



YEARS
4-8
COMBINED
REPORT



Youth Leading Positive Change in Rural America

VOLUME 2



USDA AWARD
#2005-45201-03332
and #2008-45201-04715

A Rural Youth
Development Program
National 4-H Council
NIFA/USDA Collaboration

NATIONAL 4-H COUNCIL



National 4-H Council wishes to acknowledge the creativity and hard work of all those individuals associated with this program supporting the Youth in Governance model of **Engaging Youth, Serving Community**. This includes numerous Cooperative Extension Service staff from land-grant universities at the state and county levels, who along with local youth and adult volunteers had the vision to develop and implement long-term projects to meet the needs of rural youth, adults, and communities.

This material is based upon work supported by the National Institute for Food and Agriculture, U.S. Department of Agriculture, under Award #2005-45201-03332 and #2008-45201-04715. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture.



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, 2005 through August 31, 2010. This program is funded by the U.S. Department of Agriculture (USDA) and the National Institute of Food and Agriculture (NIFA), under the Rural Youth Development grant awards 2005-45201-03332 and 2008-45201-04715. It includes work completed under funding rounds 4–8.

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 21st 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 states 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, EYSC has focused efforts on a Youth in Governance program model conducted through 4-H Cooperative Extension System programs at selected land-grant universities (LGUs). 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 those communities.

Youth-facilitated 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

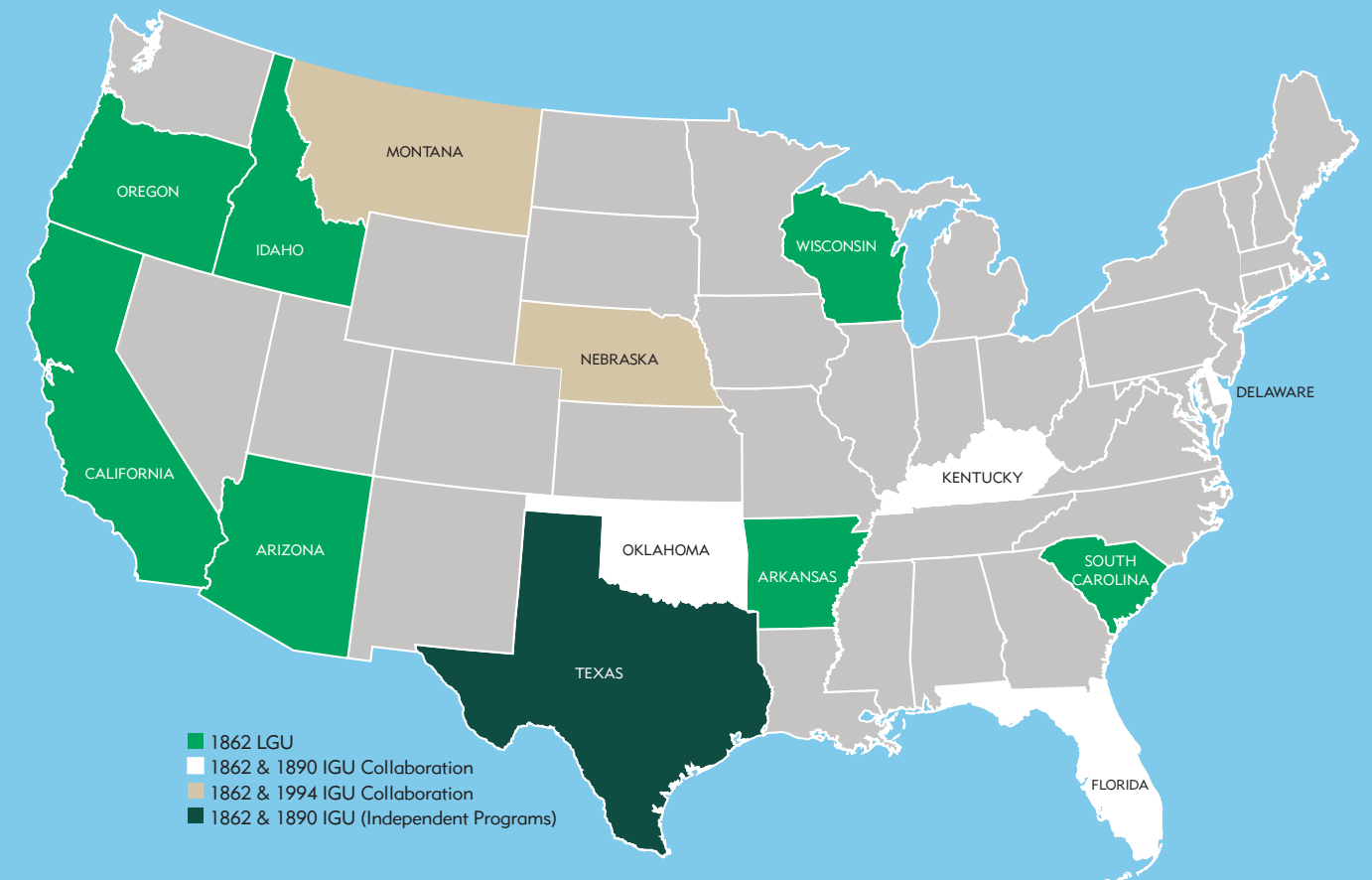
Through a competitive process in fall 2005, 15 LGUs in 14 states were selected to participate in EYSC, including one 1890 institution and one 1994 institution. Each LGU project has been led by a core team of two high school youth and two adults, typically including 4-H staff, responsible for training and supporting local leadership teams in the five community sites identified for project implementation. In turn, each community site identified 5–10 adults to work with 20–25 high school youth throughout the years, producing a cadre of rural youth and adults trained to conduct community forums as facilitation leaders. Community forums were expected to have an additional 70–75 youth and adult participants, not including the local leadership cadres, who also participate in accomplishing the action plans.

The LGU core leadership teams attended national grantee training, which convened at the National 4-H Youth Conference

Center in Chevy Chase, Maryland, February 10–13, 2006. A training resource guide was developed by a design team of 15 youth and adults, who also served as facilitators during national training. Copies of the guide were provided in English and Spanish. Training topics included:

- Introduction to the Rural Youth Development Program
- Overview of 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
- Evaluation and reporting

FIGURE 1. REACH OF EYSC FUNDING THROUGH LGU COLLABORATIONS



The map above shows the initial reach of EYSC funding through LGU collaborations in 14 states in 2004. While most projects are led by 1862 institutions, there was one lead 1994 institution in Montana for four years. Projects in Texas included both 1862 and 1890 institutions as separate grantees. Collaborations with 1890 and/or 1994 institutions have extended project reach with diverse and underserved populations among lead 1862 institutions.



Upon completion of their training, LGU teams returned to their respective states to plan and implement EYSC training 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. This model provides a framework for looking at how improvements in a rural community enhance its assets to make it stronger and more viable. In this project, grantees were required to work to improve at least human and social capital plus at least one of the five remaining: cultural, financial, built, civic, and natural. This model for assessing community change is described in Appendix A.

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.

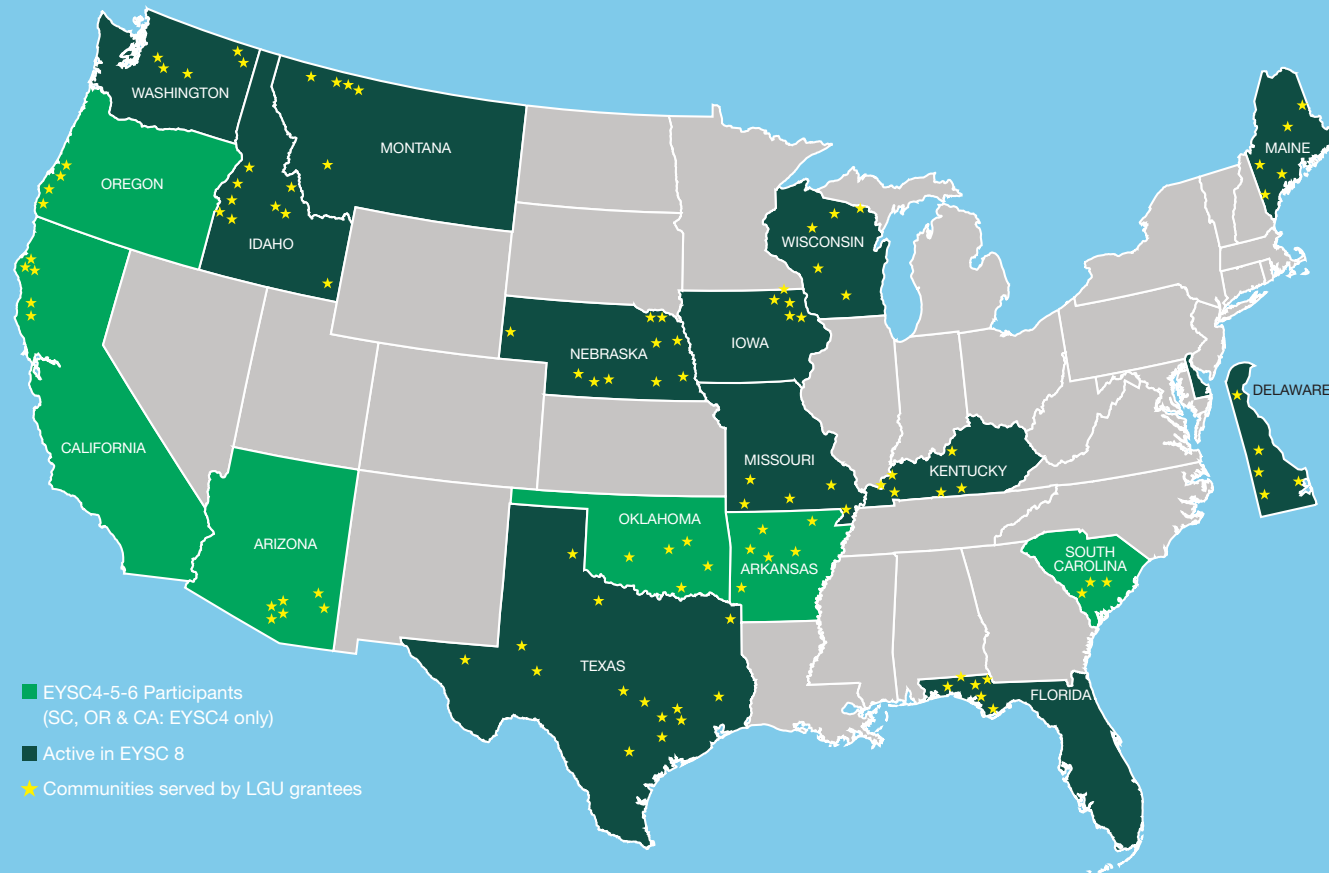
Funding has emphasized long-term impact by focusing efforts on a single cohort of LGUs working in the same five rural communities over time. By the end of the five-year term, programming had touched 95 local communities through the following 19 LGUs:

- University of Arizona (**)
- University of Arkansas (**)
- Blackfeet Community College (***)
- University of California (*)
- Clemson University (*)
- University of Delaware
- University of Florida
- University of Idaho
- Iowa State University (****)
- University of Kentucky
- University of Maine (****)

- University of Missouri (****)
- University of Nebraska–Lincoln
- Oklahoma State University (**)
- Oregon State University (*)
- Prairie View A&M University
- Texas A&M University
- Washington State University (****)
- University of Wisconsin

Some states did not complete the full five years of programming. Three states left after the first year (*). Three states left after three years (**), one left after four years (***), and four were added in EYSC8 (****) to bring the total number of states back to twelve. Primary reasons for dropping out included staff turnover and local budget cuts that eroded capacity to conduct such an intensive program. In success stories, year 1 is EYSC4, year 2 is EYSC5, year 3 is EYSC6 and so forth.

FIGURE 2. STATES PARTICIPATING IN EYSC4–5–6–7–8



The map shows all of the states that were engaged in EYSC4–5–6–7–8 including the four new states that started in Year 8. The focus of this report is only on the states that completed the full five years of programming in 2010, which were eight.

TABLE 1. LOGIC MODEL
NATIONAL 4-H COUNCIL LOGIC MODEL FOR ENGAGING YOUTH, SERVING COMMUNITY (YEAR 8)
RURAL YOUTH DEVELOPMENT GRANT PROGRAM

INPUTS	OUTPUTS		OUTCOMES – IMPACTS		
	ACTIVITIES	PARTICIPATION/ REACH	SHORT TERM RESULTS SEEN OVER FIRST 1 TO 2 YEARS OF PROGRAM WILL BE:	MEDIUM TERM RESULTS SEEN OVER 3RD AND 4TH YEAR OF PROGRAM WILL BE:	LONG TERM RESULTS AFTER 5 TO 7 YEARS OF PROGRAM IMPLEMENTATION WILL BE:
Resources: <ul style="list-style-type: none"> • Money • Technical assistance providers • State and local staff • Volunteers (youth and adults) • Equipment • Supplies • Facilities • Research • Advocates Constraints: <ul style="list-style-type: none"> • Community or organization policies • Resistance to shared power and leadership • Time • Distance/transportation • Lack of skills 	<ul style="list-style-type: none"> Distribution of training resource guides (as needed for new team members) National technical assistance from Council to grantees University Core leadership teams provide local training as needed Local youth/adults research community issues Community forums Build community collaborations and partnerships Action planning Implement action plans Evaluation 	<ul style="list-style-type: none"> High school youth and adult partners as leaders • 24 youth and 24 adults make up 12 core university leadership teams • 20–25 youth and 5–10 adults at each of 60 local sites comprise local leadership teams • Training as needed for local leadership teams, bimonthly monitoring calls <ul style="list-style-type: none"> Other youth and adult community members; policy makers; decision-making bodies and organizations • 60 local sites involve 70–75 participants in their forums, reaching 4,200–4,500 youth and adult community members • Develop partnerships and collaborations at 60 local sites • Youth meet 5–8 hours/month for 4–6 months to plan and carry out community action plans 	<ul style="list-style-type: none"> Youth and adults gain understanding of the concepts/skills for leadership: <ul style="list-style-type: none"> • Communication • Conflict management • Decision-making • Facilitation • Planning • Goal setting • Problem solving • Inclusion and diversity • Self-confidence 	<ul style="list-style-type: none"> Youth and adults demonstrate leadership skills and competencies. 	<ul style="list-style-type: none"> Human Capital expanded: <ul style="list-style-type: none"> • Youth have knowledge, skills abilities and behaviors necessary to lead productive lives • Adults have knowledge, skills abilities and behaviors necessary to assist youth developing into productive community members Cultural Capital expanded: <ul style="list-style-type: none"> • Diversity of community is reflected within and engaged as key stakeholders Social Capital expanded: <ul style="list-style-type: none"> • Trust established between youth and adults in order to affect community change • Increased core capacity of youth and adults to improve quality of life within the community Civic Capital expanded: <ul style="list-style-type: none"> • Youth are community leaders making decisions and taking action on issues of public/community concern, which impact their lives
			<ul style="list-style-type: none"> Youth and adults gain understanding of youth/adult partnerships. 	<ul style="list-style-type: none"> Youth are in authentic decision-making partnerships with adults. 	
			<ul style="list-style-type: none"> Youth and adults, and their communities gain understanding of Youth in Governance. 	<ul style="list-style-type: none"> Youth develop a commitment to community. 	
			<ul style="list-style-type: none"> Community provides youth with a variety of positive youth development opportunities. 	<ul style="list-style-type: none"> 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"> Adult community stakeholders have committed resources and changed policies in support of the YIG investment.

SUCCESS STORY

In 2007, Richard C. Cathcart, from the Delaware House of Representatives, presented an award to the Middletown, Delaware EYSC4 community youth-adult leadership group for its work in land-use education.



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 the issue of violence among youth and its impact on the school and community was discussed, as well as conflict resolution and open communication skills. The National Issues Forum: *Violent Kids* book was used to facilitate the conversation, while materials from the high school guidance counselor were used for skill building. In Year 5, an after-school 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 between cultures; provide a program that shared 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 that helped 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 differences 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.

In 2010, the Delaware EYSC program received the Northeast Regional Power of Youth Award from NAE4-HA for its work in implementing youth-facilitated community forums and impacting community change.

Delaware used its EYSC achievements to leverage additional grants, such as a \$300,000 award from United Way, to build capacity among youth leaders.





SUCCESS STORY
The Florida EYSC program chose “Healthy Living” as its statewide issue, and collaborated with the Florida State Department of Public Health, gaining additional resources for its five community sites such as mini grants and in-kind trainings.

Florida
 Community Capital: Human, Social

NORTHERN SANTA ROSA COUNTY IN FLORIDA identified childhood obesity as a major community issue and declared a need to improve healthy lifestyle choices. 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 EYSC4, 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 felt healthier. Of the 10 parents of participants interviewed, 100% reported that their child was more interested 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).

EVALUATION METHODOLOGY

A national EYSC logic model was developed in the fall of 2005, based on the National USDA model developed in collaboration with the USDA, National FFA, and Girl Scouts of the USA. The logic model (Table 1) has been the basis of program and evaluation methodologies throughout the term of EYSC. The program was evaluated using a triangulation of data collection (explained later in this document).

Overview of Project Outcomes

Based on the project logic model (see Logic Model, page 7), the following outcomes are addressed in this report:

TABLE 2. 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 Strategies for Success. Success stories are included throughout the document.





Idaho

Capital: Human, Social, Cultural



SUCCESS STORY

Owyhee County, Idaho, used its initial success as an EYSC grantee to secure a five-year Children, Youth and Families At Risk (CYFAR) grant to continue the EYSC 4-H after-school program for Latino children, using teens from the local high school Latino Leadership Club.

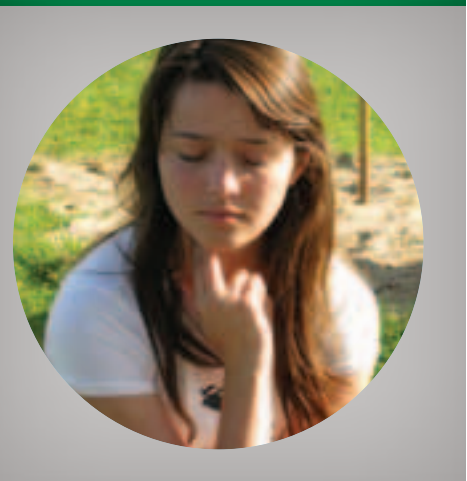
SALMON, IDAHO, identified underage drinking as the community issue to be addressed. To do this, the project's Youth Adult Alliance worked to build community awareness, build community support for youth choosing not to drink, create environments that foster family togetherness and support, provide youth 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 EYSC4, a community open house was held to build support and awareness of drug and alcohol use. In EYSC5, alcohol-free community events began. Family Fun Night, sponsored by local youth-serving organizations, included a family carnival. Fabulous 4-H Fridays was an after-school 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 EYSC6, the Grand Slam family event started for families with young children to provide alternative summer activities. Through leveraged resources, free lunches were provided during this event. These major activities continued throughout the project. Additional activities held only once included providing youth an alcohol-free seating area during the local rodeo, and teaching rocketry skills to youth attending a farmers market. In EYSC8, 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, an after-school program, an arts council, a faith-based organization, the USDA Simplified Summer Food Program, the Extension Nutrition Program, five youth-serving organizations, and five local businesses.

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 for 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.

Survey results from the final year of the project showed that 63% of Family Fun Night participants rated the event as "Excellent"





Kentucky

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 would 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 EYSC4 and EYSC5, an existing park in Elkton was enhanced (e.g., bathrooms painted, park benches installed, trash removed).

In EYSC6 and EYSC7, 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 EYSC8, a park in Guthrie was the target (e.g., mulch added around shrubs and trees, leveraging resources from 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, so 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 outside of school. A Backpack program was developed where the EYSC team packed backpacks with healthy foods 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, the Cooperative Extension, and the local bank. As a result of the program, fewer youth went 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).

SUCCESS STORY

The Lyon County, Kentucky EYSC program was awarded a NAE4-HA National Power of Youth Award in 2009 for its work with the local school board to draw attention to school-based substance abuse problems.

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*. These two instruments are described below in terms of their appropriateness as measures of the project outcomes and regarding 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

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 revised by Laurie 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 (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, along with lessening the data collection burden, a concern expressed by states/sites and proposal reviewers in previous years. The method, called "post-then-pre," or "retrospective pre," is an accepted, and 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 pre-test sensitivity and response shift bias that result from pre-test overestimation or underestimation.

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 this instrument.

Observation of Project Outcomes Instrument

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, for a total of 1,084 possible respondents over the five-year period. A total of 724 individuals responded. In EYSC4, 118 people responded; in EYSC5, 143 responded; in EYSC6, 165 responded; in EYSC7, 141 responded; and in EYSC8, 157 responded.

Questions were designed to capture data to assess one short-term outcome and five medium-term outcomes using the *Observation of Project Outcomes* instrument. 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.

Participants were asked questions specifically related to short-term outcome 4 and medium-term outcomes 1, 4, 5, 7, and 8. Some information from this instrument is also used to evaluate the accomplishment of short-term outcome 2 and medium-term outcomes 3 and 5. Further information can be found in *Outcomes and Data Sources* (Table 3), on page 17.

Protocol

Project staff received a protocol for collecting and reporting outcome data. The *Leadership Skills Post-then-Pre Survey* was 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 for at least five hours per month for four months in implementing action plans. For the *Observation of Project Outcomes* instrument, project staff was required to select four respondents from each community served, as detailed in the first paragraph of the previous section.

The responsibility for obtaining Institutional Review Board (IRB) approval for data collection rested with the local projects. Since data was 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 younger than 18 years old. Using the train-the-trainer model, training in evaluation protocol was provided to state principal investigators by Dr. Michael Newman, lead evaluator for contractor Mississippi State University (MSU), via conference calls and they, in turn, 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, but it is not very user friendly. A help-desk operator at MSU 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 maintains

the ECI system, creates necessary reports to be retrieved from the database, and updates the website when instruments and protocols are updated.

Table 3 contains a summary of the program outcomes matched with the data sources used to collect information about the indicators for each outcome.

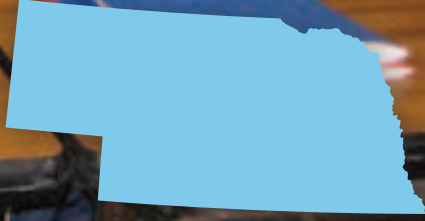
TABLE 3. OUTCOMES AND DATA SOURCES

SHORT-TERM PROJECT OUTCOMES	DATA SOURCE FOR INDICATORS
1. Youth and adults gain understanding of the concepts/skills for leadership.	<i>Leadership Skills Post-then-Pre Survey</i> <i>Observation of Project Outcomes Instrument, q6</i>
2. Youth and adults, and their communities gain an understanding of Youth in Governance (which includes youth/adult partnerships).	<i>Leadership Skills Post-then-Pre Survey, q17-21</i> <i>Observation of Project Outcomes Instrument, q5</i> <i>Year-End Output Measures Report, activities & community issues data</i>
3. Youth and adults participating in the project understand and begin demonstrating the concepts of inclusivity, pluralism, and diversity.	<i>Leadership Skills Post-then-Pre Survey, q16</i> <i>Observation of Project Outcomes Instrument, q2</i>
4. Community provides youth with a variety of positive youth-development opportunities.	<i>Observation of Project Outcomes Instrument, q3</i> <i>USDA Year-End Output Measures Report, resources leveraged (cash & in-kind) data</i>
MEDIUM-TERM PROJECT OUTCOMES	DATA SOURCE FOR INDICATORS
1. Youth and adults demonstrate leadership skills and competencies.	<i>Observation of Project Outcomes Instrument, q6</i>
2. Youth are in authentic decision-making partnerships with adults.	<i>Observation of Project Outcomes Instrument, q7</i> <i>USDA Year-End Output Measures Report, activities data</i>
3. Adults are accepting of contributions and role of youth within communities.	<i>Observation of Project Outcomes Instrument, q1</i> <i>USDA Year-End Output Measures Report, collaboration data</i>
4. Youth develop a commitment to community.	<i>Observation of Project Outcomes Instrument, q4</i>
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.	<i>Observation of Project Outcomes Instrument, q5</i> <i>USDA Year-End Output Measures Report, resources leveraged (cash & in-kind) data</i>
6. Adult community stakeholders have committed resources and changed policies in support of the Youth in Governance investment.	<i>Observation of Project Outcomes Instrument, q8</i> <i>USDA Year-End Output Measures Report, value of cash & in-kind capital data</i>
7. Community leaders will demonstrate more positive attitudes about youth being actively involved.	<i>Observation of Project Outcomes Instrument, q1</i>
8. Projects will reflect the diversity of the communities.	<i>Observation of Project Outcomes Instrument, q2</i>
9. Trust will be established between youth and adults in order to affect community change.	<i>Observation of Project Outcomes Instrument, q9</i>
LONG-TERM PROJECT OUTCOMES	DATA SOURCE FOR INDICATORS
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.	<i>Year-End Community Action Project Accomplishment Report, community capitals addressed data</i>
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.	<i>Observation of Project Outcomes Instrument, q9</i> <i>Year-End Community Action Project Accomplishment Report, community capitals addressed data</i>
3. Cultural Capital is expanded: a. Diversity of community is reflected within and engaged as key stakeholders.	<i>Observation of Project Outcomes Instrument, q2</i> <i>Year-End Community Action Project Accomplishment Report, community capitals addressed data</i>
4. Civic/Political Capital is expanded: a. Youth are community leaders making decisions and taking action on issues of public/community concern, which impact their lives.	<i>Observation of Project Outcomes Instrument, q6</i> <i>Year-End Community Action Project Accomplishment Report, community capitals addressed data</i>



SUCCESS STORY

Crete, Nebraska, was recognized by the National Park Service for its work in developing a network of community trails in Tuxedo Park. The youth collaborated with the Park Service and the City of Crete; they contributed \$6,900 and \$15,000 of in-kind services, respectively. An estimated 3,240 (54% of the population) residents would start using the trail sometime during the one-year period after it was constructed.



Nebraska

Capital: Human, Social, Cultural, Natural, Political

IN LEXINGTON, NEBRASKA, three community needs were identified: leadership development for youth, eradication of community vandalization, 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 EYSC4, the project held a Hispanic Heritage Festival. In EYSC5, the Miss Voz Latina competition was added. In EYSC6, the group began to paint over graffiti. In EYSC7, leadership training began. In EYSC8, 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 Latina 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, which 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 foot bridge for another portion of the trail. Additional collaborators were the County 4-H Council, the Crete Police Department, Crete City Council, public schools, the 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 ongoing development of the trail, and the police department has pledged to provide physical labor when more of the trail is blazed.

IN SCOTTSBLUFF/GERING, the 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 People Restoring Involvement, Dignity, and Excellence (PRIDE). Walls with graffiti in the community were painted over, and a graffiti wall where youth could express themselves was erected in the town park with a special grant. Businesses and residences that made extra efforts to beautify their facilities were given a special award plaque to display and highlight 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 members did.

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

The EYSC project in Nebraska City, Nebraska, received the Nebraska Community Improvement Program award for Youth Leadership in 2007. It also received a \$4,000 grant from the Wirth Foundation, a Nebraska City Foundation, to continue working to develop young leaders and to benefit the Nebraska City community.

A local lawyer was so impressed with the EYSC PRIDE (People Restoring Involvement, Dignity, and Excellence) program in Scottsbluff, Nebraska, that he insisted on naming the youth ball team he sponsored after the group and also awarded a laptop computer to a youth on the leadership team going to college.



EVALUATION OF SHORT- AND MEDIUM-TERM PROJECT OUTCOMES

Findings for short- and medium-term outcomes are provided in this section.

Short-Term Outcome 1: Knowledge/Skill Development

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 1.68 to 1.79 on the 0 to 3 scale on the pre-test questions to an overall mean of 2.25 to 2.43

on the post-test questions. This result was statistically significant at the .001 level for all five years. The overall results were consistent across the states as seen in Table 4 where pretest and post-test means are reported by participating states.

TABLE 4. LEADERSHIP SKILLS STATE COMPARISON FOR EYSC4–8 (SCALE: 0 = NO ABILITY; 1 = SOME ABILITY; 2 = GOOD ABILITY; 3 = EXCELLENT ABILITY)

STATE (# OF RESPONSES FOR YEARS 4-8)	EYSC4 MEANS		EYSC5 MEANS		EYSC6 MEANS		EYSC7 MEANS		EYSC8 MEANS	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Arizona (n = 3, 8, --, --, --)	1.65	2.94	1.91	2.24	--	--	--	--	--	--
Arkansas (n = 18, 39, 52, --, --)	1.69	2.31	1.71	2.35	1.64	2.54	--	--	--	--
California (n = 6, --, --, --, --)	2.15	2.70	--	--	--	--	--	--	--	--
Delaware (n = 31, 38, 47, 36, 50)	2.13	2.35	1.94	2.41	1.91	2.32	2.18	2.62	2.01	2.51
Florida (n = 42, 118, 340, 200, 128)	1.82	2.54	1.85	2.51	1.74	2.40	1.83	2.39	1.79	2.54
Idaho (n = 30, 53, 26, 40, 70)	1.83	2.26	1.83	2.28	2.02	2.45	1.73	2.43	1.71	2.26
Iowa (n = --, --, --, --, 83)	--	--	--	--	--	--	--	--	1.94	2.32
Kentucky (n = 26, 20, 18, 16, 22)	1.74	2.50	1.92	2.56	1.95	2.45	2.20	2.77	2.11	2.64
Missouri (n = --, --, --, --, 34)	--	--	--	--	--	--	--	--	1.89	2.42
Montana (n = 62, 6, 15, 17, --)	1.65	2.14	1.84	2.17	1.67	2.19	1.12	1.89	--	--
Nebraska (n = 89, 83, 70, 67, 80)	1.87	2.12	1.62	2.14	1.72	2.17	1.65	2.16	1.55	2.13
Oklahoma (n = 121, 40, 70, --, --)	1.42	2.15	0.98	2.40	1.39	2.24	--	--	--	--
Texas (n = 51, 163, 150, 147, 187)	1.52	2.31	1.69	2.38	1.49	2.48	1.62	2.41	1.68	2.53
Washington (n = --, --, --, --, 27)	--	--	--	--	--	--	--	--	2.09	2.59
Wisconsin (n = 12, 28, 24, --, 25)	1.88	2.58	1.88	2.58	2.02	2.55	--	--	1.84	2.40
National Totals (n = 510, 591, 767, 523, 706)	1.68	2.25	1.71	2.38	1.70	2.38	1.75	2.38	1.79	2.43

Note: t-test probability < 0.01 (all pretest and post-test means are significantly different).

Table 5 presents the results for each question. The items where the participants reported the most improvement were “I can organize a group activity,” “I can lead group discussions,” “I can speak before a group,” and “I can plan programs,” all of which had improvement of at least .62 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 .49 pre-to-post on these two skills.

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 at each sub-grantee to supply a summary of output data such as participation demographics, collaboration numbers, and value-added information.

TABLE 5. LEADERSHIP SKILLS POST-THEN-PRE SURVEY (SCALE: 0 = NO ABILITY; 1 = SOME ABILITY; 2 = GOOD ABILITY; 3 = EXCELLENT ABILITY)

SKILL	EYSC4			EYSC5			EYSC6			EYSC7			EYSC8		
	PRE	POST	DIFF	PRE	POST	DIFF	PRE	POST	DIFF	PRE	POST	DIFF	PRE	POST	DIFF
1. I can organize a group activity.	1.56	2.18	0.62	1.52	2.31	0.79	1.52	2.31	0.74	1.60	2.33	0.73	1.65	2.36	0.71
2. I can organize information.	1.78	2.29	0.52	1.72	2.38	0.66	1.70	2.34	0.64	1.69	2.34	0.65	1.83	2.42	0.59
3. I can establish time-use priorities.	1.53	2.08	0.54	1.59	2.26	0.67	1.59	2.25	0.66	1.60	2.25	0.65	1.70	2.35	0.64
4. I can lead group discussions.	1.53	2.18	0.64	1.52	2.30	0.78	1.61	2.33	0.72	1.62	2.29	0.67	1.67	2.37	0.70
5. I can evaluate programs.	1.38	1.99	0.61	1.45	2.14	0.69	1.43	2.15	0.73	1.49	2.17	0.68	1.47	2.17	0.70
6. I can work as a team member.	2.15	2.65	0.50	2.10	2.69	0.59	2.06	2.70	0.64	2.21	2.73	0.51	2.12	2.71	0.58
7. I can speak before a group.	1.67	2.29	0.63	1.66	2.35	0.69	1.58	2.32	0.74	1.70	2.38	0.68	1.78	2.45	0.67
8. I can keep written records.	1.53	2.07	0.54	1.54	2.16	0.62	1.54	2.18	0.64	1.60	2.22	0.61	1.69	2.30	0.61
9. I can see things objectively.	1.66	2.18	0.51	1.69	2.32	0.63	1.72	2.34	0.63	1.74	2.34	0.60	1.77	2.37	0.60
10. I follow a process to make decisions.	1.62	2.21	0.59	1.70	2.32	0.62	1.62	2.31	0.70	1.79	2.42	0.63	1.77	2.40	0.63
11. I can plan programs.	1.52	2.16	0.64	1.55	2.26	0.71	1.58	2.29	0.71	1.58	2.28	0.70	1.65	2.35	0.70
12. I can identify resources.	1.50	2.07	0.57	1.63	2.31	0.68	1.64	2.33	0.69	1.67	2.30	0.63	1.67	2.32	0.65
13. I can share new ideas with others.	1.97	2.50	0.53	1.94	2.59	0.65	1.94	2.61	0.67	1.99	2.58	0.59	1.99	2.59	0.60
14. I can teach others.	1.79	2.33	0.54	1.83	2.50	0.67	1.85	2.53	0.68	1.85	2.49	0.64	1.87	2.55	0.68
15. I can meet with others.	2.06	2.55	0.49	2.06	2.65	0.59	2.02	2.65	0.63	2.00	2.55	0.54	2.06	2.65	0.59
16. I can relate to people from other cultures and backgrounds.	1.69	2.21	0.52	1.91	2.52	0.61	1.92	2.55	0.64	1.89	2.45	0.56	1.99	2.57	0.58
Overall	1.68	2.25	0.56	1.71	2.38	0.67	1.71	2.39	0.68	1.75	2.38	0.63	1.79	2.43	0.64

Short-Term Outcome 2: Understanding of Youth in Governance

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 was designed to instill. The percentage of respondents indicating they agreed or strongly agreed with the activity statements ranged from 74.4% to 96.2%.

A high percentage of youth and 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 and adult partnerships to solve community problems developed strong leadership skills during the project. This conclusion is supported by results from Table 6, which contains specific results for each question.

TABLE 6. LEADERSHIP ACTIVITIES QUESTIONNAIRE FREQUENCIES OF RESPONSES

QUESTIONS	EYSC4	EYSC5	EYSC6	EYSC7	EYSC8
	PERCENT A OR SA*	PERCENT A OR SA*	PERCENT A OR SA*	PERCENT A OR SA*	PERCENT A OR SA*
17. I taught others.	85.5	89.0	90.1	86.4	89.0
18. I acted as a mentor to others.	82.5	85.2	81.5	78.8	84.0
19. I planned learning activities.	80.4	82.9	74.4	78.0	81.9
20. I am more confident in helping others.	95.9	96.2	93.4	93.9	95.6
21. I am more confident in myself overall.	94.5	95.8	95.8	92.8	94.7

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

Question 5 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?

The results were definitive, as between 87% and 98% of the youth and adults answered yes to this question, depending on the year. Some comments included:

“Our group has actively sought input from the community through community forums as well as issues we identify in our core group discussions. We have become more experienced in how to get input and comments about proposed projects from anyone it might affect. We use all of the information we gather to help make well-informed decisions that will benefit the community the most. We use this same process to determine our priorities.”

“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.”

“Surveys and interviews with community people have provided awareness of issues. The young people have a positive reputation and are sought out when help is needed.”

“Adults and youth were given the opportunity, for example, to hold mini-forums with elementary and middle school-aged children to see what they feel is an issue that needs to be addressed. Not only did this provide a different perspective, but it allowed a typically underrepresented age group the opportunity to be involved in a larger role in community affairs.”

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 and adult partnership model. For example, a youth respondent said, “I have had the opportunity to participate in several events as a contributor, not just as an observer.” Another comment that demonstrates this: “Community leaders have become more accepting of youth in that there are more youth serving on various committees and boards in our community. ... EYSC played a major role in proving to community leaders that youth do have interests, talents and ideas that they want to share and projects that they want to undertake. I believe our group demonstrated that the level of responsibility a group of youth can have towards carrying out a program can be unwavering when they have had input and their ideas have been heard and implemented.”

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 5, participants reported an improvement on this skill of at least .52 each year on a 0–3 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, along with 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?

Since between 79% and 89% of respondents answered yes to this question in the different years, it was obvious that reaching diversity was one of the harder community outcomes to accomplish. Many strong efforts were made, but diversity (especially racial) was not an easily attained outcome, in part due to the homogenous populations of some of the communities. Obviously some community projects were successful in achieving this goal. Efforts to include African American, Hispanic and Native American audiences were identified. Partnering with schools helped to reflect the diversity of the communities. Sites described diversity in various ways: ethnic, racial, age, sex, income, education, and community groups.

“We have finally come together as a race of people in the community.”

“This community doesn’t have a high degree of racial diversity, but there are many different types of people and many different income levels. The garden has brought together a wide variety of community members. Youth are being mentored by seniors, 4-H kids and Girl Scouts are making connections, and the rich and the less fortunate put aside the differences in their lifestyles to tend the earth. The garden has enabled people who never would have spoken to each other (to) form a bond.”

“The project has included all ethnicities and diverse backgrounds. This is important because the youth need to learn that diversity is excellent for the healing of “old racism” and the step towards creating a successful community.”

“I have seen our project increase enthusiasm, volunteerism, and collaborative participation from many groups, across socioeconomic lines to work on improving our communities.”

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?

The results were very strong. Between 83% and 92% of the respondents answered positively to this question, depending on the year. An impressive number of programs were identified. Examples included after-school clubs, food drives, partnering with other groups, community beautification projects, camps, dances, and serving on community boards and panels. Some of the comments that demonstrate this include:

“Our youth have been able to be a voice in community town hall meetings as a direct result of 4-H participation. They have presented their ideas to the community and have had input into issues affecting our community.”

“Over the past year we have seen an increase in opportunities for youth. I think the youth are the ones discovering these opportunities by looking at their community and seeing what needs to be done and doing it.”

“I feel there are more opportunities for youth to be involved in today’s society. The forum has allowed the youth involved to identify situations that can be looked at in an effort to make changes in a positive way. The youth involved in the project did an excellent job on developing various follow up events that definitely provided a positive youth development activity for many school students that participated in these events.”

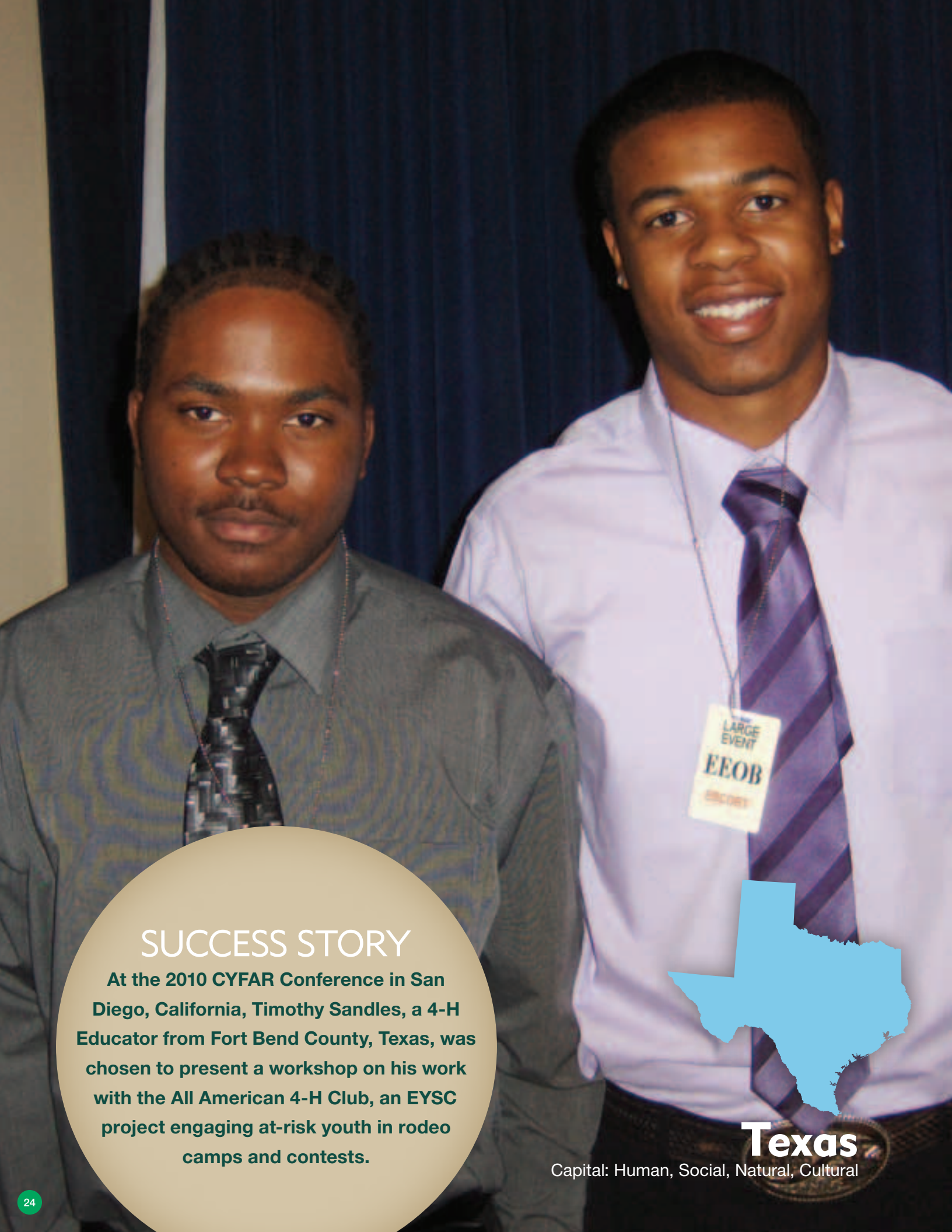
“Through our community collaborations, today’s community leaders have been able to witness what today’s generation is capable of. Through this realization our youth EYSC team members and participants have had an increased opportunity to plan and execute a variety of educational events. Community members have been more than willing to collaborate with our youth and provide them with leadership opportunities in planning events.”

Interactions with caring adults are also an important aspect of positive youth development. The following quotes provide examples of such relationships:

“The trainings offered by EYSC alone have provided more leadership and adult/youth partnership opportunities for youth. The community forum provided a great opportunity for the youth to lead with adults.”

“Community members/leaders involved with the park project now understand, in my opinion, the power that youth can create as well as understand that youth are the voices of the future. If it weren’t for programs in our small rural community such as 4-H, FRYSC, Community Education, Gifted & Talented, Gear Up, Migrant, Champions, KYASAP and other not-for-profit groups and state/federal programs, our youth would not have as many opportunities as they do now. These programs strive to serve and involve youth as much as possible to promote youth and adult partnerships as well as to give youth focus and develop their leadership abilities.”





SUCCESS STORY

At the 2010 CYFAR Conference in San Diego, California, Timothy Sandles, a 4-H Educator from Fort Bend County, Texas, was chosen to present a workshop on his work with the All American 4-H Club, an EYSC project engaging at-risk youth in rodeo camps and contests.

Texas
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 EYSC4, educational programs focused on character, food and nutrition, and emergency preparedness/disaster management were conducted at the Boys & Girls Club of Polk County. In EYSC5, 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 EYSC6, 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 EYSC7, educational programs continued and the day camp was repeated on the reservation. In EYSC8, 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).

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 A&M University (1890 LGU).

Russell Hebert, a 4-H member from Fresno, Texas, was selected as a presenter at the 2008 White House Round Table on Community and Faith-based Initiatives for his work with at-risk youth in his home community through EYSC.



SUCCESS STORY

A team of EYSC youth and adults from Wisconsin shared best practices in youth-adult partnerships at the 2009 North Central 4-H Volunteer Leader Conference.

Wisconsin

Capital: Human, Social, Natural, Political

WHEN A DIVISIVE SCHOOL REFERENDUM IN FLORENCE COUNTY, WISCONSIN, nearly closed the county’s public schools, the youth participating in EYSC, 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 schools 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 identify 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 after-school 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 among the elderly, teen, and elementary school youth in a camp setting.

Youth also joined Fighting Against Corporate Tobacco (FACT), where they lobbied 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 location signs in town and on sidewalks. The community received a Safe Routes to School grant because of the pedestrian needs assessment done by the youth.

TORPEDOES also painted several murals as part of its 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.

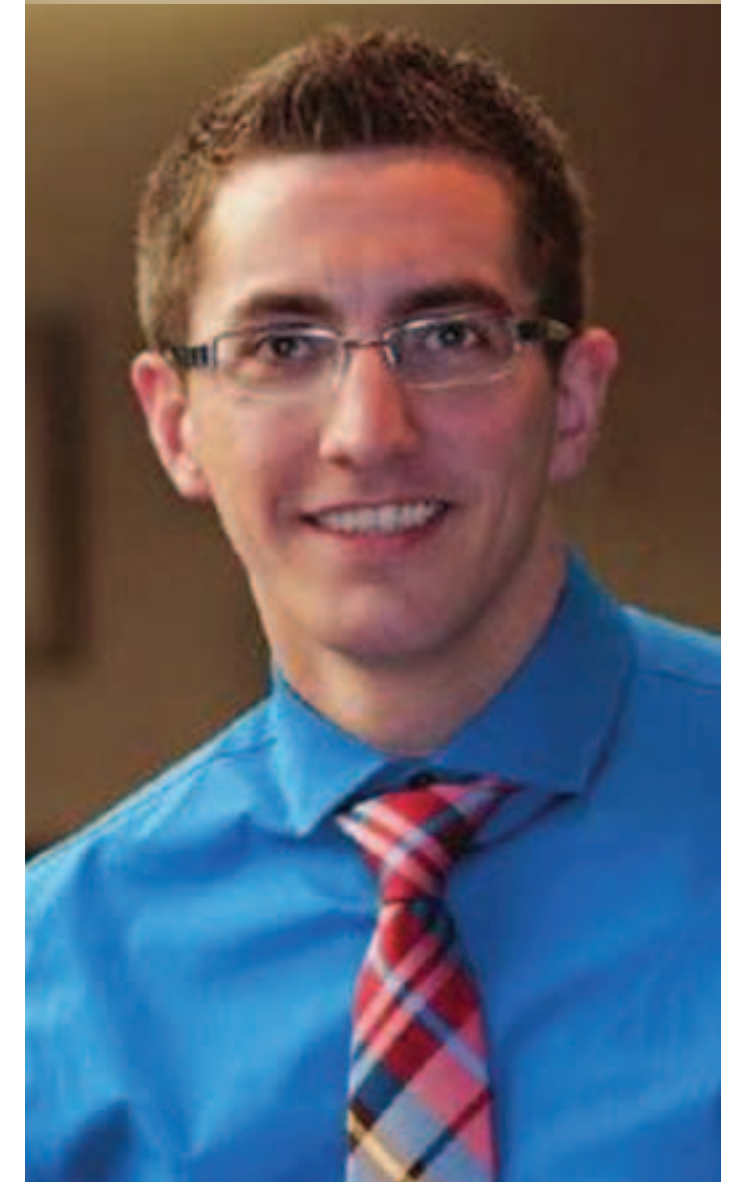
TORPEDOES has grown from an initial seven teens to over 60 who feel empowered to help their community. In assessing their impact and progress toward their goal of being seen as positive community contributors, one youth commented, “Together, we’ve done all this.”

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.

Neil Jackson of Lincoln County, Wisconsin, was selected for the State Farm Youth Advisory Board for his 4-H leadership work, including EYSC, serving a two-year term in 2009–10. This position led to employment with State Farm after college graduation.



Medium-Term Outcomes

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 66% (Have adult community leaders committed resources and/or changed

policies in support of the Youth in Governance investment? in EYSC6.) to a high of 99% (Did the youth and adult leaders apply leadership skills from their training to local situations? in EYSC5.). Specific results for each question are given in Table 7.

TABLE 7. FREQUENCIES AND PERCENTAGES OF YES RESPONSES TO PROJECT OUTCOMES QUESTIONS

QUESTION	EYSC4		EYSC5		EYSC6		EYSC7		EYSC8	
	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%	FREQ.	%
Have community leaders demonstrated more positive attitudes about youth being actively involved in leadership roles in the community? (MT Outcomes 3 and 7)	104	85	138	97	165	97	136	97	142	96
Has the project reflected the diversity of the community? (MT Outcome 8)	92	79	116	85	139	85	122	89	128	88
Has the community seen an increase in opportunities for youth to be involved in positive youth development activities as a result of the project? (ST Outcome 4)	96	83	119	86	151	92	127	90	132	90
Have project participants shown an increased commitment to the community as a result of the project? (MT Outcome 4)	108	92	131	96	162	98	136	97	138	93
Did youth and adults learn how to identify community issues and assets while participating in the project? (ST Outcome 2 and MT Outcome 5)	105	89	134	98	162	95	136	97	129	87
Did the youth and adult leaders apply leadership skills from their training to local situations? (MT Outcome 1)	108	97	133	99	158	95	132	96	135	93
Are youth involved in authentic decision-making partnerships with adults? (MT Outcome 9)					108	96	134	97	124	87
Have adult community leaders committed resources and/or changed policies in support of the Youth in Governance investment? (MT Outcome 10)					69	66	102	80	92	71
Has trust been established between youth and adults in order to affect community change (MT Outcome 3 and LT Outcome 2)?									109	94

In addition to yes/no responses, those surveyed were asked to make comments or give examples to show how the outcomes were met. In many cases where the answer to an outcome question was no, the project sites identified the problem(s) and possible solutions to implement next year to try to improve the result. These qualitative results, as well as the examples given by sites that were successful, will be useful to help all sites accomplish these outcomes in future years.

Have community leaders demonstrated more positive attitudes about youth being actively involved in leadership roles in the community?

In EYSC4, the response was 85% positive, but with 96–97% of youth and adult respondents answering yes to this question in EYSC5–8, it is clear that changes in communities have been happening. For example:

“A group of adults have seen the potential of youth that they did not see before. Adults are now willing to talk with youth about their project participation. Youth have been invited to present it to the hospital and school boards. Adults from

local civic organizations and churches have all contributed money and resources to the project. Youth participants are now involved in the state 4-H teen council and their principal is willing to let them lead projects at school.”

“Our leaders have a more positive attitude toward our youth. Through this project the youth were engaged with the Senior Center Board of Directors, Valley County Commissions, and City Council personnel. Through this interaction the officials have expressed a willingness and eagerness to continue to work with the youth in our community and support them in a variety of ways on other projects.”

“Youth have presented to the city council, city boards and other community groups to discuss issues that impact the whole community. Their ideas are respected and welcomed. Community leaders have been able to see youth in action and know they can be leaders.”

“Community leaders are extremely excited about youth involvement and welcome their opinion; leaders have become willing to invest time to hear the pleas of youth.

The partnership between youth and community leaders will continue to grow.”

Has the project reflected the diversity of the community?

Even though between 79% and 89% of respondents answered yes to this question, it was obvious that reaching diversity was one of the harder community outcomes to accomplish. (See previous discussion.)

Has the community seen an increase in opportunities for youth to be involved in positive youth development activities as a result of the project?

Between 83% and 92% of the respondents answered yes to this question, a very positive result. (See previous discussion under Short-Term Outcome 4.)

Have project participants (youth and adults) shown an increased commitment to the community as a result of the project?

Clearly, respondents felt almost total commitment to their communities as a result of this project with 92% to 98% of 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.

“The increased commitment to the community can be seen by the continuous annual projects being undertaken through EYSC for the past few years. For the past years, the youth and adults have re-committed to using the skills from the EYSC training to identify new needs. Whether it is character building programs, recycling projects, or teen courts, many social community issues have been routinely addressed. This annual commitment shows the impact EYSC makes and the motivation, dedication, and passion of the individuals involved.”



“When someone helps improve something, like their community, there is a connection formed and with that connection comes a sense of pride in what they have done. I believe that pride has made attitudes improve toward our community.”

“I see 4-H members taking pride in their service and participation in the community as opposed to simply “showing up.” There is a definite difference in the attitudes of members who have participated in EYSC for several years vs. those who are recruited to participate as extra hands. EYSC participants are aware of the impact their attitudes and service has on others, and how a great attitude opens doors for more adventure down the road.”

“The best example is that now no one thinks that a project is too big and that something cannot be done. If there is a need, people are getting together and finding a way to make it work. There seems to be a new enthusiasm in our community and I believe EYSC played a part in building a new sense of pride in our community and a new ‘togetherness’ that is becoming more and more apparent. I realize that is not a concrete example, but for a community that is so lacking in community pride, this is a huge step.”

Did youth and adults learn how to identify community issues and assets while participating in the project?

This skill was obviously developed among the participants, as between 87% and 98% of the youth and adults answered yes to this question. (See previous discussion.)

Did the youth and adult leaders apply leadership skills from their training to local situations?

Between 93% and 99% of the respondents 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 as well as in many other venues.

“Youth are better able to establish an agenda or logic model for meetings and projects. They are better able to organize their thoughts and turn them into action. Along with this, their public speaking skills, decision-making skills and sense of engagement in their communities have increased. The adults have become better at sharing leadership and recognizing that there are different leadership styles. They understand how various personalities and people benefit the project and process.”

“This has been one of the most noticeable results from the project. All participants are seeking continued leadership roles and demonstrate confidence in those roles. They enjoy practicing facilitation & recording skills, especially at every opportunity (4-H, school, etc.).”

“They learned to listen to each other’s ideas and to take on responsibilities for small pieces of the project. They learned about attitudes and how to ask for resources based in responses from their group. They learned how to approach possible supports about project needs and to coordinate those responses as in having commissioners work together for the good of the county.”

“Among the leadership skills are meeting skills like communication skills, talking over the phone to people and sending letters and emails and how to be professional while doing that. Other leadership skills include public speaking in front of people and how to lead a group who has never participated in the program before. Another skill is patience.”

Are youth involved in authentic decision-making partnerships with adults?

The responses to this question were highly positive, with 87% to 97% of respondents answering yes in EYSC6-8, the only years this question was asked of participants. It is obvious that the adults recognize the youth as having valuable contributions to make to their communities.

“Our youth and adults work side by side in determining events, setting a yearly calendar, meetings, parties, elections. The youth run the programs as the adults provide their leadership in wisdom and experience. A prime example of this is 4-H Summer Camp.”

“All decisions of the group are made following discussion by both adults and youth.”

“Youth are encouraged to give their opinions and to help set a new standard where youth have an equal voice.”

“Divide the work load and conquer. Youth have been given a voice in how best to accomplish a list of tasks that need to be taken care of. The two groups don’t always agree, but both sides are heard before a decision is made.”

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

“This is where EYSC had an effect on me, the parent. Through the process of the EYSC, I saw that my children were far more capable of leadership and good decision-making than I had thought. The EYSC training changed my entire family for the better. I started listening to my kids more and started looking for more developmental leadership roles for them. I am so grateful for the training.”

Have adult community leaders committed resources and/or changed policies in support of the Youth in Governance investment?

This outcome was definitely the hardest for the community sites to achieve with only 66% to 80% answering positively to the question in EYSC6-8. 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. Those who have not yet reached this level have identified steps to try to get there.

Some examples of resource commitment include:

“The city was approached by a student committee requesting better recreational facilities. A contractor present in the audience for another matter volunteered to donate and erect poles and basketball hoops in the park.”

Committees and boards seek youth representation. The city hires two students each year to work with our city employees, which gives them insight on how a city is run.”

“The selected officials committed City resources in support of the youth proposed trails project. As a result the first phase of the project was completed last fall through a modified street improvement project to include a trail walkway.”

“The Tribal Council and Tribal College have been supportive. The Tribal Council has provided shared funding support for some program activities. Other Tribal groups are beginning to be involved. Things sometimes happen slowly here, but they usually happen.”

Examples of a policy change is:

“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.”

“When the final Random Student Drug Testing Policy is completed, a school policy will have changed and the school will fund a portion of the testing costs along with funding support from the community.”

Has trust been established between youth and adults in order to affect community change?

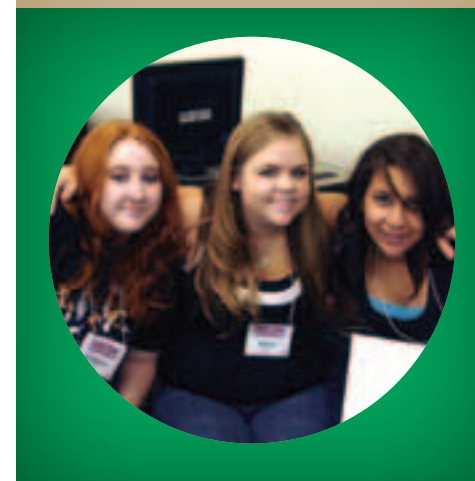
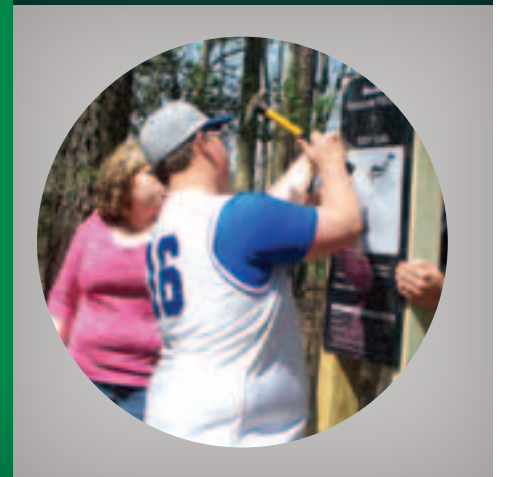
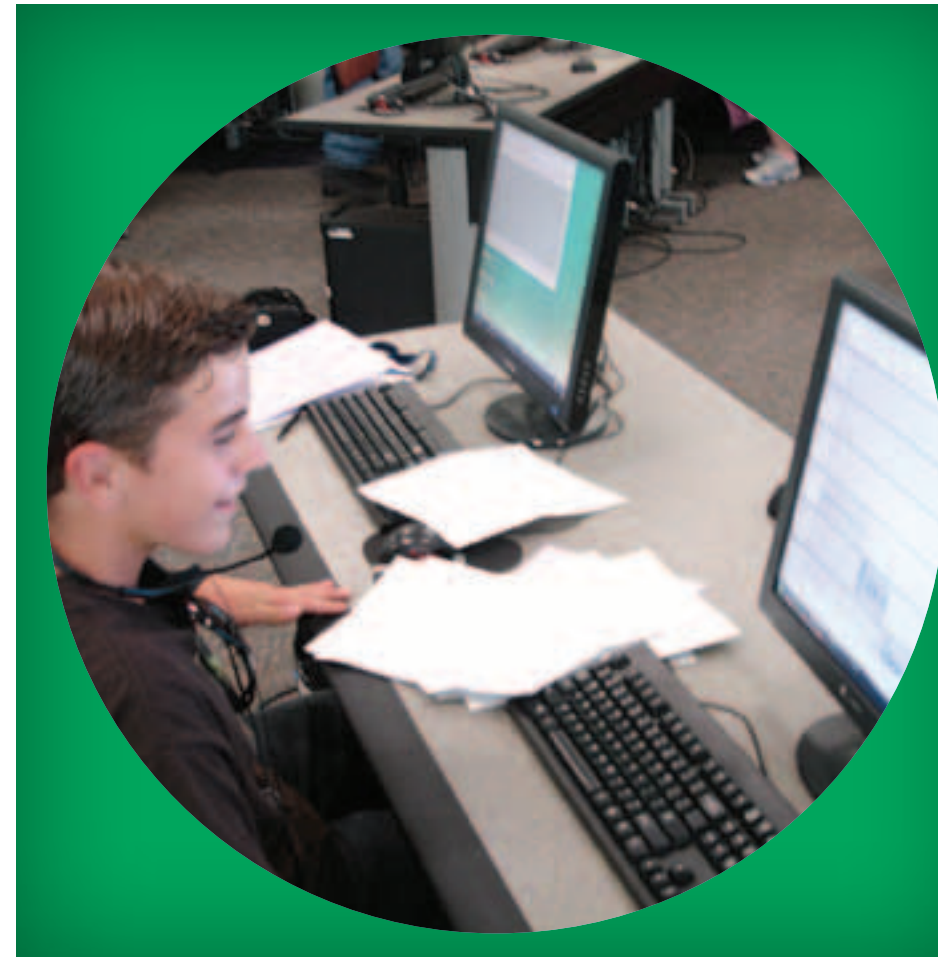
This outcome is considered both a medium-term and a long-term outcome. Establishing trust can be a long process, thus it is exciting that 99% of community sites answered positively in EYSC7, while 92% did so in EYSC8 (the only two years the question was asked). Trust is key to youth-adult partnerships, 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:

“I feel very good about the youth we work with; they have always followed through what has been expected of them. If we have a timeline, they work hard to meet it. They are dependable young men and women.”

“The adults have come to trust that the youth can not only lead programs, but have the knowledge to know to help lead our community. This is proven by their acceptance on Economic Development Council.”

“The adults trust us teens to do our jobs and we trust them to do their jobs. In the end we get a job done faster and more efficiently.”

“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 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 EYSC Logic Model focus on expanding the four community capitals outlined below. (For a detailed description of community capitals, see Appendix A.)

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 toward 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 five-year period. There were 191 community capitals addressed in EYSC4, 208 in EYSC5, 221 in EYSC6, 115 in EYSC7, and 199 in EYSC8.

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

Human Capital

“Local 4-H Clubs are planning and implementing activities to promote an increase in physical activity and are serving healthy snacks. Additionally, these clubs participate in outdoor activities to promote good physical fitness. Knowledge and skills acquired are building human capital.”

“Through training and experiential learning, youth and adults on the core leadership team learned leadership skills such as planning and facilitating a meeting, public speaking, decision-making, etc.”

“Youth participating in the Youth Adult Alliance implementing Family Fun Night, The Grand Slam, Fabulous 4-H Fridays and participating in the entrepreneurial leadership project are increasing communication and organizational skills. In addition youth are learning life skills that will prepare them for future employment and place them less at-risk than their counterparts at living in poverty.”



“Due to the efforts of the youth, civic organizations are now recognizing young people as much needed resources in both communities. Youth have given presentations to local groups about their project to get the word out about children who are hungry in their own county. This has allowed the youth to engage in higher levels of civic affairs and have a voice in community decision-making.”

Cultural Capital

“Youth learn about their own history and culture. Youth and adults partner with other ethnicities and generations to bring about community inclusion and share cultural values.”

“Teen council is preparing a PowerPoint program about the history of the community and will make a presentation to the Chamber of Commerce.”

“Hosted a multi-cultural event which included history, food, arts, dance, music, childhood games. This was an effort to introduce all cultures residing in the different communities in the...areas. Speakers and demonstrators were recruited from within the various cultural communities and hands-on activities were provided for all participants. We felt the event would allow the different ethnic groups to see that they are a vital part of the communities and schools in the area.”

Social Capital

“Youth and adults worked together as equal partners, building trust and mutual respect in planning and executing healthy lifestyles programs. They also learn to network with local organizations, building collaborations to strengthen their programs.”

“Youth and adults worked together to get all stakeholders at the table. They discussed among themselves how to determine who should get involved (e.g., mayor, parks and recreations, schools, etc.). The youth were able to pull in support from a number of organizations (they had affiliations with these organizations). Both youth and adults tapped into their social networks to garner support.”

“Youth interact with peers to form social networks as a way to discuss strategies on improving the local park; Youth and adults dialogue on ways to engage the community around project; Adults connect with the social ties of youth to publicize the project; Adults network with community/business leaders to gather resources for the project.”

Civic/Political Capital

“Youth will interface with tribal government to bring their voice and concerns to leadership.”

“Meetings were held with the Chamber of Commerce President and the Mayor to gain their support and buy in. The group formed partnerships with local civic groups to gain their support and assistance.”

“This project provides hands-on lessons in governmental processes and civic power. Civic capital will be developed as youth learn to have a voice within the community where youth have traditionally not had that opportunity.”

Natural Capital

“Youth Board members facilitated and taught a program that taught the importance of recycling.”

“Youth have been investing in natural capital as they continue to keep the creek and roadside cleaned up from debris thrown out from the users of the public highway.”

“The youth were able to identify an area of land to turn into a nature education center and trail to be used by school children and the community.”

“Educated about planting trees and conservation efforts. Approximately 70 trees were planted. The water cycle was also taught.”

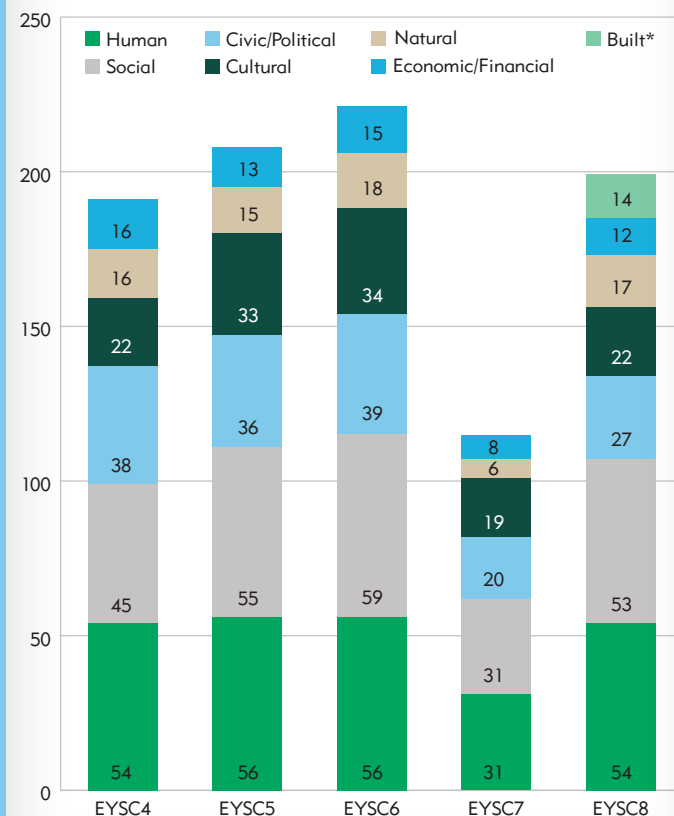
Economic/Financial Capital

“The PRIDE group saves local businesses and residents dollars that would be spent on graffiti removal and paint over of their building.”

“The addition of a more inviting environment made the lake a community asset rather than an eyesore. This encouraged use of the park in a variety of recreational ways.”

“Youth issues were addressed by application for a grant to meet their needs. [Two schools] shared a grant to fund a prevention coordinator and another benefactor donated funds to support pregnant and parenting teens attending summer school so they can graduate on schedule.”

FIGURE 3. COMMUNITY CAPITALS ADDRESSED BY PROJECTS



*Note: Built capital was assessed in EYSC8 only.

SUMMARY OF OUTCOME EVALUATION

Within these five years, 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 *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 277 individual community responses to the *Year-End Output Measures Report* required by the USDA. Responses are combined across the five-year 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.

Community Issues and Collaborations

States identified 872 community issues during the five years. These were the priority issues identified by the communities through the youth-facilitated community forum process. Of the 264 local sites reporting in this time frame, 235 reported the establishment of collaborations with other agencies and organizations. A total of 585 government agencies and 687 non-governmental organizations participated across the five years. These collaborations involved 5,754 youth and 3,595 adults.

Volunteer Efforts

A significant contribution was made to the project via volunteer efforts, with a total of 20,616 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 408,177. 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 five years of the project. The total value of this effort was estimated to be nearly \$8.5 million. The number of volunteers by category, hours worked and values are presented in Table 8.

Leveraged Funds

Community sites were able to leverage other resources, both in real dollars and in-kind sources. A total of \$289,753 was reported in cash and grants. In-kind contributions of building space, transportation, supplies, and food were reported in the amount of \$1,758,038. When added to the volunteer time value given above, the projects were responsible for well over \$10.3 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 28,177 participants who reported ethnicity, 3,413 (12.1%) were Latino and 24,764 (87.9%) were non-Latino. Table 9 contains a breakdown of participants by the categories. 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.

Youth Activities

States reported activity by 5,546 youth in service activities and leadership roles in their clubs and communities over the five years. Youth spent 145,213 hours serving in these roles. Specifically, 2,409 of the 5,546 youth served in leadership roles within 4-H, Girl Scouts, FFA, or some other community organization for a total of 64,690 hours. The specific numbers and categories of service are provided in Table 10. A total of 10,140 youth participants had not previously been in a 4-H program.

TABLE 8. VOLUNTEER EFFORTS CONTRIBUTED TO EYSC

TYPE OF VOLUNTEER EFFORT	NUMBER	HOURS	VALUE
EYSC4			
Salaried Staff - No Grant Funds	145	7,931	\$194,428.00
Salaried Staff - Excess Time	17	3,747	53,003.00
Adult Volunteers - Intensive	272	8,823	161,187.00
Adult Volunteers - Non-Intensive	638	6,294	111,248.00
Youth Volunteers - Intensive	692	23,305	399,884.00
Youth Volunteers - Non-Intensive	1,601	17,552	314,452.00
EYSC4 Totals	3,365	67,651	\$1,234,202.00
EYSC5			
Salaried Staff - No Grant Funds	152	9,015	\$179,445.16
Salaried Staff - Excess Time	15	3,536	\$49,399.12
Adult Volunteers - Intensive	320	24,225	\$467,937.51
Adult Volunteers - Non-Intensive	813	10,131	\$193,890.65
Youth Volunteers - Intensive	705	45,862	\$872,956.74
Youth Volunteers - Non-Intensive	4,549	73,115	\$1,413,602.33
EYSC5 Totals	6,554	165,884	\$3,177,231.51
EYSC6			
Salaried Staff - No Grant Funds	140	7,549	\$145,568.31
Salaried Staff - Excess Time	16	2,497	\$37,895.00
Adult Volunteers - Intensive	281	8,798	\$284,555.78
Adult Volunteers - Non-Intensive	557	4,440	\$146,672.25
Youth Volunteers - Intensive	907	22,822	\$664,754.36
Youth Volunteers - Non-Intensive	3,911	12,667	\$437,969.21
EYSC6 Totals	5,812	58,772	\$1,717,414.91
EYSC7			
Salaried Staff - No Grant Funds	80	3,339	\$66,566.13
Salaried Staff - Excess Time	3	180	\$2020.00
Adult Volunteers - Intensive	228	7,768	\$159,489.00
Adult Volunteers - Non-Intensive	441	6,113	\$124,718.25
Youth Volunteers - Intensive	536	26,719	\$553,696.00
Youth Volunteers - Non-Intensive	1,878	12,952	\$251,070.00
EYSC7 Totals	3,166	57,071	\$1,157,559.38
EYSC8*			
Salaried Staff	136	10,274	\$190,380.66
Adult Volunteers	576	16,496	\$343,931.18
Youth Volunteers	1,007	32,029	\$667,804.65
EYSC8 Totals	1,719	58,799	\$1,202,116.49
FIVE-YEAR TOTALS	20,616	408,177	\$8,488,524.29

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

TABLE 9. RACE, SEX, AND ETHNICITY 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
EYSC4														
Youth - Intensive	212	286	20	25	20	31	0	3	0	0	2	2	1	0
Youth - Non-Intensive	770	980	108	150	37	44	5	12	1	0	28	31	34	42
Adults	138	389	37	44	23	90	0	0	0	1	7	28	0	0
EYSC4 Totals	1,120	1,655	165	219	80	165	5	15	1	1	37	61	35	42
EYSC5														
Youth - Intensive	250	377	95	135	48	69	0	2	4	4	17	15	18	45
Youth - Non-Intensive	1,629	1,951	343	406	160	181	16	17	0	1	46	36	650	606
Adults	325	643	85	113	73	90	0	1	0	0	11	13	9	15
EYSC5 Totals	2,204	2,971	523	654	281	340	16	20	4	5	74	64	677	666
EYSC6														
Youth - Intensive	268	324	55	73	48	80	0	5	4	9	32	41	7	7
Youth - Non-Intensive	2,000	2,486	347	395	239	283	44	51	0	1	173	167	759	647
Adults	254	537	62	79	34	58	28	1	0	0	4	5	0	0
EYSC6 Totals	2,522	3,347	464	547	321	421	72	57	4	10	209	213	766	654
EYSC7														
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
EYSC7 Totals	888	1,254	268	362	80	94	4	10	6	15	47	43	389	368
EYSC8														
Youth - Intensive	187	427	65	77	10	17	0	5	0	4	10	7	13	28
Youth - Non-Intensive	628	703	97	113	55	55	3	6	0	0	13	7	28	47
Adults	172	525	50	79	6	10	0	3	0	2	3	4	12	18
EYSC8 Totals	987	1,655	212	269	71	82	3	14	0	6	26	18	53	93
FIVE-YEAR TOTALS	7,721	10,882	1,632	2,051	833	1,102	100	15	15	37	393	399	1,920	1,823

TABLE 10. YOUTH LEADERSHIP/SERVICE ACTIVITIES BY NUMBER AND HOURS SPENT

TYPE OF ACTIVITY	NUMBER	HOURS	TYPE OF ACTIVITY	NUMBER	HOURS
EYSC4					
Planning, Delivering, & Evaluating Sessions	1,036	27,255	Planning, Delivering, & Evaluating Sessions	533	16,828
Leadership Roles in 4-H Organization	249	2,564	Leadership Roles in 4-H Organization	156	7,900
Leadership Roles in Other Community Organizations	158	1,171	Leadership Roles in Other Community Organizations	102	2,620
EYSC4 Totals	1,443	30,990	EYSC7 Totals	791	27,348
EYSC5					
Planning, Delivering, & Evaluating Sessions	845	20,481	Planning, Delivering, & Evaluating Sessions*	NA	NA
Leadership Roles in 4-H Organization	337	8,104	Leadership Roles in 4-H Organization	375	19,475
Leadership Roles in Other Community Organizations	128	2,577	Leadership Roles in Other Community Organizations	299	14,368
EYSC5 Totals	1,310	31,162	EYSC8 Totals	674	33,843
EYSC6					
Planning, Delivering, & Evaluating Sessions	723	15,970	FIVE-YEAR TOTALS	5,546	145,213
Leadership Roles in 4-H Organization	386	3,688			
Leadership Roles in Other Community Organizations	219	2,212			
EYSC6 Totals	1,328	21,870			

*Item not asked in EYSC8.

STRATEGIES FOR SUCCESS

The final narrative reports provided by LGUs each year have thus far highlighted several strategies for successful implementation of EYSC. The successes gleaned from project implementation are crucial to share as others use this programming model both to seek additional grants and to use in implementing other programs. This section represents a synopsis from the final reports across the term of this award as relayed by the principal investigators.

- Buy-in is important when determining potential communities. Projects initiated organically, versus those selected by the LGU, are more likely to succeed.
- It's important for clear and attainable goals for each project to be identified in the planning stage.
- Identifying potential community partners from the start brought support from the community and allowed for each agency to exhibit important impact on the success of the project.
- In order to maintain sustainability, a core group of experienced youth is needed to recruit and train younger youth, who then remain a part of the project cycle once older youth have graduated.
- Adult coordination of a local project site must match the population. Sites where participants are primarily Hispanic or Native American (Tribe-specific) need to have adult coordinators who are primarily Hispanic or Native American (Tribe-specific). This provides a more trusting relationship between local coordinators, youth, and adults.
- Each community is at a different level of development and involvement and must be allowed to develop at its own pace. This involves the "readiness" of a community to initiate the project and the commitment from a community to support the project.
- Diverse involvement of youth and adults must be emphasized. Diversity factors include race, ethnicity, gender, age, generational, etc. Local core groups must "go to" diverse audiences for involvement.
- Relationships are paramount.
 - Developing youth-adult partnerships is a deliberate process that requires time and commitment to relationship building.
 - Emphasize 50/50 involvement and participation by youth and adults. This is neither an adult-directed nor a youth-directed program. Youth and adults working together as partners to develop solutions is a key outcome of this project.
 - Youth and adults can be a very successful team if each is respectful of what the other brings to the table. What makes for success is the amount of interaction and planning between youth and adults; the youth are not overseen by the adults. They are a team.
 - In the case of Native American, Hispanic, or other ethnic populations, it is important to establish relationships with the community leadership before trying to initiate a program like EYSC. Relationships may take a long time to build.

- Within small rural communities, relationships among people take on new significance because everyone is likely to know everyone else. Seemingly small issues can become huge. This usually results from misunderstandings of local issues.
- The forum process allowed buy-in and ownership of the project. "People support what they help to create." Many times this factor is unacknowledged and it leads to situations of isolated leadership. Avoid "prescribing issues" for the community site, allowing instead for each community to identify and mitigate its own issues. Provide training for how to process identified issues.
 - Collaborate with other groups that may provide influence of participation in the forum and maintain involvement in the event.
 - Promotion of successful events is multifaceted: media, personal contact, and community calendars. Making personal contact is very important, as people are more likely to assist if approached face to face.
 - A shared vision with many partners and continued movement forward on projects has been the most rewarding and successful outcome for youth. Too much planning and they lose interest.
 - Some youth were not motivated to work with the project because the term "community forum" was not impressive to them. Marketing materials must make the project innovative and fun, with a focus on youth involvement.
 - In a small community, there can be many scheduling conflicts, which can impact attendance. Framing in the context of a school year is important when working with teens and communities.
 - Transportation can be a major barrier to youth participation in rural areas but can be overcome creatively. Meetings before school or over lunch may help, and use of technology is an innovative solution for youth and adults in far-removed locations.
 - Time is the biggest barrier. EYSC education and programming efforts must be coordinated with an eye on commitments including family, school, faith communities, and extracurricular activities. It became difficult to coordinate quality "education" in a group setting, which is essential for preparing youth with the skills and background necessary to accomplish an action plan.
 - Working with existing programs helps to avoid the often time-consuming recreation of materials.
 - Both youth and adults gleaned important lessons from their interactions with one another. In addition to youth passion for community projects, youth were able to gain learning tools and a desire to follow through on commitments from their adult leaders.

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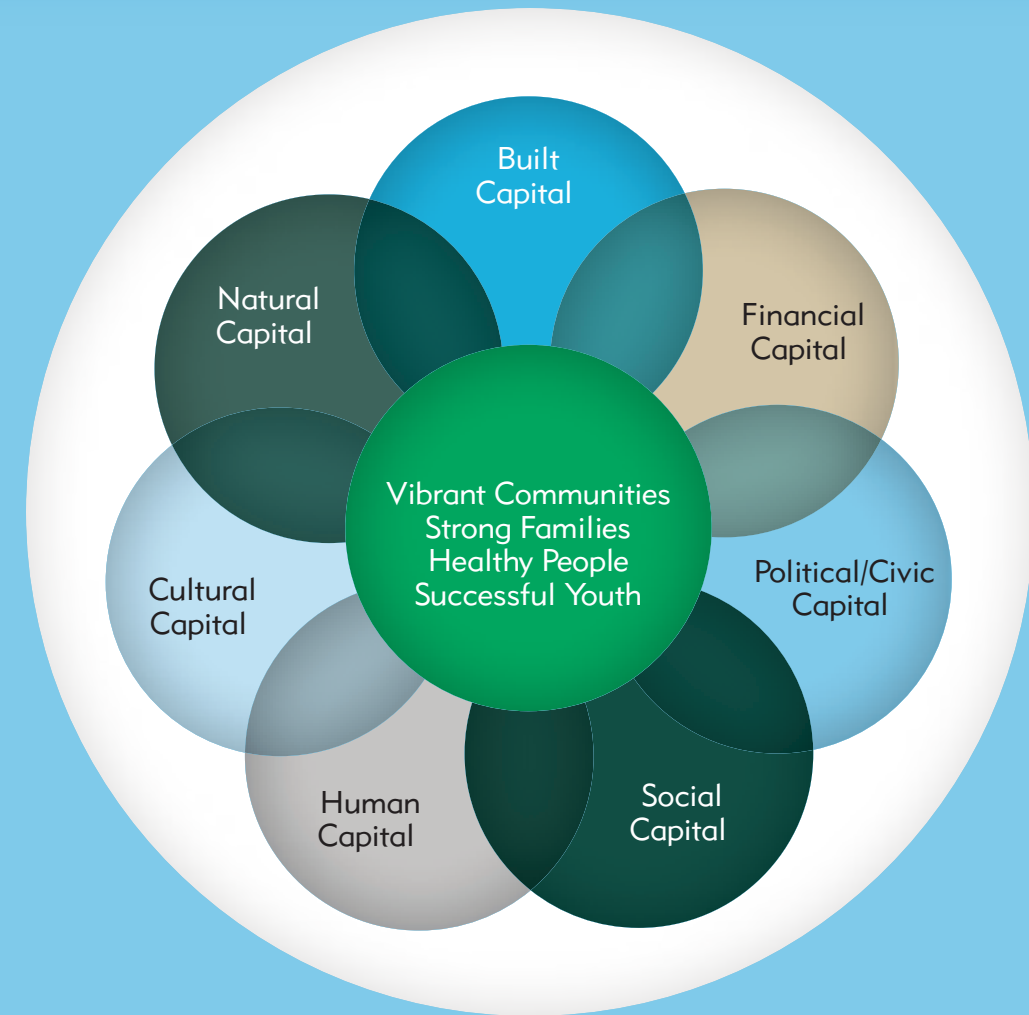
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APPENDIX A

Building Community Capitals

Natural capital refers to those assets that abide in a location including weather, geographic isolation, biodiversity, natural resources, amenities, and natural beauty. Water, soil and air—their quality and quantity—are a major building block of natural capital (Costanza, 1997; *Flora C. R., 2001). By building on local and scientific knowledge, healthy ecosystems may be developed with multiple community benefits, where human communities act in concert with natural systems, rather than simply to dominate these systems for short-term gain.

Cultural capital reflects the way people “know the world” and how to act within it as well as their traditions and language. It includes cosmovisión (spirituality, and how the different parts are connected), ways of knowing, food and language, ways of being, and definition of what can be changed. Cultural capital influences what voices are heard and listened to, which voices have influence in what areas, and how creativity, innovation, and influence emerge and are nurtured. Monitoring the condition of community capitals allows excluded groups to effectively engage with the cultural capital of dominant groups. Cultural differences are recognized and valued, and ancestral customs and languages are maintained.

Human capital includes the skills and abilities of people to develop and enhance their resources, and to access outside resources and bodies of knowledge in order to increase their understanding, identify promising practices, and to access data to enhance community capitals. Formal and

informal educations are investments in human capital (Becker, 1964; Schultz, 1961). Human capital also includes health and leadership. The different aspects of human capital are important to acknowledge.

Developing human capital includes identifying the motivations and abilities of each individual to improve community capitals, increase the skills and health of individuals to improve community capitals, and recombine the skills and motivation of the community to a more sustainable collective future.

Social capital reflects the connections among people and organizations or the social glue to make things, positive or negative, happen (Coleman, 1988). It includes mutual trust, reciprocity, groups, collective identity, sense of a shared future, and working together (Putnam, 1993b). It is extremely important for creating a healthy ecosystem and a vital economy.

Bonding social capital refers to those close ties that build community cohesion. Bridging social capital involves loose ties that bridge among organizations and communities (Nayaran, 1999). A specific configuration of social capital—entrepreneurial social capital (ESI) is related to community economic development (*Flora C. a., “Entrepreneurial Social Infrastructure: A Necessary Ingredient,” 1993). ESI includes inclusive internal and external networks, local mobilization of resources, and willingness to consider alternative ways of reaching goals.

Political/Civic capital reflects access to power, organizations, connection to resources and power brokers (*Flora C. a., *Rural Communities: Legacy and Change*, 3rd edition, 2008). Political capital is the ability of a group to influence standards, regulations and enforcement of those regulations that determine the distribution of resources and the ways they are used. When a community has high political capital, its people have the collective ability to find their own voice and to engage in actions that contribute to the well being of their community. Indicators of political/civic capital include organized groups work together, local people know and feel comfortable around powerful people, including scientists and government functionaries, and local concerns are part of the agenda.

Financial capital refers to the public and private financial resources available to invest in community capacity building, to underwrite businesses development, to support civic and social entrepreneurship, and to accumulate wealth for future community development. Financial capital also refers to personal financial resources available for families to buy goods and services, invest in business opportunities, support the community tax base, and save for emergencies and retirement. Money that is spent for consumption is not financial capital. Money that is put aside and not invested is also not yet financial capital. It must be invested to create new resources to become capital.

Financial capital includes remittances savings (particularly by increasing efficiency through better management, credit more skilled workers, use of technology and better regulations), income generation and business earnings (by increasing human capital through skills and social capital through more integrated value chains), payment for environmental services, loans and credit, investments, taxes, tax exemptions, user fees, and gifts/philanthropy. Often, rural communities are viewed as bereft of financial capital, but, particularly with increasing globalization of the labor force, out-migrants can be even better organized to invest in their communities in a way that is cumulative for rural development.

Built capital includes the infrastructure that supports the other capitals. It includes such diverse human-made objects and systems such as sewers, water systems, electronic communication, soccer fields and processing such plants. And it includes the kinds of scientific equipment needed for the identification and eradication of invasive species.

Source: CSREES. (2009). 2009 Community Sustainability and Quality of Life Portfolio Annual Report. For more information on community capitals, the Iowa State University website has several resources available at: <http://www.soc.iastate.edu/staff/cflora/ncrcrd/capitals.html>.

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