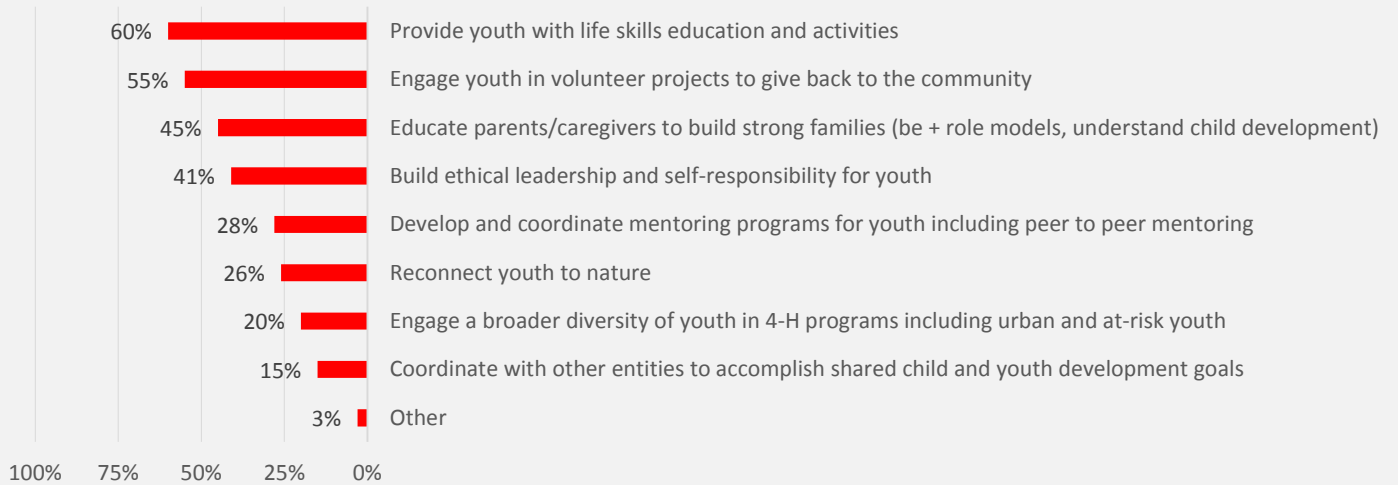
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



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Pinal County Survey Collection Methods and Respondents

Pinal County Web-Surveys: Links to the web survey were sent to 137 CE Users and 67 CE Non-user, experts.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Pinal	112	89 (79%)	23 (21%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

SANTA CRUZ COUNTY

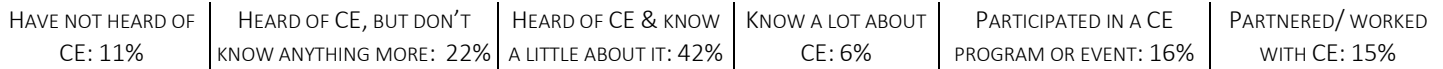
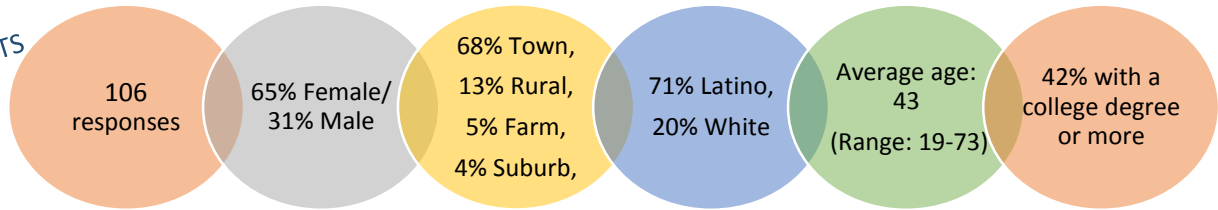


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Cooperative Extension

Cooperative Extension Stakeholder Survey

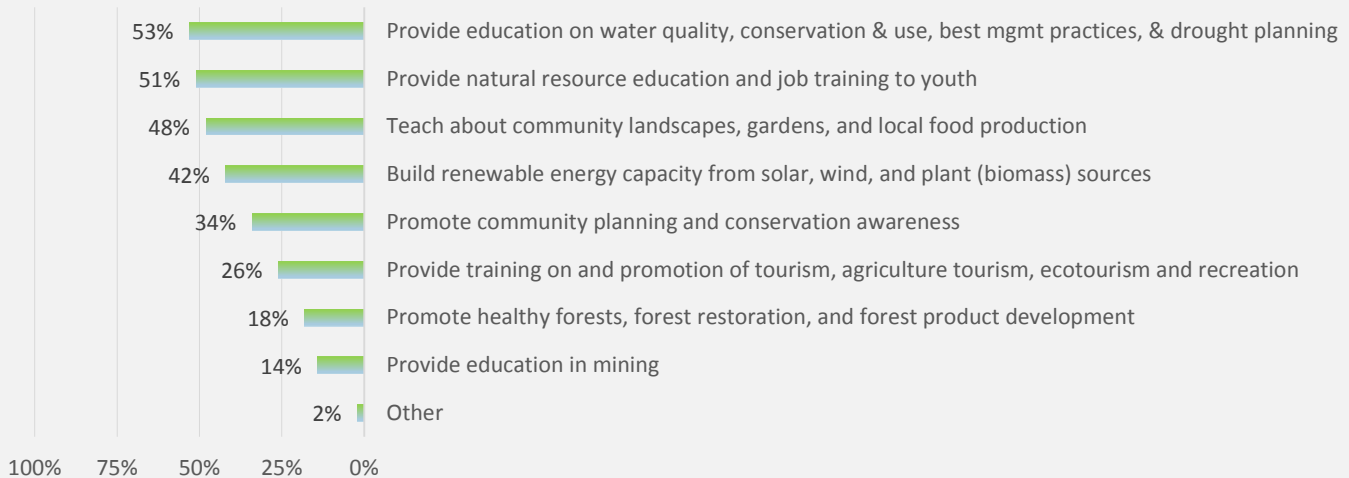
Spring 2015

ABOUT THE RESPONDENTS

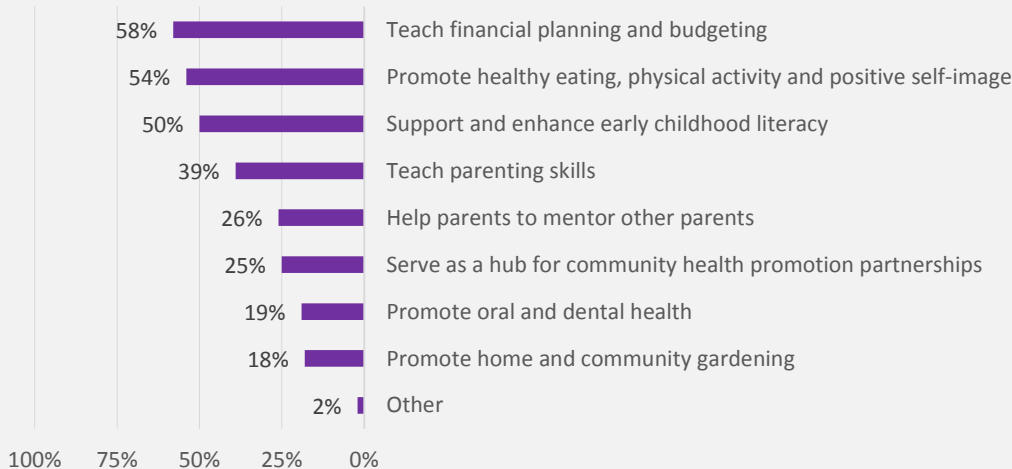


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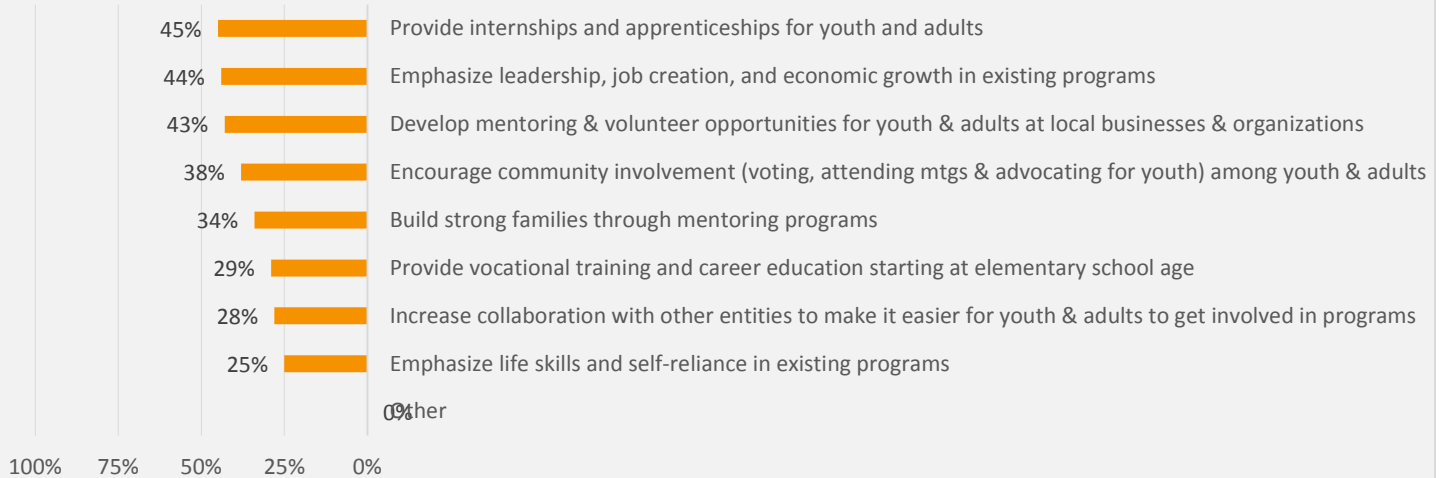
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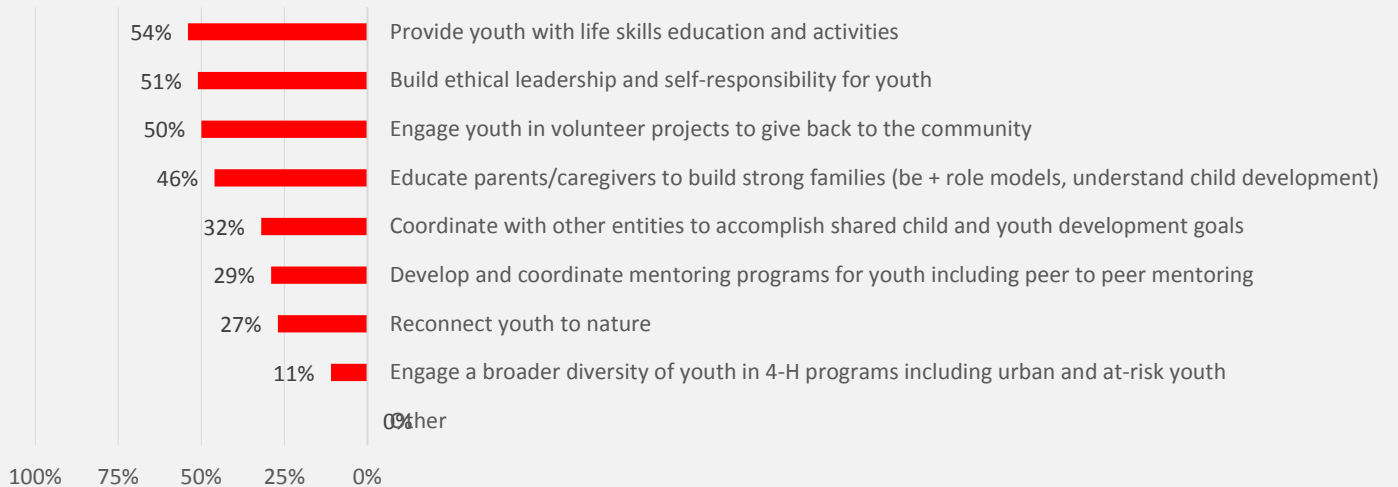
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Santa Cruz County Survey Collection Methods and Respondents

Santa Cruz County Paper Surveys: CE staff and an AmeriCorps Member collected paper surveys at various locations including the community college, shopping centers, schools and libraries. No incentives were given to respondents.

Santa Cruz County Web-Surveys: Links to the web survey were sent to 33 CE Users and 54 CE Non-user, experts.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Santa Cruz	106	37 (35%)	31 (29%)	38 (36%)
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)

YAVAPAI COUNTY

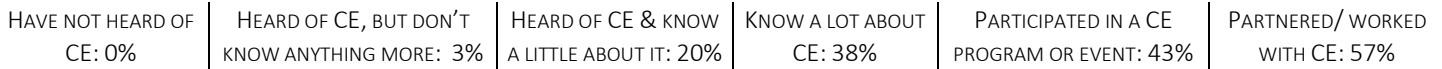
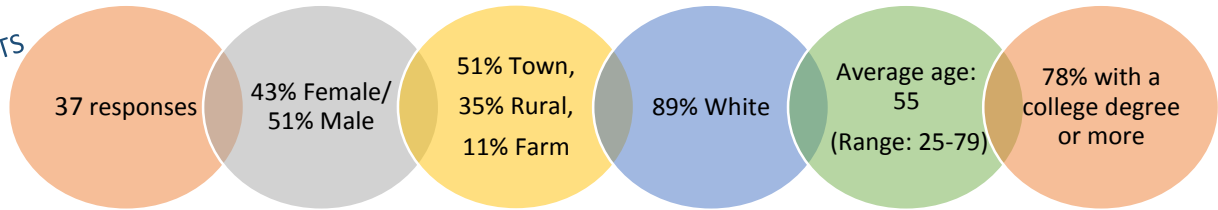


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Cooperative Extension

Cooperative Extension Stakeholder Survey

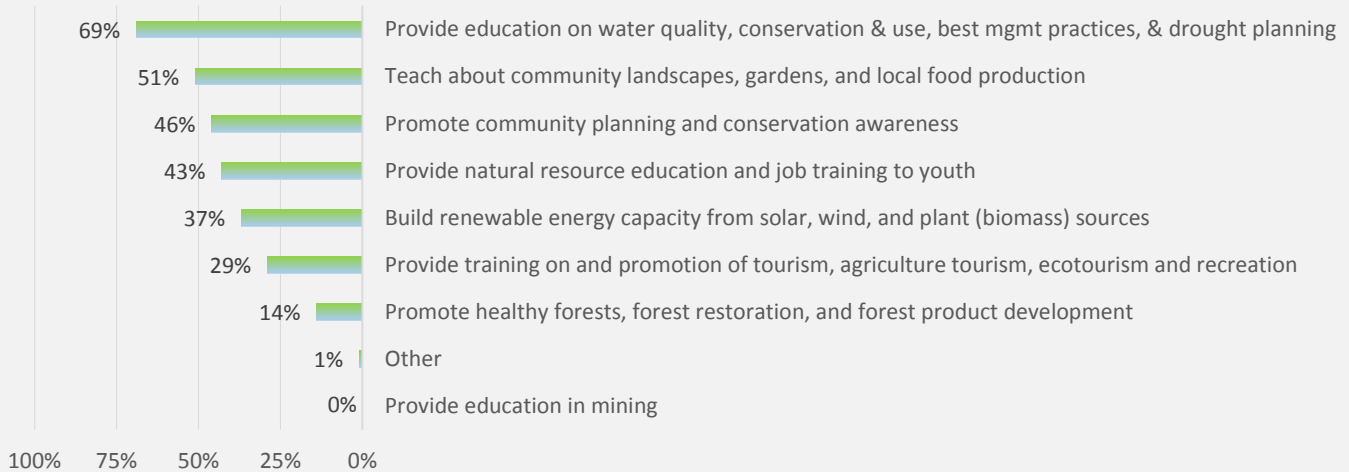
Spring 2015

ABOUT THE RESPONDENTS

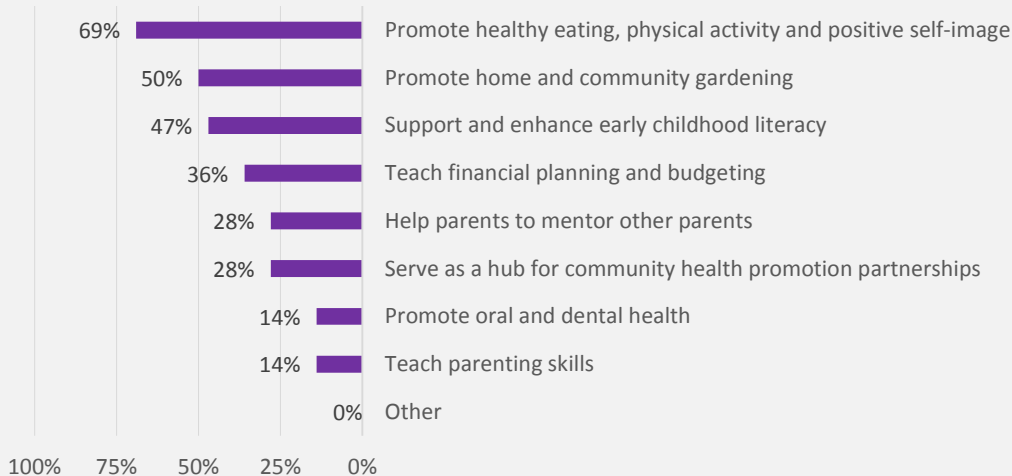


The following figures indicate the activities that respondents felt would be most valuable in helping Cooperative Extension achieve its goals.

Goal 1: To educate and prepare people to manage and use natural resources in a way that helps the economies of local communities and the state.



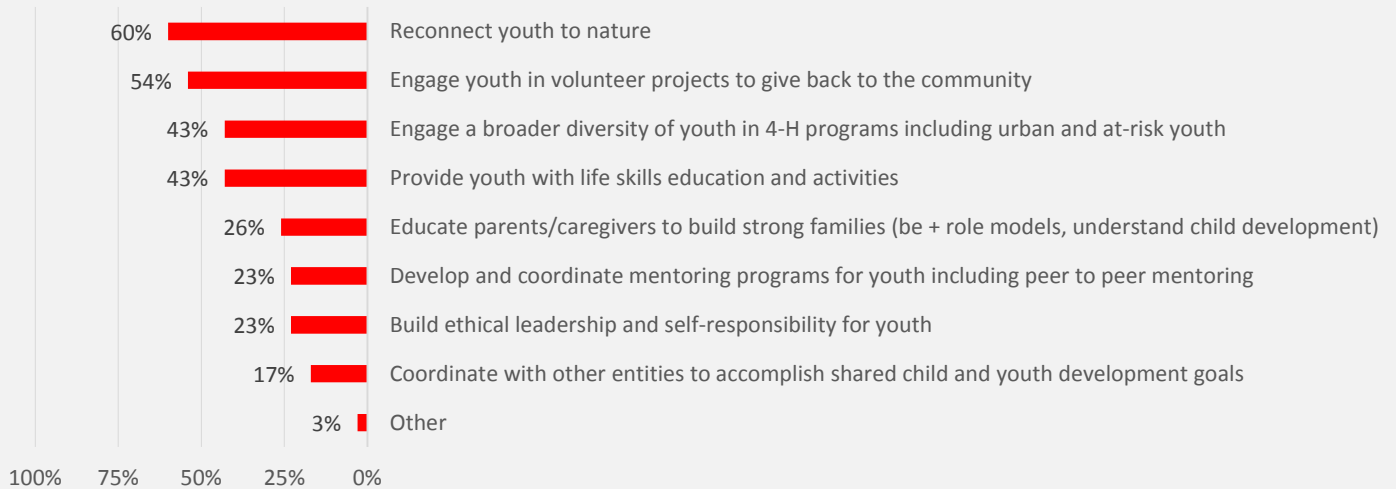
Goal 2: To help individuals and families be physically, mentally, emotionally, and financially healthy.



Goal 3: To help develop leadership, workplace and life skills for youth and adults.



Goal 4: To enhance the growth and development of Arizona children and youth so that young people will contribute positively to the community.



Goal 5: To promote safe, profitable, and sustainable plant and animal systems.



Survey Collection Methods

The County Extension Director Visioning Committee worked through group collaborative processes to identify potential priorities to align with each of the five CE goals. A draft survey was then adapted by the Norton School's Community Research, Evaluation and Development team (CRED) to address the issues of readability, understandability, and brevity to allow the survey to be more easily administered to both a lay and expert audience.

In order to include a broad range of respondents, but within the context of limited time and resources for survey implementation, a multi-modal approach to the survey respondent pool and administration method was chosen.

- Some survey respondents were CE “users,” or those who were affiliated with CE in some manner and for whom County CE staff had an email address available. These participants responded to a web-based survey.
- Some survey respondents were “expert-non-users” of CE, but may be current, past or potential partners or collaborators with CE such as directors or program coordinators at local agencies, superintendents or school principals, members of the Chamber of Commerce, faith-based leaders, or members of local youth organizations. These ‘non-users’ were recruited through email to complete the web-based survey if email addresses were available, or were recruited in person and completed a pen and paper survey if email addresses were not available.
- Finally, members of the general public, who may be users or non-users, were recruited to complete paper surveys. General public participants were recruited in areas where a cross-section of people gather such as public libraries, sports facilities or community events. Paper surveys were also distributed by CE faculty, staff and board members to people they knew who may or may not be involved with CE.

For users and expert-non-users, efforts were made to identify respondents in the three primary program areas of CE:

- Agriculture and Natural Resources (e.g., farmers, ranchers, forestry personnel),
- Family and Consumer Health Sciences (e.g., County Health Department personnel, human service agency staff), and
- Youth Development (e.g., 4-H volunteers, school personnel).

Web-based surveys were administered online via Qualtrics. The web-based survey randomized the presentation of the five goal areas, and also the items within each goal area, to avoid response bias and to protect against systematic incomplete responses (i.e., participant drop out before completing the last section, for example). A single version of the paper survey was utilized although it was available in both English and Spanish. Both the paper and web-based version of the survey were pilot tested with CE staff and associates.

CE offices serving each county of Arizona oversaw survey administration in their respective communities. A protocol was developed for those leading data collection efforts in each county outlining the purpose, process and timeline for survey collection, and scripts were developed for those implementing paper surveys face-to-face with respondents. Both emphasized that the survey was anonymous and that participation in the survey was voluntary.

Yavapai County Survey Collection Methods and Respondents

Yavapai County Web-Surveys: Links to the web survey were sent to 34 CE Users and 44 CE Non-user, experts.

COUNTY	Total Respondents	Web Survey Respondents	English Paper Survey Respondents	Spanish Paper Survey Respondents
Yavapai	37	36 (97%)	1 (3%)	0
Arizona	1,839	886 (48%)	877 (48%)	76 (4%)