

An Extraordinary Place to Learn

We know that good educational experiences can change a child's life. 4-H combines an imaginative, motivational learning environment with outstanding curriculum. We must use our scholarship and practice in the field of experiential learning to revolutionize the ways youth build confidence and master critical life skills in all 4-H activities.

Goal 1:

4-H youth development will strengthen the relationship between research and practice using the resources of land-grant and other university systems.

Growing in the Garden

Situation:

Results from an Iowa State University Extension 4-H Youth Development Strengthening Agriculture and Natural Resources Needs Assessment indicated that very little agriculture and natural resources education was taking place in school classrooms and after-school programs. Educators felt disconnected, unfamiliar and inadequately equipped to teach about the subjects. Students equated agriculture with raising crops and livestock, not food supplies.

Program Description:

Four different committees with youth and adult members and staff attendance at a variety of national conferences contributed to determining the best direction 4-H could take to remedy the situation. A K-8 plan was proposed. Part one of the plan was *Growing in the Garden: Growing Curiosity About Agriculture, Natural Resources, Food and People*. Two target audiences included teachers and students in kindergarten through grade three.

The 40 lessons from the *Growing in the Garden* in-school curriculum and the 38 activities from the after-school leader's guide and participant's journals were developed using the Experiential Learning and Targeting Life Skills models. Standards and benchmarks in a variety of subject-matter areas determined lesson content for each grade. The illustrations and format design prepared by a noted artist and graphic designer helped marketing efforts and made the lessons easy to use. Written evaluation forms and onsite visits were part of the plan.

The curriculum is delivered through 4-to-6-hour training sessions conducted by the program director and other specialists. Classroom teachers, Extension staff, Master Gardeners, curriculum directors, administrators, public garden program coordinators, 4-H volunteer leaders, Ag-In-The-Classroom managers, county naturalists and other educators have attended trainings. A database is used for followup. The support web site is located at www.extension.iastate.edu/GrowingintheGarden

Stakeholder Satisfaction:

The program director represents one FTE committed to the Food, Fiber and Environmental Science (FFES) program for Iowa 4-H. State FFES funds continue to be allocated to 4-H. The program director hires additional staff totaling 1-1/2 FTE paid through the FFES funds. Several local Extension staff dedicate a portion of their time to their communities' program.

The statewide and national growth of the program is evidence of satisfaction from participants and stakeholders. Opportunities to partner with other projects, to serve on advisory committees, and to present sessions at conferences indicate approval. There is enthusiastic interest in helping develop and deliver the 4-8-grade FFES curriculum entitled, "Where We Live."

Written evaluations include more than 96 percent "excellent" marks on the format, content and training. Onsite visits reveal the enthusiasm (smiles, comments, involvement) for the lessons. There are also new school gardens and new community partners. Gardening is cross-cultural, and can be done by anyone. Gardens are where everyone can make connections with the food supply.

Accomplishments and Impacts:

During the past 3 years, more than 2,500 educators have participated in training, with the potential existing to reach more than 30,000 Iowa youth in grades K-3. During the 2001-2002 school year, more than 15,000 classroom students participated in more than 6 hours of *Growing in the Garden*. After-school programs have been conducted with hundreds of young gardeners using more than a dozen unique delivery modes.

All reports indicate that teachers and students are happy or excited to teach and learn about agriculture, natural resources, food and people. Teachers report that students are learning to learn, developing critical thinking and problem-solving skills, communicating in a variety of ways and trying new foods. There are new community partners and new gardens across the state. Parents and teachers have made comments such as "We would have never convinced our administrators to have a garden at school without *Growing in the Garden*." "My child never ate vegetables before this." "My child says we have to plant a garden." "I want to come to garden camp forever." "My favorite thing about Growing in the Garden is that we get to go outside." "Did you know that dirt made your lunch?"

Dr. Valerie Kelsey, President of the National Gardening Association (NGA) said in her keynote address at the 2002 National School Gardening Symposium, "*Growing in the Garden* is one of the top, if not *the* top, new school gardening curriculums in the United States." *Growing in the Garden* will be included in the NGA kidsgardening.com 2003 catalog.

Resource Commitment:

USDA-Food and Nutrition Service Food Stamp Nutrition Education Program (FSNEP) has granted more than \$100,000 over 2 years. Eleven local *Growing in the Garden* programs also use FSNEP funds. The Iowa Agriculture Awareness Coalition (18 active member organizations) and Pioneer Seed have contributed \$5,000, plus in-kind resources and supplies. Several local *Growing in the Garden* programs have received funds and in-kind contributions from local and national sources.

Collaborators:

Specialists and staff from ISU Extension, school districts, after-school programs, several ISU departments, State of Iowa, more than 20 related businesses and organizations, Master Gardeners, Ag-In-The-Classroom, county naturalists, interested 4-H leaders, parents

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Base program areas to which this program applies:

4-H Youth Development

PASE: Premier Animal Science Events

Situation:

Typically, 300-350 youth participated in the Animal Science-based judging contests (meats, dairy, poultry and livestock) when these contests were held in conjunction with the Nebraska State Fair. The Animal Science Department at the University of Nebraska-Lincoln believed that the educational value of these contests could be improved and developed goals of (1) improving the educational value of contests; (2) making a stronger link between the contests and university research and teaching; and, (3) increasing participation in the events.

Program Description:

The educational portion of Premier Animal Science Events (PASE) includes the state 4-H judging contests for Meats, Livestock, Dairy and Poultry; the state 4-H General Livestock Quiz Bowl contest; workshops on a variety of animal science and 4-H topics such as Ruminant Nutrition, New Techniques in Reproductive Physiology, Learning about Poultry Judging and Learning about 4-H Meats Judging. In addition, to help make the event fun for everyone involved, participants have the opportunity to stay in a college residence hall, participate in a departmental scavenger hunt and have an evening of bowling and other activities with the current college students who are members of the Block & Bridle Club.

The program was designed with input from a statewide 4-H Livestock Advisory Council, of which one-fourth of the members are youth and volunteers. Specific suggestions from the youth of this group included adding the workshops for some contests areas, and providing the social opportunity with current college students. For example, the workshops in the 4-H Meats Judging contest have a limited number of staff or volunteers who are comfortable with their own knowledge of the event. This common bond helped alleviate youths' fears about the contest and increased their participation. The opportunity to meet with current students not only helps make the event fun, it increases the college recruitment potential. The addition of a General Livestock Quiz Bowl, which was a new event for the state, was also discussed with the Advisory Council as a way to increase the education aspects of livestock projects beyond those needed for exhibiting animals.

Stakeholder Satisfaction:

Approximately 380 youth participated in PASE 2002. Many youth participate in more than one contest, as well as workshops and other events. Overall contest participation was approximately 425 contestants. Although PASE itself is an annual event, the time youth spend preparing for the event is greater than the two days spent at PASE. For all youth involved, the average amount of time spent in preparation was approximately 14 hours. However, of those youth that were from a county with a champion or reserve champion team, the average preparation time was 36 hours,

indicating there were numerous meetings with a coach, as well as time spent in individual learning.

The educational activities are appropriate for the audiences. For example, in the General Livestock Quiz bowl, more than 85 percent of participants thought the questions were either at or above their current level of knowledge, and thus the contest motivated them to study and learn more. When asked what was the best thing about the quiz bowl, responses included “fun,” “challenging,” “learned a lot,” “got to meet people.” Thus, the quiz bowl is providing a way to enhance youths’ technical knowledge of animal science, in a fun and exciting way.

In rating the entire PASE event, 76 percent of youth agreed that they like to compete in judging contests, 70 percent agreed that PASE gives them the chance to meet and get to know other youth, 54 percent agreed that they like the opportunity to visit with faculty in the Animal Science Department, and 71 percent agreed that they like coming to PASE. Only eight percent did not like coming to PASE.

The staff commitment to this event includes overall organization by the Extension Youth Specialist in Animal Science, supervision of the judging contests by the Extension specialists in the respective areas of meats, poultry and livestock production. Other Animal Science faculty serve as officials for the quiz bowl. A state 4-H staff member cochairs the quiz bowl. County Extension staff contribute time to organizing each of the judging contests and serving as moderators for the quiz bowl.

Accomplishments and Impacts:

The judging contests that are part of PASE contribute to the 40 Developmental Assets identified by the Search Institute. The following specific assets which are addressed and the percentage of youth participants affected by the asset are as follows:

- “Other adult relationships” and “Adult role models”— indicated by 71 percent of youth who have adults helping them prepare for the contests.
- “Positive peer influence”— indicated by 70 percent of youth who appreciate the opportunity to meet other youth with similar interests.
- “High expectations” and “Achievement Motivation”— indicated by 63 percent of youth who take the contests seriously and spend time preparing for them and 54 percent who like the opportunity to visit with Animal Science department faculty.

Resource Commitment:

For some years, external funds of up to \$1,000 have been generated from area agribusiness sponsors and are used to help pay for meals. Participants are charged a \$5 registration fee for all contests, and pay for some meals that are provided.

Collaborators:

PASE is a collaboration between the Animal Science Department and State 4-H Office at the University of Nebraska-Lincoln.

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Crops for Kids

Situation:

Row-crop farmers in the White County area repeatedly expressed a growing concern about the lack of youths' knowledge of production agriculture. While mainly a rural county, most elementary students do not live on a farm and know very little about row-crop farming.

Program Description:

Several producers approached the county Extension agent about their concerns and expressed interest in duplicating a program from another part of the state. To address the concerns, the county agent, the White County Farm Bureau Women's Committee, row-crop farmers and a local school district started the Crops for Kids project. The audience was a fifth-grade class at Judsonia Riverview Middle School. Another Farm Bureau board member who worked at the school contacted the teacher. A farmer then donated an acre of his land and grew corn on it for the kids, and donating the profit of that acre to the kids. The students were given cost sheets at the beginning of the year. They kept up with all the costs on the field and even made some of the management decisions.

This year another farmer in the area wanted to help with this same project, so it was decided to choose rice instead of corn. The kids learned about production, costs and uses for Arkansas rice.

Stakeholder Satisfaction:

The county agent met with the students five times in the classroom and twice in the field. The program was so successful the first year a request to repeat was made by both producers and the school. The farmers praised the program during the county advisory council meeting and applauded Extension's efforts to enhance awareness of the importance of agriculture.

Accomplishments and Impacts:

The students watched their rice harvested on October 10, 2001. The rice was measured in a weigh wagon with a production of 185 bushels. The production number was multiplied by \$3 a bushel and, after subtracting the production cost of the acre, the farmer wrote a check for \$294.76. The kids were very excited and donated the money to Children's Hospital.

The first year's corn crop yielded 112 bushels per acre, with production costs of \$111.80, netting the students \$150.28 profit. These profits were also donated to the Arkansas Children's Hospital. The White County Farm Bureau Women's Committee members then took some of the corn and showed the kids how corn was ground into corn meal. The students used the corn meal from the field and made cornbread. The students learned about safe and profitable agriculture from seed to the table. Life-skill enhancements include decisionmaking, responsibility, teamwork, contribution to group planning and wise use of resources.

Resource Commitment:

The Farm Bureau Women's Committee assisted with refreshments for both the field trips. Riceland and Della companies both donated small bags of rice for the kids. Local farmers donated use of land and equipment.

Collaborators:

White County Farm Bureau
County farmers
White County Farm Bureau Women's Committee

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Base program areas to which this program applies:

Agriculture
Community Resource & Economic Development
Nutrition, Diet and Health
4-H Youth Development

Goal 2:

4-H will imagine and design new, unconventional educational models to capitalize on emerging opportunities and engage the hearts and minds of youth.

Arkansas Family Boat-building

Situation:

"The Natural State" is the State of Arkansas' motto. Arkansas is blessed with outdoor opportunities, and relies on forests for significant part of its economy. Both of these endeavors require a strong commitment to the care and conservation of natural resources. Bringing youth, adults, forestry and environmental stewardship together is an important task.

Program Description:

Although originally designed to be a local program, the Family Boat-building project has taken on statewide responsibilities, is proving effective in getting families to work together and is bringing environmental education opportunities to these groups. The program reinforces many of the life skills 4-H embodies. Decisionmaking, learning, working in groups and communication are just four of the many life skills necessary for this successful program. The Family Boat-building program has three distinct segments:

County Teams:

Leadership teams composed of county 4-H'ers, adult volunteers, agents and/or program assistants will attend a canoe-building workshop. Instruction focused on boat building while interweaving natural resource education into the project. Participants received hands-on training and built their own canoes. Three people comprised each boat-building team. During down

times, when canoes were drying, county teams were trained in a menu of related outdoor skills and activities existing in other 4-H programs, but applicable to boat-building and canoeing, such as woodworking (*e.g.*, building a miniature canoe and making fishing lures); aquatic insect and fish identification; testing water quality; Global Positioning System [GPS] navigation; wildlife and tree identification and forestry; sport fishing (fly fishing, tackle craft); and, community service projects. Participants are encouraged to incorporate these activities into their boat-building project.

County Programs:

Leadership teams trained at the state level conduct boat-building programs in their respective counties. The goal—to get families working together and learning about their own environment.

State Camp:

Each year a camp is held for youth participants. The first 4 days of camp include building a 16-foot canoe and learning the skills needed to spend several days camping and canoeing. The final 4 days are spent making a trip down an Arkansas River. During this trip youth use their newly made boats. 4-H'ers have the opportunity to study the environment and put to use newly acquired outdoor skills.

Stakeholder Satisfaction:

To date, 59 canoes have been built during family boat building programs. The program has been conducted on the county level five times. A state-level program is soon to be initiated. 4-H'ers and their parents have had very positive comments about their experiences. The two following quotes stand out: “This was the perfect project for me and my son to learn better about working together,” made by a 4-H father. Later, while on a river trip, a Park Ranger commented, “This is by far the most interesting project I have seen a group of kids participate in on this river.” Feedback from every program has been tremendous, and public interest is amazing.

Accomplishments and Impacts:

Five Family Boat-building programs and one state training program have been completed. Four floats were completed using the wooden canoes. One county's team training was completed and the summer camp was planned to take place in 2003. Funding was accomplished with a \$7,500 grant from Weyerhaeuser Corporation and other donors. Two hundred one people were involved in building 59 wooden canoes. Four family floats were held, with 120 youth and adults attending. One hundred youth had the opportunity to build 16-inch canoe models and learn woodworking skills, and hundreds of youth and adults learned about the program through county fairs and other display opportunities.

Resource Commitment:

County 4-H Foundations, participant fees and fundraising by county 4-H Clubs supported the original program. The cost per canoe averaged approximately \$250. Weyerhaeuser Corporation recently awarded \$7,500 to the program for supplies and equipment. Two Extension educators are involved as project leaders. Kevin Jones, State 4-H Assistant, is primarily responsible for the program, and Dr. Rebecca McPeake, Wildlife Management Specialist, is responsible for the sport fishing program and technical aspects of the environmental programming. A core group of Extension agents, specialists and volunteers make up the remaining support for the program.

Collaborators:

University of Arkansas Cooperative Extension Service; C.A. Vines Arkansas 4-H Center
Arkansas 4-H Foundation; Arkansas State Parks

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Base program areas to which this program applies:

4-H Youth Development, Natural Resources Environmental Management, Leadership &
Volunteer Development

Workforce Preparation

Situation:

Involvement in workforce preparation projects provides youth with challenges, experiences, support and help, promoting positive and realistic outlooks on the world of work. It also fosters the development of skills (SCANS) recognized in the year 2000 as critical for entrance into the workforce.

Program Description:

CES/4-H offered youth entrepreneurship programs and work to integrate workforce preparation skills into existing programs and activities. Workforce Skills Integrated into Existing Activities workshops on topics related to employability and SCANS skills have been incorporated into the Teen Leadership weekend and Teen Connection. Youth applying for state awards participate in interviews and receive feedback on their performance.

Stakeholder Satisfaction:

Approximately 0.2 FTE committed to program. High level of satisfaction by all participants.

Accomplishments and Impacts:

One hundred thirty-three youth improved their workforce readiness skills in business organization, money management, recordkeeping, entrepreneurship, interviewing, application writing, getting along with others, public speaking, decisionmaking, problem-solving, personal responsibility, time management, customer service and other basic skills such as reading, math and listening. Impacts reported by staff: increased school attendance; improved skills in teamwork, problem-solving, money management, decisionmaking, personal responsibility and public speaking.

Youth report that they learned

- “ . . . how to work together to make a product better.”
- “ . . . a company can really make money if you do it right.”
- “ . . . not every business is easy.”
- “ . . . that I have talent and can make money.”
- “ . . . to take time and do a good job.”
- “ . . . to work as a team, and take responsibility for my job.”

Through a program survey, youth thought being in the Youth Entrepreneur Club taught them the importance of cooperation and teamwork (89 percent), taught them how to develop and run a business (92 percent), encouraged them to attend school (98 percent) and gave them self confidence (94 percent). By participating in this program, individual youth earned from \$2-\$147.

A New England Taskforce on Workforce Readiness has been formed. The Taskforce is composed of CES faculty from every New England state. The Taskforce has been successful in securing training and grants from the Kauffman Foundation for youth entrepreneurship and developing fact sheets for youth interested in starting their own businesses.

Resource Commitment:

N/A

Collaborators:

N/A

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Base program areas to which this program applies:

Family Development and Resource Management
4-H Youth Development

Central Idaho Natural Resource Camp

Situation:

Although the State of Idaho's population is only 1.2 million, its people depend heavily on its abundant natural resources. Idaho's six major industries, in order of size, are manufacturing, agriculture, tourism, food processing, timber and mining. Each industry depends on the state's water, forest, rangeland, wildlife and soil resources. Idaho's people need to learn about these important natural resources, and to understand the issues related to competing uses of our natural resources, the trade-off's in environmental management and their responsibilities as citizens.

Program Description:

The University of Idaho Cooperative Extension System and the Idaho Association of Soil Conservation Districts sponsor a natural resource camp at the Central Idaho 4-H Camp near beautiful Sun Valley for 12-14-year-olds and teachers. The camp is a weeklong, hands-on experience where students and teachers learn basic concepts and management issues related to Idaho's Soil, Water, Wildlife, Range and Forest resources. Instructors are professionals in their related natural resource field from the University of Idaho Cooperative Extension System, the Natural Resource Conservation Service, the Idaho Department of Lands, and the United States Fish and Wildlife Service. In addition to outdoor lectures and hands-on labs, students and teachers apply their new natural resource knowledge in activities such as: (1) the *Lewis and Clark Expedition*, where teams hike a nature path and answer natural resource questions related to the survival of early our explorers; (2) the *Natural Resource Bowl*, where teams compete

against each other in a game-show venue of natural resource trivia; (3) the *Big Wood Land Use Simulation Game*, where teams represent various land-use industries and present a land-use proposal to a county land-use board in a public hearing format. Students and teachers also enjoy outdoor activities such as hiking, rappelling, fishing, volleyball, firearm safety and target shooting. Night activities include special guests from the local area and fireside sing-alongs.

Beginning in 2003, this educational effort will be a joint venture between Idaho and Montana, with Montana campers attending for the first time in the history of the camp (at its present location).

Accomplishments and Impacts:

There were 77 student and three teacher participants in the 2002 Central Idaho Natural Resource Camp. Students were tested on their knowledge of the five natural resource subject areas upon arrival at the camp, and again at the end of the workshop. The 54-question pretest is an intensive assessment for natural resource-related knowledge. The average pretest score on the exam was 47.62 percent correct responses as compared to the average score on the post-test of 75.49 percent correct responses.

Test result frequencies provided in Figure 1 (below), show a significant increase in natural resource knowledge gained after attending the workshop. In short, at the conclusion of this weeklong experience, the participants of this natural resource camp have a enhanced knowledge and appreciation for the natural world.

Figure 1.

	Pre-test	Post-test
90-100%	0	12
80-90%	0	29
70-80%	1	8
60-70%	10	12
50-60%	30	6
40-50%	14	4
30-40%	13	2
20-30%	6	0
10-20%	2	0
0-10%	0	0

Collaborators:

The success of the project is largely due to the undying commitment of University of Idaho faculty and Natural Resource Conservation Service staff who teach the natural resource lessons and workshops at the camp. Idaho Fish and Wildlife Services and the Idaho Department of Lands also send instructors to participate and teach specific resource area management. The commitment of these entities provides a solid foundation on which to build this educational effort.

Another essential element in the success of this effort is the Idaho Association of Soil Conservation Districts (IASCD) and Local Soil Conservation Districts that provided 44 full camper scholarships and 14 partial camper scholarships. These scholarships paid for \$8,425 of

\$11,850 of the camper fees needed to conduct the camp. This represents an essential and powerful collaboration to ensure the success of this effort. Fifty-eight students were sponsored with scholarships from 22 local Soil Conservation Districts. These local Soil Conservation Districts are also instrumental in recruiting students for the camp.

The Idaho 4-H Endowment Board also provides funding for the camp. Another collaborator is the Idaho Council on Industry and the Environment for instruction of *Industry and Environment* and facilitation of the *Big Wood Land Use Simulation Game*.

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Base program areas to which this program applies:

Natural Resources Environmental Management
4-H Youth Development

Project SNAPP: Skills and Knowledge for Aids and Pregnancy Prevention

Situation:

Mississippi has one of the highest percentages of births to teens in the Nation. In 2000, 18.8 percent of all babies in Mississippi were born to teenagers. Teenage pregnancies are a special problem because of the increased health risk to the baby and the negative social consequences for both mother and baby.

Of the 221,603 girls ages 10 to 19 in Mississippi, 9,508 became pregnant in 2000. Those pregnancies resulted in 8,266 births, 1,139 abortions, and 103 fetal deaths. Of the 8,266 births to Mississippi teens 3,165 were to girls ages 10 to 17, 2,844 were out of wedlock, 423 were low-birth-weight babies (less than 5.5 pounds) and 380 received inadequate prenatal care.

According to national data, during FY 1996 teen childbearing cost taxpayers more than \$38 billion. A report from the National Campaign to Prevent Teen Pregnancy indicated that nationally, \$2,831 was spent per teen mother.

Program Description:

Project SNAPP: Skills and Knowledge for AIDS and Pregnancy Prevention is an eight-session program that utilizes various interactive methods to provide youth with information about HIV and pregnancy prevention. It also allows youth to practice communication; teaches refusal and negotiation skills and helps youth identify and access community resources.

Stakeholder Satisfaction:

Project SNAPP staff met once a week for eight weeks in local middle and high school health classes. The targeted audiences were rural and urban youth in middle and high school in Southwest Mississippi. These youth were targeted because of the high percentages of pregnancies in their age groups. Students, teachers, parents and school administrators continue to request this program and others like it each year. Many school administrators and teachers have reported noted improvement in students' self-esteem and classroom performance. It has given students a better understanding of personal responsibility, and improves the decisionmaking skills.

Accomplishments and Impacts:

In the last year, 3184 youth and 175 parents participated in Project SNAPP. Forty-seven workshops were conducted in five middle schools and five high schools in six Southwest Mississippi counties. The workshops were incorporated into the regular classroom schedule each week for 8 weeks. The topics were (1) Pregnancy and HIV Myths and Facts; (2) Pregnancy and HIV: Risks and Realities; (3) Overcoming Social, Media and Peer Pressure to Have Sex; (4) Sexual Decisionmaking Norms; (5) Abstinence: Assertive Communication and Alternative to Sex; (6) Abstinence: Refusal Skills and Avoiding Sexual Situations; (7) Protective Behaviors; and, (8) Resources and Referrals: Find Help in the Community.

The Program involved the state and county Extension staff, local school districts, parents, school nurses, teen advisory board and local health department.

Resource Commitment:

The key to the success of this program has been the partnership established between the local school districts, Cooperative Extension and the Department of Education. This is an ongoing program through 4-H Youth Development at Alcorn State University.

Collaborators:

County Extension agents, state specialists, teachers, parents, youth and local school districts.

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Base program areas to which this program applies:

Family Development & Resource Management, Nutrition, Diet and Health

Urban Delights - Youth Farm Stand Project

Situation:

The project is designed to promote self-reliance in inner city neighborhoods by inspiring and supporting youth to create positive change in their communities and by enhancing connections to local food systems. The primary goals are to promote positive youth development, community economic development and food security. The focus is in urban areas where fresh fruits and vegetables are often difficult to find.

Program Description:

“Urban Delights” is an innovative project that combines personal development, business skills, and first-hand experience growing and selling fresh produce. The project gives young people ages 14-18 from the inner city a chance to learn what it takes to run a small business, while promoting good citizenship and positive environmental practices.

In the process, youth gain job-readiness education and are linked with personal support services. Urban Delights provides meaningful work experiences to young people from high-risk environments, instills the knowledge, skills and mindset that young people can create their own business and inspires the future development of community-owned businesses. The overall goal is to ensure that participants continue with their education and successfully enter the workforce or create their own jobs.

Youth have an active role in the project’s development. This includes providing critical input into the future directions for Urban Delights, designing promotional material, advocating for the project at City Council committee meetings, and co-writing funding proposals. Urban Delights is an effort that spans the program areas of nutrition, agriculture, natural resources and 4-H Youth Development.

Stakeholder Satisfaction:

Cornell Cooperative Extension devotes .25FTE to the project and many other collaborators devote staff time as well. The first Urban Delights Farm Stand opened in 1999. Since then, the number of stands has expanded to six, participant numbers have more than doubled (more than 50 participants have been trained and supported), profits have increased, and a greater number of agencies have become active partners in the collaborations. Stands are located at sites around the City of Syracuse, including several community centers, a health center, and a downtown farmer’s market. Urban Delights has increased the availability of fresh local produce in urban areas, and promotes knowledge of healthy nutrition and sustainable agriculture. Youth participant comments include: “I will definitely recommend Urban Delights to a friend or relative who really wants to have his or her own business in the future.” “The things I like about the program are how to work with customers and how to handle money. I learn how to work a stand and work as a team. It has been a great experience in my life.” “Knowing I’m making a difference, helping out my community, is important to me.” “It helped me learn life skills...I’m more confident after having done the farm stand.”

Accomplishments and Impacts:

The project has built key life and work skills amongst the participants, as well as ensuring leadership opportunities and youth participation in project decisionmaking. Participants were able to clearly articulate benefits of the project to the media. A majority of the participants said that the project helped them to develop life skills (gaining self-confidence, gaining new perspectives about food, and becoming more responsible). Staff reported marked improvement in the verbal communications skills of many participants, as well as many examples of personal development and work skills. The project has received recognition and awards, including the Award of Excellence from NYS "Community Eat Well, Play Hard Practices."

Resource Commitment:

Urban Delights 2002 budget is \$77,000. CNY Works (the Workforce Investment Board), the City of Syracuse, NYS Department of Agriculture and Markets, M&T Bank, USDA Forest Service and several local foundations are major funders of the program. Past funding has also included the NYS 4-H Foundation and the National 4-H Council.

Collaborators:

“Urban Delights” is truly a community effort. It is a collaborative initiative through Jubilee Homes of Syracuse with a strong partnership with Cornell Cooperative Extension of Onondaga County, Appleseed Trust, Eastside Neighbors in Partnership, Spanish Action League, New World Community Land Trust and the Southwest Community Center.

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Base program areas to which this program applies:

Natural Resources Environmental Management
Nutrition, Diet and Health
Agriculture
Community Resource & Economic Development
4-H Youth Development

Learning to Lead: Statewide 4-H Youth Leadership Retreats

Situation:

The main emphasis of 4-H Youth Development is to help youth develop leadership and other life skills. These skills are essential to ensuring the success of young people, both now and in the years to come. The 4-H Youth Development program believes in providing settings where youth can learn experientially through hands-on experience with the subject matter. One of the ways in which youth have been invited to develop leadership and other life skills experientially is through youth leadership retreats.

Program Description:

The current statewide effort in 4-H youth leadership retreats began in the 1980's with one multicounty retreat. The success of the retreat was immediately apparent, and over the years the model has spread to other counties in the state. In addition, the involvement of youth in planning and implementing the leadership retreats has increased. At this point, five different regional leadership retreats, involving 20 of Oregon's 36 counties and the Warm Springs Indian Reservation, are held each year. The retreats typically take place over 2 or 3 days, in a residential camp-like setting. The design of the retreats allows plenty of opportunity for hands-on learning about leadership skills. In many cases, the retreats are planned and led by older youth who gain real experience in planning, teamwork, responsibility, communicating and teaching.

Because the regional leadership retreats now include participants from the majority of Oregon's counties, Extension 4-H program staff made a concerted effort in 2002 to gather aggregate data from all sites. County 4-H faculty in Oregon that conduct youth leadership retreats were invited to participate in the multisite study. At a meeting in the fall of 2001, the learning (short-term) outcomes were reviewed, discussed and agreed upon and an evaluation tool, data collection method and standardized reporting form were developed to ensure accurate information that could be easily aggregated. This multisite evaluation strategy worked extremely well.

Stakeholder Satisfaction:

The 2002 youth leadership retreats were held in five different locations throughout Oregon. The average length of the retreats was 2.5 days, for a total of 12.5 days. In all, 25 paid Extension staff worked a total of 1,760 hours to plan and conduct the retreat. Fifty-eight volunteers spent 1,098 hours planning, driving, chaperoning and cooking. Quite worthy to note is that 35 older youth spent 1,996 volunteer hours planning and conducting the retreats for other 4-H members. In addition, 281 4-H youth, in grades 7-12 participated in the retreats. There were 199 female and 82 male participants.

Educational opportunities at the retreats were designed to meet the following learning outcomes: That youth would (1) understand the responsibilities of being a leader; (2) be better prepared to take a leadership role at home, school or in the community; (3) know how to work as a team to achieve goals; (4) learn personal responsibility for actions; (5) learn how to involve others in shared leadership; (6) have an opportunity to practice leadership skills; (7) learn that there are important leadership roles to take right now; (8) learn that being a leader is an important part of being an adult; (9) understand that leadership is a skill that can develop over time; (10) think about alternatives before making a decision; (11) learn to consider the consequences of making a decision; (12) understand that leadership skills lead to success in life; (13) feel more prepared for the future; (14) feel good about self; (15) learn to value the contributions of others; and, (16) understand the value of being friends with those different from one's self.

More than 81 percent of participants reported a "4" or "5" on a 1-5 scale, indicating that participating in the leadership retreat helped develop leadership skills. Similarly, more than 85 percent of respondents reported a "4" or "5" on a 1-5 scale, indicating that their overall 4-H experience helped them develop leadership skills. In addition, Extension professionals and volunteers both spoke to the value of leadership retreats.

Accomplishments and Impacts:

A standard survey evaluation was designed for use with the retreats. At the end of each retreat participants were asked to fill out the survey. Participants were asked to complete the survey questions regarding their level of knowledge on a scale of 1-5, both before attending the leadership retreat and after attending the leadership retreat. A paired t-test was used to test the significance of the difference in the group mean scores from before the retreat to after the retreat for each item. Mean scores revealed that participants reported a higher score after the retreat than before the retreat for all learning outcomes, and further analysis revealed that the change in self-reported knowledge level was statistically significant for all learning outcomes. These results indicate that the learning outcomes for the leadership retreats were met.

Resource Commitment:

Outside financial support for the five retreats totaled \$10,985. Sources included The Oregon 4-H Foundation Rotary and Kiwanis Clubs, and Shelk (a local private foundation). There were also numerous in-kind investments such as printing and mailing, teaching supplies and transportation.

Collaborators:

One of the hallmarks of the leadership retreats is the intention that the retreats will have youth interacting with others from different counties. These multicounty efforts not only increase collaboration between counties, but provide a richer experience for the youth involved. The Oregon 4-H Foundation has been a consistent collaborator with the 4-H youth leadership events, providing financial support as well as publicity about the impact of the retreats on youth.

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Base program areas to which this program applies:

4H Youth Development
Leadership and Volunteerism

National 4-H Cooperative Curriculum System

Situation:

For most of the past century, 4-H curriculum development was characterized principally by its redundancy. Most 4-H educational materials were independently created by land-grant universities to be used within their own state. In many states, literature budgets were low, so existing materials were used for decades, sometimes without updating. University Specialists assured that content was sound, but materials were not necessarily appealing to youth. Few states had graphics and layout people who specialized in youth. While the State 4-H Leaders had advocated a focus on “Life Skills” in 1973, there was no consistency in how this was being done by states. In the 1960’s and 1970’s, National 4-H Developmental Committees drafted new materials, and the National 4-H Supply Service printed and sold them. By 1990, that system had broken down.

Program Description:

In 1990 the North Central Region (NCR) began to collaborate in developing new Animal Science curricula that emphasized youth development outcomes. Each Extension Director contributed \$22,500 to the joint effort. In 1991, a project coordinator was hired one-quarter time to support the design teams of State Specialists. From 1992-1996, 45 pieces covering 11 animal science projects were created, and 1.3 million copies were sold, many outside the NC region. In 1995, all states were invited to become members of 4-H Cooperative Curriculum System (4-HCCS). Nine proposals for additional curriculum topics were funded from the Animal Science profits. As of 2002, 36 different series have been completed.

The National 4-H Cooperative Curriculum System is a collaborative effort of 4-H youth development programs at land-grant universities in 41 states. State 4-H Leaders or their designees comprise the Board of Directors. A revolving Curriculum Committee consists of 15 state curriculum and youth development specialists, plus representatives from the National 4-H Supply Service, N4-HCCS Board of Directors and a National Program Leader from National 4-H Headquarters at CSREES/USDA.

An Executive Director and part-time secretary are contracted. Accounting, contract work and legal services are purchased. N4-HCCS is organized as a Section 115 organization, a not-for-profit, nongovernment entity doing work for the government.

The *mission* of N4-HCCS is to provide high quality experientially based educational materials to 4-H and other nonformal national youth development organizations. The *purpose* of N4-HCCS is to establish and maintain a self-funding, nationwide system for the development, production, evaluation, marketing and distribution of 4-H youth development educational materials that enhance the achievement of important youth development objectives. The basic *philosophy* of N4-HCCS is that competitively priced, higher quality curricula with greater impact on youth programs nationwide will result from states' combining talents and sharing resources and ownership. The *vision* of N4-HCCS is that youth everywhere will benefit from powerful youth development curricula created through nationwide pooling of increasingly scarce CES human and financial resources.

Stakeholder Satisfaction:

Twenty-eight states have freely elected to join N4-HCCS, in addition to the original 13 NC states. Each year state 4-H curriculum specialists are surveyed, and new design teams launched for all the highest-priority topics. Product Premiers, held just prior to NAE4-HA Conference to introduce new products, and to train key staff in their use, have attracted more than 100 staff each year held. A 2002 web-based national survey of stakeholders showed high levels of satisfaction with N4-HCCS products and services.

Accomplishments and Impacts:

Since 1990, 4.7 million pieces of educational materials have been duplicated and sold. Millions of youth have enjoyed high quality, up-to-date curricula for their projects. Income since 1990 has been \$5.2 million. 2001 income exceeded \$1 million. More than \$2 million in grants to design teams have made the 138 products possible. About \$1 million was expended in additional support to the design teams, beyond the grants. Each new product must pass juried review against the National 4-H Curriculum Criteria before being offered for sale. Hundreds of Specialists, Agents, Volunteers and Youth have served on Design Teams, and in the process have learned a great deal. More than 50 Specialists have served 3-year terms on the Curriculum Committee, an important staff development experience. Several states have agreed to have N4-HCCS produce and market some of their state-produced products, saving money in the process. N4-HCCS continues to introduce new ideas, techniques and technology that benefit all of 4-H. The example set by N4-HCCS has raised the expectations for quality materials throughout 4-H, and consequently made 4-H more credible to potential members, leaders and collaborating organizations.

Resource Commitment:

Land-grant universities have invested \$422,500 in membership fees to make this collaborative effort possible. Collectively, the Curriculum Committee requires 3.0 FTE. Coordinators of a Design Team expend about .25 FTE during the development phase. Other design team members (in the aggregate) invest about .5 FTE in a new series.

Collaborators:

In addition to the 41 land-grant universities, corporations and foundations are invited to contribute both human and financial resources to the development of a series of their choice. Some design teams have also included staff members of other youth serving agencies, such as FFA. At least a 25 percent cash match from non-CCS dollars is required.

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Base Programs to which this program relates:

4-H Youth Development

Leadership & Volunteer Development

Mini-Society Program

Situation:

Many youth lack an understanding of entrepreneurship and the realization that entrepreneurial skills can provide a source of income. Business concepts developed through the program may be beneficial, especially for youth from minority and immigrant populations and from low-income families in both urban and rural settings. In Fayette County, for example, workforce development has been identified as a priority need by the county's strategic planning process, and the Mini-Society program focuses on teaching entrepreneurial skills to youth as a long-term economic development strategy in a county that suffers from high unemployment and a serious "brain drain."

Program Description:

Mini-Society is a Kaufmann Foundation curriculum that introduces business concepts to youth, 8 to 12 years of age. The curriculum uses an experience-based, self-organizing interdisciplinary approach to teach young people about entrepreneurship, decisionmaking and critical thinking while enhancing learning in mathematics, reading and other core subjects. The aim of the program is to teach young people how to live as productive and contributing members of society while learning about individual roles and expectations as citizens in a democracy.

The Mini-Society program begins by teaching the concept of scarcity and then challenging students to create their own society and develop its economy. Participants learn to create a market and develop a product that sells, enabling them to make money. During the program, the instructor identifies teachable moments as students discover problems that need solutions.

Twenty-six Extension educators and program assistants participated in training offered by the Kauffman Foundation in April 2001. Trainees have conducted at least one Mini-Society program. These educators have formed a communications network to answer questions and discuss strategies for resolving issues that arise during programs. The educators also train

program instructors to work with youth. Volunteers, from teens to a Master Gardener and grandmother, have assisted educators in conducting the program.

Stakeholder Satisfaction:

Educators have conducted Mini-Society programs in nine counties. These programs—delivered through collaborations with various youth programs, summer day camps, after-school and school programs—have reached 514 youth in nonformal formats. After-school programs may range from 10 to 20 sessions, and some educators organize field trips to local businesses to enhance the learning experience. A variety of community partners are involved in the programs. In Fayette County, more than 60 children participated in programs at the East End United Community Center (educational center for low-income minority children), and the YMCA summer program. These programs generated high interest among the youth, attendance was good and repeat programs are planned for the future. The program was offered to underserved audiences at two sites in Lehigh County. A total of 42 students participated at a Girls' Club and an after-school site. Parents as well as students are enthusiastic about the program. As a result of parent interest in Greene County, for example, the program is being expanding to three or four additional sites.

Accomplishments and Impacts:

This experientially based program elicits many 'teachable moments' that enhance life skills and help youth mature. Instructors report a variety of examples, from students' learning responsibility (the *owners* had to clean up after the customers were gone!), to democracy in action (learning the consequences of voting or choosing not to vote when there was a tie). Program evaluations focus on when participants start their businesses, what economic issues they encounter and the related skills adopted by participants (recordkeeping, decisionmaking, etc.).

At the Lehigh County sites, youth reported learning most about how to run a business and how the economy works. In Dauphin County, the Mini-Society program reached nearly 100 urban youth. Collaborators included the Neighborhood Center (inner-city youth, predominantly African-Americans), Migrant Education Summer Program and the Home Depot. As a result of the program, 100 percent (N= 75) of the youth who participated to the end of the program were able to create and produce their merchandise for the final-day sale. One of the partners stated "...Via their involvement in the Mini-Society program, students became very excited about learning how to manage money, how to design advertisements and how to price products.... Students used brainstorming skills in order to figure out how to start a business and how a society is formed. Additionally, they became knowledgeable of resume preparation, job applications and job interviews."

Seventy-eight youth participated in three programs in Green County. In addition to learning responsibility and using math skills, the students talked about the program as a "fun experience." For many of these students, handling money was a very real issue, since money is limited in their own homes. They learned skills related to using money wisely as well as self-motivation in preparing for market day. Participants also learned about other 4-H opportunities.

Resource Commitment:

Funded by Kauffman Foundation

Collaborators:

Schools, 21st Learning Century programs, community centers, YMCA, Girl's Club, Migrant Education Summer Program, Home Depot

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Base program areas to which this program applies:

Community Resource & Economic Development

Family Development & Resource Management

Vermont Farm Youth Corps – UVM Extension

Situation:

Making the transition from secondary education to postsecondary education and/or the workforce is a difficult adjustment for many young Vermont'ers. It is even more difficult for students with physical, mental or emotional barriers to education or employment.

Program Description:

The Vermont Farm Youth Corps (VFYC) supports its rural Vermont communities by providing educational and employment opportunities to young Vermonters, by placing them in agricultural jobs and supporting them during this transitional time into “adulthood” during and after high school. The summer program targets youth interested in agriculture, some of whom have barriers in education and employment. The VFYC provides them with meaningful work training experiences and skill development.

The VFYC is committed to the belief that agriculture in Vermont will continue to be a critical economic, environmental and sociological component in all communities. The program uses host farm employers as teachers. The goal of the program is to link youth with private industry, communities, schools and university resources as they develop their necessary social and technical skills.

Stakeholder Satisfaction:

All youth involved in the employment education program must attend a 4-day, overnight training at a State College that includes: team-building activities; tractor safety training; workplace safety training; interviewing, resume writing, and work ethic skills development; practicum farm work; and hands-on skill trainings. All activities are lead by volunteers, or one of the 7.75FTE seasonal staff members. Staff work as recruitment specialists in the spring while trying to identify interested youth and farms needing help. Then after the 4 day, overnight training, staff change their roles into employment counselors and job placement coaches, as youth participants, ages 16-21 years, work full-time for 8 weeks.

Host farm employers have the opportunity to work as employers and teachers, passing on their experience and knowledge to an interested and dedicated youth. At a subsidized wage, many

host employers have the much-needed help on their agricultural operations, at a manageable cost. All workers' compensation insurance is covered by the VFYC program which helps small farming operations that otherwise would not purchase that coverage.

Accomplishments and Impacts:

After 14 successful years, more than 500 Vermont youth have participated in the 8-week employment education program. Gov. Howard Dean recognized the Vermont Farm Youth Corps with an Excellence in Education Award. The following are some of the thoughts from youth participants after completing their 8-week experience:

- Naomi Keepin, Allenholm Farm, So. Hero — *The work I did this summer was the hardest, most grueling work I've ever done, but it was also the most satisfying.*
- Travis Bailey, Paris Farm, Lyndonville — *I really enjoyed myself...(my boss) has already offered me a job for next summer.*
- Trent Fenoff, Hall Farm, East Montpelier — *I learned how hard it is to farm, and to look up to farmers a little more. I also learned how to manage money. (Went on to attend SUNY – Morrisville).*
- Jennifer Shue, Shelburne Farms, Shelburne — *This was certainly one of the most challenging and rewarding experiences of my life. I feel open to many interesting career opportunities and have had great experiences to get started. (Went on to study Spanish and Agriculture in South America).*

Resource Commitment:

Vermont State Department of Employment and Training, Workforce Investment Act
Grant - \$127,456
Private Funds (Agriculture Community Contributions) - \$ 64,000.00

Collaborators:

UVM Extension Faculty and Staff
Vermont State Department of Employment and Training
Vermont Farm Bureau
Vermont Agricultural Professionals
Vermont Supervisory Unions
Vermont Ag In The Classroom

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Base program areas to which this program applies:

Community Resources & Economic Development
Leadership & Volunteer Development
Agriculture
Youth Development

Goal 3:

4-H will use new technologies to shape 4-H learning opportunities that go beyond boundaries of geography, time, expertise and leadership.

Junior Pork Day –A Family Experience

Situation:

Junior Pork Day is a unique 1-day workshop held annually at Purdue University to provide youth and their parents with current information and hands-on learning to spark their interest in the swine industry. This fun-filled educational event encourages youth to further their education and helps them apply the information they learn to their individual swine projects. Junior Pork Day is targeted toward a joint learning experience for new 4-H swine members and their parents.

Program Description:

During this educational workshop, youth are divided into three age groups (novice first-year swine members, juniors in grades 3-8 and seniors, 9th grade and above), allowing them to learn at different levels. Adults are grouped together with first-year 4-H members to create a family learning environment. In the afternoon, senior members participate in learning opportunities planned specifically for them. In 2001, the seniors competed in a swine skill-a-thon that rotated them individually through a series of stations, testing their skills in the areas of genetic evaluation, parts identification and general knowledge of the swine industry.

Each age group is given an opportunity to sharpen swine selection and evaluation skills during the swine-judging contest. Experts help participants learn to evaluate differences in the amount of muscle, fat and structural correctness of pigs at various stages of development. Participants evaluate a variety of pigs and are encouraged to select those animals that will be the most profitable for their 4-H swine projects.

The second half of the evaluation training focuses on pork quality. Extension meat specialists help participants differentiate the components of pork quality in three main pork cuts and learn about consumer preferences. This continuum from the live animal to the retail case reinforces the concept that 4-H market hogs eventually become part of the food chain, so it's imperative for 4-H members to understand their role in raising a healthful and nutritious product.

2001 Workshop:

The goals for the 2001 Junior Pork Day included: providing an opportunity for beginning swine project members to gain needed assistance in selecting a project pig, teaching participants how to compete in swine showmanship, instructing attendees on the selection of high-quality cuts of pork, and teaching first-year swine members what it takes to properly care for and feed a 4-H pig.

In 2001, the morning session of Junior Pork Day focused on the breeding aspect of the swine industry. Special emphasis was placed on teaching the latest techniques of semen collection,

artificial insemination and embryology. Youth and adults also learned about the product side of the swine industry, as instructors taught them how to select high quality bacon, pork chops and hams. Knowing how to properly identify and select quality pork cuts will help all participants become more informed consumers.

In the afternoon, participants received hands-on training in swine showmanship, pork quality assurance and swine-related health issues. Being a good showman not only enables 4-H members to compete with a sense of mastery, but also makes exhibiting hogs more fun. Learning about health issues is important for young producers to understand what is meant by biosecurity and disease prevention. It is critical that 4-H members know how to recognize illnesses in their pig(s), and what to do and whom to call if their animals get sick.

Each year the organizers of Junior Pork Day strive to cover current issues that may affect swine project members and their parents. In 2001, researchers presented the pro's and con's of including the feed additive Paylean™ in swine diets. Paylean™ is a beta agonist approved in July 2000 for use in the finishing rations of market hogs. Junior Pork Day participants were given updates on the latest research findings and advised on the proper usage for optimum results.

Stakeholder Satisfaction:

The 70 adults attending the 2001 Junior Pork Day were pleased with the quality of the sessions and the amount of information their children had an opportunity to learn during the program. One hundred percent of the adults that responded indicated that Junior Pork Day had been helpful to their youth and that they personally benefited from attending the program as well. Following are some of their anecdotal responses: "My kids loved it. The showmanship and nutrition classes were very helpful and the kids were very interested in the embryo development class because it was a hands-on experience." "They learned a lot about everything, especially about picking out their own pigs." And, "Our students learned that there is a lot more to raising hogs than cleaning pens and washing animals."

Accomplishments and Impact:

At the conclusion of the program, attendees were surveyed to see if program planners had been successful in meeting their goals, so feedback could be collected and analyzed in order to make changes or improvements for future programs. Survey instruments, developed for juniors, seniors and adults, revealed the following results: 128 youth participated in the 2001 Junior Pork Day; 96 percent of these youth were 4-H members. Sixty-one of the youth were males, and 39 percent females.

A cross-tabulation analysis demonstrated that youth attending Junior Pork Day for the first time benefited the most from the program. The following results indicate the responses from these first time attendees: 77.3 percent indicated the showmanship session helped them learn how to show swine; 66.7 percent indicated Junior Pork Day helped them realize that proper care and feeding would help them raise a champion pig; 64.3 percent were now confident to select their own pig for a 4-H project; and 63.2 percent learned how to select good cuts of pork during the carcass session.

Resource Commitment:

Because of the continued success of the program, the industry (Armour Swift-Eckrich, Inc. and several of Indiana's purebred swine associations) has enthusiastically sponsored the event to help defray the costs and allow more youth to participate.

Collaborators:

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Base program areas to which this program applies:

Agriculture

4-H Youth Development

Goal 4:

4-H will promote scientific and technological literacy.

Healthy Lifestyle Education

Situation:

Youth programs are implemented throughout Montana through Expanded Food and Nutrition Education Project (EFNEP) and Food Stamp Nutrition Education Project (FSNEP). However, two programs in Western Montana are particularly noted for the impact they have with youth in the county. Mineral County has the highest percentage of low-income population in the state of Montana. In Missoula County, nineteen percent of the population is at the poverty level. Low-income youth in these counties benefit from nutrition education to help them make healthy food choices so that they can increase the number of healthy habits they practice now, grow to be healthy adults and reduce future health care costs.

Program Description:

Montana FSNEP and EFNEP use "Exploring the Food Guide Pyramid with Professor Popcorn" curriculum, as well as Montana lesson plans, to teach nutrition to youth. The FSNEP nutrition assistant in Mineral County received training on the Montana Youth Lessons and then taught a series of eight nutrition classes to 56 third graders in Mineral County schools. Focus was on eating a well-balanced diet from the Food Guide Pyramid. The EFNEP Extension Agent in Missoula County presented a 5-A-Day program (fruits and vegetables) to 234 youth ages 10 to 15 at National Youth Sports Program (NYSP). Hands-on projects, a 5-A-Day Bingo game and tasting of fruit were fun ways used to teach students about healthy habits.

Stakeholder Satisfaction:

Partnerships were developed with Title One schools and the National Youth Sports Program (NYSP). The partnership with NYSP has continued for 5 years. An invitation to return, and the willingness do the program again, confirms the positive response from all the partners.

Accomplishments and Impacts:

The students gained knowledge, cooking skills and food safety skills as a result of this program as shown in the EFNEP Evaluation and Reporting System (ERS). The “thank-you’s” and positive student and adult responses were rewarding. One student commented, *I now drink orange juice every morning*. One leader commented, *It’s so important to encourage the students to drink water or milk instead of pop*. Healthy eating habits were a result of these programs. In the evaluation, it was noted that more foods from the five foods groups were consumed for meals and snacks.

Resource Commitment:

The FSNEP and EFNEP are committed to spending up to 15 percent of their time teaching youth programs. Nutrition is also an important part of the school curriculum and NYSP summer program in Montana. A \$100 grant was received from Eat Right Montana to purchase fresh fruits and vegetables for the 5-A-Day program.

Collaborators:

Montana FSNEP: project director, agents and nutrition assistants; Montana EFNEP: state coordinator and agent; NYSP: director and staff; Title One Schools: principal, teachers and staff; Missoula County Family & Consumer Sciences Agent; Eat Right Montana.

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4H₂O

Situation:

South Carolina youth need access to quality nonformal science learning opportunities. The 4H₂O program provides hand-on, scientifically sound education.

Program Description:

Over the past eight summers, Clemson Extension has partnered with community associations and state agencies to produce youth water quality education programs on lakes throughout South Carolina. These programs, entitled, 4H₂O (either *Pontoon Classroom* or *River Adventure*), garner favorable attention from the wider watershed communities. The partnerships establish support for Extension among a new clientele.

4H₂O is a novel, community-supported and field-based program that provides children and adults with knowledge about their local water resources and teaches them field, analytical and critical thinking skills needed to intelligently participate in making decisions that affect the quality of these environments.

Each 4H₂O is produced as an independent community partnership. Local lake and river associations are often the community partners. Implementation of 4H₂O melds the talents of

Cooperative Extension county agents and natural resources specialists with the resources and good will of private citizens who live on or near the large reservoirs in South Carolina. Each program team consists of Extension County agents, local representatives of state agencies and members of a local lake association. This team approach not only enhances the educational experience for the children, but also forges strong links between Extension, lake associations, state agencies, children in the programs and, indirectly, to the local schools.

A uniform curriculum is provided for the independent *4H₂O* programs. The local program team adapts and adds to the curriculum to suit local needs and expertise. Common learning experiences include: exploring the local watershed; water chemistry testing; microscopic identification of invertebrates and algae; making and using Secchi disks; dissolved oxygen and temperature monitoring (including drawing a dissolved oxygen and temperature profile of a stratified lake); and fish identification. Individual programs add canoeing, swimming, fishing instruction and local field trips. All visit a lake or river.

Stakeholder Satisfaction:

During Summer 2002, 22 Extension agents in 17 counties collaborated to produce 15 *4H₂O* programs, enrolling more than 300 children ages 8-14. Programs lasted from 2 to 5 days, either all day or mornings only.

4H₂O programs present solid science knowledge and skills that enhance the grade-specific learning objectives of the South Carolina Science Curriculum Standards. Teachers use the *4H₂O* curriculum notebook to supplement their elementary and middle school science lessons.

Participant and stakeholder satisfaction is exceptional, as evidenced by personal comments, written surveys and newspaper reports such as: “Wouldn’t it be great if all local middle school’ers could have the same learning experience that these kids are having this week?” (*Charlotte Observer*); This project has built relationships between residents of our lakeshore community, local youth, schools and other agencies” (*The Chronicle-Independent*); “This is the first year for this type of program in Darlington County and it will be ongoing. It teaches children to understand, appreciate and protect life in and around Lake Robinson.” (*The News & Press*); “Wet? Wild? Fun? You bet.” (*Orangeburg Times & Democrat*).

Accomplishments and Impacts:

As a result of the program, the youth participants gained indepth, scientific and unbiased knowledge of a local water resource. All children in the programs reported that they gained increased knowledge. The adult volunteers (including many retirees) benefited by participating in the learning experiences and imparting their knowledge of the water systems to the children. Adult volunteers were uniformly impressed by the children’s enthusiasm for the program and their retention of scientific information. A typical comment from an adult volunteer, speaking on behalf of his lake association, was “The Lake Murray Association is really pleased and privileged to be a part of this from the beginning. It gives us an opportunity to help educate youngsters about the lake.” (*The Irmo News*).

Resource Commitments:

4H₂O local programs garner considerable local support including cash donations, grants, loans of equipment (pontoon boats, canoes, scientific sampling equipment), and volunteers from the local

community and from state and private agencies. In 2002, monetary support included: \$5,000 from a local community agency; a \$5,400 grant from two state agencies; \$6,000 from a USDA grant; and approximately \$1,500 from a variety of local community groups.

Collaborators:

The statewide *4H₂O* program is coordinated by the Clemson University Extension Water Quality and 4-H Programs. Each county program also has local collaborators, including: Keep America Beautiful Inc.; Keep Darlington County Beautiful; Carolina Power & Light; Duke Power; Spartanburg Water System; Palmetto Pride; Calhoun Falls State Park; Baker State Park; Lake Greenwood State Park; McCormick Co. school district; John de la Howe School; Savannah Lakes Village; Lake Murray Association; Wateree Homeowners Association; Friends of Lake Keowee Society; US Army Corps of Engineers; Natural Resources Conservation Service: Fish and Wildlife; SC Dept. of Natural Resources; and, SC Department of Health and Environmental Control.

Contact Persons:

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Extension agents (program coordinators only, email suffix for all is “@clemson.edu”): Lansing Brewer (lbrwr); Anne Brock (abrock); Lynne Adcox (mbwn); Ginger Bowen (mbwn); Brian Callahan (bcallah); Connie Lake (clake); Glenna Mason (gmason); Judy Furtick (jfrtck); Alma Harris (ahrts); Kellye Rembert (krember); Paulette Gay (pgay); Rhonda Matthews (rhonda); Darlas Moore (darlasm); Miriam Roman (mroman); Margie Sippel (msippel); James Hodges (jmhodge).

Base programs to which this program applies:

4H Youth Development
Natural Resources

Travel Your Universe Youth Aviation/Aerospace Camp a Big Success

Situation:

Forty-two youth, ages 9–12, from around the state of Iowa took part in a 4-day, 3-night Aviation/Aerospace camp.

Program Description:

The youth were introduced to the theory of flight by constructing paper airplanes and building models of airplane ribs. They were taught principles of navigation and flying from commercial pilots using flight simulators. Camp participants toured the Iowa Army National Guard and CY Aviation. Several commercial airplanes were flown in to Boone Airport for the youth to experience. A Piper Cheyenne II; a T-28 Trainer; a Beech-18; Piper Twin Comanche; and, several Blackhawk and Bell Huey helicopters were on display and explained as the kids were allowed to see them up close and touch them. The Aviation/Aerospace campers also were given

hands-on experience with robotics, Global Positioning Systems, water/air-powered rockets, Space Food and Astronomy during the camp.

Stakeholder Satisfaction:

Iowa State University-Extension 4-H E-SET staff developed the camp, provided educational programming and recruited volunteer presenters. Iowa Department of Transportation Office of Aviation funded the camp programming. The Iowa 4-H Educational and Natural Resources Learning center counselors and the youth took part in all activities that were developed using the experiential learning model. Both youth and adults expressed great satisfaction in being part of the camp. The adult volunteers asked to be invited back for the next year's camp. The adult stakeholders are seeking private funding to continue the camp.

Accomplishments and Impacts:

The evaluation of the camp included the following comment from a camper, *One word—AVIATION; to have fun and learn a lot about space and aviation was the best reason for coming to camp.* One camper stated that he attended camp 5 years in a row, and that this was the best camp ever. When asked why, he said that he learned so much by being able to do all the activities and have the freedom to test out his own ideas in the process.

Resource Commitment:

Iowa Department of Transportation Office of Aviation- \$4,000

Collaborators:

Ames Area Astronomers, Aeronautic Education Council of Iowa, Experimental Aircraft Association, Central Iowa Business Aviation Association, and NASA Food Technology Commercial Space Center assisted in the camp activities. Iowa Aviation Promotion Group, Iowa Space Grant Consortium and Iowa State University Extension-Science, Engineering & Technology sponsored the camp.

Contact Persons:

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Steve Truby, Youth Field Specialist, 33 Curtiss Hall, Ames, IA 50011-1050; Phone: 515-294-2078; Fax: 515-294-4443; E-mail: struby@iastate.edu.

Base programs areas to which this program applies:

4-H Youth Development

Goal 5:**4-H will maximize the effectiveness of our delivery modes.**

Weld County 4-H “Kids for Kids” Goat Program

Situation:

For decades, the Weld County 4-H program worked to include youth from diverse ethnic backgrounds in the youth development activities associated with 4-H. Even with after-school programs, day camps and special events, the county 4-H organization was not as successful as it wanted to be in serving youth from varied cultures, particularly the Latino community.

Program Description:

In 1998, the Weld County Extension 4-H staff developed a collaboration with city government, business, education and the community at large to bring 4-H youth development programming to youth at the City of Greeley’s Community Outreach Program (C.O.P.) sites. These sites, managed by the city’s Recreation Department, provide activities and educational opportunities to youth in low-income housing complexes. These sites have a high percentage of Latino youth involved in their activities. From this collaboration, the 4-H Latino Outreach Council was born. The council currently has membership from the Recreation Department, Jesus Rodarte Cultural Center, the Latino community and Cooperative Extension.

In its planning meetings, the council felt a program to reach Latino youth should involve agriculture or livestock, since the Latino community has strong ties to the land. A goat herd was developed to meet this need. The educational program was named 4-H “Kids for Kids” to demonstrate the interaction of youth and the young goats, called kids. The Richard Karrol family has provided at no cost the farm where the goats are kept..

On a daily basis, youth groups from the C.O.P. sites travel by city van to the goat farm to feed the herd, check the water supply, make sure the fences, both regular and electric, are in good condition and to interact with the goats. Site supervisors accompany the youth to oversee the young people’s time at the farm. Special work days are held involving youth and adults to clean around the corral, provide health maintenance care to the goats, unload hay, rebuild and paint the barn. In addition, they care for the garden that was established to give young people the chance to grow plants and use the natural fertilizer produced by the goat herd. The goat herd is maintained at 15 adult does, with kids and culled females marketed in early fall to help fund the program and teach the youth about production agriculture and marketing.

Stakeholder Satisfaction:

The goat herd has been on-site for 4 years and in that time the program has seen consistent and dedicated involvement from the Recreation Department personnel, C.O.P. supervisors, youth participants and the Cooperative Extension staff responsible for overseeing this activity. On average, six youth per site travel to the goat farm each day to provide care for “their” animals. The youth change from week to week, depending on school activities, other commitments or families’ moving. During the 2000-01, program year, an average of 162 youth and mentors per

month learned and practiced the following personal qualities in the 4-H “Kids for Kids” program:

- accepting and completing responsibilities,
- making decisions about goat care based on their training and circumstances, and
- learning to speak in front of others as they take the goats to schools and tell other youth about the “Kids for Kids.”

Three city recreation professionals serve on the advisory board and recreation technicians are “leaders,” supervising youth during their groups’ regular visits and at their work days. Two 4-H youth development agents give 8 to 16 hours’ support per month, depending on the activities presented.

The city has been so pleased with the youth involvement and educational opportunities that 4-H has been asked to provide educational training for 4-H Sportfishing through the Recreation Department’s catalog, published 3 times a year.

Accomplishments and Impacts:

During the 4 years of the 4-H “Kids for Kids” Goat Program, 667 different youth have been a part of this unique collaboration. “Kids for Kids” has been instrumental in introducing 4-H to diverse communities with more than 86 percent of the participants being Latino and another 5 percent from non-Anglo cultures. Approximately 9375 youth and adults have learned about the program and 4-H through presentations at schools, *Cinco de Mayo* celebrations, City of Greeley Museum events and day camps.

David Sanchez, Community Recreation Supervisor, states, *‘4-H Kids for Kids’ gives Latino youth a unique chance to learn about caring for other living things while learning lessons they’ll use throughout their lives: accepting responsibility, making decisions and helping others.*

Resource Commitment:

The goat does that form the herd’s foundation were donated to the program. Hay, grain, medicine and other miscellaneous expenses totaling approximately \$1,600 annually have been covered by 4-H Program Support funds. A grant of \$400 and hay donations worth \$350 have been received. The City of Greeley’s Recreation program provides van transportation and adult supervision valued at \$9,000 annually. Extension Agents Cronquist and Maxey commit a total of 120 hours annually to give guidance to 4-H “Kids for Kids.”

Collaborators:

In addition to the partners listed in the Program Description, five Greeley elementary schools have been involved with 4-H “Kids for Kids”.

Contact Person:

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Base program areas to which this program applies:

4-H Youth Development, Agriculture

4-H Community ATV (All Terrain Vehicle) Safety Program

Situation:

According to the United States Consumer Product Safety Commission, more than 4,000 deaths have been attributed to riding ATV's since 1982. Youth 16 and under represent an extremely high percentage of these deaths and account for more than 30 percent of ATV-related injuries annually. The 4-H Community ATV Safety Program helps teams of youth and adults create community ATV safety programs to meet this need and reduce the frequency and severity of ATV-related accidents and deaths, especially amongst youth operators.

Program Description:

The 4-H Community ATV Safety Program begins with an 8-12-hour train-the-trainer session for teams of youth and adults hosted by National 4-H Council. The workshops cover ATV safety training, meeting facilitation skills, ages and stages of youth development, working with groups and resource mapping in the local community to empower teams to take action in their community. At the conclusion of the workshop the community teams develop an ATV safety initiative in their community. National 4-H Council offers action grants to teams attending the session to create the program they developed during the workshop. The youth/adult teams return home and start preparing for the program by finding resources in their community, building a plan and writing a proposal to National 4-H Council for additional funding of the program. The proposals are reviewed at National 4-H Council and action grants of up to \$3,000 are awarded to each site to implement the program they created. Once grants are awarded and programs begin, the youth facilitate and are encouraged to develop the program with the help of an adult.

Stakeholder Satisfaction:

The implementation of this program varies greatly among the different sites. In some cases the 4-H agent is the adult encouraging and guiding the program. In general, the youth and 4-H program leaders work together to facilitate programs. The programs take many different shapes and are customized for each site. Therefore, general consensus of the time required of FTE's for this project is not obtainable.

Examples of ATV Safety initiatives:

- Kenai Peninsula, AK – The Choices for Teens 4-H Club is developing a media campaign focusing on unsafe ATV riding practices that will be unveiled in the spring of 2003, and launching a series of safe ATV riding classes.
- Snohomish County, WA – The Mudslinger motorcycle/ATV club is hosting rider training workshops and giving away safety gear to ATV riders who don't own gear.

Accomplishments and Impacts:

Last year an independent evaluator was contracted to confirm the effectiveness of the seven 4-H Community ATV Safety Program grant sites. The study confirmed that after participating in a 4-H Community ATV Safety Program workshop, youth wore helmets more often, carried passengers less often, rode on roads less often, and ATV-related accidents and injuries were reduced.

As part of the evaluation a phone survey was taken from the youth participants and their parents after the program:

I didn't wear a helmet because I didn't have one. But everybody who didn't have one before got one for being in the training class. Now I wear mine all the time." – **youth participant**

My daughter has slowed down a lot and rides much slower now. I think she has a better understanding of the consequences and what can happen when she doesn't take it seriously. She doesn't goof around any more." – **parent of youth participant**

Resource Commitment:

This year, 10 grant sites are implementing ATV safety initiatives. The grant sites were awarded a total of \$27,070 (up to \$3,000 per site) to create ATV safety initiatives. Per the grant policies, teams are required to find matching funds in their community. This year matching funds came from a variety of sources such as:

- Community Centers
- Community Housing Authorities
- County Schools
- Natural Resource Conservation Services
- Farm Equipment Stores
- 4-H Councils
- Nebraska Investment Finance Authority
- Pizza Hut
- Implement Dealers
- Insurance Companies
- Local ATV Dealers

These matching funds were worth \$39,456 to the 4-H Community ATV Safety teams.

Collaborators:

The 4-H Community ATV Safety Teams found the following collaborators to help with their ATV Safety Programs.

- Mothers Against Drunk Driving
- Natural Resource Conservation Services
- All Terrain Vehicle Associations
- County Sheriff Offices
- Local ATV Dealer

Contact Person:

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Base program areas to which this program applies

4-H Youth Development
Leadership & Volunteer Development

Minnesota 4-H Clubs

Situation:

There is an ongoing need for youth in rural *and* urban communities to participate in positive out-of-school opportunities that improve their learning and enhance their development. Youth today often feel disconnected from their communities, from adults and from society. They may not use out of school time constructively—and too many use it *destructively*. MN 4-H Clubs provide an ongoing way for youth to build a positive peer group, reduce risk behaviors and explore active learning while also contributing to their community.

Program Description:

MN 4-H Clubs are designed to be year-long, intensive opportunities for youth from third through 1-year beyond high school. 4-H Clubs provide a continuing way to reach youth with a variety of hands-on project topics to improve their learning and explore different areas, engaging them in making contributions to their communities through community pride projects. Youth in 4-H Clubs develop connections (a sense of belonging), competence (skills), confidence, caring and ability to contribute. Youth not only participate in clubs, but also have opportunities to make key decisions through a structured, multilevel leadership component (*i.e.*, local and state ambassadors) and also have opportunities to exercise leadership and contribution through the “youth teaching youth” model of learning. The local connection to 4-H Clubs is strong, with every county in the state having a club program. Currently, over 28,000 young people belong to 4-H Clubs in Minnesota. Many clubs have multigenerational families involved.

Stakeholder Satisfaction:

Although difficult to specifically determine the FTE’s devoted to the 4-H Club program the following provides a rough estimate:

- 41 Regional 4-H YD Extension Educators devote the equivalent of approximately 20 FTE’s
- 65 County 4-H Program Coordinators devote approximately the equivalent of 45 FTE’s
- 20 Center for 4-H Youth Development Faculty and Staff devote approximately 10 FTE’s
- 91 County Support Staff devote the equivalent of approximately 30 FTE’s

The annual enrollment data and results from the Minnesota 4-H Impact Survey of a random sample of participants in the state indicate that the average number of years youth across the state are involved in 4-H Clubs is 6.5 years, with nearly a quarter of youth involved for 9 or more years. The frequency and intensity of involvement differ widely across counties and individuals, but on average, approximately 60 percent of youth indicated they are involved weekly or at least 2-3 times per month during summer, and approximately 35 percent are involved weekly or at least 2-3 times per month during the school year. During the school year, 50 percent of the youth indicated that they participate on average of 1 day per month.

One indicator of the value of the 4-H Club program to key stakeholders is the extent to which changes in University of Minnesota Extension Service to move to Regional Extension Educators drew widespread attention and publicity across the state. In addition, the fact that 70 of the 87 counties are investing their own resources in 4-H program coordinators (at least .5 FTE) during these tight financial times is an indicator of support. There is also a strong alumni base for this program with more than 18,000 registered by the Minnesota 4-H Foundation. Multiple alumni, corporations and individual donors have surfaced to help support 4-H. Finally, the 4-H Club

program was recently named one of the top featured programs in the University of Minnesota Extension Service, which promises greater system investments in terms of financial and human resources, publicity and marketing and use of technology to improve the program.

Accomplishments and Impacts:

A number of method approaches were used to assess the impact of MN 4-H, including case studies of how “4-H opportunities shaped a lifetime;” a new databases in counties to track participation; an impact survey conducted with a random sample of enrolled members; a phone “drop-out” survey; and, volunteer impact survey. The MN 4-H Clubs promotes the eight keys to youth development including feelings of safety and belonging; development of self-worth; a sense of self; quality relationships; an increased sense of mastery; and, expanding capacity to enjoy life. The MN 4-H program theory about “how to” bring about these desired outcomes was tested through the MN impact survey of a random sample of enrolled youth. The survey addressed whether key youth development opportunities are being provided by 4-H; whether youth are experiencing the eight keys to quality youth development in 4-H; the extent to which these experiences are related to key impact areas such as self-worth, self-identity, quality relationships, positive future orientation, etc.

Analyses indicate that MN 4-H is having a positive impact on youth. In general, a majority of the youth who responded indicate that they are experiencing positive youth development opportunities in 4-H. For example, youth reported that through 4-H participation, they feel a greater sense of belonging (82 percent) build quality relationships with adults other than their parents (86 percent), and make meaningful contributions to the community through service (80 percent). A majority of youth (81 percent) also indicated that their parents are actively involved in their 4-H experiences.

When youth in 4-H were compared to other youth across Minnesota (compared with similar age groups from the 2001 Minnesota Student Survey conducted by the Department of Children, Families and Learning), youth in 4-H were *more likely* to volunteer in the community (53 percent of 4-H’ers vs. 32 percent statewide); be involved in other activities such as sports (69 percent of 4-H’ers vs. 57 percent statewide) and fine arts (65 percent of 4-H’ers vs. 56 percent statewide), and *less likely* to spend 6 or more hours per week watching TV (15 percent of 4-H’ers vs. 44 percent statewide) or playing computer/video games (15 percent of 4-H’ers vs. 21 percent statewide). In addition, youth in 4-H were *less likely* than youth from a statewide survey to report that during the past year, they have stolen something (14 percent vs. 26 percent, respectively), damaged property (9 percent vs. 28 percent), smoked cigarettes (19 percent vs. 26 percent), drank alcohol (23 percent vs. 37 percent), or ridden in a car whose driver was drinking (22 percent vs. 43 percent). More complete results will be made available on the website www.fourh.umn.edu/evaluation.

Resource commitment:

It is difficult to assess the resources that go into this widespread program that receives major local as well as statewide support—both public and private. The Minnesota 4-H Foundation, the Minnesota State Fair and the University of Minnesota Extension Service are estimated to provide well over \$1 million a year in nonsalary support. Counties and the University of Minnesota Extension Service provide the basic staffing as estimated above. In addition, a special University of Minnesota Extension Service Comprehensive Grant for Evaluation was provided for 2 years.

Collaborators:

University of Minnesota Extension Service, multiple colleges at the University of Minnesota, the Minnesota State Fair, all 87 Counties, the Minnesota 4-H Foundation and numerous schools and local agencies.

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Base program areas to which this program applies:

4-H Youth Development

4-H 101–The Pilot

Situation:

The U.S. Army Child & Youth Services (CYS) recently began offering 4-H Clubs at every Army installation in the United States and the Continental United States (OCONUS). Army CYS staff serve in volunteer roles as club and project leaders. Many Army CYS staff do not have a good understanding of 4-H, or how to run a 4-H Club.

Program Description:

USDA staff realized that CYS staff throughout the Army needed more information than USDA/Army Youth Development Project Specialists could provide in a routine technical assistance visit. CYS staff requested hands-on training on how to run a 4-H club, how to use 4-H curricula and how to conduct project meetings. This request led to the development of the “4-H 101 Training and Handbook.” USDA/Army Youth Development Program Specialists in Europe had been doing extensive training related to 4-H, but with 21 installations in 38 communities, getting to each community took time.

Stakeholder Satisfaction:

Forty-four Lead Trainers and Lead Child and Youth Services Program Assistants attended the 5-day training. This extremely interactive program used the experiential learning model as the basis for teaching participants about 4-H Clubs. For the first time, many participants experienced a skill-a-thon; learned how to run a 4-H business meeting; were taught the roles and responsibilities of CYS management and staff; experienced a model 4-H club meeting; and, learned how to acquire volunteer involvement for their program.

Participants also got a better understanding of using the 4-H Cooperative Curriculum System for program planning, how to run a long-term 4-H project meeting and how to develop an action plan. Maryland Cooperative Extension supports the 4-H members at Army installations in Europe (and Korea), and was able to share all the enrollment and club information with the participants.

At the end of each day, the training team got together and evaluated the day (including participants’ evaluations) and made changes to the next day’s training based on participants needs.

Accomplishments and Impacts:

At the end of the 5-day training CYS staff said they had received enough information to go back to their installations to train their staff to start 4-H clubs. Many made commitments to establish 4-H Clubs on their installation by December 30, 2002. Staff were excited by the creativity and support that 4-H curricula allow them as they plan their programs. Many said they were going to develop skill-a-thons to use during open houses, or other events where parents, children and staff come together.

Although most staff attending were trainers or lead child and youth program assistants, many were used to telling their staff how to do something rather than having them learn by doing. Participants were extremely receptive to the experiential learning model and worked hard to put it into place as they lead activities.

The first 4-H 101 pilot took place in August 2002, and USDA/AYDP specialists will follow up with participants for the next 6 months to determine impact of the training.

Resource Commitment:

Funding for this project came from the CSREES/Children, Youth and Families at Risk Initiative.

Collaborators:

USDA/Army Youth Development Project, U.S. Army Community and Family Support Center (CFSC), Maryland Cooperative Extension, Maryland Volunteer Leader Council, and Kansas State University.

Contact Person(s):

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Base program areas to which this program applies:

4-H Youth Development

Goal 6:

4-H will collect national impact and accountability data that fully demonstrates the impact of 4-H on youth, their families, and communities.

4-H Horse School Teaches the Life Skill of Teamwork

Situation:

All 4-H programs and activities are designed to teach life skills as well subject-matter skills. In fact, many kids will never use the specific subject-matter skills learned in judging contests, projects or classes; however, the life skills and the appreciation for the agricultural subject matter will remain with them for a lifetime. These life skills, behavioral and attitude changes and the

character and ethics acquired and practiced at all 4-H programs are very hard to measure and quantify, and sometimes the participants do not even realize they are acquiring these skills.

Program Description:

Georgia 4-H Horse School is held every summer with approximately 160 4-H'ers and their horses attending a resident school where they receive riding instruction as well as classes in all areas of equine science. During the week, all activities are done as groups—the 4-H'ers are assigned to one of 10 riding groups, are stalled by group, attend classes as a group and even share lodging with several other 4-H'ers. Therefore, interpersonal skills and the ability to get along with others are paramount. At Horse School, facilitators were convinced these teamwork skills are being taught, but results to hard to prove.

For Horse School, the life skill of “teamwork” was targeted for teaching. A special session was taught on the first day to promote teamwork. This session had nothing to do with horses, but was designed as an icebreaker and team-building session that would help the group members bond as a team. Other than making the 4-H'ers and adult participants aware of the components of teamwork and notifying them that we would focus on this at Horse School, no changes were made to the program from previous years.

During the week, the theme of “*Teamwork is Best Learned in the Saddle*” was incorporated into all aspects of the school. To get the kids excited about this part of Horse School and to get them thinking, a flyer explaining the components of teamwork in kid-friendly language and a notepad with the teamwork logo was sent to them at their homes. Furthermore, at the school, flyers were posted, stall signs and tee-shirts used the theme and adult leaders tried to keep the subject at the top of their minds all week. The riding instructors were also encouraged to help the kids think of riding as “teamwork” with their horses.

Stakeholder Satisfaction:

4-H Horse School involved 160 4-H'ers and their horses, 20 teen leaders, 15 adult volunteer, 10 instructors and 10 county extension agents.

Accomplishments and Impacts:

The results of this experiment far surpassed all expectations and definitively proved that 4-H'ers learn life skills as well as subject matter skills while they are at Horse School. In addition, the kids and adults enjoyed the teamwork theme and rated it 4.2 on a 5 point scale, where 1=Terrible and 5=Excellent. In addition, 47.7 percent of participants said that they could **always** divide the work so that all members of a team did what they could do best; 68.6 percent said that they **always** did their part when working on a team; 72.6 percent reported they could **always** work with others to get the job done; and 79.3 percent said they **always** feel good when their team works together to get a job done. (The choices were **always**, **usually**, **not often**, and **never**.) When asked to rate their teamworking skills **before** and **after** Horse School, the 4-H'ers perceived themselves to progress from 5.75 to 8.67 on a 10-point scale. Adults rated the 4-H'ers at 4.7 before, and 6.7 after. Even more amazing, and an intangible benefit to this effort, was the incredible reduction in interpersonal problems like arguing, borrowing others' property without permission, fighting, picking on each other and the usual problems seen at group events. In fact, the discipline problems were almost nonexistent. This program was so successful and easy to implement, that it was repeated at 4-H and FFA Beef School with similar success.

Resource Commitment and Collaborators:

Collaborators included: Georgia 4-H Faculty Specialist, Georgia 4-H Environmental Education Program Instructors, Riding Instructors, Adult and volunteer leaders and agents, and Extension Animal Science Equine specialist. An Educational Program Specialist with Georgia 4-H also assisted in the developing the theme and activities.

Each 4-H'er paid his/her way to attend the school. These activities were provided at no extra cost to the participants as part of the program.

Contact Person:

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Other Base Program Areas This Program Applies to:

Agriculture

4-H / Youth Development

Leadership and Volunteer Development

Assessing Life Skill Development in NH 4-H Club Youth Selected to Participate at State Activities Day

Situation:

Research shows that children's intrinsic motivation and achievement goals determine their engagement in learning, and yet these typically decline across the school years (Skinner and Belmont, 1993). Further, Daniel Coleman's research on emotional intelligence suggests that 95 percent of one's future success in the workplace can be traced to emotional intelligence and only 5 percent to Intelligence Quotient (IQ). With this research in mind, the NH 4-H program has emphasized the development of core life skills, including goal setting and communication skills (interpersonal and presentation) through its club delivery program. 4-H Club leaders receive training and program materials to support them in helping members learn and practice these basic life skills. Annual report forms for members and leaders were modified to reflect this emphasis. Although these modifications generated important qualitative evidence that a majority of 4-H club members were setting and following through on important learning goals, and were able to effectively show and/or tell others what they had learned, NH 4-H staff and stakeholders desired reliable qualitative evidence of the effectiveness of the NH 4-H Life Skills program.

Program Description:

To address this need for qualitative evidence, survey instruments were constructed, using Washington State Cooperative Extension's Life Skills Evaluation System as a model. Selected questions assess life-skill development in the core areas of goal setting and communication. The survey was designed using a 5-point Likert scale to gather comparative information from three perspectives—youth, parents and adult observers.

Stakeholder Satisfaction:

The survey was distributed during State 4-H Activities Day (SAD) with 60 parents, 23 event judges (68 percent of participating judges), and 96 4-H club members, ages 12 and over. The 4-H members surveyed represent 51 percent of all 2002 SAD participants and approximately 10 percent of the state's 4-H club members of comparable ages. SAD is an annual statewide NH 4-H recognition and presentation event. Approximately 20 percent of 4-H club members ages 12 and older from the 10 NH counties are invited to this event where they present in demonstrations and illustrated talks, public speaking, action exhibits, photography, posters and fashion review. Minimal time of Extension staff was involved in disseminating and analyzing the survey.

Accomplishments and Impacts:

Survey analysis of both quantitative and qualitative data shows broad agreement among the three groups (parents, youth, judges)—that 4-H club program is helping youth learn and develop the basic life skills of goal setting and communication. Both parents and youth agreed that since participating in 4-H, the youth “usually” set goals, gather information for presentations, organize thoughts before speaking, present ideas in creative ways, accept comments and questions, persuade others through words and actions and listen carefully without interrupting. Prior to participating in 4-H, parents and youth report they either did not practice these life skills, or did them “sometimes.” Judges confirmed they had observed youth using these skills. Parents and youth also noted significant positive changes, from “never” to “usually” being able to work out disagreements in ways that are not hurtful to others, set challenging goals, break goals into steps, work through logical steps to achieve goals, identify alternative ways to reach goals and work out problems presented to them.

Qualitative summaries show parents and youth have similar beliefs about “the most important thing gained from 4-H” in the past year. Parents cite gaining confidence and self-esteem, feeling secure about self and learning to work out problems. Youth cite being more confident speaking in front of others, feeling less shy, learning to control feelings, and taking on a leadership role. Judges commented on the poise and self-assurance of the youth, the amount of effort put in and depth of knowledge gained by youth, and the obvious respect and consideration they have for one another.

Resource Commitment:

County, state, and federal resources allocated to University of New Hampshire Cooperative Extension

Collaboration:

University of New Hampshire Cooperative Extension, state and county; New Hampshire 4-H members and volunteers; Washington State Cooperative Extension Life Skills Evaluation System

Contact Person:

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Base Program areas to which this program applies:

4-H Youth Development, Leadership and Volunteer Development

Collaboration Across Multiple 4-H Educational Centers Yields a Standardized 4-H Camping Evaluation Process

Situation:

In Virginia, camping is recognized as a primary 4-H delivery mode and as a proven and effective way of reaching boys and girls. Identifying 4-H camping outcomes in Virginia was a challenge because 4-H camping programs were implemented at sites over a wide geographical area and far away from Virginia's Land-grant University. Furthermore, each 4-H educational center used different methods, instruments and procedures for collecting information from 4-H camping participants regarding the programs' outputs and outcomes.

Program Description:

Over a period of several months, Virginia 4-H developed a standardized evaluation process that involved the Extension Specialist responsible for 4-H camping and the six 4-H educational center program directors. The primary purposes of the collaboration were: to generate buy-in through an open discussion of the benefits and limitations of a standardized process, to discuss desired camping outcomes (*i.e.*, life skills targeted by Virginia 4-H camping); to create standardized survey instruments that would provide consistency, yet also allow program directors to add site-specific questions or items; and, to identify the roles and responsibilities of the State 4-H Office and the 4-H Centers in the evaluation process. The secondary purpose of the collaboration was to evaluate 4-H camping outputs and outcomes.

Faculty and staff from each 4-H educational center in Virginia were actively involved in the survey design process. They administered surveys to all participating youth 4-H campers, counselors-in-training, teen counselors, adult leaders, Extension Agents and parents. In addition, each 4-H Center collected the surveys and agreed to enter data from the surveys on-site into a database.

The State 4-H Office provided training to program directors regarding the evaluation process (*i.e.*, collecting and compiling data; descriptive data analysis; reporting findings to the State 4-H Office); and, provided a summarized report to each 4-H Center at the end of the summer. Faculty and staff from the 4-H Centers reported that the evaluation effort was a positive experience and that seasonal program staff were engaged and involved in the evaluation process.

Accomplishments and Impacts:

This collaboration resulted in the creation of two instruments, one for youth campers and another for counselors-in-training, teen counselors, adult volunteers and Extension agents. Both instruments included demographics questions, program ratings, and open-ended questions pertaining to participants' reactions (*i.e.*, outputs). The youth camper instrument also included a 10-item life-skill measure based on the "Targeting Life Skills Model" (TLS) (Hendricks, 1998). Life skills in five domains of the TLS Model were targeted by the developed instrument, which included being, relating, caring, thinking, giving and working. The measure identified youth camping participants' immediate learning changes (*i.e.*, outcomes). Also, to address each 4-H Center's individual site concerns, a portion of the survey instrument was left blank, allowing each 4-H Center to include site-specific questions.

Outcome evaluation data was also collected. A total of 8,118 surveys were returned and entered into the respective databases for a response rate of 87 percent. Ten items on the survey asked campers to identify whether or not participating in 4-H camp had helped to acquire life skill on a

scale of 1-4, where 1= “helped me very little” and 4= “helped me very much.” The campers indicated that 4-H camp assisted them most in making new friends (3.34), developing new skills (3.25) and becoming more independent and able to take care of themselves (3.06).

Evaluation procedures were established for each 4-H Center and between the 4-H Center and the State 4-H office so that standardized 4-H camp evaluation could be conducted annually for all residential 4-H camps conducted during the summer.

Collaborators:

Airfield 4-H Educational Center, Jamestown 4-H Educational Center, Holiday Lake 4-H Educational Center, Northern Virginia 4-H Educational Conference Center, Smith Mountain Lake 4-H Educational Conference Center, Southwest 4-H Educational Conference Center

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Base program areas to which this program applies:

4-H Youth Development

