



# YOUTH LEADING POSITIVE CHANGE IN RURAL AMERICA

## *Volume 3*

YEARS 7-8-9 COMBINED REPORT



**NATIONAL 4-H  
COUNCIL**

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# INTRODUCTION

This report highlights goals, objectives, and achievements from the *Engaging Youth, Serving Community* (EYSC) program as implemented by National 4-H Council September 1, 2008 through August 31, 2011. This program is funded by the U.S. Department of Agriculture and National Institute of Food and Agriculture, under the Rural Youth Development grant award 2008-45201-04715. It included work completed under funding rounds 7-8-9.

EYSC began with a grassroots effort to recognize the 4-H Centennial in 2002. As a result, the *National Conversation on Positive Youth Development in the 21<sup>st</sup> Century* brought together youth and adults in local communities, at the state level and finally in the nation's capital to discuss how to develop a positive future for youth in America's communities. Strategic priorities identified during the National Conversation served as the basis of a new initiative, which allowed land-grant universities (LGUs) to focus 4-H programming in underserved rural communities with a population of 10,000 or less funded through the Rural Youth Development Program.

National objectives for the initiative include the following:

1. Youth will gain the life skills and experience needed to emerge as effective leaders and contributing members of society.
2. Youth and adults will begin to have more positive attitudes toward the roles of youth in communities.

3. Youth and adults will improve their abilities to collaborate with diverse community members to identify local issues and develop strategies for addressing these issues.
4. More opportunities for youth and families in rural communities for positive youth development experiences during out-of-school time.

Beginning in September 2005 through the present, *Engaging Youth, Serving Community* has focused efforts on a Youth in Governance program model conducted through 4-H Cooperative Extension System programs at selected land-grant universities. These projects have been engaging youth in decision-making processes and developing leadership skills by preparing youth, in partnership with their adult leaders, to improve the quality of their rural communities. For rural youth who often experience limited adult and peer interaction, opportunities to develop key relationships with community leaders and cultivate positive friendships within their peer groups are pivotal in maturing their understanding of their role in civic affairs as well as the importance of their contributions. Through *EYSC*, young people are working together with adult leaders to help expand the concept of citizenship in rural communities and build the capacity to involve all members of the communities.

Community forums were an initial step in the process of issue identification, capacity-building, and action preparing both youth and adults for meaningful engagement as community change agents. Other research into community issues included newspaper scanning, interviewing stakeholders, and other methods of gathering data. Leadership teams established collaborations and partnerships in their communities to ensure support and buy-in for creation, implementation, and evaluation of action plans.

## PROGRAM STRUCTURE

Through a competitive process in the initial year (2005), land-grant universities were selected to participate in *EYSC*, including one 1890 institution and one 1994 institution. Each LGU project has been led by a core team of two high school youth and two adults, typically including 4-H staff, responsible for training and supporting local leadership teams in the five community sites identified for project implementation. In turn, each community site identified 5 to 10 adults to work with 20 to 25 high school youth throughout the years, producing a cadre of rural youth and adults trained to conduct community forums as facilitation leaders. Community forums are expected to have an additional 70 to 75 youth and adult participants, not including the local leadership cadres, who also participate in accomplishing the action plans.

Funding has emphasized long-term impact by focusing efforts on a single cohort of LGUs working in the same five rural communities over time. During the 2009 and 2010 program years (*EYSC7* and *EYSC8*), nine land-grant universities completed longitudinal programming in a total of 36 local communities. They were:

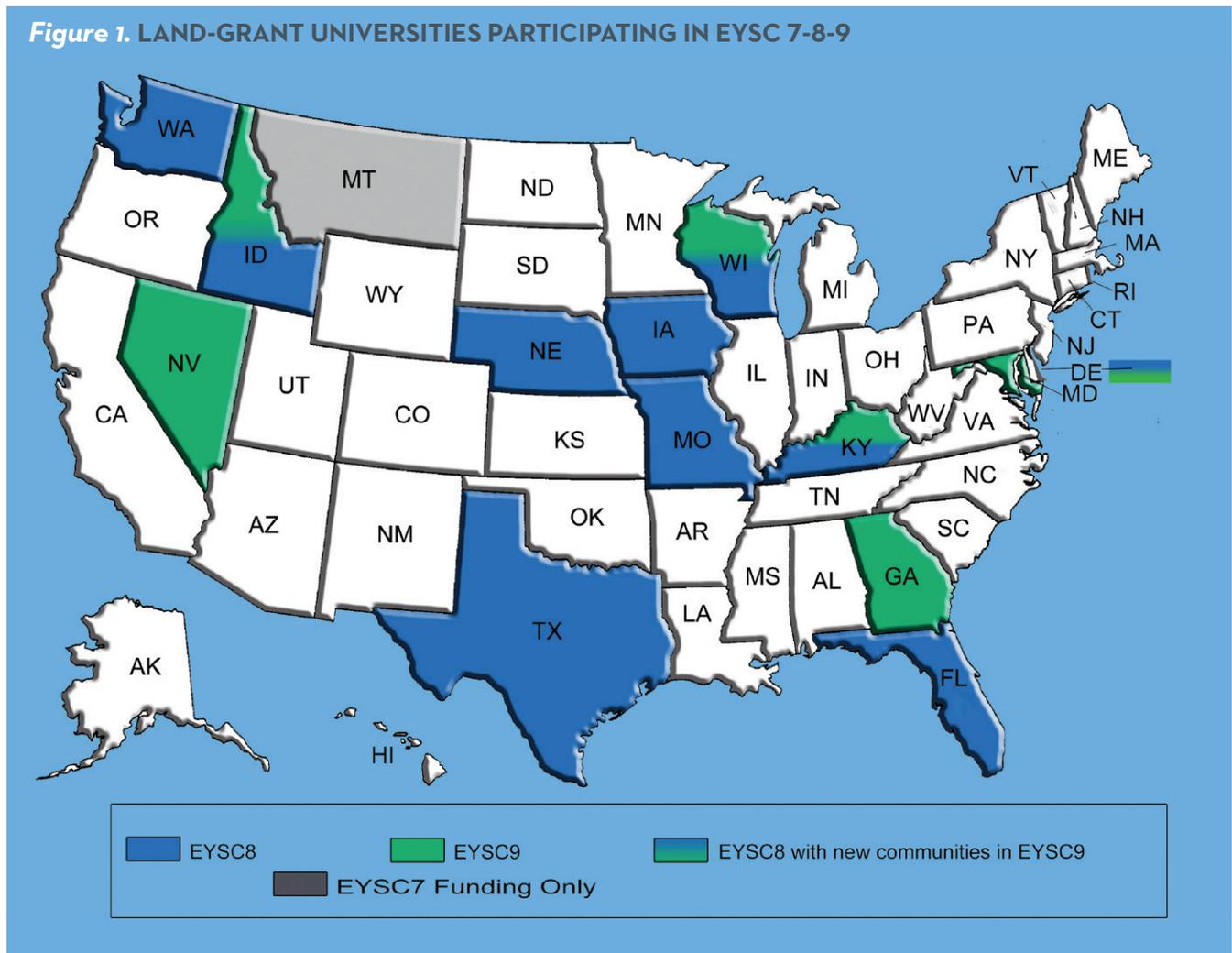
- Blackfeet Community College (*EYSC7* only)
- University of Delaware
- University of Florida
- University of Idaho
- University of Kentucky
- University of Nebraska-Lincoln
- Prairie View A&M University
- Texas A&M University
- University of Wisconsin

Also, during the 2010 program year (EYSC8), a new cohort of land-grant universities was selected through a competitive process to begin longitudinal programming in 19 local communities. They were:

- Iowa State University
- University of Maine
- University of Missouri
- Washington State University

In the 2011 program year (EYSC9), seven additional land-grant universities were selected through a competitive process to round out the cohort and begin longitudinal programming in 52 local communities. They were:

- University of Delaware
- University of Georgia
- University of Idaho
- University of Kentucky
- University of Maryland
- University of Nevada-Reno
- University of Wisconsin



The LGU core leadership teams attended national grantee training, which convened at the National 4-H Youth Conference Center in Chevy Chase, Maryland, February 5-7, 2010 for the four new LGUs and again March 10-13, 2011 for the seven additional new LGUs. A training resource guide, originally developed by a design team of 15 youth and adults in 2005, was revised for the 2010 training and remained the same for the 2011 training. Copies of the guide were provided in English and Spanish. Training topics included:

- Introduction to the Rural Youth Development Program,
- Overview of the Community Capitals model,
- Youth-adult partnerships,
- Meeting facilitation,
- Cultural diversity and inclusion,
- Issue discovery and framing,
- Convening forums and hands-on practice,
- Action planning,
- Team planning, and
- Evaluation and reporting.

Upon completion of their training, LGU teams returned to their respective states to plan and implement *EYSC* workshops for their local leadership teams. Local leadership teams were, in turn, responsible for recruiting additional youth and adult community stakeholders to participate in issues forums and complete action plans. Communities received at least \$2,000 annually to cover forum and action plan implementation expenses for up to five years.

Audiences involved in projects included:

- Youth/adult teams as *leaders* in issue identification, forum facilitation, and action plan development and implementation;
- Youth, adults, and key community policy makers who were *forum dialogue participants*;

- Youth and adult participants recruited during the dialogues or after identification of issues addressed in action plans who were the *community action plan participants*; and
- Youth and adults, part of the overall community, who were *beneficiaries* and the *overall community* impacted by the youth contributions and action plans addressing the community's identified needs.

Led by teams of youth and adults, community members engaged in a process of identifying issues, assessing priorities, and participating in dialogue to determine a single broad topic of concern, which was then framed within the Community Capitals Model developed by the Rural Development Center at Iowa State University. (<http://www.ag.iastate.edu/centers/rdev/pubs/Communitycapitals.pdf>).

This model provides a framework for looking at how improvements in a rural community enhance the assets of that community to make it stronger and more viable. In this project, grantees were required to work to improve at least human and social capital as well as at least one of the five remaining capitals: cultural, financial, built, civic, and natural.

All sites conducted at least one annual public forum, while several held multiple forums to refine information. Following these community dialogues, leadership teams worked to develop and implement action plans with groups of additional youth and adults, including key stakeholders such as public officials, representatives of community organizations, schools, and businesses, along with a wide range of volunteers. Action plans varied as specific communities confronted different issues and had unique resources to address them.



# EVALUATION METHODOLOGY

A national *EYSC* logic model was developed in the fall of 2005 based on the National USDA model developed in collaboration with USDA, National FFA, and Girl Scouts of the USA. The logic model has been the basis of program and evaluation methodologies throughout the term of this award and can be found at [www.4-h.org](http://www.4-h.org). The program was evaluated using a triangulation of data protocol (explained later in this document).

# OVERVIEW OF PROJECT OUTCOMES

Based on the project logic model, the following outcomes are addressed in this report:

**Table 1. PROJECT OUTCOMES**

## Short-term project outcomes

1. Youth and adults gain understanding of the concepts/skills for leadership.
2. Youth and adults, and their communities gain an understanding of Youth in Governance (which includes Youth/Adult Partnerships.)
3. Youth and adults participating in the project understand and begin demonstrating the concepts of inclusivity, pluralism, and diversity.
4. Community provides youth with a variety of positive youth development opportunities.

## Medium-term project outcomes

1. Youth and adults demonstrate leadership skills and competencies.
2. Youth are in authentic decision-making partnerships with adults.
3. Adults are accepting of contributions and role of youth within communities.
4. Youth develop a commitment to community.
5. Youth are invited by community leaders to share their voice, influence, and decision-making skills to take action on issues of public/community concern which impact their lives.
6. Adult community stakeholders have committed resources and changed policies in support of the Youth in Governance investment.
7. Community leaders demonstrate more positive attitudes about youth being actively involved.
8. Projects reflect the diversity of the communities.
9. Trust is established between youth and adults in order to affect community change.

## Long-term project outcomes (based on the Community Capitals Model)

1. Human Capital is expanded:
  - a. Youth have knowledge, skills, abilities and behaviors necessary to lead productive lives.
  - b. Adults have knowledge, skills, abilities and behaviors necessary to assist youth in developing into productive community members.
2. Social Capital is expanded:
  - a. Trust is established between youth and adults in order to affect community change.
  - b. Youth and adults increase their core capacity to improve quality of life within the community.
3. Cultural Capital is expanded:
  - a. Diversity of community is reflected within and engaged as key stakeholders.
4. Civic/Political Capital is expanded:
  - a. Youth are community leaders making decisions and taking action on issues of public/community concern, which impacts their lives.

The report is divided into four major sections: Evaluation of Project Outcomes (short- and medium-term outcomes), Evaluation of Community Project Achievement to Expand Community Capitals (long-term outcomes), Evaluation of Project Outputs, and Success Stories.

# OUTCOME MEASURES

This section provides a description of the outcome measures and protocol used by the participants; then the findings are presented, organized by outcomes.

Two instruments were used as the primary sources of information related to project outcomes: the *Leadership Skills Post-then-Pre Survey* and the *Observation of Project Outcomes* instrument. These two instruments are described below in terms of their appropriateness as measures of the project outcomes and the specific outcomes measured by each. Additionally, the protocol used by project participants for collecting and reporting data is discussed.

## LEADERSHIP SKILLS POST-THEN-PRE SURVEY

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For youth and adult participants, skills, experience and confidence were measured using the *Leadership Skills Post-then-Pre Survey*. This survey was based on one originally developed as part of the revised version of the self-report Personal Skill Assessment Guide in the 4-H Curriculum, *Leadership Skills You Never Outgrow, Book III*, and was revised by Blackwell (1990). During a pilot test using 4-H members, Blackwell estimated the reliability of the instrument using Cronbach's alpha at .9457. A correlation procedure was used to establish construct validity for the instrument. Scores on the instrument can range from 0 to 45.

The instrument is recognized as a suitable measure of general leadership skills (see e.g., Newman, Holder, & Wilkinson, 2006). This survey design was first implemented under EYSC4 in an effort to consistently capture valid data from youth and adults and to lessen the data collection burden, a concern expressed by land-grant universities/sites (and proposal reviewers) in previous years. The method, called "post-then-pre" or "retrospective pre" is an accepted (sometimes preferred) method

of collecting evaluative data (Klatt & Taylor-Powell, 2005). The post-then-pre design is a popular way to assess learners' self-reported changes in knowledge, awareness, skills, confidence, attitudes or behaviors. It takes less time, is less intrusive and, for self-reported change, avoids pretest sensitivity and response shift bias that results from pretest overestimation or underestimation. A copy of this instrument is available at <http://eci.ext.msstate.edu/forms9.htm>.

The *Leadership Skills Post-then-Pre Survey* also measured activities using several questions added to the Blackwell instrument. These questions were based on instruments from Seevers and Dormody (1995) and Mueller (1989).

This survey provided information related specifically to Short-term Outcome 1. Some information regarding Short-term Outcomes 2 and 3 is also taken from responses to items on this instrument.

## OBSERVATION OF PROJECT OUTCOMES INSTRUMENT

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Each year, each project site was asked to select four individuals to complete the *Observation of Project Outcomes* instrument: one adult and one youth from the leadership team, one adult who participated but was not on the leadership team, and one parent of a youth participant who was not on the leadership team. This instrument simply asked participants to indicate whether they accomplished the outcomes as stated in the project proposals and to provide details through comments about their results. It provides information on *Short-term Outcomes 1 through 4*, *Medium-term Outcomes 1 through 9*, and *Long-term Outcomes 2 through 4*. Further information can be found in *Outcomes and Data Sources* (Table 2), starting on page 8.

# PROTOCOL

Project staff received a protocol for collecting and reporting outcome data (see Appendix D for the most recent version). The *Leadership Skills Post-then-Pre Survey* was to be given to all youth and adult volunteers participating in the project at the intensive engagement level. Intensive engagement is defined as participants contributing at least eight hours per month for at least six months on training, planning and conducting a forum and the resultant action plan. Less intensive or casual participants are engaged in implementing action plans for at least five hours per month for four months. For the *Observation of Project Outcomes* instrument, project staff were required to select four respondents from each community served, as detailed in the previous section.

The responsibility for obtaining Institutional Review Board (IRB) approval for data collection rested with the local projects. Since data were collected locally, no single institution would approve the project as a whole. The protocol included tools designed to help local sites negotiate the IRB approval process, including a permission request letter template for localizing by local project staff to send to parents of youth less than 18 years old. Using the train-the-trainer model, training in evaluation protocol was provided to state principal investigators by Dr. Michael Newman and Dr. Donna Peterson, lead evaluators for evaluation contractor Mississippi

State University, via the face-to-face trainings initially and then via conference calls. The state principal investigators then trained local project staff.

Data from the *Leadership Skills Post-then-Pre Survey* and the *Observation of Project Outcomes* instrument were collected at the end of the project and entered by local site staff into the national Extension Cares Initiative (ECI) database. The ECI database was developed to provide a place for local extension faculty/staff to enter information about children and youth programming. The database is a powerful, complex Oracle® system. A helpdesk operator at Mississippi State University provided assistance when local site personnel were ready to set up their computers to work in the system, enter data, and obtain reports. A computer programmer maintained the ECI system, created necessary reports to be retrieved from the database, and updated the website when instruments and protocols were updated.

The protocol, parental permission forms, surveys, and reporting templates can be seen at <http://eci.ext.msstate.edu/forms9.htm>.

Table 2 contains a summary of the program outcomes matched with the data sources used to collect information about the indicators for each outcome.

<b>Short-term project outcomes</b>	<b>Data source for indicators</b>
1. Youth and adults gain understanding of the concepts/skills for leadership.	<ul style="list-style-type: none"> <li>Leadership Skills Post-then-Pre Survey</li> <li>Observation of Project Outcomes Instrument, q6</li> </ul>
2. Youth and adults, and their communities gain an understanding of Youth in Governance (which includes Youth/Adult Partnerships.)	<ul style="list-style-type: none"> <li>Leadership Skills Post-then-Pre Survey, q17-21</li> <li>Observation of Project Outcomes Instrument, q5</li> <li>Year-End Output Measures Report, activities &amp; community issues data</li> </ul>
3. Youth and adults participating in the project understand and begin demonstrating the concepts of inclusivity, pluralism, and diversity.	<ul style="list-style-type: none"> <li>Leadership Skills Post-then-Pre Survey, q16</li> <li>Observation of Project Outcomes Instrument, q2</li> </ul>
4. Community provides youth with a variety of positive youth development opportunities.	<ul style="list-style-type: none"> <li>Observation of Project Outcomes Instrument, q3</li> <li>USDA Year-End Output Measures Report, resources leveraged (cash &amp; in-kind) data</li> </ul>

Medium-term project outcomes	Data source for indicators
1. Youth and adults demonstrate leadership skills and competencies	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q6</li> </ul>
2. Youth are in authentic decision-making partnerships with adults.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q7</li> <li>• USDA Year-End Output Measures Report, activities data</li> </ul>
3. Adults are accepting of contributions and role of youth within communities.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q1</li> <li>• USDA Year-End Output Measures Report, collaboration data</li> </ul>
4. Youth develop a commitment to community.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q4</li> </ul>
5. Youth are invited by community leaders to share their voice, influence, and decision-making skills to take action on issues of public/community concern which impact their lives.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q5</li> <li>• USDA Year-End Output Measures Report, resources leveraged (cash &amp; in-kind) data</li> </ul>
6. Adult community stakeholders have committed resources and changed policies in support of the Youth in Governance investment.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q8</li> <li>• USDA Year-End Output Measures Report, resources leveraged (cash &amp; in-kind) data</li> </ul>
7. Community leaders demonstrate more positive attitudes about youth being actively involved.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q1</li> </ul>
8. Projects reflect the diversity of the communities.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q2</li> </ul>
9. Trust is established between youth and adults in order to affect community change.	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q9</li> </ul>

Long-term project outcomes	Data source for indicators
1. Human Capital is expanded: <ol style="list-style-type: none"> <li>Youth have knowledge, skills, abilities and behaviors necessary to lead productive lives.</li> <li>Adults have knowledge, skills, abilities and behaviors necessary to assist youth in developing into productive community members.</li> </ol>	<ul style="list-style-type: none"> <li>• Year-End Community Action Project Accomplishment Report, community capitals addressed data</li> </ul>
3. Social Capital is expanded: <ol style="list-style-type: none"> <li>Trust is established between youth and adults in order to affect community change.</li> <li>Youth and adults increase their core capacity to improve quality of life within the community.</li> </ol>	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q9</li> <li>• Year-End Community Action Project Accomplishment Report, community capitals addressed data</li> </ul>
3. Cultural Capital is expanded: <ol style="list-style-type: none"> <li>Diversity of community is reflected within and engaged as key stakeholders.</li> </ol>	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q2</li> <li>• Year-End Community Action Project Accomplishment Report, community capitals addressed data</li> </ul>
2. Civic/Political Capital is expanded: <ol style="list-style-type: none"> <li>Youth are community leaders making decisions and taking action on issues of public/community concern, which impact their lives.</li> </ol>	<ul style="list-style-type: none"> <li>• Observation of Project Outcomes Instrument, q6</li> <li>• Year-End Community Action Project Accomplishment Report, community capitals addressed data</li> </ul>



# EVALUATION OF SHORT-TERM PROJECT OUTCOMES

Findings for short-term outcomes are provided in this section; data for assessing these outcomes was provided through the LGUs which participated in *EYSC7*, *EYSC8* or *EYSC9*.

## 1) SHORT-TERM OUTCOME 1 (Knowledge/Skill Development)

Each year, youth and adults who intensively participated at the state or local level reported their leadership skills from before and after the *EYSC* project using the *Leadership Skills Post-then-Pre Survey* previously described. Given that leadership skills are a key component of *EYSC* projects, data are presented for all land-grant universities participating in *EYSC7* through *EYSC9* regardless of the length of time funded.

On each of the 16 questions, the youth/adults consistently reported an increase in skill levels. On the scale as a whole, the results went from an overall mean of 1.83 to 2.06 on the 0 to 3 scale on the pretest questions to an overall mean of 2.35 to 2.47, respectively, on the post-test questions. For mature *EYSC* projects (those in years 4 and 5 of funding), the overall pretest means of 1.81 and 1.87 increased to 2.43 and 2.46 at posttest, respectively.

All results were statistically significant at the .001 level for all years. The overall results were consistent across the land-grant universities and across years as seen in Table 3 where pretest and posttest means

are reported by participating land-grant universities. This consistency is not unexpected given that youth participants rotated in and out of the program as they aged and/or graduated.

**Table 3. LEADERSHIP SKILLS LAND-GRANT UNIVERSITY COMPARISON FOR EYSC7-9**

State (# of responses in each column)	EYSC7 (Y4) Means		EYSC8 (Y5) Means		EYSC8 (Y1) Means		EYSC9 (Y1/Y2) Means	
	Pre	Post	Pre	Pre	Pre	Post	Pre	Post
Delaware (n = 36, 50, --, 7)	2.18	2.62	2.01	2.51	--	--	2.05	2.41
Florida (n = 200, 128, --, --)	1.83	2.39	1.79	2.54	--	--	--	--
Georgia (n= --, --, --, 32)	--	--	--	--	--	--	1.68	2.39
Idaho (n = 40, 70, --, 57)	1.73	2.43	1.71	2.26	--	--	1.87	2.30
Iowa (n = --, --, 83, 32)	--	--	--	--	1.94	2.32	1.88	2.42
Kentucky (n = 16, 22, --, 28)	2.20	2.77	2.11	2.64	--	--	2.06	2.58
Maine (n = --, --, 12, 54)	--	--	--	--	2.33	2.53	1.59	2.11
Maryland (n= --, --, --, 26)	--	--	--	--	--	--	1.39	2.19
Missouri (n = --, --, 34, 33)	--	--	--	--	1.89	2.42	1.91	2.44
Nebraska (n = 67, 80, --, --)	1.65	2.16	1.55	2.13	--	--	--	--
Nevada (n= --, --, --, 6)	--	--	--	--	--	--	2.04	2.49
Texas (n = 147, 187, --, --)	1.62	2.41	1.68	2.53	--	--	--	--
Washington (n = --, --, 27, 36)	--	--	--	--	2.09	2.59	1.94	2.43
Wisconsin (n = --, 25, --, 60)	--	--	1.84	2.40	--	--	2.02	2.40
National Totals (n = 506, 562, 156, 371)	1.87	2.46	1.81	2.43	2.06	2.47	1.83	2.35

Note: t-test probability < 0.01 (all pretest and posttest means are significantly different, with the exception of Maine in EYSC8)

Table 4 presents the results for each question on the *Leadership Skills Post-then-Pre Survey*. The items where the participants in initial years of their EYSC projects reported the most improvement were “I can organize a group activity,” “I can lead group discussions,” “I can identify resources,” “I can plan programs,” and “I can evaluate programs,” all of which had improvement of at least .48 from pre-to-post. The items where participants improved the least were “I can work as a team member,” and “I can meet with others,” both of which were areas where participants came into the project with good skills. Still, the participants reported an improvement of at least .24 from pre-to-post on these two skills.

Among mature projects, the most improvement was seen in the items, “I can organize a group activity,” “I can lead group discussions,” “I can speak before a group,” “I can plan programs,” and “I can evaluate programs.” Means on these items improved at least .73 from pre-to-post. For this group as well, the least improvement was seen in “I can work as a team member,” and “I can meet with others.” Pre-test scores on these two items were the highest of all items; however, participants reported an increase of at least .66 on these skills.

**Table 4. LEADERSHIP SKILLS POST-THEN-PRE SURVEY**

Skill	EYSC7 (Y4)			EYSC8 (Y5)			EYSC8 (Y1)			EYSC9 (Y1/Y2)		
	Pretest Mean	Posttest Mean	Mean Difference	Pretest Mean	Posttest Mean	Mean Difference	Mean Difference	Posttest Mean	Mean Difference	Pretest Mean	Posttest Mean	Mean Difference
1. I can organize a group activity.	1.62	2.35	0.73	1.61	2.38	0.77	1.79	2.30	.51	1.69	2.31	.62
2. I can organize information.	1.72	2.36	0.64	1.78	2.41	0.64	2.02	2.43	.41	1.85	2.34	.50
3. I can establish time use priorities.	1.61	2.26	0.65	1.65	2.35	0.70	1.89	2.32	.43	1.72	2.25	.53
4. I can lead group discussions.	1.64	2.30	0.66	1.62	2.37	0.75	1.85	2.36	.51	1.65	2.28	.63
5. I can evaluate programs.	1.52	2.20	0.68	1.43	2.15	0.73	1.64	2.24	.60	1.41	2.05	.64
6. I can work as a team member.	2.23	2.73	0.50	2.06	2.71	0.66	2.39	2.68	.29	2.32	2.71	.39
7. I can speak before a group.	1.73	2.41	0.68	1.71	2.46	0.75	2.05	2.45	.40	1.78	2.32	.54
8. I can keep written records.	1.62	2.24	0.61	1.67	2.32	0.65	1.75	2.23	.48	1.69	2.20	.50
9. I can see things objectively.	1.76	2.35	0.59	1.72	2.36	0.64	1.97	2.42	.45	1.82	2.30	.48
10. I follow a process to make decisions.	1.81	2.44	0.63	1.73	2.42	0.68	1.90	2.36	.46	1.86	2.36	.50
11. I can plan programs.	1.59	2.30	0.70	1.63	2.38	0.75	1.76	2.26	.50	1.64	2.23	.58
12. I can identify resources.	1.68	2.31	0.63	1.63	2.32	0.70	1.81	2.29	.48	1.72	2.27	.55
13. I can share new ideas with others.	2.01	2.59	0.58	1.94	2.60	0.66	2.18	2.56	.38	2.11	2.60	.49
14. I can teach others.	1.87	2.50	0.63	1.81	2.58	0.77	2.12	2.44	.32	1.95	2.46	.51
15. I can meet with others.	2.02	2.55	0.53	1.97	2.66	0.69	2.39	2.63	.24	2.17	2.59	.42
16. I can relate to people from other cultures and backgrounds.	1.92	2.47	0.55	1.95	2.60	0.65	2.13	2.45	.32	1.92	2.37	.45
Overall	1.78	2.40	0.62	1.74	2.45	0.71	1.98	2.39	.41	1.83	2.35	.52

## 2) SHORT-TERM OUTCOME 2 (Understanding of Youth in Governance)

Participants’ understanding of youth in governance principles, including youth/adult partnerships, was measured via data gathered in three methods: the *Leadership Skills Post-then-Pre Survey*, the *Observation of Project Outcomes* instrument, and the *Year-End Output Measures Report*. The latter is a report template issued by the National Program Leader, USDA, for the principal investigator from each sub-grantee to supply a summary of output data such as participation demographics, collaboration numbers and value-added information.

The *Leadership Skills Post-then-Pre Survey* also had five questions related to the activities of the youth and adults during the project. Participation in these activities was a strong indicator of understanding of the youth in governance principles

the project hoped to instill. Overall the percentage of respondents indicating they agreed or strongly agreed with the activity statements ranged from 76.4% to 96.8%. In some cases, agreement was slightly lower in the young projects compared to the mature projects. For example, on the item, “I planned learning activities,” projects in the first year or two of funding reported agreement of 76% and 78%, while the mature projects reported agreement by nearly 78% and 84%. A high percentage of youth/adults reported participating in the major activities of the project and developing personally as a result. Therefore, it can be concluded that the activities determined by the youth/adult partnerships to solve community problems developed strong leadership skills during the project. This conclusion is supported by results presented in Table 5.

**Table 5. LEADERSHIP ACTIVITIES QUESTIONNAIRE FREQUENCIES OF RESPONSES**

Question	EYSC7 (Y4)	EYSC8 (Y5)	EYSC8 (Y1)	EYSC9 (Y1/Y2)
	Percent A or SA*			
17. I taught others.	86.6	88.8	92.7	85.5
18. I acted as a mentor to others.	79.2	84.5	85.4	80.8
19. I planned learning activities.	78.0	83.8	78.1	76.4
20. I am more confident in helping others.	94.4	96.8	93.4	95.2
21. I am more confident in myself overall.	93.0	96.5	91.4	91.1

\*Percent of respondents reporting “agree” or “strongly agree.”

Question five on the *Observation of Project Outcomes* instrument related to understanding youth in governance. The primary means of relating youth in governance principles to the participants was through the identification of community issues

and assets. This was analyzed primarily by using answers to the following question: Did youth and adults learn how to identify community issues and assets while participating in the project?

*Note: only land-grant universities which started programming in EYSC8 and EYSC9 are represented in quotes for the rest of the short-term outcomes section.*

## DID YOUTH AND ADULTS LEARN HOW TO IDENTIFY COMMUNITY ISSUES AND ASSETS WHILE PARTICIPATING IN THE PROJECT?

The results were definitive, with 92% of youth and adults in EYSC8 and 96% of youth and adults in EYSC9 answering 'yes' to this question. Some comments included:

"Yes, youth and adults learned how to identify community issues and assets while participating in the project. Youth and adults worked together brainstorming ideas and pinpointing problem areas in their community, during two town hall meetings. The result of this collaboration was that education was an area that needed to be focused on."

"The walking tour was a neat experience for the boys. They were able to meet and interact with others in their community. The kids seemed to really enjoy meeting others and strategizing on different ideas to help make the community a better place for teens."

"Brainstorm with each other and researching helped identify issues. Contacting different community leaders let us know what assets were available."

"Youth took part in a process to identify issues that they see in their community. They also mapped stakeholders in the issue of poor water quality in the lakes."

"The community forum brought people together to share ideas and information. The youth used the capital of the community to collect information, make informed decisions, evaluate options, use resources locally and complete tasks."

"Whenever we worked with a community to discover and develop a project, we usually began by working to identify issues within the community with a brainstorming session. We then set about coming up with a project to combat the issue. We also did a mapping exercise to see how the actions taken affect the different aspects of community such as human capital."

"Students interviewed teachers and classmates to identify unmet needs in the school population. This resulted in development of S Club's Food Closet project. Their goal is to stock emergency lunches, snacks for tutoring students and hygiene products at the high school for high school students."

Additionally, information from the *Year-End Output Measures Report* under youth activities and community issues supported the observation that youth and adults, and their communities, gained an understanding of youth in governance and the youth/adult partnership model as evidenced in the following quotes.

"Youth and adults brainstormed issues they felt the community had as well as working with other agencies and community groups to choose a service learning project. By working together the team was able to develop a strong, beneficial service learning project."

"Yes, I think the lines of communication are now open. I think both groups learned it must be a partnership. That working together can accomplish a lot."

"Through our Town Hall meeting and the surveys taken at a youth day in Emmett, our team of adults and youth really got a round "picture" of what people in our town need."

"Several new partnerships were created through consistent committee meetings that involved both professionals and youth."

"Youth and adults are getting really great at looking at things that are pressing issues and trying to brainstorm ways that we can incorporate them in to our program. The youth have been great support in providing information regarding issues they face in their lives."

### 3) SHORT-TERM OUTCOME 3 (Concepts of Inclusivity, Pluralism, and Diversity)

Question 16 from the *Leadership Skills Post-then-Pre Survey* related directly to this outcome. As shown previously in Table 4, participants reported an improvement on this skill of .32 in *EYSC8* and .45 in *EYSC9* on a 0-to-3 scale. Much more information about this topic, however, was collected via the *Observation of Project Outcomes* instrument where Question 2 focused specifically on this outcome (as well as Medium-term Outcome 8). Responses showed the commitment to, and difficulty found, in achieving real diversity in project participants.

#### HAS THE PROJECT REFLECTED THE DIVERSITY OF THE COMMUNITY?

In *EYSC8*, 92% of respondents answered 'yes' to this question, while in *EYSC9*, 86% responded 'yes.' Sites described diversity in various ways: ethnic, racial, age, sex, income, education, and community groups.

"This project has allowed youth, adults, and seniors from very different social and economic classes to come together to help improve part of the community. Everyone was welcomed and invited to come give back. It has been a wonderful opportunity for everyone to be more understanding and appreciative of one another."

"The project reflects the ethnic and racial groups of the community - 1 adult Native American, 1 adult Hispanic of the 30 or so adults involved and 1 Native American youth and 2 Latino youth of the 40 or so youth involved."

"Has engaged the Caucasian community, Latino community and the Native American community within the school. All people show interest and excitement for the group."

"I saw diversity in ages, gender, areas of the community, volunteers to business. We are not very diverse in cultural background. The team works to include all."

"I was involved in the Community Garden project and the project included members from different socio-economic levels, age, gender, and physical abilities. The youngest participant was 5 years old and oldest was 73 years of age."

"There really are not many different ethnic or racial groups in our community but in a different sense I think our project has brought diverse populations together. Many of our group are homeschooled and do not spend time at all with public schoolers. This project has brought together homeschooled and public schooled kids of all ages together. It has also incorporated our community seniors, who have not worked alongside teens."

"Each of the projects remains about as diverse as they were at the start. While none of the rural communities have much racial/ethnic diversity, core teams have maintained good diversity in terms of age, intergenerations, and socio-economic status of youth/adults. Youth with learning disabilities, foster care teams, and sheltered workshop employees were all involved in 2011 projects, as core team members, volunteers, or beneficiaries."

## 4) SHORT-TERM OUTCOME 4 (Positive Youth Development Opportunities)

This outcome was measured using the *Observation of Project Outcomes* instrument, Question 3:

### HAS THE COMMUNITY SEEN AN INCREASE IN OPPORTUNITIES FOR YOUTH TO BE INVOLVED IN POSITIVE YOUTH DEVELOPMENT ACTIVITIES AS A RESULT OF THE PROJECT?

Eighty-three percent (83%) of respondents in EYSC8 and 81% of respondents in EYSC9 answered positively to this question. Numerous programs were identified. Examples included afterschool clubs, food drives, partnerships with other groups, community beautification projects, camps, dances, and community board service. The high percentage of positive responses gave a strong indication that the projects are providing a basic component in positive youth development – interaction with a caring adult. Some of the comments that demonstrate this include:

“Students have begun participating in recycling and the local bird city project. More and more students are joining community based activities and clubs. Success of EYSC has, I believe, sparked interest in the community.”

“The major increase has happened around the one-acre garden. Youth are encouraged to volunteer in service with the garden or trail network. Each year older students who graduate from the service-learning project choose to stay involved and increase the number of youth participating in service with the school and community.”

“In the beginning the students enrolled in the Ag classes were the only group to help pack up the brown bags and deliver them to the elementary school each week. Currently, other student groups have come on board and are helping with this project.”

“In Oregon County, teens can volunteer their time to help mentor younger children. In Polk County they hosted a robotics training day for youth to come out for a safe fun-filled session. In Dade County the youth can help with the community garden. In general the planning and running of the project occupies youths’ time in a positive way.”

“Since the first year of the GOT Farms project, the Bethel-Area Non-Profit Collaborative (BANC) group, which represents several local non-profits, has invited GOT Farms students, as well as other Telstar Middle and High School students, to be involved in local collaborative forum events. We have seen an increase in student participation at these events as well as adult enthusiasm for their presence. At these forums, students are involved in dialogues with adults about improving the greater community, and these dialogues often result in fruitful collaborations. In the first year of the forum, a few Telstar students from GOT Farms were invited. By the second year of the forum, the BANC had recruited more students and the event included roughly half students and half adults...”

“The City of Summerville Mayor and City Manager have allowed the youth leaders to be in charge of seasonal displays and decorations in downtown. The Chattooga County Commissioner has included 4-H members in the new leadership Chattooga program which targets leadership with the school systems.”



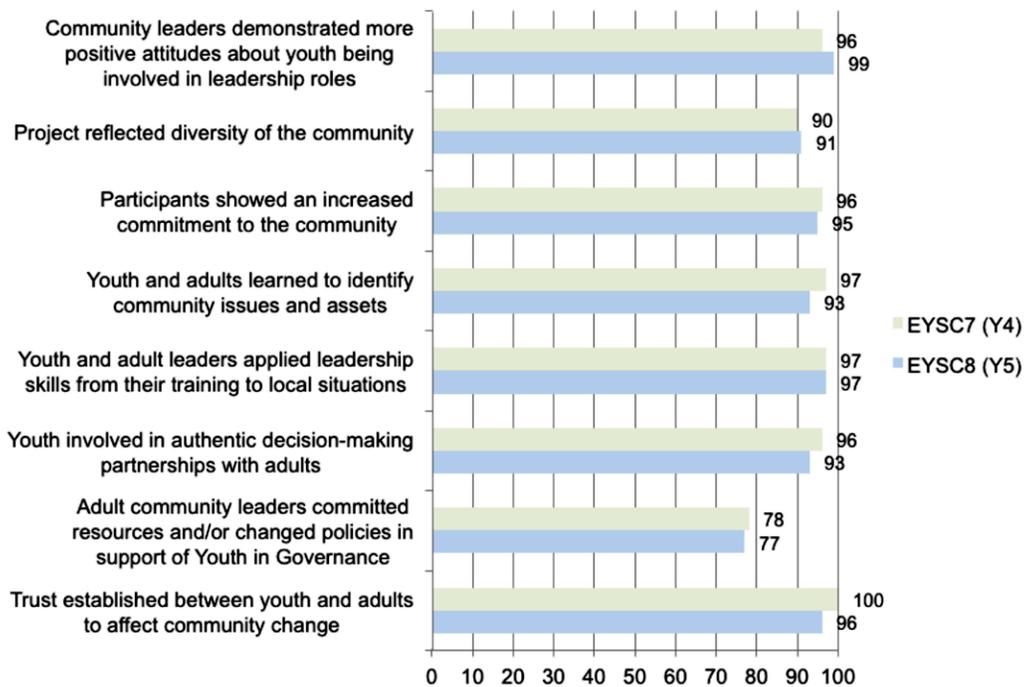
# EVALUATION OF MEDIUM-TERM PROJECT OUTCOMES

Medium-term outcomes are reported for *EYSC7* (Y4) and *EYSC8* (Y5) land-grant universities only; land-grant universities in Year 1 of funding during *EYSC8* or Years 1 or 2 in *EYSC9* were not at a point where medium-term outcomes could be demonstrated.

The results indicated that the sites accomplished the expected medium-term outcomes of the project logic model at a high rate. For the outcomes expected in the project, the rates of accomplishment ranged from a low of 77% (Have adult community leaders committed resources and/or changed policies in support of the Youth in Governance investment?) in *EYSC8* to a high of 100% (Has trust been established between youth and adults in order to affect community change?) in *EYSC7*. Specific results for each question are given in Figure 2.

Figure 2.

## PERCENTAGE OF “YES” RESPONSES TO MEDIUM- AND LONG-TERM PROJECT OUTCOMES QUESTIONS



In addition to answers to the yes/no questions, respondents were asked to make comments or give examples to show how the outcomes were met.

### HAVE COMMUNITY LEADERS DEMONSTRATED MORE POSITIVE ATTITUDES ABOUT YOUTH BEING ACTIVELY INVOLVED IN LEADERSHIP ROLES IN THE COMMUNITY?

In EYSC7, the response was 96% positive, while in EYSC8, it was 99% positive. Thus, it is clear that changes in communities have been happening. For example:

“The leaders are listening to the youth and using several of the(ir) ideas to improve the town.”

“Our board of education has created a committee of all our student leaders K-12 to gain a better understanding of their perspective.”

“Sponsorships have increased throughout the years as business leaders see the positives in (the) youth.”

“Our church leaders have made a special effort to invite youth to serve in leadership roles and on committees.”

“The Mayor and Properties Director are extremely willing to meet and discuss issues with the core group and cooperate with them. The youths’ comments are listened to, discussed and treated with respect and focus. They speak very positive of the group in any public forum and city council meetings.”

“Community leaders are approaching the youth more actively looking for help.”

## HAS THE PROJECT REFLECTED THE DIVERSITY OF THE COMMUNITY?

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Approximately 90% of respondents in both *EYSC7* and *EYSC8* answered 'yes' to this question. These mature projects also defined diversity in a variety of ways as evidenced in the following quotes:

"The project has included a cross section of the community-African Americans, Anglo-Americans, and Hispanics. All age groups have been involved from elementary (age) to 75 years of age. Both men and women are participating."

"(Our community has) a large minority of Hispanics ... We print all of our posters and flyers in both English and Spanish to invite all."

"The project includes both diversity in race and socio-economic groups on participants and recipients."

"This project has involved the churches of different religions backgrounds including Seventh Day Adventist, Baptist, Church of Christ, Methodist, and Catholics."

"Our healthy lifestyle project has provided many opportunities for collaboration with a variety of groups within the community. Each of these collaborations has provided an outreach of people of different age groups, races, gender, and physical abilities."

"The groups we reach are varied in age, race, gender, physical ability, as well as mental ability."

"People with special needs and disabilities were also included in the discussions and design."

## HAVE PROJECT PARTICIPANTS (YOUTH AND ADULTS) SHOWN AN INCREASED COMMITMENT TO THE COMMUNITY AS A RESULT OF THE PROJECT?

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Clearly, respondents felt almost total commitment to their communities as a result of this project with 96% of *EYSC7* and 95% of *EYSC8* respondents answering yes to the question. Respondents indicated that youth are taking more initiative, serving beyond their traditional 4-H club programs, and working with more school and community groups, churches, and youth organizations.

"Both youth and adults are now asking how they can help out with community projects. They are looking for ways to serve."

"Youth have more confidence in voicing their ideas, presenting projects, and making commitments in the community due to the support they have received from others. Thus there is a 'community attitude' that is demonstrated on a regular basis from the youth and adults. This spurs on the desire to get involved and help even more."

"The leaders have made themselves more accessible so that they can be reached if we have any questions. A lot of youth have made a commitment to schedule other things around the project and they will give up social activities to come in and be a part of it."

"Because of their exposure through the forum other community groups have stepped up and asked for the students to participate in their events, which has given the kids more ownership in their community."

"The youth increased their attendance at city council meetings and are becoming involved in other city meetings related to improving the community."

## DID YOUTH AND ADULTS LEARN HOW TO IDENTIFY COMMUNITY ISSUES AND ASSETS WHILE PARTICIPATING IN THE PROJECT?

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Nearly all (97%) of EYSC7 respondents and 93% of EYSC8 respondents answered 'yes' to this question, indicating that this skill had been developed. The following quotes from mature projects provide examples of how this skill was used.

"The National Issues Forum allowed for anyone involved to have a voice while providing everyone the ability to identify issues that could be worked on to make our community better. The follow up events allowed youth to work on helping with a problem that was identified during the issue forum discussion."

"Through the community collaborations, youth and adults have learned to pinpoint the unique needs of our community. These needs were determined through town hall style meetings and networking with a variety of community groups."

"Participating in EYSC has helped members to look beyond what is being said in the media to the root of the problem (childhood obesity), make a plan to educate the people who can do something about the issue, and put the plan in action."

"As a whole, the adults and youth learned to collaborate and brainstorm to discover and develop assets both intellectual and physical within our community. Through this approach we are identifying the areas of greatest need and allocating resources in a thrifty and effective way."

"We worked together to identify issues. This was done by holding a forum with people in the community expressing concerns and benefits to the community."

## DID THE YOUTH AND ADULT LEADERS APPLY LEADERSHIP SKILLS FROM THEIR TRAINING TO LOCAL SITUATIONS?

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Again, nearly all (97%) of respondents in both EYSC7 and EYSC8 replied with a "yes" indicating that the participants have applied the skills learned from their training to local situations. Examples below show the types of skills being used in their local projects and other settings.

"The youth are taking their leadership training from these projects and are applying those skills to decision making in other organizations, as well as other areas of their lives."

"Leadership skills are taught by youth and adults working side by side to accomplish a common goal. These leadership skills were demonstrated in a variety of ways through many projects and activities."

"The adults learned to guide the students without doing the assignments themselves."

"Youth have stepped to the plate in a variety of leadership roles with adults providing guidance to the youth."

"They have become better at leading discussions and more sensitive to those in need. They also are willing to allow others to help them because they realize that everyone has something to offer."

"Some of the youth are using their leadership skills in their churches to help out with Sunday school. They are using their skills to assist the adults. Youth and adults get together now to help the community (particularly the elderly). Middle and high school youth have taken more of the lead in this."

## ARE YOUTH INVOLVED IN AUTHENTIC DECISION-MAKING PARTNERSHIPS WITH ADULTS?

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In *EYSC7*, 96% of respondents answered ‘yes’ to this question, while in *EYSC8*, 93% answered ‘yes.’ Thus, it is clear that the adults recognize the youth as being valuable contributors to their communities. Some examples of responses to this question include:

“(W)e have brainstorming meetings where both youth and adults sit down at a table and throw out tons of ideas. Then we’ll go through each idea and identify pros and cons...Finally we vote or talk about it and decide by consensus.”

“Youth and adults make decisions together regarding what activities we will have. The group is youth-led. Adults provide supervision and encouragement and help with resources.”

“(Y)outh in our communities partner with adults... when making many types of decisions concerning activities, assets, time and planning. These include camp and retreat planning, the park improvements through *EYSC*, public service announcements against alcohol, drugs and tobacco and for safe driving.”

“I see more and more that adults in leadership are turning to our youth for input on decisions in the community.”

“Youth are given several opportunities to share their opinions and ideas with adults for help to change them into actions. Youth and adults get together regular to share ideas and enact them frequently.”

## HAVE ADULT COMMUNITY LEADERS COMMITTED RESOURCES AND/OR CHANGED POLICIES IN SUPPORT OF THE YOUTH IN GOVERNANCE INVESTMENT?

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This outcome was definitely the hardest for the community sites to achieve with approximately 77% of the mature projects answering positively to this question. It is encouraging that, even though accomplishing this outcome represents a very high level of response to the program, resources have been committed to a significant number of projects. Policy change is less common, however.

“Policies for a number of local government and school councils have been changed to allow participation of youth in decision making. Our Superintendent allows a group of high school students to mentor him about the needs of the school district and the performance of the faculty.”

“Yes, we have had many adults and business owners donate money to us. We have also had business owners donate such things as paint, trees, flowers and donations for equipment.”

“Our County Commissioners have been very supportive. Because of their involvement in the community, they provided a van to transport youth to events.”

“I didn’t think the county gave us money but they did let us have time and made a proclamation to support the ‘Prevent Underage Drinking’ program. The police gave time and helped us with the program as well.”

“Extension homemakers assisted in packing, donating funds, donated canned goods. The local Jaycees have offered assistance through financial support. The Masons offer a storage space and extra money if we need to purchase additional items for the backpacks.”

“The City of Crete is working with us to write grants and seek financial support for the trail. Crete City Council supplied manpower to install light poles and electricity for the lighted pathway.”

## HAS TRUST BEEN ESTABLISHED BETWEEN YOUTH AND ADULTS IN ORDER TO AFFECT COMMUNITY CHANGE?

This outcome is considered both a medium-term and a long-term outcome. Establishing trust can be a long process, thus it is exciting that all *EYSC7* respondents and 96% of *EYSC8* respondents answered positively. Trust is key to youth-adult partnerships, current and future project success, and community change. The trust must go both ways – adults must trust youth and youth must trust adults. Examples provided to demonstrate the trust established are:

“Youth feel that they can voice their opinions and share ideas without being looked down upon because of their age.”

“They’ve learned to trust the capabilities and the maturity of youth. And the youth have learned to listen to adults.”

“The adults, youth and teens are working together as a result of this project, we can see the change.”

“Our leaders are allowing the youth more responsibilities in working in county wide programs. Also our adults are listening to our youth.”

“As a result of *EYSC* and 4-H participation, adults in the community have seen how responsible teens can be. Youth can be trusted and turned to for ideas and used to carry out ideas. Adults have learned that youth will respond more favorably to a youth leader sharing information than the same information being presented by an adult. And, adults becoming willing to step aside and make room for youth leaders in the community.”





# EVALUATION OF LONG-TERM OUTCOMES (Expansion of Community Capitals)

Long-term outcomes of the program from the National 4-H Council Logic Model focus on expanding the four community capitals outlined below. (For a detailed description of community capitals, see the Iowa State University website at <http://www.soc.iastate.edu/staff/cflora/ncrcrd/capitals.html>)

## HUMAN CAPITAL

- Youth have knowledge, skills, abilities and behaviors necessary to lead productive lives.
- Adults have knowledge, skills, abilities and behaviors necessary to assist youth in developing into productive community members.

## SOCIAL CAPITAL

- Trust is established between youth and adults in order to affect community change.
- Youth and adults increase their core capacity to improve quality of life within the community.

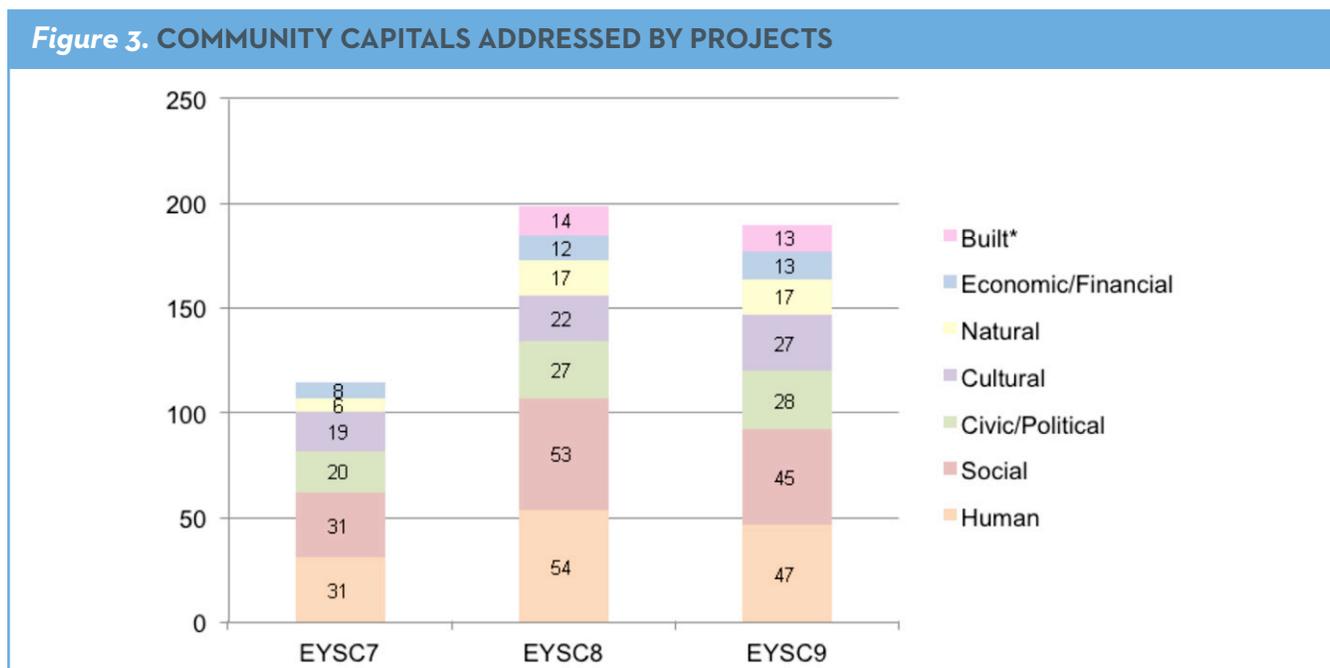
## CULTURAL CAPITAL

- Diversity of community is reflected within and engaged as key stakeholders.

## CIVIC/POLITICAL CAPITAL

- Youth are community leaders making decisions and taking action on issues of public/community concern, which impact their lives.

Analysis of the individual community action projects of the targeted rural communities indicates that progress is being made towards building community capitals. All local projects have enhanced the human and social capitals as youth and adults are learning to work together as equal partners, communicate with each other and the community at large, and engage others in improving their local communities. The remaining community capitals identified in the logic model – cultural and civic/political – are addressed to a greater or lesser extent according to the nature of the individual community projects. Additionally, although not a specific desired outcome of this project, several projects address natural capital and economic/financial capital. Information on built capital was first collected during EYSC8. Figure 3 shows the community capitals addressed by projects over the award period.



\*Note: Built capital was assessed in EYSC8 and EYSC9 only.

Some examples of the way community capitals were addressed are identified below.

## HUMAN CAPITAL

“Youth and adults gain understanding of the concepts/skills of leadership and youth in governance, concepts of diversity; Youth have developed the confidence to serve as leaders; Adults developing the capacity to guide youth leadership and have a sense of comfort in knowing that youth are capable resources for the community; Youth and adults develop a stronger sense of community; Youth develop compassion and empathy for others.”

“Youth realized how important it is to be involved in their community. They learned about character education, nutrition, community service and Emergency Preparedness.”

“Youth and adults have greater knowledge and awareness of academic achievement and why it is important for the community to begin supporting students early on. Elementary students will likely demonstrate improved in-class behavior and performance.”

“Increased grades because of study groups; learning gardening; painting, building, robotic science skills.”

“Youth and adults improved their leadership skills, public speaking skills, and organizational skills.”

## SOCIAL CAPITAL

“4-H, the Boys & Girls Club of Jackson County, Together for Jackson County Kids, and 2 local church youth groups discovered that there were common goals among the groups and that resources, ideas, and time could be shared to benefit the youth involved in all of those groups. For example, the Boys & Girls Club had space and an interest in increasing programming with teens, while Together for Jackson County Kids had identified a need for a place for teens to go during after school hours. The two organizations were brought together through this grant and a coordinated group of youth who wanted to have a safe place to go.”

“Ambassadors learned how to work together with each other and with adult partners in schools to conduct positive youth development programs for the afterschool youth.”

“Social capital is developed through the youth and adult partnership with law enforcement, fire companies, and private businesses to host their event and to create a safe environment. Youth and adults developed trust, cooperation, a common vision and goals, and shared leadership.”

“Youth gained relationships with adult leaders in the community. Relations between school officials and community organizations were strengthened through partnering on the Brown Bag Buddy Program. Strong ties were especially developed between 4-H and FFA in the community. A new 4-H club with 18 members was started in the county in part due to greater visibility of 4-H in the community, and youth participating in the community garden project.”

## CIVIC/POLITICAL CAPITAL

“City council members have been helpful in providing letters of support from the city to support this group in their grant writing efforts. Youth and adults attended a Park Board meeting to explain the grant applied for and the details of the project. The City Parks Director has been instrumental in identifying funds for mural and graffiti wall projects.”

“Youth and adults attended city council meetings, Public Works committee meetings, got the city council to pass a resolution allowing our core team to develop a concept plan for trails at Tuxedo Park, learned about our government through completing the Welcome To Crete video.”

“Civic capital is developed as the youth and adults conduct needs assessments, conduct issues forums, and develop action plans that benefit the community and partner with various agencies to meet their goals. The young people learned to access other organizations, and connection to resources. The group set standards for the high school students and the community that are shared by public agencies and government. The youth have an authentic voice in community issues and problem solving.”

“The Dade County Extension Council amended its bylaws to have a youth representative (EYSC core team member) serve on the council beginning in 2012, opening up voice and influence to younger generations for the first time!”

“As a result of the youth entrepreneurial leadership project the Salmon Chamber of Commerce has invited a youth to be a representative on their governing board.”

## CULTURAL CAPITAL

“The alcohol free nature of Family Fun Night, the Grand Slam, Broncs and Bulls event, Rocket Daze brings the need to support youth in an alcohol free environment to the forefront of the communities mind. It creates awareness and concern for youth support. This is the first step in changing cultural mindsets about underage drinking.”

“Improved intergenerational communications through media and art keep the cultural heritage of small town America alive and well.”

“Cultural capital was addressed as intergenerational groups worked together with each other as partners. Many barriers such as racism are being broken.”

“The youth recognized the need for more education [about violence among youth] and they are changing the culture of the school one person at a time.”

“Core team members hope to change the way the community views youth as resources, and to change local norms surrounding poverty (reluctance to ask for help, reluctance to reach out). Evidence suggests this is occurring as youth have gotten the call to assist with a back-to-school fair and a Head Start literacy festival targeting low-income children and their families.”

“Participants have learned about the unique culture both of the veteran’s home and of individual residents leading to adaptations of plants and addition of project elements like scopes for viewing the Naval shipyard and plaques telling the stories of the residents.”

## NATURAL CAPITAL

“Providing trees, trails, and resting spots for residents to enjoy being outside in the physical environment.”

“Youth and adults learn to grow plants as part of their park renovation and community garden.”

“Improved water quality, eradication of milfoil, and ecotourism.”

“An increase in recycling occurred in the community, as well as an awareness developed among students and citizens about the importance of recycling.”

“Working to reforest our trees and beautify our places and parks.”

“Our local natural resources are a focus when we work on organic growing and alternative green energy.”

“Youth worked to develop and maintain the air and water routes birds fly in our community to insure bird diversity and safe habitats.”

## ECONOMIC/FINANCIAL CAPITAL

“Youth conduct and participate in business and leadership classes to increase skills to help community members locate and sustain better employment opportunities locally.”

“Our local community has been very supportive of the efforts of PRIDE. This past year the East Overland Merchants and residents donated over \$800.00 to help PRIDE purchase graffiti removal equipment and chemical. Residents often give donations to the PRIDE coordinator for projects.”

“Tree sorting and pruning by Youth/Adult Partnership resulted in \$1600 savings on the cost of the trees alone not to mention the labor provided.”

“Volunteers working at the park resulted in tax savings to the community.”

“By improving and preserving the Cemetery, Museum, and information for both, the project will boost our tourist based economy in the summer months.”

“As the downtown area of Summerville is improved, more people will shop there and the area business finances will improve.”

## BUILT CAPITAL

“Improving local recreational park by collaborating with the Milton City Park to plan a skateboard park at the Milton Community Center.”

“Access to the trail was paved this year by the City of Crete. A bridge will be put into place and paving will begin on the first trail link this year.”

“Benches for the trail and picnic tables for recreation area.”

“The youth harnessed resources to build a walking trail and put fitness equipment and signage on the trail.”

“The raised garden beds have provided a location for youth and families to learn gardening hands-on, and as a demonstration site for others in the community to see others starting to meet their own basic food needs.”

“The following infrastructures were implemented to add to our project goals; they include Bird Houses in the Park, dog poo management in the Park, placing brightly painted trash cans downtown and in the park, and placing flower planters in the downtown area and at the school.”



# SUMMARY OF OUTCOME EVALUATION

EYSC has been very successful in all four areas evaluated: 1) youth and adults on the leadership teams improved their leadership skills and applied those skills in their communities; 2) youth and adults on the leadership teams participated at a high level in leadership activities; 3) project sites reported a very high level of accomplishing the community outcomes of the project; and 4) community capitals have been expanded. The data from the *Leadership Skills Post-then-Pre Survey* and the *Observation of Project Outcomes* instrument provide both quantitative and qualitative data to support the conclusion that the local sites demonstrated a high level of achievement based on the expected outcomes of the project.



# EVALUATION OF PROJECT OUTPUTS

This section contains a compilation of efforts reported by the various state projects based on individual community responses to the *Year-End Output Measures Report* required by USDA. Responses are combined across the award period for this report. The information is described in the following categories: community issues and collaborations; volunteer efforts; leveraged funds; race, sex and ethnicity of participants; and youth activities. The *Output Measures Report* changed for EYSC8, therefore the template used in EYSC7 as well as the one used in EYSC8-9 are provided in the full reports for these projects which can be found at <http://www.4-h.org/youth-development-programs/citizenship-youth-engagement/community-action/rural-youth/>

## COMMUNITY ISSUES AND COLLABORATIONS

Land-grant universities identified 192 community issues during the five years. These were the priority issues identified by the communities through the youth-facilitated community forum process. Of the 144 local sites reporting in this time frame, 134 reported the establishment of collaborations with

other agencies and organizations. A total of 237 government agencies and 297 non-governmental organizations participated across the five years. These collaborations involved 4,236 youth and 2,401 adults.

# VOLUNTEER EFFORTS

A significant contribution was made to the project via volunteer efforts, with a total of 5,978 participants over the five years of funding. These efforts were provided by three groups of volunteers: salaried staff, adult volunteers, and youth volunteers. The total number of volunteer hours provided to the projects was 169,857. The value of these hours was

calculated using the Independent Sector's Value of Volunteer Time guidelines (Independent Sector, 2012), with values increasing slightly per hour across the duration of the project. The total value of this effort was estimated to be over \$3.5 million. The number of volunteers by category, hours worked and values are presented in Table 6.

**Table 6. VOLUNTEER EFFORTS CONTRIBUTED TO EYSC**

<b>EYSC7 (Y4)</b>			
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>	<b>Value</b>
Salaried Staff - No Grant Funds	80	3,339	\$66,566
Salaried Staff - Excess Time	3	180	\$2,020
Adult Volunteers-Intensive	228	7,768	\$159,489
Adult Volunteers-Non Intensive	441	6,113	\$124,718
Youth Volunteers-Intensive	536	26,719	\$553,696
Youth Volunteers-Non Intensive	1,878	12,952	\$251,070
<b>EYSC7 Totals</b>	<b>3,166</b>	<b>57,071</b>	<b>\$1,157,559</b>
<b>EYSC8* (Y5)</b>			
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>	<b>Value</b>
Salaried Staff	102	8,488	\$155,584
Adult Volunteers	393	12,703	\$264,858
Youth Volunteers	744	25,833	\$538,618
<b>EYSC8(Y5) Totals</b>	<b>1,239</b>	<b>47,024</b>	<b>\$959,060</b>
<b>EYSC8* (Y1)</b>			
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>	<b>Value</b>
Salaried Staff	34	1,786	\$34,797
Adult Volunteers	183	3,793	\$79,074
Youth Volunteers	263	6,196	\$129,187
<b>EYSC8(Y1) Totals</b>	<b>480</b>	<b>11,775</b>	<b>\$243,058</b>
<b>EYSC9 (Y1/Y2)</b>			
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>	<b>Value</b>
Salaried Staff - No Grant Funds	123	8,585	\$187,730
Intensively-Engaged Adult Volunteers	273	20,062	\$428,514
Intensively-Engaged Youth Volunteers	697	25,340	\$541,252
<b>EYSC9 (Y1/Y2) Totals</b>	<b>1,093</b>	<b>53,987</b>	<b>\$1,157,496</b>
<b>Five-Year Totals</b>	<b>5,978</b>	<b>169,857</b>	<b>\$3,517,173</b>

\*Data collection tool changed in EYSC8 so distinctions are not made between salaried staff - no grant funds and salaried staff - excess time, or intensively engaged and non-intensively engaged adult and youth volunteers.

# LEVERAGED FUNDS

Community sites used EYSC funds to leverage other resources, both in real dollars and in-kind sources. A total of \$148,103 was reported in cash and grants. In-kind contributions of building space, transportation, supplies, and food were reported in the amount

of \$332,305. When added to the volunteer time value given above, the projects were responsible for nearly \$4 million in non-allocated funds going toward project efforts.

# RACE, SEX, AND ETHNICITY OF PARTICIPANTS

Outcome reports grouped participants by race, sex, and ethnicity. Of the participants who reported ethnicity, 10.7% were Latino, and 89.3% were non-Latino. Table 7 contains a breakdown of participants

by race and sex. While there was no strict definition of intensive participation for youth, it is assumed to be the local leadership team members and others with significant, regular involvement.

**Table 7. RACE AND SEX OF PARTICIPANTS BY TYPE/LEVEL OF PARTICIPATION**

Type/Level of Participation	White		Black		American Indian		Asian		Pacific Islander		Multiple Races		Undetermined	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>EYSC7 (Y4)</b>														
Youth-Intensive	108	195	56	73	12	19	1	3	4	12	13	20	9	13
Youth-Non Intensive	512	694	163	214	59	59	2	5	0	2	29	17	380	355
Adults	268	365	49	75	9	16	1	2	2	1	5	6	0	0
<b>EYSC7(Y4) Totals</b>	<b>888</b>	<b>1,254</b>	<b>268</b>	<b>362</b>	<b>80</b>	<b>94</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>15</b>	<b>47</b>	<b>43</b>	<b>389</b>	<b>368</b>
<b>EYSC8 (Y5)</b>														
Youth-Intensive	124	306	63	76	9	12	0	3	0	4	6	7	11	24
Youth-Non Intensive	559	614	97	112	55	54	2	5	0	0	9	6	4	11
Adults	144	451	50	79	6	10	0	2	0	2	2	2	11	14
<b>EYSC8(Y5) Totals</b>	<b>827</b>	<b>1,371</b>	<b>210</b>	<b>267</b>	<b>70</b>	<b>76</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>17</b>	<b>15</b>	<b>26</b>	<b>49</b>
<b>EYSC8 (Y1)</b>														
Youth-Intensive	63	121	2	1	1	5	0	2	0	0	4	0	2	4
Youth-Non Intensive	69	89	0	1	0	1	1	0	0	0	4	1	24	36
Adults	28	74	0	0	0	0	0	1	0	0	1	2	1	4
<b>EYSC8(Y1) Totals</b>	<b>160</b>	<b>284</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>3</b>	<b>27</b>	<b>44</b>
<b>EYSC9 (Y1/Y2)</b>														
Youth-Intensive	204	349	12	11	36	41	0	6	0	0	10	8	11	9
Youth-Non Intensive	922	1,105	59	40	61	80	5	16	1	2	116	127	0	0
Adults	305	583	5	17	6	20	1	5	0	0	2	2	5	5
<b>EYSC9(Y1/Y2) Totals</b>	<b>1,431</b>	<b>2,037</b>	<b>76</b>	<b>68</b>	<b>103</b>	<b>141</b>	<b>6</b>	<b>27</b>	<b>1</b>	<b>2</b>	<b>128</b>	<b>137</b>	<b>16</b>	<b>14</b>
<b>Five-Year Totals</b>	<b>3,306</b>	<b>4,946</b>	<b>556</b>	<b>699</b>	<b>254</b>	<b>317</b>	<b>13</b>	<b>50</b>	<b>7</b>	<b>23</b>	<b>201</b>	<b>198</b>	<b>458</b>	<b>475</b>

# YOUTH ACTIVITIES

Land-grant universities reported activity by 1,948 youth in service activities and leadership roles in their clubs and communities over the five years. Youth spent 67,438 hours serving in these roles. Specifically, 1,415 of the youth served in leadership roles within 4-H, Girl Scouts, Future Farmers

of America (FFA), or some other community organization for a total of 50,610 hours. The specific numbers and categories of service are provided in Table 8. A total of 5,404 youth participants had not previously been in a 4-H program.

**Table 8. YOUTH LEADERSHIP/SERVICE ACTIVITIES BY NUMBER AND HOURS SPENT**

<b>EYSC7 (Y4)</b>		
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>
Planning, Delivering, & Evaluating Sessions	533	16,828
Leadership Roles in 4-H Organization	156	7,900
Leadership Roles in Other Community Organizations	102	2,620
<b>EYSC7 (Y4) Totals</b>	<b>791</b>	<b>27,348</b>
<b>EYSC8 (Y5)</b>		
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>
Planning, Delivering, & Evaluating Sessions*		
Leadership Roles in 4-H Organization	277	17,003
Leadership Roles in Other Community Organizations	179	13,464
<b>EYSC8 (Y5) Totals</b>	<b>456</b>	<b>30,467</b>
<b>EYSC8 (Y1)</b>		
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>
Planning, Delivering, & Evaluating Sessions*		
Leadership Roles in 4-H Organization	98	2,472
Leadership Roles in Other Community Organizations	120	904
<b>EYSC8 (Y1) Totals</b>	<b>218</b>	<b>3,376</b>
<b>EYSC9 (Y1/Y2)</b>		
<b>Type of Volunteer Effort</b>	<b>Number</b>	<b>Hours</b>
Planning, Delivering, & Evaluating Sessions*		
Leadership Roles in 4-H Organization	290	4,168
Leadership Roles in Other Community Organizations	193	2,079
<b>EYSC9 (Y1/Y2) Totals</b>	<b>483</b>	<b>6,247</b>
<b>Five-Year Totals</b>	<b>1,948</b>	<b>67,438</b>

\*Item not asked in EYSC8 or EYSC9



# SUCCESS STORIES FROM LAND-GRANT UNIVERSITIES STARTING IN *EYSC8* (Showing Short-/Medium-Term Outcome Achievement)

These land-grant universities showed progress made in accomplishing short and medium term outcomes after two years of programming.

## MISSOURI

### (Community Capital—Human, Social, Cultural)

<http://4h.missouri.edu/go/programs/yap/programs.htm#Missouri>

Poverty is an issue that plagues 11 percent of families in Barton County, Missouri. Realizing that many of their peers could be suffering, the members of the Barton County 4-H program wanted to step up and help those who were lacking some of life's basic necessities. Under the direction of the University of Missouri Cooperative Extension, team MOHOCOLA (Missouri 4-H Homegrown Community Leaders Program) decided to address poverty in their community through three projects that provided toiletries and food to needy families.

In the first project, *Sharing the JOY* (Joining Our Youth), the team organized a food and toiletry drive for 20 local teens who shop at a local thrift pantry. They continued that effort by providing personal hygiene products to The Lamar Enterprise, an employer of over 30 Sheltered Workshop individuals. The youth learned that providing these basic products can help reduce stress, build self-esteem and help employees become more productive at work. This provision also built human, social and financial capital using the Community

Capitals Model incorporated into the evaluation of this national program.

Nearly 56 percent of students in Barton County are on the reduced lunch program, and the 4-H'ers decided to provide snack backpacks as their final project. The youth created 150 snack backpacks for students. The backpacks were distributed by 4-H Teen Leaders and other student groups at Lamar high School.

"These projects paved the way for me seeing how poverty affects our community and where I could help," Lynzee Flores, a Barton County 4-H'er, said.

The team's projects affected over 200 families within the county, and the group has plans to continue their efforts to provide help among those who need it most. In the Missouri Community Betterment Program evaluating local youth impacting their communities, Lynzee received a youth leadership award and the Lamar EYSC group placed first in their population category.

## WASHINGTON

### (Community Capital—Human, Social, Cultural)

While pounding nails for new benches and cleaning up a community garden, Ben Case never dreamed the impact would be so far reaching. The 17-year-old Bremerton 4-H'er, along with a group of dedicated Kitsap County youth, discovered using their "hands for larger service" is impacting their hearts and perceptions of those who came before them.

Over the last year, the teen and adult volunteers spent time after school and on Saturdays helping

beautify the landscape at the Retsil Veterans Home near Port Orchard. Working closely with many of the residents, youth built benches, picnic tables, and planted flowers so those who lived there could have a pleasant place to enjoy the view of Puget Sound.

"The veterans have seen so much and given a lot to our country," Case, who plans to serve in the Navy, said. "It's an eye opener for kids my age to get to know them and understand selflessness."

As part of an *Engaging Youth, Serving Community* (EYSC) grant, the project focuses on developing youth leadership and life skills while working in partnership with adults to improve local communities. The EYSC projects are focused on developing human and social community capital in these rural communities of less than 10,000 population.

“Our youth are learning about taking responsibility and how giving back can affect people’s lives,” said Kelly Fisk, Washington State University Cooperative Extension, Kitsap County 4-H. “It’s exciting to watch them discover how their empathy and generosity bridges generational differences. The seniors are showing youth how important this interaction is to social and emotional health.”

4-H’ers are also bonding with residents by creating individual biographies. Through one-on-one interviews youth are discovering where and when the veterans served, what their interests are and how their lives were impacted by military involvement. Special plaques with personalized information will be hung outside veterans’ doors to honor each resident.

Recently, the Kitsap County group decided to expand their involvement with the Retsil Veterans Home. In coming months youth will create care packages for current members of the military. The 4-H’ers and seniors will fill bags with playing cards, Frisbees, hand wipes, snacks and other items from home.

“It’s very fulfilling to do this,” Case said. “I’m coming back as an adult and build relationships for a lifetime.”

## IOWA, MAINE AND MISSOURI (Community Capital—Human, Social)

*Engaging Youth, Serving Community* leadership teams work within their rural communities to determine the top community issue through youth-facilitated public forums. These issues are addressed with action plans to improve the community over several years of work.

With the new cohort starting under EYSC<sup>8</sup> land grant universities, food insecurity and nutrition were selected as priority issues in nine communities in Missouri, Iowa and Maine. Poverty is prevalent in each of these sites with up to 90 percent of the school youth receiving free or reduced federal lunch.

In New Hampton, Iowa, a close collaboration between 4-H and FFA has resulted in a new hoop greenhouse and a traditional power ventilated greenhouse. Vegetables were grown that were used in tasting sessions in local elementary schools

with nutrition lessons taught by 4-H members, as well as fresh food for local school cafeterias and concession stands. A boost to this project came through the FFA’s selection as an America’s Farmers Grow Communities award winner, which resulted in \$2,500 donated by Monsanto for each of two years of this project. A third greenhouse is planned for the future. This project is coordinated through the Allamakee County Agriculture Extension District of Iowa State University.

Greenfield, Missouri, also worked with the local FFA Chapter and Public Health Department to address hunger. In the first year 80 youth were the recipients of weekend backpack meals through the “Brown Bag Buddies” program, and snacks offered after school to an additional 35 youth in a tutoring program. Community donations allowed the project to continue, including a church who pledged \$100 a month. In the second year, the project expanded to

a 10-bed community garden through a partnership with the Dade County Health Department. Thirteen families received more than 96 pounds of fresh vegetables. This project is planned to expand in the third year by offering food preservation classes for the fresh produce and further collaborations with the Master Gardeners in the addition of a portable greenhouse at the elementary school. This program is led through University of Missouri Cooperative Extension of Dade County.

Bethel, Maine features a close partnership between the 4-H project “GOT Farms” and the public schools, with other components reaching into the community. The Bethel core community youth and adult partnership focused on educating the public about local foods through the creation of

eight raised organic garden beds. The project also includes a greenhouse renovation and a youth-powered bicycle that charges the battery that lights the greenhouse. The vegetables have also been used in the schools, providing colorful salads and veggie snacks.

“GOT Farms has become a leader impacting other Farm to School projects in Maine,” Susan Jennings, Extension Educator with the University of Maine, said. “They have shown others that a small amount of money can make a difference.”

In each case, these EYSC youth are working with their respective land grant universities for applied research, learning leadership skills while they make a daily difference for their peers.





# SUCCESS STORIES FROM MATURE PROJECTS

Eight state projects were funded for five years, ending with this award period (final year was EYSC8). Some of the projects had community sites that participated during the entire five years as well. This section highlights some of those long-term successful community site projects framed in terms of Community Capitals.

# DELAWARE

## (Community Capital—Human, Social, Cultural)



In East Sussex County, Delaware, a long-term community need was identified for youth to receive education on conflict resolution and other topics to help

them with anger issues. During years 1-4 of the project, Cape Henlopen High School conducted the Violent Kids Issues Forum where they learned about the issue of violence among youth and its impact on the school and community, as well as conflict resolution and open communication skills. The National Issues Forum Book on *Violent Kids* was used to facilitate the conversation, while materials from the high school guidance counselor were used for skill building. In year 5, an afterschool program was developed to reach out to high-risk youth by teaching skills in areas such as conflict resolution, decision making, leadership, and goal setting. Over the five years, approximately 1,500 youth were reached, and school officials reported 20% fewer suspensions and detentions. The after-school program will be sustained by the school and Delaware State Extension. Return on investment data indicated that for every \$1.00 spent from Federal funds in the final year of the project, the return on the investment (in cash, in-kind, and time value resources) was \$15.51.

This was a project implemented by Delaware State University (1890 LGU) in collaboration with the University of Delaware (1862 LGU).

The Lake Forest School District had been experiencing issues related to diversity and racial tensions. Additional issues involved Internet safety, illegal drug use, and mentoring. To address these concerns, the project worked to create an environment in the school district that provided greater acceptance of diversity and differences in cultures; provide a program that shares information about Internet safety, illegal drug use, and mentoring in different cultures to assist in creating a greater acceptance of diversity and other cultures in the student body; and develop youth-adult partnerships to help younger youth understand and accept diversity. Project activities included an Internet safety event and drug awareness and cultural awareness mentoring programs. A program was developed around a theme of providing students with an opportunity to “visit” and thus learn about the diversity found on each of the seven continents. This was implemented at multiple schools within the district to educate younger youth to better understand and be willing to accept cultural difference of fellow students; over 3,500 youth were reached during two years of the project, and the school had already committed to sustain the program after its second year. For every \$1.00 spent from Federal funds in the final year of the project, the return on investment was \$18.87.

This was a project implemented by the University of Delaware (1862 LGU).

# FLORIDA

## (Community Capital—Human, Social)



Northern Santa Rosa County in Florida identified childhood obesity and improving healthy lifestyles as community needs. The project worked to

increase knowledge of proper nutrition and food choices; increase awareness and knowledge of the relationship of fitness, exercise, and activity; and promote and encourage physical fitness through providing nutrition education activities, planning and conducting outdoor/nature activities and events, and encouraging youth to become more physically active. In year 1, activities included “FUN” (Fitness Utilizing Nature) days, a healthy lifestyle and nutrition information booth at the Pensacola Interstate Fair, and securing funding for local youth to receive scholarships to attend 4-H camp. These activities continued throughout the remainder of the project, while additional activities were added in each subsequent year (e.g., displays at other fairs; implementing a collaborative event with the County Health Department to promote health and fitness; developing a demonstration garden at the County Extension Office to teach about planting, growing, and harvesting vegetables as well as the nutritional value of the vegetables; participating in a teen Citizens Emergency Response Team (CERT) Training; hosting an International Bowhunters Organization event; and being trained in “Health

Rocks!”. Collaborators included the county health department, board of county commissioners, archery organizations, churches, CERT, the Community School Program, county Extension, District 4-H Council, and State 4-H Council, Executive Board, and Legislature.

As a result of the project, youth gained leadership skills, and youth and adults gained knowledge about healthy lifestyles (primarily related to childhood obesity). Interviews with 10 youth participants indicated that 100% were drinking less soda and more water, were trying to make healthier food choices, had increased the amount of exercise they do, and feel healthier. Of the 10 parents of participants interviewed, 100% reported that their child was more interested in participating in helping with family meals; had made changes in their eating habits and were eating healthier (e.g., appropriate portions, less junk food, drinking fewer sugary sweet drinks, and eating more fruits and vegetables). The program will be sustained through community leaders, business, organizations, and government agencies that have committed cash and in-kind resources. For every \$1.00 spent from Federal funds in the final year of the project, the return on the investment was \$23.20.

This project was implemented by the University of Florida (1862 LGU).

# IDAHO

## (Community Capital—Human, Social, Cultural)



Salmon, Idaho, identified underage drinking as the community issue to be addressed. To do this, the project's Youth Adult Alliance worked

to build community awareness, build community support for youth choosing not to drink, create environments that foster family togetherness and support, provide youth with alternative activities to drug and alcohol use, and build skills and opportunities for youth that would reduce the risk of drug and alcohol use. In year 1, a community open house was held to build support and awareness of drug and alcohol use. In year 2, alcohol-free community events began. Family Fun Night, sponsored by local youth serving organizations, included a family carnival. Fabulous 4-H Fridays was an afterschool program that used the *Making the Most of Me* 4-H curriculum to build self-esteem. To increase participation in Fabulous 4-H Fridays, additional activities were implemented based on "themes" (e.g., wildlife, Planet Earth). In year 3, the Grand Slam family event started for families with young children to provide alternate summer activities. Free lunches were provided during this event. These major activities continued throughout the project. Additional activities held only once included providing activities for youth in an alcohol-free seating area during the local rodeo and teaching rocketry skills to youth attending a Farmers Market. In year 5, an entrepreneurial leadership program was initiated to help youth develop job skills through producing the County Fair Book. Collaborators included the Lemhi County

Sheriff's Office, Probation, Fair Board, and 4-H; two local 4-H clubs; Salmon Future Farmers of America (FFA), Chamber of Commerce, High School, Afterschool Program, and Arts Council; a faith-based organization; USDA Simplified Summer Food Program; Extension Nutrition Program; five youth serving organizations; and five local businesses.

Survey results from the final year of the project showed that 63% of Family Fun Night participants rated the event as "Excellent" and said they came "for the kids," for a "family atmosphere," to spend "time with the family," and to participate in "positive" and "fun" activities. Two-thirds of participants felt it was "Very Important" to provide alcohol-free events to youth, and 73% indicated they would be home or watching TV if not at Family Fun Night. The Grand Slam event provided a free lunch, nutrition lesson, and healthy activities to over 215 youth. All events have shown (through increased community support and attendance) that alternative activities to alcohol and drugs are important for youth and that family friendly activities are needed and well-received. The Youth Adult Alliance (now called Teen Action in Communities) will continue to offer Family Fun Night, the Grand Slam, and a "4-H Project in a Day." Family Fun Night in particular will be supported by revenue generated through the team's entrepreneurial leadership project and the County Fair Board. For every \$1.00 spent from Federal funds in the final year of the project, the return on the investment was \$5.07.

The University of Idaho (1862 LGU) implemented this project.

# KENTUCKY

## (Community Capital—Human, Social, Natural, Political, Financial)



The EYSC team in Todd County, Kentucky, focused on improving parks and other green spaces into fully functioning parks that promote healthy living

through physical activity and can provide families with free access to recreation. Three communities in Todd County benefitted from the project. In years 1 and 2, an existing park in Elkton was enhanced (e.g., bathrooms painted, park benches installed, trash removed). In years 3 and 4, green space near the downtown area of Trenton was converted into a functioning park through improving the appearance of the area and installing playground equipment. In year 5, a park in Guthrie was the target (e.g., mulch added around shrubs and trees, collaborated with other community partners to add a pavilion with benches). Collaborators included the Parks and Recreations Board, the Mayor's Office, Cooperative Extension, a local church, and the local FFA chapter. The primary outcomes are improvements in built and natural capital in that youth and their families now have improved free recreational areas and the aesthetic value of the communities. The Parks and Recreations Board will manage and maintain the parks. For every \$1.00 spent from Federal funds in the final year of the project, the return on the investment was \$18.43.

In Monroe County, Kentucky, poverty and hunger were identified as the community issues to be addressed. The goal was to decrease the number of elementary students experiencing hunger during out of school time. A Backpack Program was developed where the EYSC team packed backpacks with healthy food that children could eat over the weekend until they returned to school; siblings and other family members also benefitted from the food sent home. The food was donated through partnerships with other organizations in two local communities. Collaborators included the Ministerial Alliance (a coalition of churches), the Masonic Lodge, a local medical center, Cooperative Extension, and the local bank. As a result of the program, fewer youth go to bed hungry at night or on weekends. The Ministerial Alliance has agreed to sustain the project financially and through volunteers to assemble backpacks, along with continued assistance from 4-H youth and local businesses. For every \$1.00 spent from Federal funds in the final year of the project, the return on the investment was \$20.51.

This project was implemented by the University of Kentucky (1862 LGU).

# NEBRASKA

## (Community Capital—Human, Social, Cultural, Natural, Political)



In Lexington, Nebraska, three community needs were identified: leadership development for youth, graffiti, and Hispanic cultural awareness.

Nuestro Futuro was formed to bring youth and adults together in leadership roles. The group has worked together to make the community aware of the gifts of the Hispanic culture; one new activity was added each year, while the previous primary activities continued. In year 1, the project held a Hispanic Heritage Festival. In year 2, the Miss Voz Latina Competition was added. In year 3, the group began to paint over graffiti. In year 4, leadership training began. In year 5, a mural depicting Lexington and its rich culture was painted to cover graffiti on one wall of a local business. Collaborators were Lexington Schools, City of Lexington, St. Ann's Church, a local youth club, 4-H, local businesses, and the library. The project has raised cultural awareness as seen in increased attendance at the annual Hispanic Festival and Miss Voz Latina Competition and the mural remaining untagged by new graffiti. Nuestro Futuro is holding fundraisers to help support continued work, with other local groups and organizations providing paint supplies to continue the graffiti cover up, and the city providing some assistance with the Hispanic Heritage Festival and the Miss Voz Latino Competition.

In Crete, Nebraska, the community need identified was the development and upkeep of safe walking/biking/hiking paths and trails. The Crete Youth in Governance (YIG) Team worked with the National Park Service and the City of Crete to develop the Tuxedo Park Community Trail. Throughout the years of the project, lights were installed along the trail, FFA helped build a bridge for a part of the trail, the trail was maintained (e.g., mulching, planting thorny bushes to deter graffiti artists, and weeding), the National Park Service collaborated to

use GPS monitors to map out a trail system for the park, youth on the YIG Team implemented *Health Rocks!* (a 4-H curriculum) with elementary school youth, and a youth nature scavenger hunt activity was hosted. The group applied for and received a grant to help fund construction of a food bridge for another portion of the trail. Additional collaborators were the County 4-H Council, the Crete Police Department, Crete City Council, public schools, Nebraska Game and Fish Association, Bluebirds Across Nebraska, Cooperative Extension, Crete Historical Society, Crete Area Medical Center, and the Crete Community Learning Center. The YIG Team will continue to submit grant proposals for continued development of the trail, and the Police Department has pledged to provide physical labor when more of the trail is blazed.

In Scottsbluff/Gering, youth did not feel that the appearance of the community truly reflected the values of the residents, largely Hispanic, so they began an extensive community clean-up campaign. Their project was called P.R.I.D.E—People Restoring Involvement Dignity and Excellence. Walls with graffiti were painted over in the community and a graffiti wall where youth could express themselves was erected in the town park with a special grant. Businesses and residences who made extra efforts to beautify their facilities were given a special award plaque to display and highlighted in articles written by the youth and printed in the local newspapers with pictures. Trees were planted and vacant lots cleaned up. A local attorney was so impressed with their efforts that he insisted that the ball team he sponsored be called PRIDE and he awarded a laptop each year to a member of the youth leadership team who was going to college. That was another impact—from a community with no youth aspiring to attend college, all of the youth leadership teams did.

The University of Nebraska - Lincoln (1862 LGU) implemented this project.

# TEXAS

## (Community Capital—Human, Social, Natural, Cultural)



In Polk County, Texas, addressing bullying was identified as a starting point to reduce crime rates in the county. The project goal was to change behavior and

communication to result in reduced incidents of bullying and conflict. In year 1, educational programs focused on character, food and nutrition, and emergency preparedness/disaster management were conducted at the Boys & Girls Club of Polk County. In year 2, educational programs were also offered on the Alabama-Coushatta Indian Reservation, including education about planting trees and conservation efforts. Approximately 70 Christmas trees were planted and the Tribe developed a marketing plan with money from sales being deposited into the youth fund. In year 3, a two-day camp targeted the population on the

Alabama-Coushatta Indian Reservation, teaching leadership and teamwork. The Youth Board also helped with the Hurricane Ike aftermath by passing out food and water to hurricane victims and holding a blood drive. In year 4, educational programs continued and the day camp was repeated on the reservation. In year 5, the *Take a Stand* curriculum was implemented with 87 youth in grades 3-12 at the Boys & Girls Club of Polk County. Collaborators included Texas Department of Public Safety, Texas Forest Service, Texas Parks and Wildlife, Boys & Girls Club of Polk County, Alabama-Coushatta Indian Reservation, Juvenile Probation, Blood Center of East Texas, and Emergency Management. For every \$1.00 spent in Federal funds in the project's final year, the return on investment was \$7.75.

This project was implemented by Texas A&M University (1862 LGU).

# TEXAS

## (Community Capital – Human, Social, Cultural)

When young EYSC members in Kendleton, Texas, held a meeting with local youth, teachers, volunteers, and the town mayor to see how they could strengthen their community, the vote was overwhelmingly in favor of preserving Kendleton's cultural heritage.

So the EYSC team got to work, joining forces with the Fort Bend County (FBC) Heritage Museum and organizing a cultural heritage day for their entire community to enjoy. They started by collecting artifacts and memorabilia to represent the cultural diversity of their community and increasing resources available to foster knowledge of African American culture.

Working together, EYSC members partnered with volunteers, community boards, and local political leaders to raise additional money, gather historical artifacts, and design a fun, creative, and user-friendly exhibit space. They also promoted the event to their friends and neighbors as well as to local businesses, churches, schools, and clubs.

The results were even greater than they expected. EYSC members rounded up more than 150 residents to attend the cultural heritage day, and they interviewed local politicians and power brokers to see why it was important to preserve their cultural artifacts and keep historic knowledge alive.

Katheryn Melton, a young EYSC member, had the opportunity to interview a retired county Extension Agent in Kendleton. “He gave me a wealth of information that helped me to understand the cultural heritage of our community,” said Katheryn.

The EYSC team visited more museums in the area to gain inspiration on how to display artifacts,

memorabilia, and youth artwork. Sponsors and collaborators were excited about the project’s proven ability to promote tourism and bring the community together,

This project was implemented by Prairie View University (1890 LGU)

## WISCONSIN (Community Capital—Human, Social, Natural, Political)



When a divisive school referendum in Florence County, WI, nearly closed the county’s public schools, the youth participating in *Engaging Youth,*

*Serving Community,* under the leadership of the University of Wisconsin Extension, decided to focus on creating a positive community role for all youth. This would enable the highly rural county’s 5,100 residents to see for themselves what could happen if youth ended up commuting to school in other counties, creating a void in youth participation in local community service and government issues. The group decided to call themselves “TORPEDOES” (Together Our Responsibilities Publicly Embraces Direction and Opportunity).

Thus began a four-year program where the young people stepped in wherever the need existed in their schools and communities. A \$5,000 grant from Wisconsin Housing and Economic Development Authority (WHEDA) for the School’s Building Trades Class was received to do exterior improvement work on the homes of elderly, low-income or disabled homeowners, such as ramps to improve accessibility to their homes. This was coordinated by a youth-adult team using labor from the local school construction trades class. Subsequent construction projects included building a fishing pier at a local

lake and making playground improvements at a county park.

Other youth participated in the “Bobcats Making a Difference” campaign where students volunteered their time to do yard work, rake leaves, clean windows or other services requested by county residents. A grant from the Dickinson Area Community Foundation provided t-shirts to identifying youth at work as *Bobcats Making a Difference.*

At school, a student-to-student tutoring program was begun in collaboration with the local elementary school as an afterschool effort. High school students also led an outdoor adventure for the middle school students. Food, fun and fitness activities led again by teens fostered interaction between elderly, teen and elementary school youth in a camping setting.

Youth also joined FACT (Fighting Against Corporate Tobacco), where youth educated the state legislature and testified at public hearings to reduce the amount of public smoking in their towns. The Florence county youth were the only students represented on this state board. Concerned about the overall aesthetics of their community, youth worked with adults to improve the “Welcome” and locational signs in town and sidewalks. The community received a “Safe Route to School” grant

because of the pedestrian needs assessment done by the youth.

TORPEDOES also painted several murals as part of their beautification project. One piece communicated a message of healing and peace to students in Crandon, where a police officer shot and killed six former and current students in 2008. They also assisted with a county reforestation project by pruning and sorting 150,000 trees.

TORPEDOES has grown from an initial seven teens to over 60 who feel empowered to help their community. In assessing their impact and progress towards their goal of being seen as positive

community contributors, one youth commented: "Together, we've done all this." Another said, "We didn't do this alone. It takes youth and adults and everyone in balance to make a difference."

The summative comment was expressed by an adult, "Five years ago, if we asked, they would do something like come to the community center and sing, but this was their doing—independently thinking and doing from the heart."

TORPEDOES...living out the 4-H Pledge...made the positive changes in their community they dreamed of, with more planned to come.

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