

# **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.**

*Georgia*

## **AGRICULTURAL AWARENESS**

### **Situation:**

4-H'ers from Toombs and Bacon County need to become aware of the economic impact of blueberries in our area. The nutritional value of blueberries is becoming more and more important, and research statistics have proven that blueberries benefit the body as part of a healthy diet.

### **Program Description:**

A day long program was developed to allow the participants to learn about the wonderful world of the little "blues". The content of the program included economic impact, nutritional value, and actual hands-on learning of the picking and packing industry. The Blueberry Picking, Packing, and Snacking class began at the Bacon County Extension Service where the participants enjoyed eating blueberry muffins and meeting each other. Each participant was asked to introduce him/herself to a participant from another county. Then each one had to introduce their partner to the group at large.

Following all introductions, the participants were given a pre-test on their knowledge of the blueberry industry. Then they learned about the history of the blueberries in Georgia through a presentation given by the 4-H Extension Agent. They also learned about the nutritional value as well as the economic impact the little "blues" have on Bacon County and Georgia.

The group then traveled by bus to a local blueberry field where they were lead by Master 4-H'er, Bryan Wade. He discussed the various varieties of berries grown in the field and explained how the berries were irrigated, picked and loaded. All participants then climbed aboard the picking machine and rode while the field crew went through the process of picking "a round." While the truck was being loaded, the group was given the opportunity to hand pick as many berries as they could eat.

Following the excursion in the field, it was time to eat lunch. The 4-H'ers returned to the Extension Office where they had lunch and enjoyed ice cream with blueberry topping. After lunch, the 4-H'ers were divided into two groups and competed in a game of "Blueberry Jeopardy", answering questions about what they had learned during the morning activities. The winning group was given blueberry flavored candy canes as a prize.

Next, the group was taken by bus out to a packing plant owned and operated by Lane and Sharon Wade, Alma Nursery and Berry Farm. All the participants were instructed on the importance of “suiting up” in the proper garments before entering the packing plant. This suit included a hairnet and an apron along with cleaning their hands with bleach water. These instructions were given by a HASSOP Compliance Officer and 4-H’er, Ashley Davis.

Upon entering the plant, the 4-Hers were then given the chance to try their hand at making several blueberry packing boxes. Then it was on to the conveyor belt and the grading process. The employees of the plant gave the children a quick lesson on what to look for in the best berries and how to discard bad berries. Then it was time for the 4-H’ers to get to work. All participants graded berries. They were also shown how the machine packs the graded berries in the plastic cartons and how the employees pack these cartons into cardboard boxes like the 4-H’ers had made earlier.

Mr. Wade also explained the difference between the fresh and frozen blueberry packing lines. He demonstrated the new color sorter that was used on the wet line (blueberries that are packed for freezing.) The color sorter actually “saw” the color of berries and discarded every berry that was not blue. After the tour of the plant, the group was taken back to the Extension Office for a final evaluation and snack.

#### **Stakeholder Satisfaction:**

There were twenty 4-H’ers from Bacon and Toombs Counties who participated in the day’s activities. The 4-H’ers had a great time trying their hand at packing, grading, and making boxes. They all agreed that they would like to come back to the packing plant and maybe even try to work there when they got old enough. The employees and owners of Alma Nursery and Berry Farm were glad we brought the students and asked that we do it again.

#### **Accomplishments and Impacts:**

At the close of the program, participants were given a post-test to compare their scores against the pre-test given earlier in the day. All participants showed increased knowledge. The percent of improvement in knowledge ranged from 33% to 1050%. The average overall percentage of improvement was 158%. Thirteen of the participants rated the blueberry packing shed as their favorite part of the program, while three rated riding the blueberry picker as their favorite and two selected the farm as the best part of the program. All but one of the participants said they would like to have a summer job working in the blueberry plant.

#### **Resource Commitment:**

The charge to participants was \$3 to cover the cost of food prepared during the day.

#### **Collaborators:**

Toombs County Extension Service  
Alma Nursery and Berry Farm  
Bacon County Board of Education for use of bus  
Roy King, Volunteer Bus Driver

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*Maryland*

## **Safe Kids Day**

### **Situation:**

According to safety surveys conducted throughout Somerset County, MD there is a very strong need for educational programs that directly inform the public about seat belt and bicycle safety. The Somerset County Highway Safety Office and the University of Maryland Cooperative Extension Office have provided numerous educational programs to youth in school settings. These organizations wanted to provide a mode of outreach to parents and other family members so that they too would also have an understanding of the importance of protecting our children.

### **Program Description:**

Safe Kids Day was established to include safety components such as bicycle safety, vehicular safety, water safety, fire prevention, substance abuse prevention and domestic violence prevention. The program is designed to provide safety education to youth and families throughout the county by promoting unity between families and community members, teaching participants to make safety a part of their every day life, providing participants knowledge to gain skills in personal safety and safety related to home environment. This program is also concerned with strengthening youth's understanding of the importance of good health and safe and healthy life styles.

### **Stakeholder Satisfaction:**

The targeted youth where second graders who had participated in safety and health related courses throughout the school year these youth received five forty-five minute lessons prior to the Safe Kids Program. The course consisted of pedestrian, seat belt, bicycle, household, and food safety. All of the evaluations from the youth and their teachers were outstanding the youth also received detailed information to take home and share with their families.

### **Accomplishments Impacts:**

After the Safe Kids Program the percentage of youth wearing helmets has increased twenty percent and the number of youth wearing safety belts has increased forty-two percent. The local police agencies have reported a decline in the number of safety belt violations and accidents throughout the county. The Maryland Cooperative Extension and the Somerset County Highway Safety have received numerous letters from school children explaining how they feel that these programs have increase safety awareness in their families. Teachers have reported that the youth in their classrooms have a much deeper understanding of ways to be safe. The educators also explained that they now feel that they know what agencies can be contacted for reference materials in their classrooms.

**Resource Commitment:**

The Somerset County Highway safety provided a great deal of support for the program from funds generated by that program’s in house grants. Other funds came from the agencies that participated in the programs.

**Collaborators:**

- Somerset County Highway Safety
- University of Maryland Cooperative Extension, 4-H
- Somerset County Board of Education
- After school Opportunity Program
- Millsboro Fire Department
- Sysco Foods
- Somerset County Sheriff’s Department
- Crisfield Police Department
- Princess Anne Police Department
- R.E.A.L.I.T.Y.
- D.A.R.E
- Natural Resources Police
- Somerset County Health Department
- Healthy Families
- M.A.D.D.
- Costen Dance Group
- Ambulance Squad
- Department of Emergency Services
- WBEY Radio

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**Base program areas to which this program applies:**

- Nutrition, Diet and Health
- 4-H Youth Development
- Family Development & Resource Management

*Missouri*

**Missouri 4-H Impact Study**

**Situation:**

Funding agencies, foundations, government entities, and private partners have charged youth-serving agencies to document positive impacts of the programs they support. In general, they want to do know that these programs are making a difference in the lives of young people. The Missouri 4-H Youth Development Program has nearly a century -long rich history of positive youth development educational activities designed to develop young people into capable, caring and contributing members of society. However, a coordinated state-wide assessment of the

impact of the 4-H program on members had never been conducted. Nationally, a similar study was underway. Missouri felt it timely and worthy to replicate the national 4-H impact study in Missouri.

### **Program Description:**

Resources were secured from University Outreach and Extension for the state-wide study. In March of 1999, a team of state and field faculty under the leadership of Dr. Jo Turner, attended the kickoff for the national data collection phase in Kansas City, Missouri. This team determined that the first iteration of the project in Missouri would focus on collecting data from 4-H club participants in grades 4<sup>th</sup> to 12<sup>th</sup>. 4-H participants from other delivery modes (e.g., school enrichment) would be conducted in subsequent years.

During 2000, Missouri 4-H Youth Development field faculty gathered data on the perception about the benefits of 4-H from youth and adults associated with 4-H Youth Development programs. The state study paralleled a national study and used the same sampling technique and instruments. The questionnaires were divided into six components related to the critical elements of a 4-H experience: Adults in 4-H, Feelings about 4-H, Learning about 4-H, Helping Others, Planning and Decision Making in 4-H and Belonging in 4-H. The questionnaires also included questions about length and breadth of 4-H involvement, demographic information and an open-ended question, "How has 4-H changed your life?"

### **Stakeholder Satisfaction:**

Twenty-seven field faculty of targeted sample counties spent .02 FTE collecting data. An additional 17 field faculty from non-sample counties felt the information was valuable that they spent .02 FTE collecting data as well. About 1.0 FTE of field faculty time was spent in collecting data. An additional 0.2 FTE was spent by a state faculty member overseeing the project.

### **Accomplishments and Impacts:**

Returned surveys from a total of 1,685 youth and 1,162 adults showed a very positive view of 4-H (Mean = 25.98; S.D = 3.69; Range 11 - 32). Youth felt that they learned to help others (Mean= 19.48; S.D. = 3.69; Range 6 - 24) and that they belonged in 4-H (Mean =29.41; S.D. 4.4; Range 9 - 36). 4-H also helped youth building relationships with caring adults (Mean = 28.12; S.D. = 4.1; Range 9 - 36), learn how to plan and make decisions (Mean = 19; S.D. 3.2; Range 6 - 24) and learned new things (Mean 18.76; S.D. = 2.97; Range 6 - 24).

Adults mirrored the youths positive view of 4-H (Mean = 25.88; S.D. = 2.85; Range 14 - 32). Adults believed that members learned how to help others (Mean = 20.20; S.D. 2.73; Range 6 - 24) and that they felt that they belonged in 4-H (Mean 29.22; S.D. =3.52; Range 9 - 36). 4-H taught kids to work with caring adults (Mean = 28.65; S.D. = 3.27; Range 15 - 36); to plan (Mean = 19.22; S.D. = 2.59; Range 6 - 24) and learn new things (Mean = 19.31; S.D. = 2.32; Range 14 - 32)

In general,

- Both youth and adults felt very positive about 4-H.
- Youth had a strong sense of helping others and a sense of belonging in 4-H
- Youth and adults built working and caring partnerships
- Adults were more glowing than youth in their responses.

- There is room for improvement in the area of shared leadership
- Early adolescents (8<sup>th</sup> and 9<sup>th</sup> graders) need to be tapped for leadership
- 4-H dropouts may be due in part by "best friends" not being involved.
- Youth living with grandparents may need extra help to successfully participate
- Get Clover Kids involved early in the program year

Written Comments of youth ---

"4-H has made my life different because it has taught me to be a leader and stand up for what for I believe in. It taught me that what is cool isn't always right, and what is right isn't always cool. I, also, through the years, have gained respect for others."

"4-H has changed me because when I started, I could not talk in front of people. I couldn't tell them what my ideas were. Six years later, I've been vice-president and now I'm president of 4-H and student council at school. I can tell anyone my idea, and do anything."

A 4-H parent writes ----

"It has provided us with a group of people who enjoy the same activities with their children as we do. We see definite growth in their ability to handle responsibility and see them emerging with leadership skills that will help them as adults. Thanks."

**Resources Commitment:**

University Outreach and Extension provided over \$6,000 in support conduct the study, analyze the results and publish the findings.

**Collaborators:**

4-H members, 4-H volunteers, 4-H field and state faculty, UOE Administration.

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**Base Program:**

4-H Youth Development

*Mississippi*

**Health Rocks!**

**Program Description:**

*Health Rocks!* is a project for 8 to 12 year olds developed by the National 4-H Council offered through Mississippi State University. The program works on the principle that if youth are given the opportunity to develop positive life skills they will be more unlikely to give into peer pressure to use tobacco and drugs. Unique features of this teaching model include teen trainers and a strong youth/adult partnership model.

This is the third year of the *Health Rocks!* program involving the 4-H Department at Mississippi State University. The training team is called a “virtual faculty” and is built on a strong youth/adult partnership. The team consists of fourteen youth from Mississippi and adults from Mississippi State University, Alcorn State University, University of New Hampshire, Ohio State University and Utah State University. The team is diverse in interest and ethnicity.

### **Program Impact**

During 2001-2002, 36 demonstration sites were selected to continue the pilot testing of the program. Each site brought unique and diverse demographics ranging from rural to inner city. Youth participants in the project were also very diverse. The demonstration sites were located in 21 states. A total of 6,257 youth have been reported as having participated in the project.

Mississippi State University Extension Service is involved in a research component of this project that will explore the impact of the role and responsibilities on the teen trainers as measured by leadership skills gained and a self-esteem index. The research instruments have been refined and the preliminary data is being processed.

### **Keys to Success**

A web-based reporting system has been critical to the accumulation of numeric data. A comment section in the reporting system has also allowed the collection of success stories from the sites.

Strengths as reported from the project participants included the strong peer mentorship component. This included teens as teachers and role models. The decision-making skills gained by the youth participants also added strength to the learning experiences. Each lesson in the curriculum was based on a life-skill model.

Delivery systems also varied. The *Health Rocks!* program was held in after-school settings, community-based clubs from a variety of youth serving organizations ranging from 4-H Clubs to Boys and Girls Clubs to juvenile justice programs, and in day and summer camping programs.

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### **Base Programs:**

4-H Youth Development

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*New Hampshire*

## **Up, Up and Away with 4-H Space Day!**

### **Situation:**

The University of New Hampshire is unique in its designation as a Land, Sea and Space Grant institution. While University of New Hampshire Cooperative Extension has traditionally maintained a strong relationship with the Land and Sea Grant status of the University, outreach

programs in the area of space education have often occurred separately from UNH Cooperative Extension.

Further, 4-H Youth Development programs in New Hampshire have traditionally been strong in animal and family and consumer sciences, mirroring the demographics of the rural and farm population of the state. Increasing numbers of youth in suburban and urban areas requires the New Hampshire 4-H program to expand in the area of Science and Technology and other areas that are of greater interest to youth today.

**Program Description:**

More than seventy youth and adults visited the UNH Space Science Center on March 9, 2002 to learn about space and see, first hand, some of the fascinating research projects that are going on at UNH.

Space Science faculty and graduate students presented three different workshops. The youth were split into three separate age groups, so presenters were able to tailor the presentations to the appropriate age group. One faculty member shared some spectacular video footage of the sun's surface and she talked about some of the UNH research projects that have traveled on Space Shuttle missions. Another faculty member and his students lead a tour of the Geographic Information Systems and Remote Sensing Laboratory. Participants studied maps and posters and were surprised at how detailed the maps were. A third faculty member explained what Gamma Rays are and how studying them can tell us a lot about the conditions of space and the earth.

All youth participants were involved in a simulated Space Shuttle mission that required team work, effective communication and knowledge about space to complete, while the adult participants were introduced to 4-H's CCS Aerospace Project curriculum.

**Stakeholder Satisfaction:**

All participants indicated a high level of interest in the topics and satisfaction in the program when surveyed at the end of the day. The youth were engaged though out the day and enthusiastically participated in a simulated space shuttle mission at the conclusion of the workshop.

Parents who completed a follow up survey were very pleased with the opportunity to visit the University of New Hampshire campus with their children and learn about science in a very hands-on manner. One parent said, *"I greatly appreciate the opportunity to expose my children to 'real science'"*.

**Accomplishments and Impacts:**

All participants said they learned something new about space and about what it means for the University of New Hampshire to be a Space Grant University.

*"I had no idea that UNH even had an involvement in the Space Program, but to get to meet and talk to such fascinating people who are directly involved was a rare opportunity."*

When asked to share one thing they had learned during the day, youth responded very thoughtfully. They cited things like, how to make a digital map, that the sun makes big

explosions, how a gamma ray telescope works and that it is not easy to get ready to do something in an astronaut suit!

A parent took the time to send an email two days after the event to say, "*...I think we'll find that the information they (her children) learned planted seeds that will show for many years to come. We've already discussed much of what we saw and they've been on the web looking for more information.*"

One of the faculty presenters shared that he enjoyed talking to the youth as he felt it forced him to think about the work he does in a different, more practical manner. Presenters were impressed with the thoughtful questions the youth asked as well.

The success of this program has strengthened UNH Cooperative Extension's relationship with the Space Science Center's outreach program and future collaborations are already being planned.

**Resource Commitment:**

The 4-H Foundation of New Hampshire graciously donated \$840 toward the cost of lunch, curriculum and materials for all participants. A small registration fee (\$15 per family) was charged as well to offset any additional costs. The UNH Space Science Center provided the workshop presenters and facilities at no cost to 4-H.

**Collaborators:**

The University of New Hampshire Space Science Center and the 4-H Foundation of New Hampshire

**Contact Person(s):**

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**Base program areas to which this program applies:**

4-H Youth Development

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*New Jersey*

## **NJ 4-H Science Discovery Series**

**Situation:**

Science is naturally-occurring and, yet, often goes unnoticed outside the classroom. The NJ 4-H Science Discovery Series was created to help youth develop life skills while discovering the science of the world around them. Making science fun is the goal of the lessons and activities included in this curriculum aimed at teaching youth in grades 2-10. Whereas Volume 1 focused on basic science exploration, Volume 2 provides more in-depth coverage to six different science topics. Extension/4-H staff, youth group leaders, school teachers, youth center staff, camp

counselors, 4-H club leaders, and other educators have found that the lessons contained in these guides are as fun and interesting to teach as they are for youth to experience and learn.

**Program Description:**

Volume 2 of the curriculum covers the following topics, which resulted from a needs assessment conducted with 4-H staff, volunteers, teachers, and other educators:

- Weatherwise (Meteorology)
- What Is That Tree I See? (Leaf & tree identification)
- Spiderrific (Spiders)
- Mountains High, Oceans Deep (Oceanography)
- Exploring Planet X (Space exploration)
- Where Does Your Garbage Go? (Waste management alternatives & environmental conservation)

Supplemental information and resources are provided using a companion Science Discovery Series web site at <http://discoverscience.rutgers.edu>. In the past year it has received 112,798 hits during 13,398 total visits, including those by 4,226 unique visitors. A separate 4-H staff web site was developed as a source for support materials, including news releases, newsletter articles, promotional flyers, and instructions.

**Stakeholder Satisfaction:**

Because of widespread interest in Volume 1 of the Science Discovery Series and its accompanying Science Discovery Kits, Volume 2 was created. Since the curriculum was intended to be used by a variety of audiences, it has received the favorable attention of numerous state, regional, and national organizations.

**Accomplishments and Impacts:**

The "NJ 4-H Science Discovery Series Evaluation" was used to acquire evaluative information from group leaders during pilot testing. The information has been used to help determine the value of the lessons and activities contained in each unit, and for reporting purposes. The evaluation can also be completed on the Science Discovery Series web site. Some findings of pilot testing of Volume 2 were:

- 18 hours of instruction were provided using all units of Volume 2 to 114 youth in 9 groups, grades 3-9. Youth were in school enrichment and after school programs, including a community juvenile justice program; taught by both teachers and volunteers.
- 100% said the unit taught was Very Effective or Effective in meeting its objectives and Very Easy or Easy to teach. 100% of users said the unit taught was Very Effective or Effective in helping youth develop science/math literacy and life skills, and all would recommend the unit to others for teaching science to youth.
- Typical comments included: "Grade appropriate," "Interesting and exciting activities," "Lesson plans were user friendly for teacher," "The unit was self-explanatory and very easy to understand and teach," "Great!"
- Since pilot testing, the curriculum has been used with hundreds of other youth in N.J. and elsewhere, with similar results found.

**Resource Commitment:**

A \$1,500 grant from the NJ 4-H Development Fund assisted with development and pilot testing costs. The Science Discovery Series is self-sustaining through purchases by users to cover

printing costs. An accompanying web site was developed to support the curriculum by providing educators with additional resources and links.

**Collaborators:**

The development team consisted of Keith G. Diem, Ph.D.; Rebecca Gardner; Betty Jean Jesuncosky; Anna Matteoda, Ph.D.; Kevin Mitchell; James Nichnadowicz; Jeannette Rea-Keywood; and Lisa Rothenburger. In addition, numerous experts served as reviewers for subject matter accuracy.

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**Base program area(s) to which program applies:**

4-H Youth Development

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*New York*

## **Cooking Up Fun!**

**Situation:**

Many food and nutrition experiences for youth emphasize nutrition knowledge and awareness of healthy eating practices, rather than independent food skills. Today's youth lack opportunities to learn and practice basic food selection, handling, and preparation skills. In addition, few nutrition programs engage youth in planning the learning experience and evaluating skill mastery. Empowering youth with basic food skills in the context of positive youth development will contribute to the capacity of individuals and families, especially those with limited resources, to improve their diets, health, and quality of life.

**Program Description:**

*Cooking Up Fun!* provides youth ages 9 to 12 the opportunity to gain independent food skills. The teaching, training, and evaluation tools integrate the educational goals of promoting healthy food practices and positive youth development. Adults work with small groups of youth (5 to 6 youth per adult), allowing each participant to create his/her own workstation to prepare recipes. Adults facilitate the learning experience by engaging youth in planning the cooking sessions; by creating conversation about food and the cooking process; and by providing the time, space, and encouragement to master food skills.

**Stakeholder Satisfaction:**

Cornell Cooperative Extension (CCE) staff in seven counties participated in a 2002 pilot project to develop additional evaluation tools for *Cooking Up Fun!* A total of 150 youth participated in 18 'cooking clubs.' Several new community collaborations were created, especially reaching new audiences of youth from low-income families. The program created new opportunities to integrate training and interaction among 4-H Youth Development and the Expanded Food and Nutrition Education/Food Stamp Nutrition Education programs. All of the adult facilitators rated the program highly.

An Urban 4-H Program Manager stated: “*Cooking Up Fun* was without a doubt one of the most successful outreach efforts to come to West Village. *Cooking Up Fun* ... superceded our expectations in terms of superior organization, capable staff, and interesting program delivery that kept youth involved, interested, and asking for more.” A director of a community program targeting at-risk girls said: “The youth gained *significant* cooking skills. In the beginning they didn’t know how to do much of anything by themselves and, by the end, all I did was unload the groceries.” An EFNEP paraprofessional explained: “I worked with an energetic group of girls who were not very focused in the beginning. They were not friends and did not have much stability in their lives. After just two sessions they were working together, sitting down to eat together, and at the end of the 6 weeks they wrote a letter begging the school enrichment coordinator to let them continue the cooking club.”

### **Accomplishments and Impacts:**

Several evaluation tools were developed to assess the nutrition and youth development impact of *Cooking Up Fun!* programs. Forms completed by youth participants included: About Me and More About Me (pre/post food skill behavior and attitude); About Food and More About Food (pre/post nutrition knowledge); My Chef Skills (pre/post food skill mastery); About Today’s Session (food skill mastery and youth development). A Kitchen Chatter Pad was used to collect additional comments from youth. The adults reported their perceptions of improvement in both food skills and youth development indicators on Facilitator Notes forms (group data). Group and individual interviews with adult facilitators provided additional data. Preliminary data from the Spring 2002 *Cooking Up Fun!* evaluation project indicate that youth who participated in 4 to 6 sessions of a *Cooking Up Fun!* cooking club gained confidence and mastery of food skills. Comments collected from youth indicated that the sessions were fun and meaningful.

The “About Today’s Session” form was completed at each session by each youth participant to assess his/her cooking experience. A total of 550 forms were completed, across all sites, all youth, and all sessions. Of the total self-assessments: 75% rated the session *Great*; 71% learned a new cooking skill; 70% improved a cooking skill; 68% intended to make the recipe again; 63% had not made the recipe before the session; 62% could teach a friend to make the recipe.

At the last cooking club session youth completed the More About Me form. From 83 completed forms, youth gave these responses to two open-ended statements:

- A cooking skill that I can do better is: \_\_\_\_\_  
18% said “measuring;” 13% said “cutting with knives;” 22% said one of several different cooking skills (kneading, cracking eggs, grating cheese, peeling, using the oven, washing dishes, following instructions, listening, reading food labels)
- The best part of the Cooking Club was: \_\_\_\_\_  
35% said “cooking;” 35% said “eating the food;” and 25% provided additional responses (everything, being with friends, having fun, learning new things, games, getting chef hats, cutting with knives, making scones {or other recipe name}).

A second pilot project will be conducted September 2002 to June 2003 to further develop evaluation tools and assess nutrition and youth development impact of a 9-month cooking club in selected after school programs.

### **Resource Commitment:**

New York State 4-H Foundation - \$2100

**Collaborators:**

Cornell Cooperative Extension (CCE) 4-H Youth Development and Nutrition staff in seven counties who in turn collaborated with 14 community programs (school-age child care, school enrichment, Prevention Focus, Food Bank of Western New York); New York State 4-H Foundation

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**Base program areas to which this program applies:**

4-H Youth Development  
Nutrition, Diet, & Health

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*Ohio*

## **Read and Succeed**

**Situation:**

34% of all 4th grade students in Hancock County are reading below grade level. Assessments show that a comparable percentage of students are struggling with reading in kindergarten through third grade. Teachers alone cannot solve the reading crisis and No Child Should Be Left Behind! The community must step forth and assist!

**Program Description:**

The Read and Succeed Program in Hancock County was planned and coordinated by the university coordinator, curriculum specialists and educators. Scientifically based researched curriculum materials were used for the program design and were modified for volunteer training. The Guided Reading structure designed by Gay Sue Pinnell of Ohio State University and Irene Fontas of Lesley College was the resource used for the framework of the Read and Succeed Program. By using this design that was offered by a land-grant institution and expanding on it, we were able to design a Best Practice for using volunteers to effectively tutor students.

Volunteers were recruited and took part in ten hours of training to prepare them to mentor struggling readers. Tutors visited the school classrooms one day each week to individually mentor 3-4 children for 20-30 minutes each. A leader in each school building recruited and scheduled the mentors with the teachers. Literacy specialists conducted the countywide training and quality children's literature and literacy materials were leveled according to reading ability and placed in all school buildings.

In the 2001-2002 school year, 257 trained community mentors tutored 1089 children. 36 of these mentors were high school students who volunteered during a study hall or after school.

The teens also received the ten hours of training and assisted with 4-H Junior Leadership and Cloverbud meetings

**Stakeholder Satisfaction:**

1.15 FTEs were committed to the project. The target audience (struggling readers) received 17 hours of individual reading assistance from their mentors. The tutoring lessons were designed to change a child's attitude toward reading since most of the students do not choose to read. Mentors do this by offering the students literature that is written at the child's reading level rather than at their grade in order to build on reading strengths to build confidence in reading and address literacy weaknesses. This is the fourth year for the Read and Succeed program in our county and 82% of the mentors are returning for a second, third or fourth year!

Mentors felt positive about their experiences because the training allowed them to achieve success with the students. Not only were they valued as a positive role model for the children but also their young friends warmly greeted them because reading with the tutors was fun!

**Accomplishments and Impacts:**

The reading attitudes of 67% of the students improved more than 15% over the course of the school year. Trained mentors became excited about reading to and with children and encouraged others to mentor also. Our trained mentor base is increasing and to date, we have 426 mentors who are fully trained in our community. We find that literacy teaching is extending into churches, organizations and homes.

The Findlay-Hancock County Community Foundation wanted to guarantee that dollars would be available to continue literacy programming even if state dollars are no longer available. For this reason, the HancockREADS initiative was adopted by the Foundation to raise dollars for an endowment fund to continue literacy funding. The goal of HancockREADS is to raise \$3 million in five years to support the project and the Foundation Board has pledged \$150,000 matching funds to encourage the efforts. The local coordinator of Read and Succeed is a member of a six-person HancockREADS advisory board. Since March, when the initiative was announced, over \$17,000 has been raised and one literacy grant has been awarded.

**Resource Commitment:**

\$1,216,000.00 was generated from State of Ohio grant funding

\$5,600.00 was donated by local agencies

**Collaborators:**

Dr. Ryan Schmiesing- Interim Leader, Program & Volunteer Risk Management, OSU Extension

Kim Reinhart-Clark-Curriculum Supervisor, Hancock County Educational Service Center

Dave Rossman-Curriculum Supervisor, Findlay City Schools

Barbara Deerhake-Director, Findlay-Hancock County Community Foundation

Findlay Service League

Sixteen elementary and intermediate principals

Eight school district superintendent and treasurers

179 classroom teachers

**Contact Person(s):**

Sue Arnold; Program Coordinator, Literacy; Ohio State University Extension,

7868 CR 140-Suite B; Findlay, OH 45840, Phone: 419-422-3851; Fax: 419-422-3866;  
E-mail arnold.26@osu.edu

**Base Program areas to which the program applies:**

4-H Youth Development  
Leadership & Volunteer Development  
Family Development & Resource Management  
Community Resource and Economic Development

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*Oklahoma*

## **Pork Quality Assurance Certification for Youth Swine Exhibitors**

**Situation:**

Major pork processing plants have mandatory PQA requirements for swine they process. All pork producers are required to have been trained in Pork Quality Assurance training Level III to be able to sell market hogs to the major packing plants. For youth exhibitors to sell their hogs to major packing plants, all market hogs needed to come from certified Level III owners.

**Program Description:**

The National Pork Board developed materials for Pork Quality Assurance Training for Youth. The youth PQA program focuses on avoiding misuse of drugs and feed additives to produce a safe wholesome pork product for consumers. To show at the two state fairs in the fall or the spring livestock show, exhibitors must attend a certification course.

**Stakeholder Satisfaction:**

Oklahoma 4-H Educators and Agricultural Education Instructors (FFA Advisors) were trained with assistance from the National Pork Board and the Oklahoma Pork Council as Pork Quality Assurance trainers Level IX. This allows them to train and certify pork producers in the state including students who show and sell market hogs. Six training sessions have been held for over 500 Extension and Agriculture Educators who in turn have provided training sessions for youth and often their parents as well. In addition a Web based training site was established for ongoing training of youth. This site was established in an effort to allow access to training regardless of location.

**Accomplishments and Impacts(s):**

Over 10,000 market hogs are fed annually by Oklahoma 4-H and FFA members and then are sold as a consumer product. The value of these animals at slaughter totals over \$1,000,000.00 per year. In addition, these youth will continue to be involved in some aspect of agriculture, possibly as producers, but certainly as consumers, for the rest of their life. Over 6,000 youth received certification at PQA Level III from Fall 2000 through February 2002. The training students receive on the 10 “good management practices” will allow them to improve swine management and promote food safety. PQA Level III training provides certification for a two-year period. Youth continuing to raise market hogs will need to be re-certified.

**Resources Committed:**

All county Extension staff with agriculture and/or 4-H responsibility were required to attend the initial training sessions. Likewise, AgEd instructors were also provided training during their annual conference. This was a significant contribution in staff development time. Educators have then planned and conducted at least one training session annually, with most providing a minimum or two training sessions per year.

**Collaborators:**

National Pork Board  
Oklahoma Pork Council  
Oklahoma Career Technology, Agricultural Education Division  
Tulsa State Fair  
Oklahoma Youth Expo

**Web Sites Resources:**

[www.agweb.okstate.edu/fourh/PQA/youth.htm](http://www.agweb.okstate.edu/fourh/PQA/youth.htm)  
[www.agweb.okstate.edu/fourh/PQA/exted.htm](http://www.agweb.okstate.edu/fourh/PQA/exted.htm)  
[www.porkboard.org/PQA/default.asp](http://www.porkboard.org/PQA/default.asp)  
[www.okpork.org](http://www.okpork.org)

**Additional Resources:**

PQA Youth Program Book and CD-ROM are available by calling the PQA Department (515) 223-2600

\*Similar programs are being conducted in other states, however there is not a multi-state effort between those state Extension programs at this point in time.

**Contact:**

Dr. Charles Cox, State 4-H Program Leader, 205 4-H Youth Development Building,  
Oklahoma State University, Stillwater, OK 74078-6063, Phone: 405-744-8885  
Fax: 405-744-6522, Email: [ccox@okstate.edu](mailto:ccox@okstate.edu)  
Dr. Scott Carter, OSU Animal Science Professor, Swine  
Dr. Fred Ray, OSU Extension Animal Foods Specialist

**Base Programs:**

4-H Youth Development  
Agriculture

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*South Carolina*

## **Children, Youth and Families At Risk (CYFAR) Drug-Free Community Program**

**Situation:**

The low-income, South Sumter CYFAR 4-H youth and adult group identified drugs as a major problem that needed attention within their designated Empowerment Zone community.

**Program Description:**

4-H Youth and adults have worked together as partners throughout the CYFAR development process. Together they formed a vision and a set of goals. One of those goals is, "Everyone living in the South Sumter community will live and raise families in a safe, caring, drug-free, nonviolent environment."

To help achieve this goal youth and adults participated in community National Issues Forums, moderated by the CYFAR 4-H Youth Development agent. Also, several youth were trained to moderate forums and they moderated several youth-only forums. Additionally, 4-H youth and adults jointly organized and participated in a Drug March through the drug-infested areas of their neighborhood, held in June on Join Hand's Day. Some 450 people (youth and adults) participated, and the 4-H youth and adult organizers won one of twenty national Excellence Awards given by America's Fraternal Benefit Society, Points of Light Foundation, and the Volunteer Center National Network.

Based on the input the youth and adults gathered from these public efforts they met with researchers from the Institute of Family and Neighborhood Life (IFNL) at Clemson to put together a Drug-Free Community grant based on research and program best practices. The youth and adult citizens, along with IFNL researchers, identified the following components as part of the proposed project: family "chat" sessions, youth arts programs, more National Issues Forums, and the development of a 4-H youth council that will work, along with Clemson media professionals, to develop media messages aimed at other youth to combat youth involvement with drugs. Four of these 4-Hers were part of the development of a statewide television commercial, coordinated by the South Carolina Department of Health, to combat youth smoking. The Drug-Free project also includes an outreach worker to contact youth that are homeless or walking the streets and to try to help them get the assistance they may need or get them involved in positive activities like 4-H Clubs. The \$99,420 drug grant was awarded in 2002 and the second year's funding has already been designated. (It is thought this grant will last for five years.)

**Stakeholder Satisfaction:**

The county agent with responsibility of the CYFAR grant devotes 80% (.8FTE) of her time to the entire CYFAR project. Her support of this effort as part of her work with CYFAR is only a portion of this total commitment. She also has 5% (.05 FTE) of her time designated to support the drug-free grant specifically. Three research staff from the Institute of Family and Neighborhood Life devote a total of 45% (.45FTE) of their time to support the Drug-Free grant. The target audience (youth and adults) is and has been involved with the project continually, from the development stages through the implementation stages. Additionally, the low-income, 28 year old chairperson of the CYFAR community action committee was hired, through the Drug-Free grant, to work full time as an Executive Director of the South Sumter Citizens' Coalition to coordinate the Drug-Free Community grant and to continue to empower the community. She also serves as one of the 4-H leaders in the community.

A program strength is that it is integrated into the total CYFAR project and is built on research and best program practices. The partnership with extension personnel, university researchers and community youth and adults, laid the groundwork, developed and which will implement this ongoing project, is a strength. The involvement of Clemson IFNL researchers insured the

appropriateness of the educational activities undertaken – youth leadership, youth arts, and youth involved in creating media messaged. People in the community already see progress and are commenting on their satisfaction of the program.

**Accomplishments and Impacts:**

As reported in the first year’s progress report, significant progress has been made toward the accomplishments of the Drug-Free project objectives. It was noted that within the first month of employment, the outreach worker contacted 95 individuals on the streets that filled out a personal-needs survey. Several of these contacted participated in family chat sessions, and the initial 4-H leadership training provided to potential 4-H Drug-Free Community youth-council members. (Local Alcohol and Drug Abuse Commission professionals, the 4-H Leadership Extension Specialist and one of the IFNL researchers conducted this training.)

Also, one street youth was helped to achieve their GED. Also, one single parent families’ residential conditions were dramatically improved, the children were saved from being removed from the home by social services, and the parent enrolled in the Extension Service Expanded Food and Nutrition Education Program (EFNEP). Additionally, the youth enrolled in the 4-H Youth Arts program. More quantitative data is in the process of being gathered. (4-H youth and community adult volunteers, using an “Empowerment Evaluation” approach will gather Data.) Clemson’s review committee has only recently approved the evaluation tools, developed by the researchers of the IFNL.

**Resource Commitment:**

A \$99,420 Drug-Free Community grant funded by the Office of National Drug Control Policy and the Department of Justice was secured for 2002. An additional commitment of \$99,400 has already been made for 2003. It is anticipated that another \$298,200 will be forthcoming over the next three years. Miscellaneous contributions from community businesses have also been provided to this project.

**Collaborators:**

Local extension staff included the 4-H Coordinator, the CYFAR Coordinator, 4-H Volunteer Coordinator, and the EFNEP Program Assistant. The 4-H Leadership Extension Specialist and three researches from the IFNL at Clemson University helped. Numerous local agencies serve on the youth and adult coalition and have helped provide specific resources. Major agency contributors are the Sumter Alcohol and Drug Abuse Commission, the Greenhouse Runaway and Homeless Youth Shelter, the South Sumter Resource Center, and the Free Arts Studio.

**Contact Person(s):**

Barbara A. Brown, County Extension Agent / CYFAR Coordinator, Sumter County, Clemson University Cooperative Extension Service (CUES), 5<sup>th</sup> floor, 115N Harvin St, Sumter, SC 29151. Robin Kimbrough-Melton, Research-Associate / Professor, IFNL, 158 P& A Center, Clemson University, Clemson, SC 29634. **Phone:** Sumter County CUCES 803-773-5561, IFNL 864-656-6271. **Fax:** CUCES 803-773-0070, IFNL 864-656-6281, **Email:** CUCES [babrwn@clemson.edu](mailto:babrwn@clemson.edu), IFNL [rkimbro@clemson.edu](mailto:rkimbro@clemson.edu)

**Base Program Areas to which this program applies:**

*Washington*

## **Livestock Quality Assurance for 4-H Youth**

### **Situation:**

Consumers desire humanely produced, safe, high quality food. The 1991 and 1995 Beef Quality Audits showed that beef producers lost an average of \$200 per market animal because the product did not conform to consumer's desires for quality. Pork and lamb producers also lost money due to nonconformance of their product. Youth (4-H and FFA) account for 1.9% of the total national production of beef, lamb and pork. Therefore, production by youth producers becomes an important part of the nation's production. To educate our youth producers Washington State's first step was to develop a quality assurance curriculum "Assuring Animal Quality by Youth Producers," and the state has educated Extension Agents, Ag Teachers, and volunteers to use the curriculum with youth. However, we have not had empirical data that shows effectiveness of the education effort.

### **Program Description:**

A team of Washington State Department of Agriculture (WSDA) veterinarians, Extension animal scientists, and an Extension 4-H Youth Specialist developed a program that included quality assurance education and a state wide survey to determine the current knowledge and attitudes about livestock quality assurance by youth and adult producers. The survey would indicate additional steps that would need to be taken of the Department of Agriculture and Cooperative Extension in Washington State.

### **Stakeholder Satisfaction:**

More than 6,000 youth with the coaching of 37 Extension Professionals in Washington have been exposed to quality assurance education with the input 0.5 FTE of Extension Specialist's time. All 39 counties in Washington State require that youth who exhibit animals at the fair sign an Exhibitor Code of Ethics. This document requires members, parents, and leaders to sign-off that the members have taken responsibility for the proper care and treatment of their animals, the production of wholesome food, and the development of sound ethical behavior in themselves and others. In addition, 2,000 youth and adult livestock producers in Washington participated in a survey to determine their knowledge of quality assurance educational programs. Northwest meat packers were extremely supportive of requiring youth producers to have an animal health record. In fact, one northwest packer would not have accepted 400 animals from one show, if the show had not had an animal health record on each of the 400 animals presented to the processor.

### **Accomplishments and Impacts:**

The 2001 Cooperative Extension and WSDA Food Safety Quality Assurance Survey indicated continued training would be needed for both adult and youth producers on the impact production practices have on food safety issues. Youth and adult producers also need to be provided carcass information to make better selection decisions to be based on the genetic potential to produce offspring that will be more correctly finished, lean, and produce high quality animal products. It

was found that youth producers must also learn that there are economic incentives, as well as moral and ethical responsibilities, to humanely produce wholesome, high quality food products for consumers. As a direct result of the survey a ground breaking regional (Washington, Oregon, and Idaho) youth and adult livestock field day was established that involved 225 youth and their youth leaders. The participants increased their skills and knowledge of livestock production.

Animal Health Records for five different species were developed for 4-H and FFA youth producers. The records document animal health products and medicated feeds used and certified that no prohibited proteins were fed during the production of their market animal projects. This practice change requires they read and understand both drug and feed labels to ensure they are producing healthy, safe animal products for consumers. These records are in use in all the major junior livestock shows in the state including the Livestock Show of Spokane that involves 691 youth and adults from Washington, Idaho, and Montana. The national livestock commodity organizations and all the major Pacific Northwest packing plants have helped to ensure the use of the records.

Four hundred thirteen adult and youth livestock producers attended four educational programs. They developed a basic understanding of performance evaluation, quality assurance, and USDA quality and yield grading. Using this information breeders and exhibitors are able to improve the selection, feeding, and management of their animals. These changes have improved the marketability of feeder animals to youth exhibitors and finished market animals to meat processors. These changes have also resulted in animal products that more closely meet consumer demands, with significantly higher quality grades than the average show animal.

**Resources Commitment:**

Grants and donations: \$28,185

**Collaborators:**

Cooperators in industry organizations, Washington State Department of Agriculture, USDA/FSIS, WSU Field, Washington Department of Agriculture, Washington Pork Producers, Washington Sheep Producers, Washington Cattleman, and Northwest Meat Packers.

**Contact Person:**

Jean Smith, Benton and Franklin Area Agent, WSU Cooperative Extension  
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[jean\\_smith@co.benton.wa.us](mailto:jean_smith@co.benton.wa.us)

**Base program areas to which this program applies:**

4-H Youth Development  
Agriculture and  
Nutrition, Diet and Health.

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**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.**

*California*

## **Brazil Style 4-H Drum and Dance Program**

**Situation:**

Age appropriate childcare for the middle school child continues to be an issue in many communities. Middle school youth resist attending a formal child care setting, particularly if younger children are present, or if the activities are not suited to their needs and interests. For parents faced with budget constraints, a child's resistance to "baby-sitting" may mean the difference between supervision and a latchkey child situation. (Coolsen, Selegson and Barbarino, 1985; Long and Long, 1983). Lack of supervision may include issues such as a lack of monitoring TV and computer use, which could lead to children becoming sedentary and at risk for being overweight. (Sedentary Death Syndrome or "SeDS", 2<sup>nd</sup> largest threat to public health, Frank Booth, Ph.D. FACSM released on 5/29/01).

The need, however, for quality supervision and care goes beyond the working parent(s). Other issues may contribute heavily to the need for supervision. When the lack of supervision combines with other risk factors such as substance abuse at home, family and community violence, low self-esteem, and learning difficulties, the likelihood of poor developmental outcomes can increase greatly. This may contribute to many negative outcomes, for example, a sedentary lifestyle may lead to obesity later in life which may increase many health risks such as type 2 diabetes, coronary heart disease, stroke, high blood pressure, along with nutritional and fitness deficiencies. Also, compared to any other state, California has more than four times as many juveniles in custody, with the number in custody forming one quarter of the national total. (CA Department of Finance, 92; Children Now, 2002).

**Program Description**

The 4-H Dance and Drum after school program (Brazilian Style Youth Drum and Dance Program) targets the Middle School students who are a highly ethnically diverse population representing the continuing change in demographics within California. High teenage pregnancy, school dropout rates, lack of structured family interaction, and gang activities plague this area. The aim of this project is to improve the quality of positive activities for young teens within the targeted community to expand this program to other school districts throughout the county over the next 5 years

This program was modeled after the Loco Bloco Program in the Mission District in San Francisco. Our purpose was to improve and expand the program at the Windsor Middle School, utilizing students who have graduated to the high school level; to serve as mentors and teachers along with paid Adult staff. The program engages boys and girls of many nationalities and ethnic backgrounds to share the love of music and dance in a performing Drum and Dance Ensemble which can



perform at various events within and outside of Sonoma County. Working together in this program leads to better understanding and appreciation of diversity among the participants with music and dance as the common thread. The final goal of the group at the end of the year was to participate in the San Francisco *Carnaval*, which is a celebration of cultural dance and music in an exciting exercise, filled parade that spans over a 4 hour time period.

**Accomplishments and Impacts:**

There were (30) young people participating in this program. There are two (2) meetings per week for thirty (30) weeks supported by five (5) paid staff members and numerous volunteers. Participants will practice during this time and culminate with a performance at the *San Francisco Carnaval* Parade. This program was important for many reasons, but the most important was it gave some of our youth a chance to be successful and to stay in school. Several of our students are “at risk” and this program was the only thing in school that kept their interest and out of other conflicts. We received overwhelming support from the community.

**Resource Commitment:**

A \$25,000 grant from the California Food and Fiber (CF3) was awarded to Sonoma County for their pilot after school program. We also charged a small fee, and secured community sponsorships.

**Collaborators:**

Evelyn Conklin-Ginop, UCCE, Youth Development Advisor  
Dennis Bone, Windsor Middle School Student Advisor  
Wanda Tapia, UCCE, Human Resource Program Rep.  
Eric Lofchie, Windsor Juvenile Diversion Program  
Guillermo Rivas, Sonoma County Office of Education  
Loren Barker, Principal, Windsor Middle School  
Ginger Dale, Principal, Cali Calmecca Immersion School  
Jeff Harding, Principal, Windsor High School  
Roberto Hernandez, Publisher, Editor of el “Grito” Magazine  
Dr. Charles Go, 4-H Youth Development Advisor, UCCE Alameda  
Tammy Sakanashi, Santa Rosa Consumer and Families Studies  
Keith James, Parent  
Peter Bone, Teen Leader

**Base Program areas to which this Program applies**

4-H Youth Development

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*Colorado*

**Youth Safety Days**

**Situation:**

In 1993, the Morgan County Colorado State University Cooperative Extension staff identified farm safety issues as an area where educational programs could impact Morgan County youth and adults. Seven deaths had occurred in Morgan County since 1982 due to farm accidents; farm machinery accidents were the most common cause. The research showed that children living on

farms and ranches might spend time home alone or find themselves in emergency situations. They may not have received adequate training in safety around farm equipment and animals. Children who live in town may not be familiar with safety precautions to follow when visiting on a farm.

**Program Description:**

To address the issues of farm safety and youth safety in general, the Cooperative Extension office staff (with the support of the Farm Safety Specialist) developed 15 different safety topics that Morgan County schools felt important for their students to learn and participate in. Farm safety programs were presented in 1993 and 1996 to all 3<sup>rd</sup> - 5<sup>th</sup> grade youth in Morgan County. In 1999, the emphasis was broadened from farm safety to include general safety issues facing youth. Topics have included: Power Take-Off (PTO) Entanglement, Grain Bin Entrapment, Chemical Safety, First Aid, First on the Scene, Electrical Safety, Lawn and Garden Safety, Seatbelt Safety, Animal Safety and Tractor Rollover Safety. In 1999, train, food and sun safety workshops were added. In 2002, each school reviewed the list of workshops to make sure it was relevant to the needs of their students. All related agencies and the seven Morgan County elementary schools coordinated to bring this daylong program to each school. Morgan County FFA members are trained to assist with the workshop presentations.

**Stakeholder Satisfaction:**

Fifteen - 35 youth and adults (FTEs) work each day to present the eight daylong safety programs to students in area schools.

**Accomplishments and Impacts:**

Reaching 3rd-6th grade youth with safety information since 1993, the Youth Safety Days goal is a long-term impact on youth and adult safety in Morgan County. In May, 2002, evaluation results were:

<b>Participants</b>		1347 Pre-tests completed	1090 Post -tests completed
1576 Youth	75 Adults	Average Score = 65%	Average Score = 77%

The most dramatic increase in knowledge was the gain from 23% correct to 90% correct in how long to wash your hands. The average scores represented a 12% increase in safety knowledge.

*Parents' comments:*

- Impressed the way we (students) are learning how to be safe.
- The kids were excited. Hope you do this again.

*Students' comments:*

- I want to thank you for making our school more safe. My very favorite activity was the electricity session about Lightning Lizz and Neon Leon. That was the coolest one ever.
- Thank you for Youth Safety Day, I really enjoyed it. I really, really liked it because I learned things I never knew. My favorite session was Sun Safety. I learned that the sun can burn you through your clothes. Also, that the sun can burn you in about 10 minutes. That's impressive. Thank you for letting us do Safety Day. I learned a lot.
- Thank you for youth safety day, it was a BLAST. One of my favorite sessions were the PTO safety ... I will tell my cousins, aunts, uncle and grandpas about how to be safe on the farm. I've watched a PTO shaft on a new tractor, but I didn't know they were that deadly. Now I will be extremely careful when I run a PTO shaft on a farm or city ... Thank you times a

billion.

- My favorite session was the PTO. It was amazing how fast the straw dummy got ripped to shreds in the PTO. I know I'll try never to get caught in a PTO.
- ... I learned that you should never play in a grain bin when it is full.
- Thank you for having Youth Safety Day. I really liked your food safety session, because of the black light and lotion. I learned that people don't wash their hands good enough.
- ... Oh and the funny part of the whole day was the seatbelt convincer, so now I do really wear my seatbelt.
- Thank you for setting up Safety day. My favorite session was sun safety because I learned that wearing sunscreen is very important. I also learned the 4 S's, slip, slap, slop and slurp. One of my other favorite sessions was electrical safety. I learned how houses get electricity and how harmful it can be.

*Teachers' comments:*

- A well-done day and well worth the big effort it took.
- This is a very important day for students to learn about possible hazards and how to prevent them.
- The children really enjoyed the day and learned a lot about safety.

**Resource commitment:**

Morgan County REA donated time to prepare bags with information for all youth; Morgan County Soil Conservation District donated \$100 and Morgan County Association of Commercial Banks provided \$750. Presenters' lunches provided by schools.

**Collaborators:**

Workshop presenters and collaborating agencies were:

- American Red Cross;
- Eleanor Tedford and Wilma Lawther;
- Matt Pollart, Department of Agriculture;
- Colorado State Patrol, Jim Amaya;
- Morgan County Sheriff's Department;
- Burlington Northern Railroad;
- Kay Jan, Inc.;
- Morgan County Ambulance Department;
- Morgan County FFA Chapter members (Brush, Fort Morgan, Weldon Valley and Wiggins, about 110 students);
- Morgan County REA, Bill Annan and Dale Poe.

**Contact Person:**

Janice Dixon, Extension Agent, 4-H/Youth; Colorado State University Cooperative Extension  
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**Base program areas to which this program applies:**

4-H Youth Development

## Connecticut Environmental Action Day

### **Situation:**

The purpose of Connecticut Environmental Action Day is to instill in the participants the need for environmental awareness and responsible conservation with exciting hands on activities. Along with learning about the environment, participants will be encouraged and taught how to become informed and contributing members of society who get involved with the many different environmental issues that face their communities.

### **Program Description:**

The Connecticut Environmental Action Day program is designed and marketed to Connecticut teens and the adults who work with them. The program is a one-day event that brings environmental experts and community leaders to the participants for a unique interactive learning opportunity. Participants attend hands on activities conducted by environmental experts from various educational and state agencies. Participants also learn from community leaders how they can get involved in the decision making process that effects environmental policies and laws at the local, state and even federal level. The final activity at the end of day is creating Environmental Action Plans. In creating an Environmental Action Plan, groups learn how to work as a team, identify tasks, set goals and create timelines to accomplish objectives.

### **Stakeholder Satisfaction:**

The Connecticut Environmental Action Day program was marketed to school science programs, community youth programs based out of eastern Connecticut and to all Connecticut 4-H'ers. The majority of participants we're 4-H'ers based out of Northeast Connecticut then followed by Southeast Connecticut. Workshops provided handouts that participants could use to continue learning about the subject and possible ways to use the information within their own community.

Groups that used the Action Plans they created are invited back to the subsequent Connecticut Environmental Action Day to present their experiences and success stories to the latest participants. Participants were asked to evaluate the programs and offer presenter and workshop suggestions for future Connecticut Environmental Action Day programs. Participants scored the 2001 Connecticut Environmental Action Day a 4.3 on a scale of 1 (Try Again) to 5 (Awesome).

### **Accomplishments and Impacts:**

Youth who experience hands-on environmental education programs in conjunction with learning how to develop community action plans foster a positive attitude towards the conservation of natural resources for today and what to do to help preserve our natural world for the future. Specifically, participants learned about Invasive Plants, Wildlife Rehabilitation, Amphibians, Vermicomposting, developing Community Action Plans and the impact domestic animals can have on the ecosystem.

(Evaluation comments)

I learned

“How invasive plants are sold in garden centers and have been touted as good for wildlife.

“That nurseries sell invasive plants to the public.”

“That it is illegal to care for animals without a Connecticut license.”

“License procedures, how important knowing about each species is among birds.”

“Different species of Amphibians”

“That salamanders live 10 – 12 years. Also that on drought years, hardly any amphibians hatch.”

“How to ID some frogs and salamanders.”

“That grass can help filter the water that goes into ponds and rivers.”

**Resource Commitment:**

Participants pay a small registration fee to cover program expenses.

**Collaborators:**

Connecticut Environmental Action Day is organized and planned by the University of Connecticut Cooperative Extension System, the Connecticut Audubon Society, EASTCONN and the Windham County 4-H Foundation. The planning committee is made up members from each organization, each bringing their expertise and experience in youth development, environmental education, facility management and activity/conference planning.

**Contact Person(s):**

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Windham County Extension Center, 139 Wolf Den Road, Brooklyn, CT 06234  
(860) 774-9600, FAX: (860) 774-9480 [david.colberg@uconn.edu](mailto:david.colberg@uconn.edu)

**Base program areas to which this program applies:**

Natural Resources Environmental Management  
Community Resource & Economic Development  
Leadership & Volunteer Development  
4-H Youth Development  
Family Development & Resource Management

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*Georgia*

## **AGRICULTURAL AWARENESS**

**Situation:**

McIntosh County is a large rural non-agricultural, non-industrial coastal county in Georgia. McIntosh County has a population of 10,345. McIntosh is extremely poor, ranking 155 out of 159 in wealth. Over 60% of the youth in McIntosh County receive free or reduced lunches and breakfast. Youth in McIntosh County were not exposed to traditional agriculture until this program was developed.

**Program Description:**

This program was developed to expose youth to two crops located in surrounding counties and one out of state. Field trips were established to a strawberry and blueberry farm. The farm owners gave presentations on how to lay plastic, plant strawberries, blueberries and maintain their crops. They also talked about using migrant labor and demonstrated some of the equipment used on the crops. To top off the trips the kids got to pick some berries for themselves. The day after each trip the kids learned how to preserve and make jam out of their berries.

To continue exposure to a variety of different agriculture crops, a summer trip was planned for youth and volunteers. A trip to Louisiana was taken to educate youth on rice, pepper and crawfish farming. A tour of the Tabasco factory and Avery Island was taken where youth learned how the peppers were grown, harvested and processed into sauce. After this exciting tour the kids were taken to a rice mill. The mill operator gave a talk about how rice is planted, grown and harvested. He also covered using the rice fields to grow crawfish and graze cattle. The kids were then taken on a tour of the rice mill.

Each child had a guide book to fill out. This book gave background information but asked questions not in the background information prompting youth to interact with farmers and managers. Youth participating in the trip were required to give a presentation to a class when they returned, on what they saw and learned.

**Accomplishments and Impacts:**

All trips were open to anyone but focused on 6<sup>th</sup> - 8<sup>th</sup> graders. The out of state trip was measured using portfolios and evaluating youth's presentations. Farm tours were discussed in class and evaluated on feedback.

Middle school youth in McIntosh County are now more educated and aware of the agricultural industry around them. They are also more interested in career opportunities as a result. The out of state trip was so successful that it has been planned again this year.

**Contact Person:**

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**Base Program:**

4-H Youth Development

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*Illinois*

## **Utilizing the Wonderwise Curriculums**

**Situation:**

Interest in science, especially for girls, seems to wane at the middle school or junior high level. In addition, school test scores in science in many suburban Illinois schools ranks below the state average. Learning that can be done utilizing hands-on activities adds excitement and "buy in" from the participants. Using the Wonderwise curriculum from the University of Nebraska State Museum and Nebraska 4-H Youth Development is one way to introduce girls (and boys) to science in a creative way.

**Program Description:**

Wonderwise, a series of educational kits for 4<sup>th</sup> to 6<sup>th</sup> graders, features women scientists actively engaged in their work. The kits combine personal insights from scientists with hands-on activities for students. The idea is for students to do science the way scientists do. This helps make the learning experience effective and fun. Wonderwise also provides different ethnic

perspectives. Wonderwise kits include the following topics: African Plant Explorer, Parasite Sleuth, Rainforest Ecologist, Sea Otter Biologist, Urban Ecologist, and Pollen Detective.

Three different programs were offered utilizing the Wonderwise kits/curriculums. The first was a training for teachers. This 6-hour workshop provided hands-on activities from each of the six kits as well as an opportunity to view parts of the videos, CD-ROMs, and print materials. It was also stressed that each kit is tied into the Illinois State Goals for Learning. Twelve teachers earned 6 CPDU's of professional development credit for their attendance.

The second program offering included an overnight camp for girls, ranging in age from nine to twelve years, from DuPage, Kane, and McHenry Counties. During the camp, the scientist from the African Plant Explorer was introduced. Workshops featuring activities from the African Plant Explorer were set-up. Participants rotated through sessions on African Art, Investigating Starch, and Plant Travelers. Women with science related careers were recruited as volunteers.

The third Wonderwise activity was the completion of learning kits. Kits were developed for use by teachers and community club groups. Wonderwise kits are available on a loan basis from the U of I Extension, DuPage Unit. The kits contain a videotape, CD-ROM, print materials for a variety of hands-on activities, as well as non-consumable items. When borrowing the kits, each classroom needs to provide consumable items.

#### **Stakeholder Satisfaction:**

For the 6-hour teacher training program, about 25 hours from two (2) FTE's were committed to the planning and preparation. Teachers present were very enthusiastic about the curriculum and were anxious to arrange loan times for the learning kits. Based on teacher reaction, the Wonderwise kits were compiled and put together. Six classrooms at 3 schools have utilized the kits with 223 students. With the coming year (2002-03), plans are to increase the marketing and utilization of the curriculum and kits.

For the Wonderwise Camp, four (4) FTE's committed approximately 80 hours each to the program planning and implementation. Twenty-three participants of the program arrived on a Friday evening and went home on Saturday morning. Hands-on activities were planned for the evening and early morning. Six adult chaperones were also utilized for this program. One of the adult chaperones was a teacher from the earlier teacher workshop who recruited youth from her classroom to participate.

#### **Accomplishments and Impacts:**

Overall, teachers who attended the workshop felt the material was very useful and worthwhile. They appreciated seeing the kits and actually being able to experience some of the activities. They were impressed with the diversity of the scientists and the encouragement of girls. One teacher commented, "The variety of learning was impressive." Another teacher commented, "These are great, practical ideas for a classroom." They were surprised at the breadth and depth of the many program offerings available to them.

As far as the Wonderwise Camp, 90% of the participants indicated they would come to Wonderwise Camp again next year. From the evaluations, youth indicated they learned – how many things come from plants, what starch is and how the body uses it and available careers in

science. Participants also got to meet and learn from other youth and adults they didn't previously know.

**Resource Commitment:**

The teacher training was provided at no cost to teachers. University of Illinois Extension was reimbursed by the local Regional Office of Education for costs related to offering the teacher training.

The Wonderwise Camp was offered as a result of a \$1,000 grant from the Illinois 4-H Foundation. In addition to those funds, participants were asked to pay a \$10 registration fee. DuPage, Kane, and McHenry Counties also incurred some expenses.

The Wonderwise Learning Kits compiled by the DuPage Unit cost approximately \$500. Local funds were utilized for this project. The kit content lists were shared with other counties in the Northeast Region of University of Illinois Extension.

**Collaborators:**

DuPage County, Illinois Regional Office of Education  
University of Illinois Extension – DuPage, Kane, and McHenry Counties  
Illinois 4-H Foundation  
SciTech Museum

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**Base Program:**

4-H Youth Development

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*Illinois*

## 4-H Adventure Camp

**Situation:**

The Community Economic and Development Association (CEDA) summer feeding program in south suburban Cook County discovered that youth had few, if any, summer recreational or educational programs available to them between breakfast and lunch. CEDA partnered with their long time friend, University of Illinois Extension to provide the recreation and education for the summer program. The youth in the program needed something to involve them in positive activities during this three-hour period.

**Program Description:**

The South Suburban Cook Unit and CEDA partnered to organize a four-week day camp at three CEDA sites in Robbins and Ford Heights. Each week included a theme: Jr. Chef-preparing foods and working with the food pyramid, Jr. Gardeners-planting, growing, harvesting and preparing of vegetables, Jr. Environmentalists-studying water insects and their role in the environment; Field of Genes-learning about cell structure, DNA, and plant genetics; You Are Picking on Me-handling bullying; and Camp Clover-focusing on jobs, food science, and nutrition.

**Stakeholder Satisfaction:**

Eighteen adult staff conducted the program with 9 being extension staff and 9 being Master Gardener volunteers. The camp met four days a week for four weeks for three hours each day. Fifty-seven African American youth between the ages of 8 and 12 participated in hands on learning in science and nutrition and did role plays and group decision making as they dealt with bullying. The 4-H materials were used that were appropriate for this age group. The campers were actively involved in the learning experience as they utilized various learning styles.

**Accomplishments and Impacts:**

Fifty-seven African American youth between the ages of 8 and 12 participated in hands on activities in science and nutrition. During the week they learned new words and their meanings, asked questions, looked at pictures and various items, listened for sounds, moved as they did activities, socialized and worked alone on individual projects. One parent commented about the summer program, "Continue your efforts toward expanding our children's horizons." One of the teen helpers was very excited when he tasted the whole wheat bread that he made. The campers asked for the recipes of the foods that they prepared or had as snacks. Participants commented that the most important things about camp was having fun and learning new things. Youth in the Field of Genes activity remembered the parts of a cell as they prepared and later ate a cell pie that used various foods for the different parts of the cell. They learned by association. The campers set up an experiment and made predictions about the outcome of the experiment. Through the bread making activity they learned about the types of flour used and what causes bread to rise. Extension and 4-H invested in its people by providing exceptional learning opportunities. Extension Staff and volunteers were from interdisciplinary core fields and have a range of educational backgrounds ranging from PhD level educators, Masters level educators to volunteers with various education levels. The volunteers appreciated and enjoyed working with experts in the field. All of the professional and volunteer staff had the love of serving and working with children. This program was offered in two extremely low-income areas where there are summer feeding programs for youth. Extension staff and volunteers delivered 4-H curriculum to youth who may not be able to participate in hands on experiential 4-H learning during the summer. Extension staff and volunteers were of diverse ethnic backgrounds – African American, Latino, South African, and Caucasian. Half of the volunteer and extension staff was male. The participants particularly related well to male instructors/leaders.

**Resource Commitment:**

The partner organization wrote a grant to the Tribune Foundation and received monies for the feeding program. Two thousand dollars was given to Extension to cover the cost of materials and food for the program.

**Collaborators:**

Judy Winters, Interim Unit Leader; Sandra Lignell and David McMurtry, Youth Development Educators; Maurice Ogutu, Horticulture Educator; Ellen Phillips, Crops Educator; Jorg Schmidt-Bailey and Russ Higgins, IPM Educators; Reagan Gilbert-Sulton and Sandra Zuniga, FNP Program Assistants; Nancy Pollard, Horticulture Coordinator; Latonay Green, Camp Clover Coordinator; Ruth Chance, Master Gardner Intern, and Joellen Hurst, Art King Marva King, Kenyetta Flody, Marilyn Thompson, Pat Gee, Mary Schoenheider, and Fannie Davis, Master Gardeners. A strategic collaboration and partnership was an integral reason why the 4-H Adventure Camps were successful. The partnering organization, Community Economic Development Association, recruited the youth participants as well as developing a risk management plan for the sites in collaboration with extension and recruited eligible volunteers from the community. Without the partnering organization being a part of the community, Extension would not have achieved as much success going into the community alone. The partnering organization provided the sites, staff, volunteers and risk management guidelines.

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**Base program areas to which this program applies:**

4-H Youth Development  
Natural Resources Environmental Management  
Nutrition, Diet and Health  
Agriculture

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*Illinois*

## **Welcome to the Real World**

**Situation:**

Pathways is an alternative education program offered to students who have dropped out of high school, or are at risk of failure in their regular school. Students, ages 16-21, take courses to receive high school credit or prepare to take the GED exam. Many students come from environments that are not conducive to learning, let alone facilitate learning life skills.

**Program Description:**

In an effort to help Pathways' students achieve successful skills for living, Welcome to the Real World was adjusted to be more conducive to the learning styles and needs of these students. The Pathways program has classroom sites in six different communities. I visited each of the sites and conducted an overview of the Welcome to the Real World simulation, banking, and showed the video *FISH! Catch the Energy, Release the Potential* by ChartHouse Learning. After explaining how the simulation will work, we then focused our attention on determining their monthly salary and discussing taxes that are withheld. We identified their monthly salary for their chosen career. The students were given the 2002 Tax Guide and instructed how to determine their Federal withholding taxes. I explained state, social security and Medicare taxes.

The students then calculated their taxes and deducted the appropriate amount from their monthly salary. Each student was given a booklet containing: simulation outline, lifestyle survey, budget worksheet, sample savings and check registers, supplemental information, and participant survey. After completing the lifestyle survey, the students filled in their budget worksheet. They recorded their gross monthly salary, taxes and determined a monthly savings amount. They made the appropriate calculations and then determined their beginning monthly balance. This balance, along with their savings amount, was recorded in their sample registers. We spent time discussing appropriate check writing and register methods. Handouts, overheads, practical application and student participation supported this portion of the class visits.

The next portion of the class visits was focused on various aspects of the banking industry. A local banker came to the each classroom site. The bankers discussed such things as: investing, savings, IRA's, retirement planning, ATM/Debit cards, automatic deposits, on-line banking, penalties for overdrafts, different types of checking accounts, etc. The bankers answered the students' questions and alleviated their fears and misconceptions. By having a local banker come to each site, it introduced the students to a contact person at a bank located within, or close to, the community where they live. It also opened the lines of communication. This small group setting allowed the opportunity to ask questions. Where as in a large group setting students feel more intimidated, are more likely to carry on quiet conversations with their neighbors, and are easily distracted; thus are less likely to ask questions.

The final portion of the class visits was devoted to the FISH! video. After watching the video we processed the meaning of the video. The students discussed ways they could apply the FISH philosophy to their schooling and current jobs. We also discussed how to view their present job as a stepping stone to future/better jobs and how to make their current jobs bearable until they could move into something better. A lot of discussion focused on attitude, how we control our attitude, and how much our attitude affects our reactions to situations.

Once the class visits were complete, all the students were brought to one location. They proceeded through the simulation making spending choices, based on their chosen career and lifestyle preference, from the following categories/stations: clothing, recreation/entertainment, groceries, housing, insurance, miscellaneous (Wal-Mart), transportation, utilities, and chance. After the students had proceeded through each station and made their spending choice, they gathered as a large group, processed and evaluated the simulation.

### **Stakeholder Satisfaction:**

Both the students and classroom teachers reported this as a positive experience. The students continue to talk about the FISH! video and the teachers implement and re-enforce the FISH! philosophy. By conducting Welcome to the Real World in this fashion the students really gained a lot. The class visits allowed opportunities for the students to interact with myself and the bankers on a more personal level. It afforded us time to go in depth into the banking aspect. We were able to adequately process the FISH! video and apply it to real life. The learning was greatly enhanced by the small group/classroom setting. This population of students has difficulty trusting adults, let alone strangers. Thus, we were able to overcome some of their barriers to learning.

### **Accomplishments and Impacts:**

The alternative education students who participated in this simulation now have a better understanding of what expenses they will face when they have completed their education and are

living on their own. They now know various aspects of the banking industry. After going through this simulation students met with bankers in their community and opened accounts. The students are more equipped to make wise decisions than prior to participation in Welcome to the Real World.

**Resource Commitment:**

Lake Land College Alternative Education and U of I Extension collaborated to provide this learning opportunity for this at risk population. In addition to staff time, Lake Land transported the students to the simulation site. They also provided lunch for the students following the simulation. Coles County Extension provided the staff for the class visits and produced the booklets that each student received.

**Collaborators:**

In addition to Pathways and Extension staff volunteers with subject matter expertise were utilized to inform the students of costs they will incur in the real world.

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**Base program areas to which this program applies:**

4-H Youth Development

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*Illinois*

## **Oak Tree Outdoor Classroom Project**

**Situation:**

The new East Richland Elementary School had no trees on its 12-acre site, and many of its 892 students lacked “hands-on” knowledge and experience in horticulture, ecology and environmental issues. The famous indigenous white squirrel population was dwindling and the squirrels needed more habitat and nut bearing trees in order to survive. Our small rural community lacked funds with which to purchase mature nut-bearing trees on the new school site.

**Program Description:**

The University of Illinois Extension youth development educator and a 4-H Federation youth volunteered to form a partnership to co-write a grant sponsored by Deft, Inc., through the National 4-H Council. Partners in the community (schools, Rotary, businesses, individuals) were contacted, in order to raise \$1,000 in matching funds and to promote interest in this project. A 2001 Community Tree Planting Grant for \$1,000 was awarded to the Richland County 4-H Federation, whose teenage members unanimously supported this endeavor. The coordinators met with the Outdoor Classroom Committee, and Federation youth worked with the FFA advisor to establish a landscape plan for the elementary school’s “outdoor classroom”. One of several sites was designed as the tree amphitheater, on which 8 large oak trees (the State of Illinois tree)

were planted around donated hardwood log benches, where horticulture or environmental classes will be held. An Extension website was given to teachers to educate children about trees. The Outdoor Classroom Committee consisted of administrators, teachers, a 4-H youth, extension educator and other conservation agency members. 4-H Federation members, students, civic club members, and community volunteers helped with the planting. In November, trees were planted, watered, and mulched. Extension is working with the outdoor classroom committee on an after-school gardening program beginning in fall of 2002, to sustain and enhance the outdoor classroom sites and to facilitate future learning.

### **Stakeholder Satisfaction:**

Over 800 elementary school children enjoyed a “hands-on” educational learning experience gained from actually planting the trees, assisted by high school 4-H, FFA, and Girl Scout and Boy Scout mentors. Forty-one adults (teachers, soil & water conservation and extension employees) were there to involve the younger children in the tree planting, while doing teaching of the planting process. A University of Illinois Urban Extension website was given to teachers prior to the planting, for classroom use to teach about photosynthesis, bark, roots, etc. This interactive website, “Trees are Terrific – Travels with Pierre”, was elementary school appropriate yet research based. Pierre, an acorn, teaches about the life cycle of trees, and the environmental importance of trees, and was especially appropriate for learning about the oak, the Illinois State Tree. This website can be viewed at: <http://www.urbanext.uiuc.edu>, then click on **schools online**, then click **Trees are Terrific! Travels with Pierre.** A power point presentation of the planting process and site was developed by the youth coordinator, and was presented to funders and 4-H clubs. Funders reported being pleased with the large amount of youth involvement at every level, with the resulting amphitheater, and with the feedback given by the power point and news media. The president of the Outdoor Classroom Committee stated that she learned a lot, and now feels better equipped for the subsequent 8 sites to be completed as part of the architectural plan for the outdoor classroom. The Federation youth were empowered by involvement in a successful local project, and by a feeling of accomplishment in working with the younger children. More FTE time was spent by the youth development educator than anticipated, but the returns in terms of teenager involvement and learning were incredibly beneficial. The youth coordinator gained skills in grant writing, power point production, and program delivery, as well as news writing skills, and some insight into the challenges of working on committees and in coordinating large groups of people. The extensive media coverage was good for the promotion of 4-H programs at the local level.

### **Accomplishments and Impacts:**

Over 125 4-H youth were directly involved; three 4-H adults were involved, 805 “non 4-H” youth were contacted, and 41 non 4-H adults were involved. Young school children were directly involved with the planting of the trees, and it was obvious that for many of them this was the first time they had planted anything. This experience provided “hands-on” learning for young children, and for dozens of high school youth who obtained leadership experience by helping the younger children to learn. The high school teens remarked that they enjoyed sharing their knowledge with the younger children. The eight trees planted will serve as the base for the outdoor classroom and the tree amphitheater. Plans are in action for the continuation and growing of the outdoor classroom with a butterfly garden, herb garden, bulb garden, native garden area, weather station, and bird observation area. The eight nut-bearing trees will be beneficial to the dwindling white squirrel population in Richland County. In summer, Extension purchased a Junior Master Gardener curriculum and is working with the Outdoor Classroom

Committee to begin an after-school program for fall of 2002, involving kids in the care of the outdoor classroom, so that this project will be self-sustaining. The youth coordinator has developed significant planning and program preparation skills, and has recently co-written a subsequent unrelated grant involving 4-H youth and community youth.

**Resource Commitment:**

We received funds from:

2001 Community Tree Planting Grant funded by Deft, Inc., National 4-H Council-\$1,000, Nu-Earth Farms (Grade A Compost)--\$78.00, Hites Hardwoods INC. -- \$800.63, Olney Rotary International -- \$25.00, Chuck Roberts -- \$15.00, and Wal-Mart (mulch)--\$132.75.

**Collaborators:**

Boy Scouts, Girl Scouts, Olney FFA Chapter, FFA Advisor, Richland County Soil and Water District, local nursery, Paul Wirth (retired extension advisor), *Olney Daily Mail*, *WSEI/WVLN radio stations*, City of Olney Tree Planting Board, East Richland Elementary School Administration and Staff, and the Outdoor Classroom Committee.

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**Base program areas to which this program applies:**

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

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*Kentucky*

**“Mini-Society”**

**Situation:**

Every youth must learn skills associated with decision-making, money management, and entrepreneurship. These are pertinent skills to attain, for they are a necessity to sustaining life as an adult.

**Program Description:**

A “Mini-Society” was offered as a day camp for youth to attend. As well as being a day camp, this program is part of the curriculum of every 6<sup>th</sup> grade career class.

**Stakeholder Satisfaction:**

The parents and teachers feel it provided their children with an introduction to the skills they must develop for adulthood. The students felt they were able to see through the eyes of their parents for the day. They received a firsthand grasp of what decisions their parents face daily, and more importantly, how their parents handle them.

**Accomplishments and Impacts:**

The Cooperative Extension Service obtained a \$2500 grant to conduct the "Mini-Society" program. This program allowed 130 low-income and minority students to learn about business, money management, and economics. The five-day camp allowed the group to name and design their society, make all the decisions regarding their businesses, decide what activities the members would be paid for, and the pay scale for civil servant jobs. The participants were encouraged to open a business, and apply for and undergo interviews for civil servant jobs. The money earned from civil servant jobs was reinvested into their businesses. The students used their creativity to create and sell items in their businesses.

For nine weeks of the school year, each 6th grade career class experienced this program. Surveys indicated that 85% of the participants in this program felt more comfortable in making budgeting decisions; 97% understood the concepts of supply, demand, and scarcity; 100% felt they were able to conduct town council meetings effectively using parliamentary procedures; 98% made profits from their businesses; and 64% plan to open a business in the future. The 6<sup>th</sup> grade teacher who worked with this program stated, "Mini-Society has taught my students a great deal about decision-making and money managements. It has motivated the students to participate in a moneymaking venture and to work together for the good of their society. The students feel responsibility for their businesses and their society. I have seen several young people mature due to their participation in Mini-Society." Cooperative Extension Service served as the facilitator and recruited volunteers, students, and educators for this program.

**Collaborators:**

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**Base Program Areas to which this Program Applies:**

4-H Youth Development

Community Resource and Economic Development

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*Maryland***Salad Festival****Situation:**

To encourage school children to eat healthy, low-calorie veggies, the Salad Festival program for schools was created. The Salad Festival provides a nutritious alternative to high fat foods and sweets traditionally served at school events.

**Program Description:**

Salad Festival is a three-part program involving the entire Calvert County Extension Team – 4-H, Family and Consumer Science and Agriculture Educators. It begins in early spring when the Agriculture Educator, with the assistance of Master Gardeners, visits second grade classrooms of participating schools to help students plant lettuce, radishes and tomatoes. Next, the 4-H and FCS Educators visit the second grade classrooms with vegetable trays and bring a visitor: either a farmer or Broccoli Wokly (the 4-H Educator in costume) to discuss good nutrition and give the

youth an opportunity to sample a variety of fresh vegetables with a low fat dip. Salad Festival culminates with a celebration for the entire school. The Extension team serves salad to all lunch shifts. Second graders serve the produce they have grown, if it has matured. A poster contest is held focusing on the 5-A Day program, prizes are awarded to the winners, and costumed vegetables roam the cafeteria during the event.

**Stakeholder Satisfaction:**

This year five Calvert County Elementary Schools participated in the Salad Festival Program. In each school, one teacher and the cafeteria manager served as coordinators of the program in collaboration with the Extension Team. Second graders were selected as the target audience because both the gardening and nutrition activities of the festival complimented the second grade school curriculum.

**Accomplishments and Impacts:**

This was the fifth year for the Salad Festival Program. Over 2000 youth have been reached each year through the program and it has impacted over 100 teachers, parents and food service staff each year. 100% of surveyed teachers for 2002 stated Salad Festival helped their students to feel more positive about salad and vegetables. Four of the five schools that participated this year have been with the program for all five years. While the vegetable trays were being taken to the classrooms, an adult often commented on how certain vegetables would not be eaten by the children. However, after the classroom presentation and positive encouragement to try all the vegetables, no vegetables were left on the trays.

**Resource Commitment:**

Salad Festival is funded with a Team Nutrition Grant through the Maryland State Department of Education in collaboration with the Calvert County Public Schools Food Service Department. Grant funds for 2002-2003 are \$6000.00.

**Collaborators:**

Calvert County Maryland Cooperative Extension Office Team  
Calvert County Public Schools Food Service Department  
Maryland State Department of Education

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**Base Program areas to which this program applies:**

Nutrition, Diet and Health  
Agriculture  
4-H Youth Development

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*Maryland*

**Edgecombe Circle Entrepreneurs After-School Program**

**Situation:**

The Lower Park Heights area that surrounds the Edgecombe Circle Elementary School has been identified as one of the highest crime areas in Baltimore City, with significant drug activity, crime and violence. The Edgecombe Circle Elementary School has been identified as a Reconstitution School because of declining test scores.

**Program Description:**

The Edgecombe Entrepreneurs After-School Program is a comprehensive after-school youth development program for 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade latch key youth in a community with high levels of crime, violence and substance abuse. The program activities are designed to prevent violence, delinquency and substance abuse through the use of entrepreneurship training. Other components of the program include academics, social skills, computer skills, parental involvement, and recreation. The after-school program was facilitated by the school staff and the Baltimore City 4-H faculty. There was a parent advisory committee and the parents volunteered and assisted the instructors. High school students in the area assisted the instructors with the tutoring to fulfill service-learning requirements.

The Entrepreneurs Club provided the opportunity for the participants to learn life skills and concepts about work as they developed and ran their business ventures. They learned entrepreneurial vocabulary and concepts, sales and marketing strategies, how to make products, and how to give back to their school through group service learning projects. Some of their projects included: key chains, flowers/vases, mugs with candy, flowerpots, holiday cookie dough, greeting cards, snack selling days and Krispy Kreme Doughnuts. Edgecombe Entrepreneurs sold 300 boxes of Krispy Kreme Doughnuts as a service-learning project and purchased a limited edition painting and a park bench for reading for the foyer of their school.

**Stakeholders Satisfaction:**

The 4-H Educator served in several capacities during the six-year length of the grant. For the most part, the Educator was the Program Coordinator and the Entrepreneurship Instructor. Educator also served as the Program Director and re-wrote the grant the second year to secure continued funding and assisted with the grant writing each year thereafter. Educator was responsible for facilitating the evaluation process that was developed by the University of Maryland's Department of Criminology.

The program was held four days per week for a total of 10 hours. The youth were nine and ten year-olds. Each year a total of twenty-five youth were served in the primary group. A second group of 25 received minimal services for evaluation purposes.

**Accomplishments and Impacts:**

Pre and post-tests given by the University of Maryland, Department of Criminology indicated a decrease in unsupervised hours, an increase in social bonding with school mates, family members and community members, a decrease in positive attitudes toward substance abuse, an improvement in social skills, better attendance and an increase in program effectiveness. Pre and post-tests given by the Educator indicated that students learned what an entrepreneur was, learned entrepreneurial concepts and vocabulary, learned to write a business plan, learned the different kinds and forms of businesses, and learned how to develop, advertise and market

products. Three of the participants started their own businesses as a result of their exposure to the program.

**Resource Commitment:**

Governor's Office of Crime Control and Prevention, \$30,000/Year.

**Collaborators:**

Baltimore City 4-H, Maryland Cooperative Extension, College Park and Baltimore City Office, Edgcombe Circle Elementary School, Edgcombe Circle Parent Advisory Committee, Harbor Bank of Maryland, Baltimore City Circuit Court (Judge David Young), Maryland Department of Public Safety and Correctional Services, Northwestern High School

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**Base program areas to which this program applies:**

4-H Youth Development  
Leadership and Volunteer Development  
Family Development and Resource Management

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*Montana*

## **Lewis & Clark After-School and Summer Program**

**Situation:**

An effective after-school and summer program was needed in our area that was fun, inviting and improved the proficiencies of students in math, science and reading. It needed to be conducted in a safe and drug-free environment with caring adults to make a connection with the youth.

**Program Description:**

The experiential model of teaching that is used in 4-H programs was a natural fit for this program. Partnerships were made within the community, schools, and university system to apply for a 21<sup>st</sup> Century Learning Center grant from the U.S. Department of Education. Our grant demonstrated each leader to keep track commitment to youth, hands-on learning, and cultural diversity in our county. The grant was successfully funded and we have to learning centers, one in a reservation school and the other in a school 35 miles away that has very few Native American students. The schools share traditions and cultures as compared to the 1800's when Lewis and Clark visited this area. The entire curriculum has been written by the grant partners and facilitated by Extension personnel with experience in the 4-H program.

**Stakeholder Satisfaction:**

The extension agent in this project works ½ time and could only dedicate one day a week to the project within her regular job. A contract was made individually to conduct curriculum writing, and camp facilitation as an independent contractor. The professional evaluator and curriculum writer for the program was paid a percentage of his contract to the state 4-H office as a buy-out of his time for the grant. Some state time has been contributed to the grant as in-kind for work on the executive committee that he serves on. We have hired two ½ school coordinators, two ½ support staff, and a project director along with twenty after-school instructors. We have implemented the program for one year and have had over 150 students come to the after-school program that ran one class for 20 hours each month. We had over 80 youth and parents involved in the summer camp program. Units included hands-on activities such as; moccasin-making, forging simple tools, canoeing, skinning animals, cutting up wild meat for freezing, journaling, black-powder shooting, drying fruits, outdoor cooking, Native American Dancing, 1800's era games and music. Each student signs up for the classes they wish to participate in and every class has been full since the program began. The schools appreciate after-school programs being offered that they cannot fund at this time. The community has been able to see schools, and other institutions work together to accomplish something very positive for the whole community.

**Accomplishments and Impacts:**

We are seeing positive improvements in scores in math, science, and reading besides better school attendance, better attitudes, and more positive feeling towards school in general. Youth who are considered high-risk have a safe place to be after school. Life Skill development includes all of the five skills 4-H fosters. We have a complete evaluation report that the federal government requires that shows positive improvement of test scores and documentation of improved class involvement, school attendance, improved attitudes towards school and learning. We have testimony from parents of the youth who attend our program that say their kids are eager to get up and get going to school because of the projects they are working on after-school and what a difference the program has made in the youth's feeling of confidence and self-assuredness.

**Resource Commitment:**

The grant totaled \$690,000 for a three-year period. We also have committed \$25,000 each year from all of the partners as in-kind contributions in time, office space and expertise.

**Collaborators:**

Frazer and Glasgow School Districts, Valley County 4-H Agents, Montana State 4-H Office, Boy Scout Alliance, Fish, Wildlife, and Parks, Lewis and Clark Heritage Foundation and many community and business members.

**Contact Person:**

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501 Court Square #12  
Glasgow, MT 59230  
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**Base program areas to which this program applies:**

4-H Youth Development  
Family Development & Resource Management

*North Carolina*

## **Quality Enhancement for School-Age Care**

### **Situation:**

NC Division of Child Development and school-age care programs wish to improve the quality of school-age care for the children of North Carolina.

### **Program Description:**

Using the NC Division of Child Development's rated licensing system, the 4-H Youth Development, School-Age Care Project provided grants to encourage unlicensed school-age care programs in the state to seek licensure and for those programs with low level licenses to seek a higher rated license. Both of these incentives help improve the quality of care for school-age children in North Carolina

### **Stakeholder Satisfaction:**

The quality of unlicensed and licensed school-age care programs in North Carolina was mediocre. Some of the barriers to improving the quality of school-age care were lack of financial resources, training, technical assistance, education, and program resources. In July, 2001-June 2002 grants in the amount of \$5,000 each were awarded to 60 school-age care programs in 15 counties. The improvements in quality moved these programs from unlicensed to licensure or from a 1-2 star rated license to a 3, 4, or 5 Star rated license. A five (5) star rated license is the highest rated license. These programs provide staff that have training and experience, education and materials to challenge, stimulate, and develop the child's mind and to support the child's emotional, social, and physical needs. One (1.0) FTE was devoted to this project. This staff person provided training and technical assistance to the programs involved in this work.

### **Accomplishments and Impacts:**

Of the 60 programs that involved in this project from across the state, two (2) programs achieved the 5 Star rated license, six (6) achieved the 4 Star rated license, five (5) achieved the 3 Star rated license, one (1) moved from a 1 to 2 star rated license and two (2) program remained unchanged in their current licensure status. Thirty-six (36) unlicensed programs received a licensure. Six (6) have programs successfully completed the licensure process and are awaiting the awarding of their license. Two (2) have successfully completed the quality enhancement process and are awaiting the award of a higher rated license. Quality improvements were made in the areas of education for staff and programming. Eight-two percent (82%) of the programs involved with this project achieved their goal by the end of the project with another thirteen percent (13%) who will achieve their goal in the coming months. NC 4-H is extremely proud of the ninety-five percent (95%) success rate of this program!

### **Resource Commitment:**

These grants were provided by 4-H Youth Development, School-Age Care Project, NC Cooperative Extension Service, NC State University through the federal Child Care

Development Fund administered in North Carolina through the NC Department of Health and Human Services, Division of Child. Total amount of funds for this grant was \$300,000.

**Collaborators:**

County 4-H Agents/Offices, Public schools, Y's, churches, private centers, various retail businesses, and parents were collaborators in this project.

**Contact Person:**

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Campus Box 7606, Raleigh, NC 27695  
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**Base program areas to which this program applies:**

4-H Youth Development

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*New Jersey*

## **H.A.Y. - Horses and Youth**

**Situation:**

Education data indicates that our at-risk communities have a significant rate of high school dropouts and poor attendance - Atlantic City had a 10.5% drop out rate, and Pleasantville had a 7.4% rate (the state average is 3.8%). While Atlantic County has improved its ranking for juvenile arrests, it still ranks 13th out of 21 counties and the juvenile commitment rate shares 7.1% of the state average, ranking 15th. In Atlantic County, an estimated 15.4% of our children (1998 Kids Count, New Jersey) live below the poverty level and has experienced a 40% increase in juvenile assaults and misdemeanors.

**Program Description:**

Horses and Youth (HAY) is an innovative program designed to serve as a comprehensive prevention/intervention strategy. Juvenile offenders and at-risk youth, ages 12 – 18, take part in the four phases that make up HAY – life skills development, horse care and management, horsemanship, and aftercare. The goal of HAY is to provide prevention strategies for young people by helping them gain competencies, self-confidence, group interaction capabilities, leadership skills, and opportunities to explore non-traditional vocations. The group met twice a week for 6 weeks - once at the Atlantic City PAL for life skills development and character education lessons and once on the farm. For the remaining 20 weeks they met once a week at the farm.

**Stakeholder Satisfaction:**

A total of 23 youth participated in this 26+ week program, an expansion of a 6 week program offered the previous year. Another group of 21 youth met once a week for 6 weeks for life skills and character education, as a comparison group on the effectiveness of short-term vs. long-term programming. Having inner city youth interact with horses may seem naïve at first, but sometimes the animal is the one thing in a troubled youth's life that can gain their trust to allow learning to take place. The horse was a valuable learning tool for responsibility, caring, and trust

building. Participants and stakeholders indicated satisfaction by starting a 4-H club and requesting the program continue in the summer of 2002.

**Accomplishments and Impacts:**

The participants in the full 26-week program had significant increases in all 6 life skills areas as compared to increases in only 3 target areas for the comparison group.

	HAY Group		Comparison Group	
	Pre Rating (average)	Post Rating (average)	Pre Rating (average)	Post Rating (average)
Anger Management/Conflict Resolution	2	2.8	2.6	2.8
Leadership	2.6	3.5	3	3.4
Self-Awareness/Worth	2.9	3.9	2	3.4
Problem Solving	2.7	3.74	3.2	2.7
Interpersonal Skills	2.4	3.7	3	2.7
Workplace/Marketable Skills	1.9	3.8	3.2	2.8

Self-Ratings on a scale of 1 to 4; 1=None; 2=A little; 3=Some; 4=A Lot

**Resource Commitment:**

\$10,000 from Rutgers Cooperative Extension and \$15,000 in-kind funds from Vision 2000.

**Collaborators:**

Vision 2000 provided the horses, facilities/equipment, insurance, transportation, and matching funds. Three volunteers assisted with transportation and on farm lesson implementation.

**Contact Person(s):**

Deborah L. Cole, County 4-H Agent, Rutgers Cooperative Extension of Atlantic County  
6260 Harding Highway, Mays Landing, NJ 08330, Phone: 609-625.0056, Fax: 609-625-3646  
Email: dcole@aesop.rutgers.edu

**Base program areas to which this program applies:**

4-H Youth Development

*Ohio*

## 4-H Project Idea Starters

**Situation:**

As the need for providing special interest project materials to local 4-H members continues as a priority for most county 4-H programs, Ohio Extension professionals are continually faced with the challenge of identifying, developing, and delivering these publications to awaiting youth audiences in a timely and efficient manner.

**Program Description:**

Ohio Extension presently publishes over 225 4-H project books in more than 35 traditional project areas. Each year, these books are used by the more than 125,000 4-H club members in their exploration of a project topic. These experientially based projects are designed as self-study manuals for members to study and complete. The organization of information and activities in these books are based upon the 4-H experiential model. In this way, members are first introduced to the project's content by way of *experience-type* activities. This is followed by *reflection-type* activities that allow members to explore a deeper meaning of the content being addressed. Following this, members are presented *generalization-type* activities that allow them to connect what they learned to other examples. Lastly, members are provided *application-type* activities which allow them to apply what they learned to real world situations.

Throughout this approach to learning members experience regular intervention from a Project Helper. The duties of this individual include helping the member *focus* on the tasks at hand, providing *support & feedback* for the learning taking place, and conducting a *debriefing* exercise to determine what was done well, what could have been done differently, and what to do next. These types of individuals frequently have a sincere interest in the project topic and a willingness to share their knowledge and experiences with young people.

In an attempt to encourage a member's exploration and adult involvement in an area of interest when no project book is available, Ohio is engaged in developing a series of two-page bulletins called Project Idea Starters. Based on the 4-H experiential model, Project Idea Starters are written as an open invitation to explore some new or innovative topic as a self determined project. Our ever growing list of Project Idea Starters provides a variety of non-traditional 4-H topics for youth on a timely basis. What's more, Idea Starters that gain in popularity will be targeted for eventual publication as 4-H project manuals. Likewise, instead of deleting low enrollment or speciality projects, they can be reformatted and sustained as Project Idea Starters.

Every project idea starter that's submitted goes through the same peer review evaluation as a regular project book. What's more, those approved go on a three month fast-track production schedule from submission to posting on our Idea Starter web site; <http://www.ag.ohio-state.edu/~idea>. All forms and information for creating, submitting and using idea Starters are posted on the site. In this way county 4-H professionals, members and leaders from around the country can access the Idea Starters on this site or contribute their own Idea Starters for consideration.

### **Stakeholder Satisfaction:**

Preliminary 4-H membership figures for FY2002 indicate that over 2,800 Ohio youth have enrolled in Idea Starter projects. What's more, the web site for Ohio's Idea Starter web page has logged in more than 180,000 visits along with 12,000 Idea Starter downloads since coming on line last year. This alone is a savings of \$4,200 when compared to the cost of printing, storing and distributing 12,000 two-page Idea Starters using conventional methods.

### **Accomplishments and Impacts:**

Perhaps the most significant contribution from the introduction of Project Idea Starters is the way in which a member's project accomplishments are assessed. This year, county and state level assessment of project accomplishments in Idea Starter areas has increased by 50%. Much of this increase can be attributed to the addition of a State Fair competition for these types of projects and the modeling of an assessment system that allows for the comparison of member

accomplishments across topic areas. Judging is conducted in a way much like an Invention Convention where participants present their project accomplishments to a team of judges through interview and visual presentation. In this way, members are provided immediate and interactive feedback from adults in an meaningful way.

**Resource Commitment:**

Web Server Space

**Collaborators:**

Local individuals with an expertise in a particular hobby or interest area and a willingness to share their knowledge with youth.

**Contact Person:**

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**Base program area to which this program applies:**

4-H Youth Development

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*Ohio*

## **4-H PetPALS**

**Situation:**

Youth strengthen their intergenerational understanding and service, as well as become dynamic youth-pet teams, delivering 4-H PetPALS animal-assisted activities programs to institutionalized senior Americans through volunteer leader-directed teaching.

**Program Description:**

4-H PetPALS is an intergenerational program of Ohio State University Extension, 4-H Youth Development, linking youth and their pets with senior adults. 4-H PetPALS utilizes the natural bond between youth and animals to promote positive youth development. Master 4-H volunteer leaders teach youth the skills needed to interact with residents in healthcare facilities, such as assisted living and nursing home facilities, enhancing intergenerational relationships. Youth learn about the physical changes associated with aging, as well as medical conditions they may encounter while visiting. Applying the power of the human-animal bond, youth learn to select, socialize, and train their pets to participate as a youth-pet team in animal-assisted activities.

4-H PetPALS allows young people to be models for residents in healthcare facilities and the community at-large of the significance of human-companion animal interactions and the importance of intergenerational relationships. Youth and their pets, accompanied by adult volunteers and adult-youth partners, visit senior healthcare facilities. Youth experience, reflect, generalize, and apply the lessons and activities taught in this 10-step experientially based leader-directed curriculum to expand their capacities to develop leadership and citizenship skills in an intergenerational environment.

**Stakeholder Satisfaction:**

The 4-H PetPALS project was developed through a collaborative effort of Ohio State University Extension and Virginia-Maryland Regional College of Veterinary Medicine. Piloted over a 2 ½-year period, 4-H PetPALS has involved over 125 master 4-H volunteer leaders and 700 youth throughout Ohio, as well as Virginia Tech students and Virginia 4-H volunteers and youth. Adult volunteers arrange four hours per month for each 4-H PetPALS youth to make animal-assisted activities visits to residents in senior healthcare facilities.

This program teaches youth the benefits of human-animal interaction. Youth learn to understand animal behavior and how their pets communicate. They learn what makes an animal appropriate for 4-H PetPALS visits and how to recognize an unsuitable pet. 4-H members learn about intergenerational issues and how to communicate with senior adults and others with different medical conditions. Once youth learn how to prepare themselves and their pets to visit, they visit their selected healthcare facility without taking pets. After role-playing many visiting scenarios, they then make the actual visit with their pets. All youth who successfully complete this curriculum receive completion certificates and other forms of recognition.

#### **Accomplishments and Impacts:**

Through 4-H PetPALS, youth are engaged in activities that positively impact their present lives as well as their future. Youth enhance their respect for senior adults because of the relationships established, and heighten their regard for the pets because of their worth to people. Establishing a relationship with seniors requires a commitment from the youth. This commitment helps youth value the importance of intergenerational understanding and service in strengthening their local communities.

Qualitative impacts are documented from testimonials from residents who have improved their mobility because of petting or brushing an animal, or walking with the youth and his or her pet. Residents smile, laugh, and converse more when a youth and pet are present. A pet allows seniors to give, as well as receive, nurturance. A 4-H'er's pet opens the door to communication between the youth and senior adult. Youth who are committed to this program develop linkages across generations within families and communities. Youth and pets are pivots for daily life in nursing homes and similar healthcare institutions. Current 4-H PetPALS volunteers and members cannot keep up with the requests from healthcare administration for this program.

#### **Resource Commitment:**

External funds were secured for the development and piloting of 4-H PetPALS through a grant from the Iams Company in the amount of \$65,500.

#### **Collaborators:**

Collaborators with Ohio State University Extension include: The Iams Company; The Ohio State University College of Human Ecology; The Ohio State University College of Veterinary Medicine; Virginia-Maryland Regional College of Veterinary Medicine; Virginia Cooperative Extension Service; Ohio 4-H Foundation; American Kennel Club; Arlington Court Nursing & Rehabilitation Center, Pleasant Hill Manor, The Grand Court, and The Madison House – assisted living, skilled nursing, and rehabilitation healthcare facilities; Ohio 4-H State Dog Advisory Committee; and numerous 4-H Extension faculty and staff, 4-H volunteer leaders and members.

#### **Contact Person(s):**

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**Base program areas to which this program applies:**  
4-H Youth Development

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*Ohio*

## **4-H and Boys & Girls Clubs: A Club-Within-A-Club**

### **Situation:**

Attracting youth from high-risk environments as 4-H participants can present challenges. Lacking a family history of 4-H participation, these young people are not the ones who readily come forward to enroll in 4-H clubs. Furthermore, 4-H clubs are not routinely offered during the time periods when the need for youth development programming is greatest (e.g., after-school hours). Such programs in the out-of-school hours can give youth safe, supervised places to spend time, along with chances to learn new skills, develop their interests, and spend meaningful time with peers and adults (Eccles & Gootman, 2002; Posner & Vandell, 1994; U.S. Department of Education & U.S. Department of Justice, 2000). It is often difficult to sustain program efforts with underserved audiences. Partnerships with organizations that share youth development goals in common with 4-H and offer regular programs during after-school hours is one solution to this situation.

### **Program Description:**

While there are many ways for Extension professionals to envision their role in creating youth development programs in the after-school hours, one method receiving attention is what we call the *club-within-a-club* model. In other words, the 4-H club operates within the structure of a community-based organization that manages an after-school program (Ferrari, 2002). Ohio 4-H Youth Development and Boys & Girls Clubs of Columbus, Inc. have been working together to build a long-term relationship that brings 4-H clubs and activities to Boys & Girls Clubs facilities and members.

A graduate student intern served as an adviser for 4-H club meetings at two sites during the initial program year. 4-H Club meetings were held once a week during the school year and twice a week during the summer at two Boys & Girls Clubs facilities. There was a designated time and location for club meetings. Visitors to the Boys & Girls Club would recognize the pledge and the clover as familiar 4-H symbols. They took roll, selected officers on a meeting-by-meeting basis, participated in special recognition such as Family Nights, had 4-H bulletin boards posted at each site, and created a club exhibit for the Ohio State Fair. Through the 4-H club, Boys & Girls Clubs has been able to offer their members more programming options and an opportunity to work on projects such as urban gardens, nutrition and cooking, and other areas in which they have had minimal exposure. As a culmination to the cooking project, youth prepared a meal for their parents, an event which was deemed successful for the high level of parental involvement generated.

### **Stakeholder Satisfaction:**

Both organizations perceived benefits. This move has allowed 4-H to reach a more urban audience, a majority of whom were African American; these were not youth who would have otherwise participated in 4-H without this effort. Furthermore, the Boys & Girls Clubs have been able to offer their members more diverse programming. Staff interviews supported the view that 4-H provided Boys & Girls Clubs with unique programs and activities that offered an additional means to fulfill its mission.

There are several aspects of this partnership that are considered to be our greatest strengths: shared vision, compatible missions, commitment and ownership from both sides, and quality programming. This is consistent with literature on creating sustainable programs and community collaborations.

### **Accomplishments and Impacts:**

As documented in the internship experience, Boys & Girls Clubs staff looked upon bringing 4-H into the Boys & Girls Clubs environment as another avenue to fulfill their mission, as did those in 4-H (Hartzell, 2001). Furthermore, interviews with youth participants and staff showed that several benefits were perceived. These benefits are consistent with the Model for Positive Youth Development in Ohio 4-H.

1. Gave youth opportunity for building relationships with a caring adult.
2. Provided youth with exposure to new experiences and learning.
3. Created belonging through symbols, structure, and “specialness.”
4. Long-term involvement fostered commitment, goal setting, and future orientation.

In the year following the internship, this club-within-a-club model expanded to include three locations of the Boys & Girls Clubs. The responsibility of leading the 4-H club was incorporated into the Education Coordinator’s job description at these sites. A total of 147 youth were reached in this manner. Plans continue for expansion in the next program year, with a focus on staff training.

### **Resource Commitment:**

Boys & Girls Clubs of Columbus, Inc. and Ohio 4-H Youth Development created a year-long internship and shared the cost of the graduate student intern. Office space was provided at the Boys & Girls Clubs facility where programming would take place, allowing for more thorough integration with staff and youth. Program materials were funded primarily through the 4-H budget (e.g., curriculum guides, food for cooking project, field trip) and program grants to the Boys & Girls Clubs (e.g., gardening supplies).

### **Collaborators:**

Boys & Girls Clubs of Columbus, Inc.

### **Contact Person:**

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### **Base program areas to which this program applies:**

4-H Youth Development

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Oklahoma

## **Entrepreneur? Who Me? Yes! You--The Mini- Society™**

### **Situation:**

The Entrepreneur? Who Me? Yes! You Mini Society™ program offers an opportunity for youth and teens to learn about money, business matters and improve consumer skills. The skills are presented in the context of a fun hands-on workshop that requires participants to become an entrepreneur.

### **Program Description:**

The Entrepreneur program is designed to give youth and teens ages 11 to 18 an opportunity to learn the basics of money management and entrepreneurship in a fun, non-threatening environment. The participants are predominantly Native Americans from economically deprived rural communities in Northeast Oklahoma. Many will enter the workforce with poor academic backgrounds and limited skills. Most youth and young adults must relocate to other states and urban areas to seek jobs. All participants benefited from this program.

The major concepts of the program are to let the clientele experience entrepreneurship, learn the concepts of entrepreneurship (opportunity recognition, marshaling of resources and business venture initiation in the presence of risk), and integrate it with other subject areas and needs for success such as increasing one's knowledge of consumer skills, check writing, balancing a budget, critical thinking, problem solving skills, and the best use of one's resources (time management etc.).

### **Stakeholder Satisfaction:**

Funds were secured through the Kaufman Foundation to train facilitators and volunteers who in turn presented enthusiastic workshops, summer camp and school enrichment programs. Many of the participants were middle school or high school students.

The program impacted students by increase in school attendance. Several youth have requested that this continues. Parents helped to enforce the concept of "no free lunches" at home and were impressed by how much their children were learning. One parent commented that she learned a few tips while the children discussed the day's events at the dinner table. A middle school Careers class used the cash profit earned from sales of their products to teachers and peers to finance an end of year school party for a second grade class they mentored.

### **Accomplishments and Impacts:**

An evaluation was designed to test knowledge gained by participants in the area of money management and basic entrepreneurship. The pre/post-test showed an increased in knowledge and included comments showing participant satisfaction for the program. The classroom teachers were pleased with the program and have requested more consumer skills be added to the learning situations.

### **Resource Commitment:**

Funding for this program was provided by Kauffman Foundation through a grant written by Langston University and Oklahoma State University. The grant provided tee-shirts, piggy banks and craft materials to manufacture products.

**Collaborators:**

In conducting the Entrepreneur? Who Me? Yes! You program Langston University Cooperative Extension collaborated with public school districts in Northeast Oklahoma, the Cherokee Nation Youth Employment program and home school groups.

**Contact Person:**

Candice Howell, Extension Educator, 4-H Youth Development, Langston University Cooperative Extension; 1106 South Muskogee Avenue, Tahlequah, Ok 74464. Phone: 918-458-5542, Fax: 918-458-9457.

**Base program area to which this program applies:**

4-H Youth Development

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*Washington*

## **Water Quality Protection by Youth**

**Situation:**

Ferry County, Washington with a population of no more than 3,000 rural residents is one of the most remote counties in the state. The county relies on private water supplies that are often not tested. Tribal and County health authorities had little knowledge of the ecoli, lead, and nitrates in water systems of the county. Therefore, the need for water quality education and drinking water safety was vital for the county.

**Program Description:**

Volunteer citizens groups including Kettle River Advisory Board (KRAB) and Curlew Lake Association (CLA) identified the need for water quality education and drinking water safety. As a result, Extension established an educational program for adults and youth. The philosophical corner stone of the education program as the traditional 4-H model...teach adults through your youth. Extension created and published quarterly newsletters, Extension bulletins were updated, and a youth watershed curriculum was adapted to fit local geography and the local social mix of Caucasians and Native Americans. The curriculum from San Luis Obispo County, California was based on "From Ridges to Rivers." Youth created watershed models from topographic maps of local terrain and learned about watershed protection. Youth involved in these activities learned and applied map skills, were able to follow complex directions, and exhibited pride and ownership of the completed models. Youth learned about potential run-off pollution principles, and the importance and function of vegetation in the watershed to protect and improve water quality and quantity through the use of their model. Through the youth, adults in the county became interested and involved in watershed protection.

**Stakeholder Satisfaction:**

More than 1,300 youth in six project area schools and 78 adults were involved in creating watershed scale-models used in each school, resource camps, and regional events with an input of 1.2 FTEs. In this project youth were given opportunities to be the "teachers" to use their

models to demonstrate these concepts. Several students gave the watershed model demonstration at the Ferry County Conservation Fair, and enthusiastically volunteered to repeat the demonstrations twice more by audience request. Area residents were made aware of potential water health risk when youth created graphs of water that was tested. As an example, coliform bacteria were present in 31% of project samples from private water sources. The increase in private well water testing indicated an increase in citizens' actions to secure safe drinking water. Workshops addressing these issues are being requested of the Ferry Extension for neighboring counties.

**Accomplishments and Impacts:**

Evaluations following programs indicated the number of youth reporting a high knowledge level of the covered topic on a 1-5 scale increased 391% after program delivery. Those youth indicating no knowledge of the water quality decreased by 80%. 100% of youth involved in creating watershed models were able to identify simple ways to reduce run-off pollution for at least 2 of 4 potential pollutants discussed (76% identified at least 3 of the 4). The youth were able to recall these principles in discussions nine months later. When asked who will be responsible for water quality when they grow up, the youth quickly and enthusiastically replied, "We will!" Post testing indicated 100 % of the youth participating were able to identify simple ways to change our day-to-day activities to reduce pollution from at least 3 of 4 pollutants demonstrated with the model.

**Resource Commitment:**

\$50,000 grant from the Washington State Department of Ecology.

**Collaborators:**

Colville Confederate Tribes, 6 School Districts, Kettle River Advisory Board (KRAB), Curlew Lake Association (CLA), and Ferry County Commissioners.

**Contact Person:**

Dan Fagerlie, Chair, WSU, Ferry County Cooperative Extension & Colville Reservation Extension Project Director, 350 E Delaware Ave, #9 Republic, WA 99166-9747. Phone: 509-775-5235, E-mail: [fagerlie@wsu.edu](mailto:fagerlie@wsu.edu)

**Base program areas to which this program applies:**

4-H Youth Development  
Natural Resources Environmental Management

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*Iowa*

**Youth Fire and Emergency Services Day**

**Situation:**

Rural fire and emergency services departments are typically staffed with volunteers. Young adults, 18 and over, need to know that there are opportunities to do community service with the fire department, EMT's, and other volunteer organizations. These volunteer organizations are happy to participate in informing young adults of the variety of opportunities.

**Program Description:**

The latest Youth Fire and Emergency Services Day, hosted by the Lake City and Lohrville Fire Departments, was held on September 19, 2002 for students from the Southern Cal High School. Twenty three students, 12 girls and 11 boys, took part in the program. Two students from Manson in Northwest Webster attended part of the program to assist with the presentation. These youth had been part of the 2001 program and are now involved in an Explorers program - sponsored through the Boy Scouts -that is somewhat a pre-fire fighters program. Each of these youth plan to take the Fire Fighters I test as soon as they turn 18 and join the Manson Department. Both of these youth will turn 18 in the next few months and will be part of the Manson Fire Department for part of their senior year in high school.

A list of students in grades 10 -12 was given to local fire departments. They looked over the students and selected those they thought would benefit from this program. This list was given to the school guidance counselor and the students were told they had been selected to take part in the program. Students and parents saw this as a special honor and most of the students elected to take part. The maximum number of students that can be handled in one program is 25.

Students get some classroom time to learn about fires and how to fight them, but they also get to put on full firefighting gear and get to handle hoses under pressure. The program also simulates search and rescues experiences by darkening the truck parking bay and filling it with smoke.

**Objectives**

- Introduce 10th through 12th grade youth to the volunteer fire service in order for them to consider fire fighting as a volunteer and/or professional career opportunity.
- To encourage older youth to participate in community service, which would include volunteer fire fighting in small communities, and participation in other community activities.
- To acquaint youth with fire prevention techniques they can use regardless of their participation in volunteer fire fighting.
- To acquaint youth with an opportunity for a school-to-work experience.

General Overview of Curriculum -Developed and taught at the 2001 and 2002 programs:

Local Department Overview

Fire behavior

Fire Extinguisher Training

Personal Protective Equipment

Hose Handling and Fire Fighting Strategies

Interior Operations and Search and Rescue

**Stakeholder Satisfaction:**

The Iowa Fire Service Training Bureau has endorsed the curriculum and the Youth Fire and Emergency Services Day program. They are in the process of reviewing the materials to make

sure everything is current and safe. They will also continue to review the materials on a yearly basis. The program has been presented to the Iowa Volunteer Firefighters Board of Directors. We hope to have an endorsement from this group before the end of 2002.

**Accomplishments and Impacts:**

In Calhoun County the program has been conducted twice. Because of the program, three high school students are either currently part of a volunteer department or are just waiting for their 18<sup>th</sup> birthday to become full members of their department. A fourth student has determined that he is planning to attend post high school education to make fire fighting his career.

A pretest and post test was administered during the program and student results were compared to see the increase during the day. A follow-up evaluation 4 to 6 months after the program from the Extension Office will try to measure behavior change.

1999 Pilot locations:

Hampton-Dumont High School 23 Students participated

Northeast Hamilton High School 16 Students participated

2001 Program: 26 youth attended -14 from Pocahontas and 12 from Manson.

2002 Program: 23 youth attended from Southern Cal High School, Lake City

**Resource Commitment and Collaborators:**

The Calhoun and Pocahontas County Extension Offices secured money from the local Farm Bureau groups and the Iowa Farm Bureau Federation. This money was used to pay for food and refreshments for the youth and adult helpers. It also allowed Extension to pay for recharging the fire extinguishers used as part of the program. This is the main expense to the fire departments and helps them keep expenses down to put on the program.

Needs from Local Departments

Classroom -Local station works very well if it is large enough

Area for using fire extinguishers

Area for using hoses

Pumper and operator

2 -4 department members

No trucks are completely out of service, if a fire call comes the truck will be able to leave as soon as hoses can be loaded back on the truck.

Full gear for each participant

**Contact Person:**

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**Goal 3:**

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

**Goal 4:**

**4-H will promote scientific and technological literacy.**

*Arkansas*

## **Arkansas AG Adventures**

**Situation:**

Arkansas Ag Adventures teaches students the importance of the agricultural industry through learning in a fun, hands-on educational setting.

**Program Description:**

A century ago, the majority of children lived on farms, but today less than three percent of the population of the United States is directly involved in agriculture. Children do not know where their food, clothes, and agricultural products come from nor do they know the value of a safe and inexpensive agricultural commodity.

In response to the growing need for agricultural education, Arkansas AG Adventures was developed as a cooperative agricultural awareness program between the University of Arkansas Cooperative Extension Service and the University of Arkansas at Pine Bluff. The program will be based at the developing UAPB Agricultural Awareness Center located in Lonoke, Arkansas just 26 miles from Little Rock.

The new center is being planned to provide an outdoor classroom for students to learn about the importance to agriculture through hands-on activities such as soil sampling, planting crops, making butter, and caring for livestock. Science basics are learned through agricultural practices, but history is also an important part of Arkansas AG Adventures. The UAPB Farmstead Museum is a house that was built in 1923 and restored recently by UAPB volunteers. The museum is in the heart of the ten acre Ag Awareness Center and is an important tool in teaching rural life history in Arkansas. Students learn how families lived by the furnishings and unique tools housed in the museum. They also learn by playing heritage games such as rolling the hoop and washers, or by making butter, or even by playing spoons to popular folk music.

**Stakeholder Satisfaction:**

The program focuses on youth from inner-city schools, but teaches a wide variety of youth and adults. For schools that can not make a trip to the center, they have the option to participate in school enrichment programs. This past year, an EPA grant helped Arkansas AG Adventures provide materials and travel money for soil and groundwater quality education in the Arkansas Delta region.

**Accomplishments and Impacts:**

Although the center is still being developed, there have been over 800 program participants at the UAPB Agricultural Awareness Center. Daytime school field trips are planned around the Fall

and Spring school semesters, but the popularity of the program spawned summer and nighttime field trips to the center.

**Resource Commitment:**

Since the formal beginning of this program 2 years ago, UACES and UAPB have shared in the operating costs of the program including the salary of one full time Extension faculty member and 2 summer 4-H technicians.

**Collaborators:**

School enrichment programs are carried out by the full-time Extension faculty member. However, programs at the Agricultural Awareness Center require many additional teachers and facilitators. These roles have been filled by university specialists, state and county Extension faculty, NRCS conservationists, Farm Bureau personnel, 4-H volunteer leaders, Farm Bureau women's committee members, and UAPB students.

The Lonoke County Master Gardeners have been the strongest supporters of the Agricultural Awareness Center by providing the expertise and labor for the heritage gardens around the Farmstead Museum. The local historical societies have also provided assistance in the formation of programs at the museum, and partnerships with UAPB alumni and NRCS volunteers helped restore the museum and center grounds.

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**Base program areas to which this program applies:**

Agriculture  
4-H Youth Development  
Natural Resources Environmental Management

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*New Jersey*

## **4-H Adventures in Environmental Science**

**Situation:**

In the 1980's, New Jersey had a garbage crisis of unforeseen proportions, and mandated recycling for all municipalities. For the first time in their lives many youth and adults had to learn where their garbage goes and how their actions directly impact the environment around them.

**Program Description:**

In the 1980's, a 4-H environmental club was studying issues of waste management and the impact we all have on our environment. A 4-H volunteer and faculty member believed the 4-H model of young people changing the habits of their peers and parents could be put to use by developing environmental ambassadors who understood the pros and cons of waste management alternatives and other hot environmental topics. The year-long efforts of that club were

condensed into a week of intensive study. In 1989 the first Warren County 4-H Conservation School was held.

The week-long residential program is for teens, grades 7 – 12. First a county event, now it is a state event called the 4-H Adventures in Environmental Science program. This program has been held for 13 successful years, and has trained over 200 youth from throughout New Jersey how to investigate important environmental topics.

The week includes tours of waste management facilities, hands-on activities that investigate issues of waste and water quality, and a day-long canoe trip to investigate the use of water for recreation, manufacturing and energy production. In addition, the group learns about an osprey reintroduction program, visits to a wildlife rehabilitation center and a golf course which recycles water.

The highlights of the week include a rock climbing adventure and a hike on the Appalachian Trail. At the end of the week, each sub-group of 5 – 6 students must present an environmental topic to a mock legislative body, who decides what to do with a mock parcel of land.

Two important projects have been added to the program in recent years: a stream restoration project and a soil survey of farms using a variety of soil amendments, including waste water sludge, commercial fertilizer and manure.

#### **Stakeholder Satisfaction:**

One Faculty member of Rutgers Cooperative Extension commits approximately .1 FTE's to this week-long program. This County 4-H Agent conducts monthly planning and training sessions with the volunteer counselors and staff of the previous and current year. Two adult volunteers are also involved in the program year-long. The teen counselors and staff provide valuable suggestions and comments into the following years program.

#### **Accomplishments and Impacts:**

Each year of the program, students are asked to complete an evaluation of the event, and a self-assessment of behavioral changes. After five years of the program and again after 10 years, long-term surveys were conducted to see what impact this program has had on the attitudes and behaviors of the participants.

Results of these surveys conclude that a majority of the students are now more aware of how to handle their waste stream and many of them have become environmental ambassadors in sharing the information they have learned during the program with others. Several former students reported starting recycling programs or educational events at their high schools or in college. While there are only a few students that report actually working in an environmental field, many reported taking environmental courses in high school or college as a result of interest peaked from the 4-H program. Others report volunteering for environmentally related organizations.

In the stream restoration project, a fish survey was conducted in 2002 with the help of a professional from the Division of Fish, Game and Wildlife. This survey confirmed the importance of our stream restoration project to maintaining the stream as a natural trout-producing habitat. The soil tests are not yet complete from the second year, but hopefully will

show the differences in soil quality after sludge, manure and commercial fertilizer is used over a five-year period.

**Resource Commitment:**

Major donors: Clean Communities Grants (\$2,000 – 3,000 per year); Union Carbide (\$1,000 for five years); Roche Vitamins (\$1,000 per year for 10 years); Covanta Energy (\$1,000 – 1,500 per year for 5 years); Williams (\$1,000 for 2 years).

**Collaborators:**

New Jersey Division of Fish, Game and Wildlife  
Warren County Soil Conservation Service  
Natural Resource Conservation Service  
Rutgers University Soil Testing Laboratory  
Merrill Creek Conservation and Sportsmen’s Association  
Mid Jersey Trout Unlimited  
New Jersey Trappers Association  
United States Environmental Protection Agency

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**Base program areas to which this program applies:**

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

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*Pennsylvania*

**4-H Embryology/Youth Development Programs**

**Situation:**

Youth often lack a knowledge of agriculture and the practical application of life sciences. This school enrichment program provides important life development and life skills for young people. The program also presents an occasion for urban and suburban families to become aware of the various opportunities 4-H can provide.

**Program Description:**

*Embryology: The Study of Life* is a hands-on, life science educational program designed for use in the classroom. Building on their natural curiosity, students in the program can develop an understanding of biology concepts through direct experience with living things, their life cycles, and their habitats. The curriculum also helps students develop life skills. The 4-H embryology program provides interested classroom teachers, primarily in grades 3–5, with fertile chicken eggs and with incubators, and candlers as needed. Extension educators collaborate with

classroom teachers to develop programs, and the program provides an opportunity to introduce new audiences to 4-H.

Several examples exemplify the success of this program in Pennsylvania. The 4-H embryology program in Berks County is a hallmark 4-H school enrichment program. The curriculum, which includes science and food and fiber system educational objectives, is delivered by part-time Program Assistants who visit each classroom 4 times (once per week) to teach a 45 to 60 minute lesson. A total of 9 teachers attended the New Teachers' Training. An additional 28 new teachers were trained individually, and the Extension Agent was asked to conduct a training for 20 teachers in the Philadelphia School District. While Extension can provide all the necessary equipment for the Berks County program, in the 2000-01 school year the fee schedule was revised to encourage schools to purchase their own equipment. A tele-publications fund drive was initiated in 2001 to raise money specifically for this program. A total of \$12,048.75 was raised.

### **Stakeholder Satisfaction:**

Nearly 53,000 students in 56 counties across the Commonwealth have participated in the program during 2001. Results from the evaluation of the New Teachers' Training in Berks County indicated that the training met their needs as they begin this project. One teacher commented that the training was, "Very good...thorough." An evaluation of the 4-H program completed by teachers in Chester County (n=34) point to the following: 95 percent indicated the project teaches the biology of fowl and 80 percent the anatomy and organ function; 100 percent reported the project teaches students to care for young animals; 100 percent of the teachers reported that students learn how chicks hatch and behave; 94 percent of the teachers felt the embryology program has merit in teaching students to cooperate with other students; and 94 percent observed that students become more gentle and nurturing. Teachers commented that this 4-H project offers classes the opportunity for "hands-on experience," "high interest learning," "to learn teamwork," and "cooperation."

### **Accomplishments and Impacts:**

There continues to be strong demand for this program in schools. In Berks County, for example, the number of youth completing the 4-H embryology project in 2000-01 increased 8.3 percent from the previous school year, and full enrollment in the project, at a designated grade level, exists in 10 of 18 school districts. A total of 650 youths in 31 classrooms in 12 schools in Indiana County were involved in the 4-H embryology program. Seventeen of these classrooms reported pre- post-test scores, with 100 percent showing an increase in post-test scores (range of 1.7 to 5.5 on a 20 point test). More than 2,080 students in 83 classrooms in Lancaster County participated in the program, and teacher evaluations indicated the following learning: 96 percent, respect for living things; 94 percent, care for chicks; 92 percent, embryo development; 90 percent, parts and functions of the egg; 64 percent, data collection; 60 percent, law of nature; 88 percent, patience; 94 percent, cooperation; 94 percent, sharing; 94 percent, responsibility.

Teachers and administrators alike commend the program. In Montgomery County, special public recognition through a newspaper editorial was given to the 4-H embryology program by an administrator of an alternative school, who praised the program and the extension educator for their impacts on the youth. A teacher made the following comments: "It was an amazing and heartwarming sight. Twenty of the most challenging middle school students from throughout the area discussing their very real concerns about a blind baby chick and struggling with the issues

of what caring really means. For an executive director, it just doesn't get any better. I am deeply appreciative for the assistance and guidance of the Montgomery County 4-H Club and [the extension educator]."

Additionally, the National Embryology in the Classroom web site, hosted by Phillip Clauer at Penn State supports this program. The National 4-H Embryology Web site address is: <http://ulisse.cas.psu.edu/4hembryo/index.html>.

**Resource Commitment:**

No external funds support the program.

**Collaborators:**

School teachers

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**Base program areas to which this program applies:** (List those that apply)

4-H Youth Development

Agriculture

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

*Arizona*

## **Mini-Society in Arizona**

### **Situation:**

Schools are always looking for new, exciting, educational programming to fit their social studies curriculums and after school programs.

### **Program Description:**

Students develop their own society with the guidance of the teacher based on solving the fundamental economic problem of scarcity and its alternative solutions. Students have the opportunity to identify opportunities in their environment and create businesses to provide the goods and services to the whole society. The Mini-Society curriculum fits very well within the Social Studies area, but also enhances language arts, math, government, law, ethics, and cooperative learning.

### **Stakeholder Satisfaction:**

Each county participating contributed different percentages of Agent FTE and Program Coordinator FTE for implementation of the program. In February, we held a second Mini-Society training for counties and teachers involved. Through the rest of the school year and summer, programming was implemented and well-received. We have requests of an additional training in October and are looking to train nearly 30 more teachers statewide. A second training in another part of the state is also tentatively scheduled for October. With completion of the two fall trainings a total of 70 participants will have completed training for this year.

### **Accomplishments and Impacts:**

The youth were given the opportunity to create their own society and learn first-hand how societies work and are inter-related. The biggest life skill youth had the opportunity to experience was creating their own business and generating an income. Specifically, the students learned about entrepreneurship, economics, and citizenship concepts such as supply/demand, price fixing, need versus want, how societies have to work together, what happens when this works and what happens when this doesn't work.

Three counties have actively implemented the program in seven schools to over 180 youth. The Fifth grade standards for Social Studies and this curriculum match very well. Four different Mini-Society societies were created with youth having the opportunity to contribute through creation of a name, flag, and currency to utilize.

### **Resource Commitment:**

Kauffman Foundation --	\$20,000.00 Implementation grant
	\$12,350.00 Training grant

### **Collaborators:**

County Offices: Apache, Graham, Greenlee, La Paz, Maricopa, Pima, Pinal counties. Each county works with elementary schools to implement program.

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**Base Program areas to which this program applies:**

4-H Youth Development

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*California*

## **Experiential Education Theory and Training - Matching Practice with Theory in San Luis Obispo County**

**Situation:**

Individuals involved in 4-H often tout the program's hands-on or experiential approach to learning and discuss the importance of teaching and learning in an experiential manner. Many paid staff and volunteers also point to 4-H's experiential approach as unique in the world of youth development programs and sometimes use this reasoning as an argument for continued or increased funding of the 4-H Program. Experiential education is a very powerful method of teaching and learning and should be the most consistent instructional model used in 4-H. Many 4-H leaders really don't fully understand experiential learning (as distinct from "hands-on" learning) and many leaders don't follow an experiential learning approach when working with 4-H members. The objective of this program was to bring about an increase in knowledge and understanding of experiential learning and to bring about a change in behavior in 4-H project leader's work with members.

**Program Description:**

A two-fold approach to reach objectives was used. Information was consistently presented to the 4-H key leaders (those responsible for project cluster areas and the 4-H key leader responsible for 4-H adult leader training) on experiential learning and how to incorporate the experiential learning cycle into 4-H projects and meetings. Information was usually presented in an experiential manner (i.e., utilizing the experiential instructional approach) at 4-H Program Development Board meetings and followed-up individually with the key leaders. The objective of this component was to have the key leaders become extenders of the knowledge to project leaders. The other approach was to work directly with 4-H project leaders, involving them in a one-hour experiential learning workshop at a half-day leader-training event in October of 2001. In addition, an information packet on experiential learning was prepared for 12 individuals responsible for conducting subject matter project area training for 4-H project leaders at the 10/01 training event. The 4-H YD Advisor met with the trainers to review the materials on the experiential learning model and assist them in planning their workshops.

**Stakeholder Satisfaction:**

Fifty-five 4-H leaders attended the 4-H Leader Training Day in October 2001 and 25 attended

the session (or returned the evaluation sheet) on *Experiential Learning in 4-H*. Also, 13 other sessions, covering various project areas and experiential learning were delivered to attendees by trained leaders; all of the leader trainers stressed the experiential learning cycle in their presentations.

**Accomplishments and Impacts:**

The program evaluation of the workshop indicated that 100% of the participants gained useful information; 60% rated the workshop as excellent, and 36% rated it as good (one participant did not check the rating). Numerous positive comments were written on the evaluation form in response to the question: *How will you use what you learned today?* Some comments follow:

- *I will train and help other leaders in my 4-H club.*
- *I benefited from the 5 step experiential idea. It will be used throughout my project.*
- *I will help 4-H'ers understand what I learned today.*
- *Less emphasis on final outcome of project (i.e., winning competitions) and more emphasis on the process (i.e., experiential/learn by doing).*
- *I will apply the information in projects I lead and pass on the info to leaders in other projects.*

Not only have the key leaders applied their new knowledge in working with the other leaders who offered trainings, the newly trained leaders also reported that they are going to train and help other leaders. All key leaders are publicizing and encouraging the use of the newest 4-H CCS curricula, which emphasize experiential learning. In informal interviews with over 50% of the workshop participants four to six months after the training, all leaders reported that they were utilizing some or many of the experiential learning principals they learned and practiced at the training.

The 4-H Adult Leadership Program Development Committee has requested a second, more advanced, training for the 4-H Adult Leader Training Event in October 2002, for returning leaders, as well as the initial training on experiential education for new leaders. Also, a statewide workgroup on Experiential Learning is adopting the one-hour workshop as part of a new training program for 4-H leaders in California.

**Resource Commitment:**

Approximately .10 FTE of paid CE staff was allocated to this project over a several week period, which included preparation time and workshop facilitation. The \$500.00 cost of the training event (which included a luncheon for all participants) was paid for by the 4-H Management Board.

**Collaborators:**

The San Luis Obispo County 4-H Management Board and the 4-H Adult Leadership Program Development Committee. The 4-H Adult Leadership Program Development Committee organized the training event.

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*Louisiana*

## **Character Education**

### **Situation:**

Across our nation the need for character education has been widely accepted. The Louisiana State University AgCenter's character education program began with the school system because a true readiness for character education existed there.

### **Program Description:**

The LSU AgCenter's character education program is based on six pillars of character, trustworthiness; respect; responsibility; fairness; caring and citizenship. Age appropriate lessons for children 4 years old to 18 year old youth are taught across the state, mostly in classroom settings. Seven activity-based lessons are taught for each age group, one for each pillar of character plus one for decision making. At the conclusion of each lesson students are encouraged to commit to a change in personal behavior and community involvement using what has been taught. In addition to these lessons, principals in each public school have been provided with lessons to enable them to teach a brief character lesson each day during the spring semester.

### **Stakeholder Satisfaction:**

Twenty FTE's from LSU AgCenter's Cooperative Extension Service are committed to the project. Lessons are presented in classrooms throughout the school year and the frequency varies from lessons being taught and/or reinforced through integration into total school programs on a daily basis to at least once a month lessons in single classrooms. The outstanding parts of the program have been the involvement of youth trainers who go into the classrooms of younger children to present the lessons, peer teaching and general involvement of youth in the program. During the 2001-2002 school year lessons were provided to principals to enable them to lead in teaching character in their school. The lessons provided were designed to allow principals to read a short statement or definition and give instructions over a public address system and then allow classroom teachers to act as facilitators to complete the lesson. Limited response indicates that many principals used these lessons.

### **Accomplishments and Impacts:**

98-99 school year – 48 of 64 parishes (counties) reported reaching 93,965 children  
75% of 735 teachers observed “some” to “very much”  
improvement in classroom behavior after lessons were taught.

99-00 school year – 62 of 64 parishes reported reaching 147,306 children  
75% of 191 principals observed “some” to “very much”  
improvement in behavior in their schools.

2000-01 school year - 3,869 adult instructors and 3,468 youth instructors were trained and reached 184,666 students. Focus interviews with 3 parishes indicated a reduction in discipline problems and a general positive impact on students. One quote from the interviews: “We definitely noticed a difference with the children who came from a school where

CHARACTER COUNTS! was being implemented. We had less conflicts with that group of children. They were able to do peer mediation. Sometimes things didn't escalate because of what they had learned to do."

Two sets of 35 lesson plans; one titled *Exercising Character in School* and the other *Exercising Character in the Community* have been developed. Each set includes seven lessons for each of five different age groups (4-6, 6-9, 9-11, 11-13 and teen age).

Train-the-trainer programs and training for prison inmates in the Pre-release Program, PREP, were conducted in support of the Louisiana Department of Corrections' character education effort.

Members of our staff are currently working with the staff and inmates at Angola State Prison to develop lessons aimed specifically at prison and probation populations. These lessons are being field tested and will be available to the State Department of Corrections when complete.

2001-2002 school year - A total of 255,034 persons were reached by our program: 4,378 adult instructors, 3,002 youth instructors, 218,789 students and an additional 28,865 people not in school.

The AgCenter's preschool program reached 52,077 children with *Character Critters*.

Ninety lessons, *Principal's Principles*, were provided to all public schools in the state to enable principals to actually teach a character lesson each day of the spring semester.

**Resource Commitment:**

\$300,000 per year state appropriation to provide educational materials to all schools involved and for training and development of curriculum.

**Collaborators:**

Louisiana Department of Corrections, Safe and Drug Free Schools, School to Work, Head Start, parish(county) school superintendents, State Superintendent of Education, LA Department of Education and FCE members.

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**Base program areas to which this program applies:**

Natural Resources Environmental Management, Community Resource & Economic Development, Leadership & Volunteer Development, Family Development & Resource Management, 4-H Youth Development

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## The Jefferson School / 4-H Experience

### **Situation:**

4-H Youth Development professionals have the opportunity and responsibility to work with diverse youth in traditional settings and clubs, as well as in more unique situations. The Jefferson School is such a unique situation. The school, part of the Sheppard Pratt Health System, serves children and adolescents with emotional, social and learning disabilities who need more specialized attention and care than is available in traditional schools. The students in the Jefferson School range in age from 9-18 and include both males and females. Like the 4-H model, this school embraces the philosophy of building on individual skills and working with multiple learning styles in a supporting and nurturing environment. Maryland 4-H and the Jefferson School are a natural fit for program collaboration!

### **Program Description:**

Starting in spring 2001, 4-H Extension Educators from Frederick and Washington Counties initiated educational programs for a small group of resident males at the Jefferson School focusing on nutrition and the importance of physical activity. This six-week experiential program taught basic cooking and nutrition skills while actively engaging the boys in weekly hands-on food preparation and tasting. The sessions also included information on menu planning, label reading and eating on a budget.

Additional students from the school have participated in other programs in the areas of horticulture, international cooking, computerized money management, teen leadership development and most recently, an independent living skills program. All sessions have been six weeks long and have emphasized active participation by the youth. Participants have been male and female students between 13-17 years old.

### **Stakeholder Satisfaction:**

Jefferson School administrators have reported that teachers, staff and students are very pleased with the program. Students have reported being particularly satisfied with the hands-on approach to nutrition education; they like preparing their own food and having the opportunity to try new and unfamiliar foods. Staff and teachers are pleased with the resources (4-H curriculum materials) available to the school through the 4-H program and feel that the skills being taught, particularly those dealing with independent living issues, currently are not covered in the school's regular curriculum.

Teachers mentioned that these students are often cut off from the rest of the world and seldom have contact with the outside community. Students see these classes as an opportunity to interact with adults as they might in a "normal" living situation.

### **Accomplishments and Impacts:**

End of program evaluations have been used as an indication of success of the program.

Following are some highlights of the program:

Youth participants in the *General Nutrition Program* showed an increased consumption in fruits and vegetables as a result of taking the class and showed heightened awareness about food safety, especially in regard to hand washing and how to reduce the incidence of food-borne

illnesses.

Youth participants in the *International Cooking* session demonstrated new insight into how to make ethnic food more nutritious and also showed a new appreciation and understanding of various cultures as a result of this experience. They specifically learned what foods are characteristic of certain countries and how people get required nutrients when their sources of food vary.

*Money Management* students in the *On Your Own* computer-simulation independent living class reported that the class offered them an opportunity to experience what independent living means in terms of financial planning. Many of these students are preparing for “release” back into the community and most plan to be living in an independent situation.

Pre and post surveys were given to the youth participating in the *Teen Leadership* program that showed increased skills in five of the seven areas addressed during the interactive program. These included higher scores in skills relating to understanding self, communicating, making decisions, managing themselves and their resources and working with groups. Students participating in this session were active members in the school’s Student Government Association or were interested in leadership positions within the school.

Perhaps the biggest impact of this program has been the establishment of a permanent 4-H Club at the school that will be open to all students at the school and will be administered by staff volunteers.

**Resource Commitment:**

The materials necessary to conduct these sessions were purchased from the respective county 4-H budgets and have been limited to class supplies and the CD-rom series, *On Your Own*. The school provided a small budget for purchasing groceries. The school has dedicated specific staff members to work with the program on an on-going basis.

**Collaboration:**

This program is a collaboration between the Shepherd Pratt Health System Jefferson School campus, the 4-H programs in Washington and Frederick Counties, and the Maryland Cooperative Extension Horticulture Program (Master Gardeners).

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**Base program areas to which this program applies:**

4-H Youth Development  
Nutrition, Diet and Health  
Leadership & Volunteer Development

## **Brandt Middle School 4-H Gardening Club**

### **Situation:**

Hudson County is the most densely populated county in the most densely populated state in the USA. There is very little open space for children to learn about nature, gardening, and green growing things. The city of Hoboken has a 20% Hispanic/Latino population, and 30% total minorities. Most of the students at Brandt Middle School are from lower income families.

### **Program Description:**

Students at Brandt Middle School have the opportunity to join a 4-H Club, which includes regular trips to the Presby Iris Gardens, where they learn plant science and horticulture. They have their own iris beds, and learn to help the adult volunteers take care of the public gardens. They also learn to identify iris varieties while they are blooming, and take younger students and senior citizens on tours of the gardens. Classes the 4-H members take at the iris gardens are cross-curricular, including plant science, language arts, visual arts, and social studies. The club also has an environmental aspect, including field trips to Liberty Science Center.

### **Stakeholder Satisfaction:**

A 4-H/Master Gardener Volunteer conducts the program. In the absence of an agricultural agent in Hudson County, schoolteacher Joseph Miele took Master Gardener training in Essex County with the commitment to pay back in volunteer work here in Essex. The training took place at Presby Memorial Iris Gardens in Montclair. Miele made an arrangement so he could bring his students to learn about horticulture at the gardens. He then applied to become a 4-H leader, so his students could form a 4-H club.

The involvement with both the Iris gardens and 4-H strengthened Miele's application for a Learn and Serve America grant. Miele has since retired from teaching, and continues as a special consultant to the Hoboken Public Schools, funded by the Learn and Serve grant.

Youth participate in monthly field trips to the iris gardens and other educational sites. 27% remain active for the 3 years that they are in Brandt Middle School. 90% of the 4-H members from Brandt join the high school science and environmental club, which Miele also leads. High school students who started as members of the 4-H club are more likely to volunteer for community service, including public speaking to promote their new Emergency Response Team.

### **Accomplishments and Impacts:**

An average of 23 students have registered as 4-H members in this program each year for 6 years.

Youth learn plant science and gardening skills, which can lead to a career in a green industry. They also learn public speaking skills and how to work with people.

One student, who was in the club for five years, received a college scholarship. Another member's mother called Miele to thank him for getting her child involved with the gardening club. She said it has helped with her child's social skills.

The Presby Memorial Iris Gardens recognize the 4-H club for their volunteer service to the display gardens with a graduation party and certificates each year. The program was described in an article in their newsletter, "The Presby Rainbow." The program is included on the Hoboken Public Schools web site, [www.state.nj.us/njded/choice/districts/2210\\_hoboken.htm](http://www.state.nj.us/njded/choice/districts/2210_hoboken.htm)

**Resource Commitment:**

A Learn and Serve America grant and the Hoboken Public Schools fund the program.

**Collaborators:**

Hoboken Public Schools, Brandt Middle School, Essex County Master Gardeners, Presby Memorial Iris Gardens, Essex County 4-H Youth Development Program.

**Contact Person(s):**

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**Base program areas to which this program applies:**

Natural Resources Environmental Management  
Agriculture  
4-H Youth Development

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*New York*

## Meeting the Needs of City Youth Through Collaboration

**Situation:**

Ulster County 4-H has historically had a strong 4-H club program. Various attempts have been made to expand this outreach to two city areas, Kingston and Ellenville, where the club model has had little success. Finding and maintaining volunteers in these areas has been a challenge. Other non-volunteer-based programs have been moderately successful, but not sustainable due to funding issues.

**Program Description:**

As subcontractors on the 21<sup>st</sup> Century Learning Center grant, Ulster County 4-H has been able to provide long-term hands-on activities to both underserved areas. In Kingston, 160 children were reached per week for 35 weeks. The focus was the food system and activities were provided from Ag in the Classroom and Growing With Plants. In Ellenville, two 6-week programs were piloted: Ag in the Classroom and Afterschool Adventures (Discover 4-H). They were well received and there are plans to expand offerings for the next school year.

**Stakeholder Satisfaction:**

In both school districts, the youth have requested the continuation of the programs. Preliminary results from a Kingston school survey suggest that the parents have seen value in the program.

**Accomplishments and Impacts:**

Knowledge gains were measured in several areas of agricultural awareness and nutritional knowledge. The anecdotal impacts have been powerful: a teen amazed at her first taste of a ripe-picked berry, a 10-year-old boy carefully saving the results of his apple taste test so his Mom will know to buy ‘the good stuff,’ and a 12-year-girl giving up her Thermos of soda once she tasted fruit fresh off the farm, just to mention a few.

**Resource Commitment:**

This program is funded by the 21<sup>st</sup> Century Community Learning Center Grant, which is a program of the United States Department of Education. It is a three-year grant. However, plans are already being made to continue and expand the program through monies available from the New York State Department of Education.

**Collaborative Partners:**

The Kingston City School District, The Ellenville School District, and Ulster County BOCES

**Contact Person:**

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**Base program areas to which this program applies:**

Nutrition, Diet and Health  
Agriculture  
4-H Youth Development

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*Washington*

## **WHAT COULD THE 4-H LIVESTOCK PROGRAM LOOK LIKE IN THE 21<sup>ST</sup> CENTURY**

**Situation:**

The vast opportunity for youth to participate in a junior livestock auction has raised a number of management and ethical practices in states across the nation, including Washington State. These practices include undesirable or illegal drugging and unethical fitting and showing techniques. To ensure safe meat produced by 4-H youth, animals need to be free of illegal substances at the market animal show. To guarantee high quality meat youth, parents, volunteers, staff, and faculty will need to demonstrate a change in knowledge, behavior, and attitude. However, before we can change behavior, we must identify the current knowledge and skills of 4-H families and Extension staff.

**Program Description:**

A volunteer leader survey was developed to address quality assurance management and ethical issues in the 4-H livestock market animal program. The survey was administered in one state of each of the USDA's regions. Arizona, Florida, Minnesota, and Pennsylvania were selected as the states that were most like Washington State in terms of demographics. Two counties in each state were surveyed. One county was a rural livestock program and one county was a large suburban county livestock program. The counties were: Maricopa and Pinal, Arizona; Polk and Washington, Florida; Jackson and Olmsted, Minnesota; and Berks and Venango, Pennsylvania.

**Stakeholders Satisfaction:**

One hundred twenty volunteer 4-H leaders and teens were surveyed, and thirty-six county staff, state specialists, and State 4-H Youth Leaders in four states and eight counties were interviewed. All participants were excited about the opportunity to share their livestock quality assurance beliefs and educational programming.

**Accomplishments and Impacts:**

All of the counties surveyed were very pleased with their county 4-H program. Six of the eight counties appreciated the opportunity to learn life skills and acquire new knowledge. In all cases, leaders were very pleased with their county program. Six of the eight counties expressed a desire to get more youth involved in the 4-H program. 4-H leaders in seven counties believed that 4-H livestock exhibits provided public education for their communities and gave 4-H youth an opportunity to show their livestock project to the public. Four of eight counties surveyed believed that the best way to evaluate a 4-Hers experience in 4-H is through the youth's own actions in public speaking, presenting demonstrations, or teaching other youth a project skill. Junior livestock auctions in the counties surveyed ranged in size from 35 to more than 450 animals. More than one-half of the auctions provided a sales opportunity beyond beef, sheep, and swine to market goats, poultry, and rabbits. All eight counties felt that the income and expense feature in the record book was the best way to show youth the animal project was a business. Six of eight counties believed that best way for a youth livestock market show to reflect commercial meat standard would to place greater emphasis on carcass education though carcass contests, ultrasound of animals, meats identification, and judging. Six counties believed that it was important for the Extension Agent and the FFA Advisor to communicate on a personal level and share activities such as judging contests, community service, and the development of mentoring programs, between the two organizations. Most of the adults and teens and all of the counties believed that education was the best way to insure that youth raise a high quality meat product. One-half the counties identified livestock judging as the single best activity to strengthen the meat animal project. Education was the most often identified means of implementing animal quality assurance programs in counties. All counties agreed that judging the animals was the best way to know if youth were producing a quality meat product. Leaders and teens in five of the eight counties said that record books and activities like showmanship, round robin, judging, meats judging, and skillathons were the best method to evaluate a 4-Her meat animal project.

**Resources Commitment:**

Washington State University granted a one-year study leave to study this issue.

**Collaborators:**

Extension Staff, county agents, volunteers and teens, Maricopa and Pinal, Arizona; Polk and Washington, Florida; Jackson and Olmsted, Minnesota; and Berks and Venango, Pennsylvania.

**Contact Person:**

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**Base program areas to which this program applies:**

Agriculture, Leadership and volunteer Development

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**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.**