Youth Leading Positive Change in Rural America:
Volume 4

Years 10-11-12 Combined Report

Report submitted by

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INTRODUCTION

This report highlights goals, objectives, and achievements from the *Engaging Youth, Serving Community* (EYSC) program as implemented by National 4-H Council and land-grant universities of the Cooperative Extension System from September 1, 2011 through February 28, 2016. This program is funded by the U.S. Department of Agriculture and National Institute of Food and Agriculture, under the Rural Youth Development grant award 2011-45201-31092, which included work completed under EYSC years 10-11-12.

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 land-grant universities (LGUs) to focus 4-H programming in underserved rural communities with a population of 10,000 or less funded through the Rural Youth Development Program.

National objectives for the initiative include the following:
1. Youth will gain the life skills and experience needed to emerge as effective leaders and contributing members of society.
2. Youth and adults will begin to have more positive attitudes toward the roles of youth in communities.
3. Youth and adults will improve their abilities to collaborate with diverse community members to identify local issues and develop strategies for addressing these issues.
4. More opportunities for youth and families in rural communities for positive youth development experiences during out-of-school time.

Beginning in September 2005 through the present, *Engaging Youth, Serving Community* has focused efforts on a Youth in Governance program model conducted through 4-H Cooperative Extension System programs at selected land-grant universities. These projects have been engaging youth in decision-making processes and developing leadership skills by preparing youth, in partnership with adults, 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 worked together with adults to help expand the concept of citizenship in rural communities and build the capacity to involve all members of the communities in solving a local priority issue. This work has been framed through the Community Capitals model (see Appendix A).

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, surveys, 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 to address the priority community issues.

PROGRAM STRUCTURE

This report summarizes evaluative efforts from years 10 through 12 of the *Engaging Youth, Serving Community* project. It reflects data collected from 11 land-grant university projects selected through a competitive process: Delaware, Georgia, Idaho, Iowa State, Kentucky, Maine, Maryland, Missouri, Nevada-Reno, Washington State, and Wisconsin. These LGU's are 1862 organizations; however, there were additional collaborations with 1890 or 1994 LGU partners in an effort to reach underserved, disadvantaged populations in Delaware, Idaho, Maryland, and Wisconsin. Each participating university reached out to at least five rural communities of no more than 10,000 population. This made a pool of 48 communities in which the programming model was implemented and evaluation data sampled. Within the time frame of this report, states' participation ranged from only one year to five years with four states remaining for EYSC12 (Kentucky, Georgia, Maine, Maryland) with ten communities engaged. Maine was the only state finishing with five communities over all years of funding. The map in Figure 1 shows all of the states that were engaged in EYSC10-11-12.

In the programming model, youth-adult community leadership teams were recruited and trained in the model by a youth-adult University Core Team. This Core team attended a national training in a train-the-trainer approach and also provided technical assistance after the initial community leadership training. The basic program framework involved youth-facilitated public issues forums from which a priority community issue emerged, and at least one action plan implemented to address it. The program was evaluated in a triangulation of data protocol (explained later in this document). Communities received at least $2,000 to cover forum and action plan implementation expenses annually. Output goals included 10-15 adults partnering with 20-25 teens in community leadership teams who would then engage at least 75 additional youth and adults in action plan implementation.
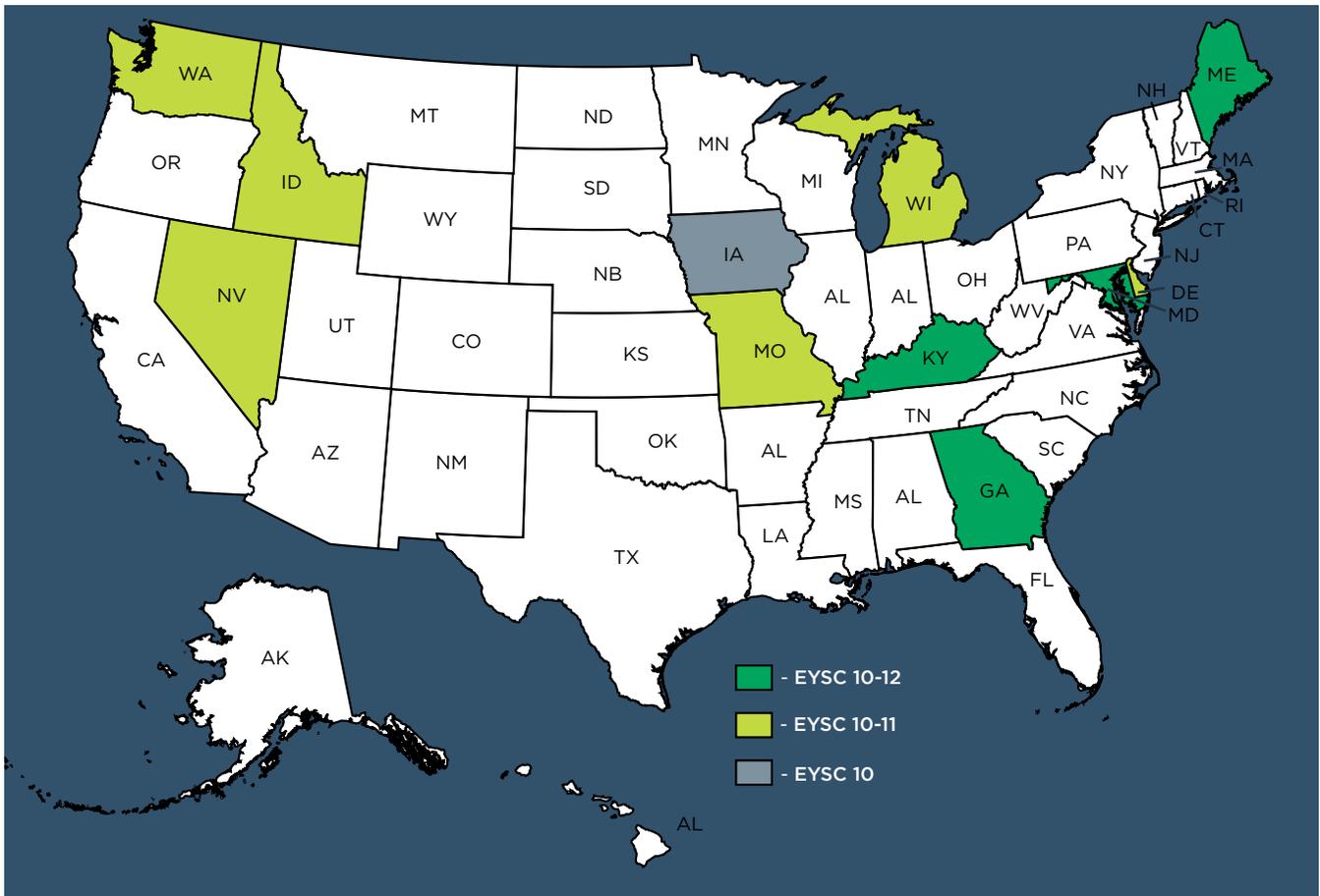
Figure 1. Land-Grant Universities Participating in EYSC 10-11-12

EVALUATION METHODOLOGY

A national EYSC logic model was developed in the fall of 2005 based on the National USDA model developed in collaboration with USDA, FFA, and Girl Scouts of the USA. The logic model has been the basis of program and evaluation methodologies throughout the term of this award. The program was evaluated in a triangulation of data protocol.

Evaluation of Project Outcomes

Based on the project logic model (see Appendix B), the following outcomes are addressed in this report:

Table 1. Project Outcomes

Short-term project outcomes

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

Medium-term project outcomes

1. Youth and adults demonstrate leadership skills and competencies.
2. Youth are in authentic decision-making partnerships with adults.
3. Adults are accepting of contributions and role of youth within communities.
4. Youth develop a commitment to community.
5. Youth are invited by community leaders to share their voice, influence, and decision-making skills to take action on issues of public/community concern which impact their lives.

6. Adult community stakeholders have committed resources and changed policies in support of the Youth in Governance investment.
7. Community leaders demonstrate more positive attitudes about youth being actively involved.
8. Projects reflect the diversity of the communities.
9. Trust is established between youth and adults in order to affect community change.

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

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

Outcome Measures

In the beginning of this project model, starting with EYSC4 in 2006, two instruments were used as the primary sources of information related to project outcomes: the Leadership Skills Post-then-Pre Survey and the Observation of Project Outcomes instrument. These two instruments are described below as is the protocol used by project participants for collecting and reporting data.

Leadership Skills Post-then-Pre Survey

Beginning in EYSC4, youth and adult participants' skills, experience and confidence have been measured using the Leadership Skills Post-then-Pre Survey (see Appendix C). 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 Blackwell (1990). During a pilot test using 4-H members, Blackwell estimated the reliability of the instrument using Cronbach's alpha at 0.9457. A correlation procedure was used to establish construct validity for the instrument. Scores on the instrument can range from 0 to 45. The instrument is recognized as a suitable measure of general leadership skills (see e.g., Newman, Holder, & Wilkinson, 2006). The method utilized, called "post-then-pre" or "retrospective pre" is a popular way to assess learners' self-reported changes in knowledge, awareness, skills, confidence, attitudes or behaviors. Additionally, it takes less time, is less intrusive and, for self-reported change, avoids pretest sensitivity and response shift bias that result from pretest 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).

However, because 4-H has a successful longitudinal track record of achieving outcomes related to leadership skills development, the decision was made to stop requiring this survey from participating sites beginning in EYSC10. This allowed the evaluation process to move to a focus on documenting community-level impacts. While this survey provided information related to short-term outcomes 1, 2, and 3, it was not the only data source for assessing these desired outcomes. The Observation of Project Outcomes instrument also serves as a data source for these short-term outcomes.

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. 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 asked participants to indicate whether they accomplished the outcomes as stated in the project proposals and to provide details through comments about their results (see Appendix D). This instrument provides information on Short-term Outcomes 1 through 4 and Medium-term Outcomes 1 through 9, and Long-term Outcomes 2 through 4. Further information can be found in Outcomes and Data Sources (Table 2).

Protocol

Project staff received a protocol for collecting and reporting outcome data (see Appendix E for the EYSC12 version). The responsibility for obtaining Institutional Review Board (IRB) approval for data collection rested with the Land-Grant University shepherding the local projects and collecting local data. The protocol included tools designed to help local sites negotiate the IRB approval process, including a permission request letter template for localizing by local project staff to send to parents of youth less than 18 years old. Technical assistance provided through conference calls and face-to-face trainings with Principal Investigators reinforced the evaluation protocol for the project, providing updates and emphasis of the importance of following the protocol.

Given the decision to stop implementing the Leadership Skills Survey and only maintain the Observation of Project Outcomes instrument, the Extension Cares Initiative (ECI) online data collection system at Mississippi State University was replaced with Qualtrics, an online survey site. States entered data from the Observation of Project Outcomes form into Qualtrics; individual respondents went directly to the site to complete the tool online or they submitted paper tools to project sites and someone from the EYSC team entered the information into Qualtrics for them.

Quarterly and annual reporting using templates issued by the National Program Leader, USDA provided output as well as outcome data for evaluation, which included the Community Action Project Accomplishment Report and the Year-End Output Measures Report (both per community and compiled per state). The Community Action Report submitted quarterly summarized the entire project per community from statement of need, selection of issue, activities and methodologies to address the issue and evaluation. The Output Measure Report supplied a summary of quantitative data such as participation demographics, collaborative partners, financial summaries and value added through in-kind contributions, etc.

In addition, the community leadership teams were provided a Youth Participatory Evaluation Toolkit in order to engage youth in appropriate evaluation activities of their own. This toolkit included a questionnaire for self-assessing project progress, a storyboarding activity for visioning at the project's beginning and an asset mapping for capturing impact on the community as a result of their project. Community leadership teams were also encouraged to utilize baseline community data as a way to accumulate quantitative impact of their work on resolution of their issue.

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

Table 2. Outcomes and Data Sources

Short-term program outcomes	*Data source for indicators*
1. Youth and adults gain understanding of the concepts/skills for leadership.	-Observation of Project Outcomes Instrument, q6
2. Youth and adults, and their communities gain an understanding of Youth in Governance (which includes Youth/Adult Partnerships.)	-Observation of Project Outcomes Instrument, q5 -Year-End Output Measures Report, activities & community issues data
3. Youth and adults participating in the project understand and begin demonstrating the concepts of inclusivity, pluralism, and diversity.	-Observation of Project Outcomes Instrument, q2
4. Community provides youth with a variety of positive youth development opportunities.	-Observation of Project Outcomes Instrument, q3 -USDA Year-End Output Measures Report, resources leveraged (cash & in-kind) data
Medium-term program outcomes	*Data source for indicators*
1. Youth and adults demonstrate leadership skills and competencies.	-Observation of Project Outcomes Instrument, q6
2. Youth are in authentic decision-making partnerships with adults.	-Observation of Project Outcomes Instrument, q7 -USDA Year-End Output Measures Report, activities data
3. Adults are accepting of contributions and role of youth within communities.	-Observation of Project Outcomes Instrument, q1 -USDA Year-End Output Measures Report, collaboration data
4. Youth develop a commitment to community.	-Observation of Project Outcomes Instrument, q4

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.	-Observation of Project Outcomes Instrument, q5 -USDA Year-End Output Measures Report, resources leveraged (cash & in-kind) data
6. Adult community stakeholders have committed resources and changed policies in support of the Youth in Governance investment.	-Observation of Project Outcomes Instrument, q8 -USDA Year-End Output Measures Report, value of cash & in-kind capital data
7. Community leaders will demonstrate more positive attitudes about youth being actively involved.	-Observation of Project Outcomes Instrument, q1
8. Projects will reflect the diversity of the communities.	-Observation of Project Outcomes Instrument, q2
9. Trust will be established between youth and adults in order to affect community change.	-Observation of Project Outcomes Instrument, q9
Long-term program 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.
	-Year-End Community Action Project Accomplishment Report, community capitals addressed data

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.
	-Observation of Project Outcomes Instrument, q9
	
	-Year-End Community Action Project Accomplishment Report, community capitals addressed data

3. Cultural Capital is expanded: a. Diversity of community is reflected within and engaged as key stakeholders.	-Observation of Project Outcomes Instrument, q2 -Year-End Community Action Project Accomplishment Report, community capitals addressed data
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.	-Observation of Project Outcomes Instrument, q6 -Year-End Community Action Project Accomplishment Report, community capitals addressed data

FINDINGS

Findings for the outcomes are provided in this section. Short-term outcomes are described first, followed by medium-term and long-term outcomes.

Short-term Outcome 1 (Knowledge/Skill Development)

Question 6 on the Observation of Project Outcomes instrument focused specifically on this outcome, along with medium-term outcome 1 and long-term outcome 4. The leadership skills gained by participants have allowed youth and adult leaders to play an active role in solving their communities' local problems/issues as demonstrated by answers to the following:

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

In EYSC10, 99% of respondents answered 'yes' to this question, in EYSC11, 94% responded 'yes,' and in EYSC12, 100% answered 'yes.' The following quotes describe ways in which the youth and adults demonstrated the use of leadership skills:

"Leadership training provided…, schooled students in positive communication skills…Students who, in the past, had not taken on leadership roles volunteered to lead fundraising efforts for the younger students. All of the students who participated in leadership training became more comfortable serving as committee chairpersons for service opportunities and fundraising projects."

"Teen Leaders is a group where everyone gets to demonstrate their leadership role. If one person can't make it to a project then someone else steps up and goes for them, or when coming up with new projects and it was someone's idea then they start to head it up. Adults are the same way. If we need an adult to go with us then someone will step up and go with us or if they have an idea on how to help or a new project we value their thoughts."

"The youth applied leadership skills throughout this project. During EYSC meetings, they had to present information, hold discussions, find common ground, and move into action. Also, in presenting their proposal to various councils and committees they had to demonstrate knowledge, confidence and public speaking."

Short-term Outcome 2 (Understanding of Youth in Governance)

Participants' understanding of youth in governance principles, including youth/adult partnerships, was measured via data gathered through two methods: the Observation of Project Outcomes instrument and the USDA Year-End Output Measures Report.

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 determined by answers to the following:

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

In EYSC10, 98% of respondents answered 'yes' to this question, in EYSC11, 99% responded 'yes,' and in EYSC12, 100% answered 'yes.' The following quotes are typical of the positive results described:

"Good articles require youth to take notice of community issues. They have learned to do research and use their writing abilities to make issues known to the community. They are the community's assets! …. They have consistently hunted down and interviewed local entrepreneurs, bringing attention to variety of local home businesses and skills i.e. sheep shearing, guided fishing, dude ranching, alternative building, etc."

"We have used mapping to talk about issues in the community and ways that we can help deal with them. We have also talked to people in the community to see what they think important issues are to deal with. The teens in the group were also able to tell adults issues that were important to us and things that we may be dealing with in school."

"Youth and adults involved in the Cultivate Payette County Initiative participated in a 10-month community assessment that included: visioning a food secure county, gathering county data on food insecurity, conducting interviews to learn about the data, reviewing data and interview information to identify and prioritize county issues, presentation of priority issues to larger county community, utilizing county-wide input to identify and prioritize 'next steps' to address food security issues in Payette County."

Evidence of the youth/adult partnership model is shown through these selected quotes:

"The adults and youth are seen as a team who shares the power and responsibilities. The laundry project is a result of each member having assigned responsibilities and duties to carry out the mission."

"I think that the teens and adults working together has really helped everyone. Lots of time when teens work with adults we feel like adults are really running everything, but with this project the teens really get to be a part of the planning and be a part of helping the neighborhoods. The teens really feel like part of the process."

"I think it was really helpful to be a part of a group of adults and teens together; it really has formed another family for us. It is nice to have people that respect our ideas and that we can go to for support. When the teens shared an idea the adults never turned it down-they trusted our thoughts and helped us work out the details-then if it seemed like it was too much they would let us make that call. This type of group is the way many things should work in the community-and other boards should take on this idea to make things better, especially things that directly affect teens."

Short-term Outcome 3 (Concepts of Inclusivity, Pluralism, and Diversity)

Question 2 on the Observation of Project Outcomes instrument focused specifically on this outcome, along with medium-term outcome 8 and long-term outcome 2. Responses showed the commitment to, and difficulty found in achieving, real diversity in project participants.

Has the project reflected the diversity of the community?

With over 93% of respondents answering 'yes' to this question (94% in EYSC10, 93% in EYSC11, 100% in EYSC12), it was obvious that many strong efforts were made. As the following quotes show, diversity comes in many different forms (ethnicity, military status, race, age, school type, socioeconomics, and community groups):

"We have need-based families as well as non-need based families involved. We have had minority participation of African American as well as Hispanic populations in our community. We had volunteers as well as court or program-ordered families participate as well."

"The 'Bridging the Generations Workshop Series' was created with inclusion and community sharing in mind. The whole idea is to have a multi-generation group of folks come together and do something positive. The students learn a lot for the community members that join us and the community members get to learn something from the students..."

"We have used a lot of different groups to help with different projects. With the Community Canned Food Drive, there was a local church, local boy scouts, and different 4-H Clubs coming together to get it done. With the Invest an Acre Project with the wheat tour and grain bin tour fundraisers and the local 4-H clubs came together to help at it. With our Raised Garden Bed project the local FFA Chapter donated the plants and the city provided the soil."

Short-term Outcome 4 (Positive Youth Development Opportunities)

This outcome was measured using the Observation of Project Outcomes instrument, Question 3. The results were very positive to the following query:

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

In EYSC10, 94% of respondents answered positively to this question, while 90% in EYSC11 and 100% in EYSC12 answered 'yes.' A large number and variety of programs were described as results of the projects. The following quotes demonstrate the array of activities in which youth have coordinated or been actively and meaningfully involved:

"Our teens are currently working on "individual" leadership/community service projects to coordinate for our community. Their projects include: social activities for teens, ATV safety, youth investment project (entrepreneurship program) and afterschool programming for younger ages."

"Yes, I believe the community has seen an increase in new opportunities for youth to be involved in. The Mineral County Sportsman Club that recently became active again welcomes teens to join the organization and be a part of community recreation development projects. The most recent new activity has been "The Bigs," a program for 3rd graders to participate in games and activites with high school students in a positive enviroment."

"Over the past three years there has been an increase in the opportunities for youth involvement. Examples are the library programs, Tech Wizards after-school program, community planning group, and the anniversary celebration which included youth in all aspects of planning and participation."

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 75% (Have adult community leaders committed resources and/or changed policies in support of the Youth in Governance investment?) in EYSC12 to a high of 100% for several outcomes in EYSC12. Specific results for each question for each of the three years are presented in Figure 2.

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

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

With 96% of youth and adult respondents answering 'yes' to this question in EYSC10, and 99% in EYSC11 and 100% in EYSC12 responding 'yes,' it is clear that changes in communities are happening.
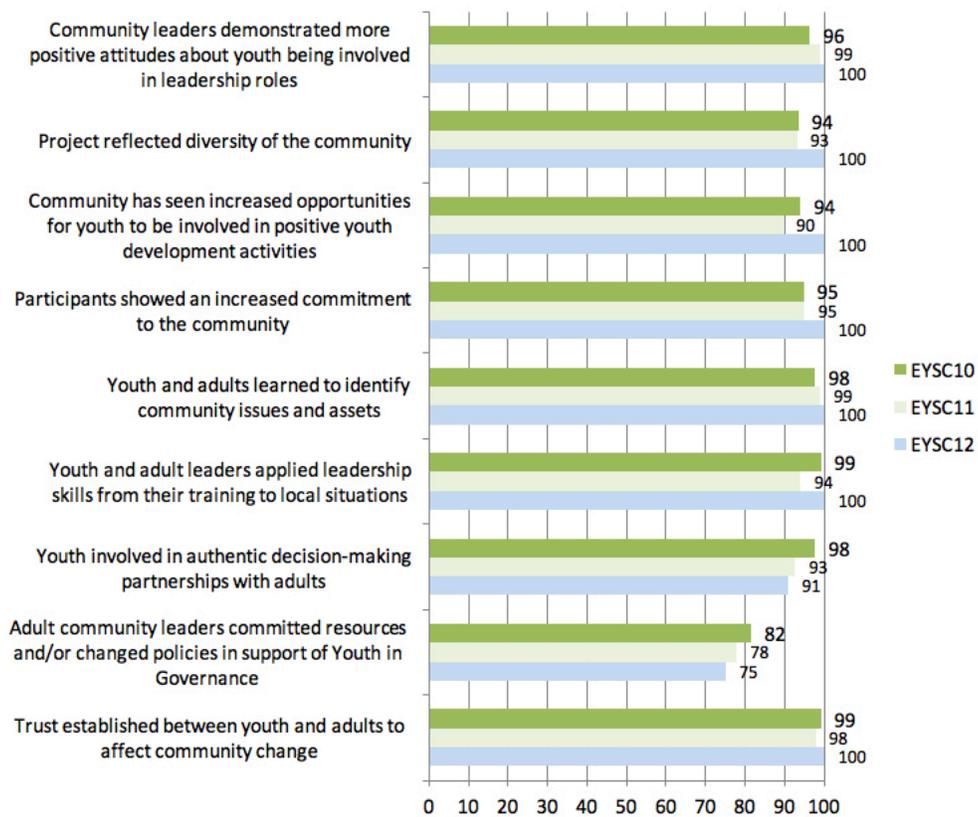
For example:

"The project has been featured in several public venues (such as the newspaper, Facebook™ and 4-H community news). It has become a familiar activity to those not actively participating. The Navy has recognized the efforts of the kids, and joined in with their contributions. It has attracted other organizations, who upon seeing their steady progress, enthusiasm and dedication have also determined that the Retsil Project is a worthy one. The Kitsap Mounted Posse, for example, put their efforts there as well, rather than another location. The staff at Retsil Home has moved from dealing with the adult leader, to communicating directly with the youth members as they have recognized their mature impute and actions at their facility."

"In the five years I have been in this [role] I have seen an increase in amount of support for youth in leadership [roles]. This included changing bylaws so that youth can be part of a board. Actively seeking and appointing youth representatives."

"Community leaders are investing in youth leadership by collaborating with youth leaders on areas to improve the community and by investing their time with youth leaders working on issues with the student body such as a distracted driving panel."

Has the project reflected the diversity of the community?

Reported earlier, 94% of EYSC10 respondents, 93% of EYSC11 respondents, and 100% of EYSC12 respondents answered 'yes' to this question.

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

Most respondents felt great commitment to their communities as a result of this project with 95% of EYSC10 and EYSC11 respondents and 100% of EYSC12 respondents answering 'yes' to the question. Some quotes from the outcomes instrument included the following:

"The participants have just jumped at the opportunity to become a part of this community. Their commitment and hard work in this community has really inspired the adults in the group as well as other partners to get more involved. The teens have really taken this on as their project and work really hard at making it a positive experience for all."

"The participants have shown an increased commitment to the community as a result of the project. The adults and youth worked together on the Friendsville's 250th Birthday celebration and with community outreach activities. They are trying to do more in the community to make sure the community survives and its heritage is shared with future generations."

"I think that just the increase in the number of positive activities for youth and families has resulted in a more positive attitude towards the community. The increase in energy can be seen in other aspects of community economic growth, pride in heritage, and tourism."

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

As described previously, 98% of EYSC10 respondents, 99% of EYSC11 respondents, and 100% of EYSC12 respondents answered 'yes' to this question.

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

As discussed earlier, 99% of the youth and adults in EYSC10, 94% in EYSC11, and 100% in EYSC12 answered 'yes' to this question.

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

In EYSC10, 98% of respondents answered 'yes' to this question, while 93% of EYSC11 respondents and 91% of EYSC12 respondents answered 'yes.' Some examples of responses to this question include:

"At the school meetings, the youth and adults equally share in the discussions as to the topics for discussion and the decisions made. They definitely have shared their ideas about how to plan particular activities."

"I have observed at all GOT (Greenhouse of Telstar) Farms events that plans are not pre-made for the youth, rather the youth play an active role in making the plans and schedules. Their needs and thoughts are carefully taken into consideration for the mapping out of plans."

"Teens serve on our 4-H Council and Powell County Extension Council with adults equally. They also play an instrumental role in planning 4-H Camp, etc."

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

This outcome was the hardest for the community sites to achieve, with 82% of EYSC10 respondents, 78% of EYSC11 respondents, and 75% of EYSC12 respondents answering positively to the question. Accomplishing this outcome represents a very high level of response to the program and a majority of sites reporting have done it.

"Yes, we received a $9,000 grant voted and reviewed by panel of community members."

"Many resources were donated such as helicopter use, county and city emergency equipment, responders, casket, wrecked cars, school resources and facilities etc. to make the event a success. The Board of Education and school officials approved educational resources to be used to teach about STDs and teen pregnancy that have not been allowed in the past."

"More and more the theme in this community is turning to electing youth as fully functioning board members with equal say and authority of the decision making process of various community organizations."

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

It is exciting that nearly all respondents answered 'yes' to this question (99% in EYSC10, 98% in EYSC11, and 100% in EYSC12). Establishing trust is an essential step in community change. Some examples of this follow:

"I believe that everyone involved in this program, whether it was directly or indirectly, cannot deny the positive effect of the youth on the overall success of the program. That alone has helped to increase the level of trust the community as a whole has in our youth. It is so easy for everyone to point out when youth fall short or make mistakes. Programs such as this allow the youth a chance to build that bridge and restore some of that trust."

"This program has allowed a stronger bond to develop between youth and adults. The youth have stepped up and are taking a greater role in making decisions that affect our community and schools. Due to the adults giving the students more of an opportunity to share their ideas, it seems the students are placing more trust in the adults."

"It seemed, as a result of the EYSC project, that not only was trust established, but also bonds between youth and adults in the community to affect change. There are youth that are currently working towards community change in collaboration with adults in the community. There are Healthy Living Ambassadors trying to affect change towards healthy living and lifestyles, there are youth involved in government and politics, and there are also youth educating youth about tobacco, alcohol, and drug prevention. Because these youth have established this trust with adults, and also with the community, they are being listened to and watched as roles models and examples."

Long-Term Outcomes and Impact: Expanding Community Capitals

Long-term outcomes of the program from the EYSC Logic Model focus on expanding the four community capitals outlined below (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 towards building community capitals. All local projects have enhanced the human and social capitals as youth and adults are learning to work together as equal partners, communicate with each other and the community at large, and engage others in improving their local communities. The remaining community capitals identified in the logic model – cultural and civic/political – are addressed to a greater or lesser extent according to the nature of the individual community projects. Additionally, although not a specific desired outcome of this project, several projects address natural capital and economic/financial capital. Figure 3 shows the community capitals addressed by projects over the award period.

Figure 3. Community Capitals Addressed by Projects
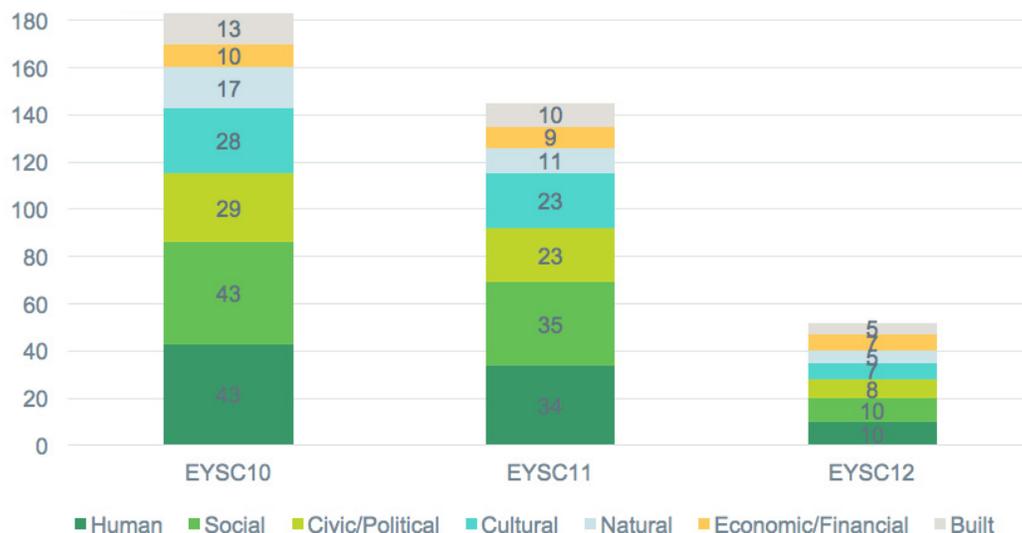
Some examples of the way community capitals were addressed are identified below.

Human Capital

"Human capital was developed having youth and adults collaborate in the entire process, and youth developing leadership skills. The youth and adults both learned new food production skills that included enhance utilization of resources. They studied hydroponic gardening and became the community experts. They have learned and taught about health and nutrition to diverse groups."

"Youth and adults gained awareness of academic achievement and importance of early student support. Elementary students demonstrated improved in-class behavior and performance. Teens became involved in regional and state 4-H leadership events. Teens set goals to finish school and pursue higher education."

"Adults and youth increase knowledge and skills especially in leadership capacity, work together recognizing the value of each group's contributions, and working towards a united goal."

"Young people and adults were involved directly with education, health, creativity, partnerships and diverse groups through service-learning, organic gardens, community trails, and community education."

Social Capital

"Youth and adults will learn to trust each other as they develop youth-adult partnerships. They will also reach out to other community organizations and develop networking relationships as they collaborate."

"More organizations are working together on food security because of core team projects. Farm to School has created new linkages between farmers, and between farmers and the school system."

"Youth made connections with adults and groups in the community interested in youth, birds, ecology, village governance, local and state natural area conservation and regulation. The community forums brought many diverse people together to develop a common vision for the project. Library and other community institutions built new positive relationships with high school students."

Civic/Political Capital

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

"Youth gained an authentic voice in the decision-making of the community, recognized by the public stakeholders and included in public decision-making. New social media initiatives improved local communication regarding opportunities for families and to share good news about what is happening in the town."

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

Cultural Capital

"The community rethinks agriculture to include more than large plots of land and tractors. Farmers and town's people are learning about an alternative way to produce fresh produce year round."

"The Prairie area is known for the bald eagle populations and migrations, often to the exclusion of all other bird life. People here value natural areas and eagles. The youth extended that recognition and appreciation to include all other birds and the value these birds confer on our communities. Bird life is seen as an indicator of the health of an environment, our heritage here includes the river way and the wildlife associated with the river, floodplain and prairies."

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

Natural Capital

"The Campus Woods is a natural sanctuary in the heart of a city. Native wildflowers, trees and animal reside here. The area has marshy areas that fill during the rains from the local cityscape. Bring awareness to and preserving the woods adds to the natural capital of the city."

"The team is working to improve shoreline habitat and water quality, to affect humans and wildlife. They are also learning about prairie habitat and wildlife."

"Improved water quality, eradication of milfoil, and ecotourism."

Economic/Financial Capital

"Since 2011, core team projects generated a ripple effect of increased civic engagement and community food donations for the regional food bank and local food pantry valued at over $24,000."

"Demonstrating that there are resources in the community that will remove financial barriers to participate in physical fitness during the long winters. Raising awareness and increasing opportunities to participate in low-cost healthy activities for families."

"The town council members expressed their appreciation publicly. The momentum for positive change in the town was recognized and additional financial support has been identified through county government."

Built Capital

"The community garden beds have provided a location for youth and families to learn gardening hands-on, and as a demonstration site for the community to see others meeting more of their own basic food needs. A ripple-effect has included adaptations to the original garden beds for people with special needs, a water spigot for on-site watering, and a gazebo to provide rest and shade."

"Youth have aided in the design and modification of a smoking shelter into a picnic and gathering place including the construction of benches and planters, with planned expansion of a path to allow wheelchair and walker access to the shipyard overlook."

"Viewing platform sited and built, highlighting the area and providing access for birders and other nature enthusiasts."

Evaluation of Project Outputs

This section contains a compilation of efforts reported by the various state projects based on individual community responses to the Year-End Output Measures Report required by USDA. Responses are combined across the period for this report. The information is described in the following categories: collaborations; volunteer efforts; leveraged funds; race, sex and ethnicity of participants; youth activities, and community beneficiaries.

Collaborations

Land-grant universities identified various priority community issues during the years through the youth-facilitated community forum process. Many of the issues allowed for collaborations with other groups. The local sites reporting in this time frame identified 463 collaborations with other agencies and organizations. A total of 177 government agencies and 286 non-governmental organizations participated across the years. These collaborations involved 3,678 youth and 2,656 adults.

Volunteer Efforts

A significant contribution was made to the project via volunteer efforts, with a total of 1,967 participants over the 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 65,265. The value of these hours was calculated using the Independent Sector's Value of Volunteer Time guidelines (Independent Sector, 2012), with values increasing slightly per hour across the duration of the project. The total value of this effort was estimated to be over $1.4 million. The number of volunteers by category, hours worked and values are presented in Table 3.

Table 3. Volunteer Efforts Contributed to EYSC

EYSC10			
Type of Volunteer Effort	Number	Hours	Value
Salaried Staff - No Grant Funds	97	6,029	$129,111*
Intensively-Engaged Adult Volunteers	243	7,176	$156,365
Intensively-Engaged Youth Volunteers	620	18,540	$403,987
EYSC10 Totals	960	31,745	$689,463
EYSC11			
Type of Volunteer Effort	Number	Hours	Value
Salaried Staff - No Grant Funds	84	5,081	$88,843*
Intensively-Engaged Adult Volunteers	166	7,660	$169,592
Intensively-Engaged Youth Volunteers	483	14,515	$321,362
EYSC11 Totals	733	27,256	$579,797
EYSC12			
Type of Volunteer Effort	Number	Hours	Value
Salaried Staff - No Grant Funds	12	385	$14,358*
Intensively-Engaged Adult Volunteers	46	1,763	$39,033
Intensively-Engaged Youth Volunteers	216	4,116	$91,128
EYSC12 Totals	274	6,264	$144,519
Three-Year Totals	**1,967**	**65,265**	**$1,413,779**

*Actual value

Leveraged Funds

Community sites used EYSC funds to leverage other resources, both in real dollars and in-kind sources. A total of $265,417 was reported in cash and grants. In-kind contributions of building space, transportation, supplies, and food were reported in the amount of $162,201. When added to the volunteer time value given above, the projects were responsible for nearly $2 million in non-allocated funds going toward project efforts. It is important to note that the ratio of leveraged funds to federal dollars has averaged about $15 per LGU per year.

Race, Sex, and Ethnicity of Participants

Over the years, states identified 8,290 participants in their reports. Youth comprised 78.5% of participants (n=6,504). Outcome reports grouped youth and adult participants by race, sex, and ethnicity. Of the 7,926 participants reporting ethnicity, 7.8% (n=615) were Hispanic or Latino and 92.2% (n=7,311) were not Hispanic or Latino. Table 4 contains a breakdown of participants by racial 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.

Table 4. Race and Sex of Participants by Type/Level of Participation

Type/Level of Participation	White M	White F	Black M	Black F	American Indian M	American Indian F	Asian M	Asian F	Pacific Islander M	Pacific Islander F	Multiple Races M	Multiple Races F	Undetermined M	Undetermined F
EYSC10														
Youth-Intensive	196	339	9	11	7	4	0	6	1	0	15	11	18	3
Youth-Non intensive	990	1,161	214	223	20	25	14	12	2	0	97	102	87	73
Adult-Intensive	65	157	0	9	0	4	0	0	0	1	1	2	0	4
Adult-Non intensive	184	329	7	20	0	1	0	0	0	0	0	2	2	1
EYSC10 Totals	1,435	1,986	230	263	27	34	14	18	3	1	113	117	107	81
EYSC11														
Youth-Intensive	164	251	10	21	3	3	0	3	0	0	5	7	3	13
Youth-Non intensive	521	694	128	171	4	1	6	10	0	0	11	17	42	34
Adult-Intensive	44	110	0	8	0	1	0	0	0	0	0	0	0	3
Adult-Non intensive	255	410	39	87	0	0	1	3	0	0	10	13	7	6
EYSC11 Totals	984	1,465	177	287	7	5	7	16	0	0	26	37	52	56
EYSC12														
Youth-Intensive	96	100	6	8	0	0	0	0	0	0	1	3	0	0
Youth-Non Intensive	97	129	7	14	0	0	0	0	0	0	0	2	0	0
Adult-Intensive	11	28	1	6	0	0	0	0	0	0	0	0	0	0
Adult-Non intensive	61	122	12	31	0	0	0	0	0	0	5	7	0	0
EYSC12 Totals	265	379	26	59	0	0	0	0	0	0	1	12	0	0
Three-Year Totals	2,684	3,830	433	609	34	39	21	34	3	1	140	166	159	137

Youth Activities

Youth participants (both intensive and non-intensive) spent 72,762 hours engaged in the community projects. Using the Independent Sector's Value of Volunteer Time for 2011 of $21.79 per hour (Independent Sector, 2011), the value of their time was $1,617,318. The value of volunteer time has gone up slightly each year to a 2015 value of $23.07.

States also reported activity by 891 youth in leadership roles within 4-H, Girl Scouts, FFA, or some other community organization. Youth spent 40,295 hours serving in these roles. Again, using the Independent Sector's Value of Volunteer Time for 2011, the value of their time was $889,735. The specific numbers and categories of service are provided in Table 5.

Fifty-seven new community-based groups were formed in which youth participants will continue to participate. Additionally, 37 new 4-H, Girls Scouts, or FFA groups were formed. States reported a total of 3,639 youth and 842 adult participants that had not previously been in a 4-H program.

Program Beneficiaries

Across the sites over the years of funding, a total of 67,477 community members benefited from the project. This means they had a significant exposure to the project to the point that they would likely show significant changes in knowledge, skills, abilities, attitudes and/or behaviors if evaluated. Youth and adult volunteers engaged in implementing the project were not included in this total. Table 6 breaks down the total number of community members served by audience type.

Table 5. Youth Leadership/Service Activities by Number and Hours Spent

EYSC10		
Type of Volunteer Effort	**Number**	**Hours**
Leadership Roles in 4-H, Girl Scouts, FFA Organizations	236	4,765
Leadership Roles in Other Community Organizations	246	2,084
EYSC10 Totals	482	6,849
EYSC11		
Type of Volunteer Effort	**Number**	**Hours**
Leadership Roles in 4-H, Girl Scouts, FFA Organizations	206	14,773
Leadership Roles in Other Community Organizations	85	4,611
EYSC11 Totals	291	19,384
EYSC12		
Type of Volunteer Effort	**Number**	**Hours**
Leadership Roles in 4-H, Girl Scouts, FFA Organizations	91	11,852
Leadership Roles in Other Community Organizations	27	2,210
EYSC12 Totals	118	14,062
Three-Year Totals	**891**	**40,295**

Table 6. Community Members Served by Audience Type

	Young Children 0-5 yrs old	Elementary Students	Middle School Students	High School Students	Adults 19-60 yrs old	Seniors 60+	Audience with Disabilities
EYSC10 Total	1,408	4,340	4,574	5,445	11,613	2,863	381
EYSC11 Total	636	9,649	6,465	6,674	2,430	594	652
EYSC12 Total	567	2,171	1,838	2,503	1,355	831	149
Three-Year Totals	**2,611**	**16,160**	**12,877**	**14,622**	**15,398**	**4,288**	**1,182**

(duplicates eliminated)

Sustainability

Most community sites have plans for sustaining their program now that funding has ended. As in the past, partnerships were the most commonly mentioned approach to sustainability. These partnerships were with other organizations, faith-based organizations, 4-H Clubs, schools, health departments, community groups, AmeriCorps and VISTA volunteers, community centers, FFA, Boy Scouts, youth-serving organizations, local government, Chambers of Commerce, early childhood learning centers including Head Start, natural resources departments, parks and recreation, economic security departments, hospitals, housing authorities, community foundations, and local businesses. Additional sustainability techniques mentioned included applying for additional funding through grants and local organizations, hosting fundraisers, soliciting donations, training local volunteers and staff, linking the EYSC project with in-school or afterschool activities, having older youth train younger youth, continuing to recruit team members, and receiving community designations (e.g., Bird City) and awards (e.g., Community Betterment). Some specific examples described by sites are:

"We are planning to have tools developed as a result of this that include educational printed pieces, videos, and books. As the librarian is part of the effort, the items will be available and can be monitored. Since we are working with the Student government, the initiative can also be highlighted by them for years."

"The team's EYSC11 action plan includes involving core team youth in a 'students as teachers' model, with core team youth being trained by Master Gardeners to lead Jr. Master Gardeners lessons to elementary students, and later supporting these same students in the 'Success Program' in mastering the content to pass on to their peers. This approach of transferring knowledge and skills from adults to younger generations supports the sustainability of the project, by growing individual and collective gardening abilities for the future."

"The training investment made in the teaching volunteers and staff has made a tremendous difference in making the project a systemic part of the middle school community. The additional community volunteers and business volunteers have also become a part of the systems change approach to education at the middle school level. The organizational collaboration has also been significant in building the infrastructure to support sustainability. School policies valuing service-learning for credit (60 hours to graduate) has helped to build sustainability into this project and into the school community as well. GOT Farms is beginning to be truly integrated into the Telstar school curriculum and school climate through Science and the Arts in addition to service learning. It has also been a model to promote expanded experiential learning in classrooms."

"The marsh project aligns with educational and recreational goals of the Department of Natural Resources (DNR). Through the actions of this group, the city (Park and Rec) is cooperating with DNR by mowing and maintaining the dikes for educational and recreational purposes. The group is exploring the idea of a "Friends" group for the marsh. This official status would officially connect the group with the state DNR. The group has also obtained a Bird City designation which has annual expectations and responsibilities."

Lessons Learned

In reviewing "lessons learned" identified in project reports, the following quotes describe keys to successful projects:

"Lessons learned in the past two years are that building and keeping community partners is a larger challenge than expected. As a group, we expected people to jump at the chance to be a part of this wonderful program and it has proven to take quite a bit more time and work."

"Childhood obesity, healthy eating, and physical activity are all topics that are prevalent in many communities around the country. By creating a community-wide, youth-led effort and support for education and resources, we hope to make measurable changes that can certainly be replicated in other communities. Building networks locally of youth and adults will be critical and can be established in any community. By utilizing human capital locally, any community would be able to replicate our program."

"The program utilized school spaces (cafeteria or library) that were often empty during afterschool hours. Arranging for high school student volunteers to receive credit for the tutoring/mentoring hours toward college scholarship programs is a great incentive. However, obtaining and maintaining school administrator support over time is key, especially when administrators change."

"The program identified significant cultural, socio-economic, and familial barriers that youth face in accomplishing their goals. The challenge was to help youth see themselves as part of something larger and provide the means to overcome these limitations. Core team members learned that to motivate others, they needed to move beyond pointing out the negatives in the community they wanted to change and talking up the positives so people catch the same vision."

"Develop programs that address issues with a sense of fun. The Penguin Plunge has become an anticipated community event that brings in local celebrities and businesses."

Site-Specific Community Impact

Four states (Georgia, Kentucky, Maine, and Maryland) participated in all three years of EYSC funding (EYSC10-11-12) under award 2011-45201-31092. Stories of their community impact follow.

Georgia

Dahlonega

In collaboration with the Health Occupations Students of America (HOSA) Club at Lumpkin County High School, the EYSC team began its project with increasing community awareness of the lack of affordable, quality healthcare for senior citizens in the county. The team worked with a local assisted living facility to organize beautification projects around the facility (e.g., flower gardens, landscaping). Additionally, a medical supply drive was held to collect items for the elderly in the county who could not afford medical supplies; items collected were worth over $500 and were given to the county's senior center.

The team expanded its focus to providing healthy food for low-income youth. A food drive was held with food and money donations providing for over 2,000 pounds of food that would be available from a food bank at the school for students and needy families.

The Dahlonega EYSC project continued to focus on raising awareness of health issues in the community by completing two key projects in collaboration with the high school shop class. Project Nick involved learning about and helping to implement the process of making a home accessible for a student at the high school who was left wheelchair bound in an accident. The team contacted community businesses and organizations to secure funding and other resources such as hardware, paint supplies, a hospital bed, and personal necessities. Additionally, volunteers were recruited to assist with construction. To make the home wheelchair accessible, a wheelchair ramp was built, cabinets were constructed, a shower was moved, a new window was installed, and furniture and appliances were modified (e.g., dresser, night stand, microwave, refrigerator). A second project focused on repairs needed at a shelter for battered women. Students completed a retrospective pretest to indicate their level of confidence in completing activities on these two projects. Fourteen of the seventeen students who responded reported an increase in confidence from "confident" to "very confident." Students were also surveyed about the most important thing learned from participating in these two projects. Some of the responses included:

"Giving back can make everyone happier...it's easier to give than to receive."
"Helping people is a great feeling."
"It is important to help others in your community."
"Love making a difference."
"Teamwork is essential to complete large, difficult tasks."
"Helping someone is the most important thing you can do."

Summerville

The Summerville EYSC project focused on community beautification and revitalization that would lead to increased pride in the community and resident support of local businesses, more economic opportunities, and increased tax revenue to support education. Several Downtown Revitalization activities were undertaken on a regular basis throughout the project. Hanging baskets were installed to decorate light poles and are updated seasonally. The team also assisted with fall and holiday festivals. "Service with a Smile" awards were presented weekly in collaboration with the local radio station to recognize an individual in the county for going "above and beyond in customer service, bringing a smile to the community, and making Chattooga County a wonderful place to live and work." The team also collaborated with the local Chamber of Commerce to support Grand Opening events for three new businesses. The Local Business Passport Program encourages citizens to visit all participating local businesses. The "Passport" is a booklet that local businesses validate when a person visits. Citizens who visit all of the local businesses are eligible for business-supported prizes.

Madison

The Madison EYSC project focused on increasing awareness of and less participation in risky behaviors and related issues faced by youth (e.g., substance abuse, sexual behavior, careers). The team collaborated with other organizations to implement "Teen Maze," a life-sized game where participants moved through different activities/paths and made decisions about the path to take. Activities included remaining abstinent, having sex, having a baby, going to jail, contracting a STD, and graduating from high school. The team implemented the Teen Maze twice and plans to continue the program after EYSC funding ends due to its success. For example, an evaluation survey found that the vast majority of participants agreed or strongly agreed that they would change their behavior because of the Teen Maze (91%) and believed other students at school would change

their behavior as well (89%). Participants were also asked to describe the most important thing learned during the Teen Maze. The most common themes centered around making good decisions and the impact that one decision can have, resisting peer pressure, the impact of one decision on the future, and the importance of avoiding risky sexual behaviors. For example:

Make good decisions:
"To make the right decision in life, and always think about my future."
"The choices you make can really affect your future."
"One stupid choice could ruin your whole life."
"Making one bad decision can end up affecting you for the rest of your life."
"Be careful what you do in life and make the right decisions."
"You are in charge of your decisions. Not someone else. You are the only one who can control   how you feel and if you give in to temptation or not."

Resist peer pressure:
"Don't do what everybody else does, do what you feel is right."
"Not to give into peer pressure, just be your own person because you are the one that will have to live with
 the consequences."
"Do not let anyone peer pressure into anything, and make your own life choices."
"Never let someone push you to do what you don't want to."

Avoid risky sexual behaviors:
"Wear a condom."
"Abstinence is the only thing that 100 percent prevents STDs and babies."
"Sex can give you diseases and it's best not to do it."
"Don't have unprotected sex."

Kentucky

Adair County

The Adair County EYSC project focused on drug, alcohol, and tobacco misuse by middle school youth. The team's key activity was annually implementing the "Truth and Consequences" program for 7th graders and their parents. The program involved role-play scenarios designed the show the impact of use of illicit and legal substances. In this simulation, youth go to different booths (staffed by community members and volunteers) where they make decisions relative to peer pressure, substance abuse and ethical behavior. Their decisions lead to appropriate consequences that help them to learn, in a safe environment, the impact of real world actions. On post-surveys conducted with participants after the program, 78% said they felt more confident that they could now better resist peer pressure after participating in the program; 83% felt crime and drug use does not pay; 89% said because of going through the program, they will think more carefully about situations and the consequences before they act; 87% said they now have a better understanding of how the justice system works especially with youth- and drug-related crimes; and 79% said they would try to use good influences and be more willing to help friends and family from getting involved in drugs and drug related areas. Additionally, surveys of 8th graders in 2010 and 2012 allowed for a comparison of students who had not participated in the program with those who had. Comparison of self-reported substance use by 8th graders indicated a decrease in smokeless tobacco, alcohol, and drug use from 2010 to 2012. This suggests that targeting 7th graders may have helped lower usage rates as 8th graders. In addition to the Truth and Consequences simulation, youth participants learned about alcohol and substance abuse during a one-hour classroom presentation related to ethical decision making and peer pressure; 100% of youth in these educational sessions indicated they planned to practice more ethical behavior in the future. This program was being expanded to more schools in the community.

Gallatin County

The Warsaw EYSC project addressed the issue of food insecurity. The "Weekend Blessings" program provided 240 backpacks of food items to elementary and middle school youth in need on a weekly basis to help them get through the weekend. During one school year, 7,640 backpacks, with a total of 7,640 pounds of food valued at approximately $15,360, were distributed; 6,000 additional food items valued at $2,448 were collected; $2,000 in clothing items were collected; and $1,200 was raised to provide families in need with support for the holidays. Youth were also provided with educational materials and supplies related to dental hygiene in conjunction with their backpacks. High school students were provided with the opportunity to get snacks during the day from the resource center. When children have their basic needs met, such as nutrition and hunger, they are better able to perform in school, have fewer discipline problems, and are better community members. The program expanded to include a community garden and budgeting and healthy lifestyle classes. Produce collected from the community garden was distributed through local food banks. A primary benefit of this program was the relationship that formed with faith groups in the community; they provide financial and in-kind donations, transportation, and volunteer labor to assemble and distribute the bags.

Muhlenberg County (Central City)

The Central City EYSC project addressed the issue of food insecurity. The team partnered with a "Backpack for the Hungry" program in the community. This program was a joint effort between the 4-H program, community organizations, and the schools to provide backpacks of easy to use, nutritious food for youth. The backpack program provided 565 backpacks of nonperishable food items to youth in need on a weekly basis during the school year (32 weeks) so they would have meals and snacks during their time away from school. In 2013, this resulted in a total of 18,080 bags of food weighing approximately 45,200 pounds being distributed, valued at $45,000. When youth are not worried about their next meal, they improve their performance and attendance in school and experience reduced mental and physical stress. The team also held a "Penguin Plunge" fundraiser for its backpack program each February, where participants jumped into a local swimming pool during frigid weather for donations to fight hunger. Fundraising efforts netted over $130,000 in community donations during the EYSC project, with additional support provided through community donations.

Muhlenberg County (Greenville)

The Greenville EYSC project focused on increased awareness of the impacts of bullying and a reduction in bullying incidents. The team developed the "Bully Free Forever" presentation to create awareness about the types of bullying and how youth can resist peer pressure, recognize their own bullying behavior, and report bullying to adults. During the 60-minute presentation, youth team members acted as "Heroes" and "Villains" by adopting a super-persona of bullying and reporting behaviors. It drew attention to this important issue in a fun, relatable manner while allowing team members to get their important points across to the audience. The presentation provided youth participants with the words, skills, and confidence needed to resist negative peer pressure/bullying. Over 3,600 students participated in the program. Teacher and school personnel accounts indicated a greater awareness of bullying and what constitutes a bully, as well as increased reporting. An anti-bullying awareness video was also developed for showing in all community movie theaters. The program also initiated important community collaboration with the local sheriff's department and other school agencies.

Powell County

The Stanton EYSC project focused on increasing awareness of healthy eating and food security. The team developed a health education program called "Health Pak." Reaching out to both volunteer participants and those referred by community agencies, the program provided health, nutrition, and lifestyle education to youth and adults. Youth were taught basic nutrition and healthy decision making while the adults received education on how to prepare healthy, budget friendly meals. Both groups were introduced to new ways of shopping, comparing prices, couponing and new foods. Additionally, when each session was over, participating families received a backpack of free, healthy foods to help them begin healthier habits. During one program year, 84 food boxes were distributed that included 840 pounds of food valued at $2,100. All (100%) adult participants indicated they were better able to budget and prepare healthy meals as a result of the educational classes. Of the 30 participants, 92% increased knowledge about the recommended food groups, 58% gained knowledge on the recommended number of daily fruit servings, and 75% learned how much physical activity should be accomplished daily. Two of the 17 participating adults indicated that healthier eating enabled them to reduce or eliminate their prescription medicines, resulting in a $420 savings per year. Among the 12 families that participated in Health Pak, at least 8 families increased their knowledge of the five food groups, number of servings of vegetables that should be eaten daily, ounces of water needed daily, ounces in one serving of meat, and the amount of physical activity needed daily. A one-year follow-up evaluation with five families indicated that several of the families reported health benefits from the program, and all expressed a desire to participate in the program again. Many reported a new habit and/or new food that their family liked as a result of the food samples during this program. The project expanded by adding a school-based backpack program (320 backpacks distributed during the school year with food valued at $1,600).

Maine

Bethel

The Bethel EYSC project – "GOT (Greenhouse of Telstar) Farms!" – initially focused on increasing the education of students and the local community on the benefits of local healthy and organic foods and physical activity, as well as increasing business and professional collaborations with the GOT Farms group and community service-learning projects. The project began with the development of raised organic garden beds and remodeling of a school greenhouse. Throughout the project, the garden and greenhouse were expanded to include solar power; an electricity-generating bicycle for the greenhouse to educate about alternative energy; squash, pumpkin, and three-sister gardens; and a gourd house. School cafeterias offered fresh foods from the garden at the salad bar and composted food waste. Additionally, projects related to healthy food, nutrition, and physical activity were undertaken. For example, the team worked with a local foods group to hold a Foods Harvest Festival, where team members cooked and educated on growing and eating locally-grown organic food as a way to help mitigate food insecurity. Workshops were also conducted on healthy cooking with local foods.

In its final year of funding, the EYSC team added a focus on helping youth find their "sparks" -- activities and interests that truly engage kids to be their best, express their personalities, and make unique contributions to the world. The adult leader of GOT Farms became Coordinator of Telstar Freshman Academy where freshmen build on their sparks to initiate experiential learning projects at the Bryant Pond 4-H Camp and Learning Center toward proficiency-based graduation requirements. The Academy has sustainable funding in the form of a $100,000 line item in the school budget.

GOT Farms was truly integrated into the Telstar school curriculum and school climate. It was a model to promote expanded experiential learning in classrooms. Business and professional community members regularly volunteered time and donated funds or materials, and positive changes in business collaborations, supporters, local growers, and food systems were documented. Additionally, at the beginning of the EYSC project, Oxford County was named the "unhealthiest" in Maine in 2010 and 2011 (16 of 16) with low access to healthy food being a key problem, but by 2015 at the end of the project, Oxford County moved above 6 counties to be the 7th healthiest county out of 16.

Bridgton

The Bridgton EYSC project focused on increasing environmental education and milfoil eradication in local lakes to maintain the threatened economic base built on the recreational industry. Milfoil is an invasive species that can clog waterways, reduce fisheries, and de-value waterfront property. The team first participated in water quality, milfoil eradication, and environmental training to increase their own knowledge. In collaboration with the Lakes Environment Association (LEA), milfoil eradication projects began with building and placing milfoil mats in the Songo River. The team built Sea Perch underwater robots and used those robots and GIS to check on milfoil eradication progress. At the end of this project, the team achieved their goal of eradicating two miles of milfoil from the Songo Locks. The team also gave water quality presentations to the community to build awareness and promote action and policy change. Adoption of a 1.5 mile section of the Stephens Brook Trail enabled them to repair a boardwalk and build benches for the trail. Youth who aged out of this project in its final year gifted the new Telstar Freshman Academy youth a robot kit and equipment to study water quality. Through their participation in this project, three members of the EYSC team had summer jobs working with the LEA and subsequently chose college majors related to marine science.

Oxford County

Oxford County had a significant need in terms of health and wellness from physical activity to healthy eating. The community issues identified for this region included healthy choices, healthy living, life skills, and community recreational safety in Oxford, Poland, and Buckfield. The towns are close in proximity and shared many of the same concerns. The three sites approached this need from different perspectives, yet engaged youth and the community to work on community issues and plan projects while improving intergenerational communications. The Poland EYSC project focused on trails, recreational safety, and community connections for youth on safety, recreation, and physical activity related to ATV use. The team collaborated with a community-wide recreational safety club and the local recreation department. This group planned and created a hands-on ATV safety course with moveable components, integrated into existing snowmobile/ATV clubs incorporating safe practices, increased cooperation between land and ATV owners, and set-up a long-term safety education plan with local partners. The new youth-adult partnership task force subsequently became the overarching group focused on town connections, local partnerships, landowner relations, policies, and community planning/implementation of work in Poland to address recreational safety for locals that may have a spillover positive effect on the region's tourism industry. Thus, Poland developed an educational team to promote and implement hands-on educational trail design, safety workshops, and daylong trainings, as well as has a new safety course for the community. Because youth were incorporated into this existing collaboration and the group completed an ATV track for hands-on driving experience, connected with established ATV community, and sustained classroom education through the schools, the project ended. The Poland project came to a natural sustainable conclusion.

The Oxford Hills EYSC team participated in EYSC12 with a focus on increasing the wellness of the student body. Three projects occurred during the single year of funding. First, the group implemented a dating violence awareness campaign through a skit and distribution of teen dating violence awareness bracelets. Second, in collaboration with the police and fire departments and other organizations, a mock crash was conducted to demonstrate how a person's decision to drink alcohol could impact a community. Third, the team supported a senior project for young people in afterschool programs to increase access to biking to local trails for healthy exercise.

The Buckfield EYSC project focused on sustainable environments for health. Information was shared on eating healthy, local foods. For example, a one-acre garden and a composting system were developed and implemented. A greenhouse, an outdoor classroom, and a maple sugar shack were built. A farm stand enabled students to learn entrepreneurial skills. Approximately 2,000 pounds of vegetables were harvested from the school garden and greenhouse projects. The produce was sold at the farm stand to raise money; used in festivals, cooking classes, and at the schools; and donated to those in need. This EYSC project also connected to the afterschool program to reach over 200 students and 100 adults each year. More students have been

seen eating from the salad bar, tasting new foods, and having school pride through the garden project. In addition to addressing the issue of local and healthy foods, a need was identified for more avenues to exercise in the community. Subsequently, the team built a new trail network that included a campfire area. The trail also expanded outdoor learning opportunities and invited the community to be part of the EYSC projects. Use of a high-level volleyball system was used to attract students to work in the garden during summer garden weeding nights and as a reward for responsible students each week during the school year.

Milo

The Milo EYSC project focused on providing safe space and engaging activities for preteens and teens in the community, as well as increasing knowledge about community gardening and recycling. The team found a suitable location and set up a system to provide a safe space and engaging activities for preteens and teens in the community on game nights and incorporated the 4-H Tech Wizards program. In addition to activities and "fun" time, upperclassmen volunteered to provide math tutoring or peer editing for Extended Learning Activity graduation credits. Volunteers have sustained the afterschool peer tutoring program. The team also planned and set up a Bike and Skate Park in the community.

In collaboration with another grant-funded garden program, the EYSC team helped to start a community garden called "Kids Can Grow." The school lunch program used the garden produce. The team also raised approximately 150 plants to donate seedlings to the "One Tomato" project in another county to help increase the number of households that would grow a food garden.

As a result of the EYSC project, the local school began offering a youth-initiated academic Horticulture class for a mandated third science credit requirement toward graduation or as an elective. Through the class, youth gained public speaking skills, new knowledge about cooking chemistry, nutrition and exercise biology with taste tests, and growing and reproducing plants. Members of the EYSC team with support from Horticulture class members helped start a Farmers' Market to ensure fresh produce was available to the community. One of the 4-H students who was instrumental in developing the Farmers' Market was later hired as the Horticulture teacher.

Newport

The Newport EYSC project focused on improved safety for youth during afterschool time. The team's major activity involved construction of a walking path. While the local middle school and high school are less than half a mile apart, there was no walkway between the two, and students were forced to walk on the road when moving between campuses to meet siblings and friends or to use athletic fields. To fund the $6,000 project, the students received four grants and fundraised additional money through sales in the school store and a silent auction. More than 750 students and staff are now able to walk safely between the schools. During a community capitals mapping exercise, the team realized it positively impacted other endeavors – becoming a cross country ski trail link to other trails, a path for teachers to go to administrative meetings, and a destination for walking together as families.

A second focus in Newport was bullying. To combat bullying, the EYSC team taught board games and interactive non-competitive sporting games to the entire school. Teachers were encouraged to participate. The result was increased communication between students and students-to-teachers. The games also enabled students to see their teachers as people, while teachers uncovered new ways their students learn. Bullying subsided as both victims and bullies were identified and included in games, suspensions were reduced, and spontaneous study groups increased. The community's mayor recommended other groups use the EYSC process to solve problems.

Maryland

Elkton

The Elkton EYSC project worked towards the goal of a stronger community with more positive youth and adult interaction (social engagement) and opportunities for educational experiences. The team worked with the local housing authority to reach two housing communities to build connections among citizens through various major events. First, a year-long "Health and Family Unity" educational series increased the desire of participants to pursue educational opportunities beyond the public school system that were within their reach. Second, "A Series in Growing" project included an opportunity for families to create a piece of art using donated metal folding chairs that were sold at a silent auction with proceeds benefitting a community bulletin board. Third, "Show your Talent" brought talents and hobbies of community members to the forefront. The team later added a focus on disease awareness and prevention through healthy living measures and conducted additional events, including the "Community Cook-Off" which culminated with programs focusing on nutrition and meal planning, and the "Survivor Walk" which raised awareness of chronic illness and disorders and the importance of making healthy choices. Twenty percent of adults leasing housing in the two housing communities participated in EYSC programs. In fact, youth and adults must complete community service hours mandated by the housing authority to prevent eviction, and there was an increase in the number of individuals completing those hours

through EYSC functions. Activities for youth and adults increased in the housing communities and youth demonstrated a sense of pride in their communities through increased involvement and decreased damage to the neighborhoods; thus, community unity increased.

Friendsville

The Friendsville EYSC project worked to increase the community's technology literacy. Tech Wizards targets youth and adults to emphasize the value of learning at any age. Technology-related classes and events were held at the Friendsville Elementary School, Friendsville Library, and other community sites. Youth mentors, both high school and college age, implemented the technology lessons. Individuals of all ages were encouraged to become a tech wizard simply by learning something new and then passing the information on to another. A new teen center and technology teaching area was created in the public library that allowed individuals to have hands-on experience with new technology. Technology was introduced to youth and adults with limited home resources through small gaming/educational systems. Almost 25% of Friendsville's citizens participated in EYSC 4-H Tech Wizards educational sessions to improve knowledge and comfort levels with new technologies. After educational sessions, at least two-thirds of youth who participated reported that they had increased their interest in science, indicated that the Tech Wizards program had inspired them to attend school more regularly, and stated that their participation in the program has encouraged them to try harder in school.

The Friendsville Community Partnership (FCP), formed with the help of the EYSC team, is a communications platform and an organizing mechanism to capture the abilities, skills, knowledge and existing relationships of community members. The EYSC team drafted a social media marketing plan for the FCP in its work to support Garrett County's "Reinventing Rural: One Town At A Time" initiative; drive 'brand awareness' of the community; and, to attract new residents and new businesses while enhancing the community's attractiveness to the broader public. The team helped launch a website that supported a community virtual bulletin board and tourism recruitment tool. Overall, the EYSC program activities encouraged and facilitated community engagement and revitalization that contributed to an improved sense of community pride.

Linthicum

The Linthicum EYSC project focused on building partnership-based efforts to address youth drug and alcohol use, bullying, and peer pressure. Four partnerships were created around developing teen leadership and addressing healthy behaviors. The project leveraged local participation in the "Health Rocks!®" program that addressed drug awareness, self-empowerment, healthy decision-making, and leadership development. A primary project accomplishment was a "Healthy Decisions Pledge" campaign where 300 local teens signed healthy lifestyles pledges. The team also participated in the "Prom Promise" initiative that promoted smart choices on prom night and pledges to not drink and drive. The team collaborated in the planning and implementation of a one-day county youth summit where 700 teens and adults participated in simulations and other sponsored healthy activities.

Street

The Street EYSC project focused on establishing community service initiatives, community awareness, and community pride through improving the local park to encourage increased use. The group held clean-up and educational events to demonstrate utilization of the park to improve impacts on healthy living through engagement in athletic activities and walking the trail. Near the project's end, the number of individuals using the park on three different days was observed and compared to baseline; there was an increase from 6 individuals per day to 10-12 individuals per day using the park amenities. Additionally, service learning experiences gained through the project helped reduce the number of graduating seniors that barely met the graduation standard for service learning hours.

Worton

The Worton EYSC project focused on enhancing Worton Park Campus to engage the public in healthy activities, community-building, and environmental stewardship. Worton Park was intended to be the community's primary gathering place, but the project was abandoned due to lack of community funding, commitment, and investment by residents. The team re-energized the community to continue work on beautification of the park. Community-wide Worton Park Green-Ups were held, and six pet waste stations were constructed through an Eagle Scout project, contributing to a cleaner park. Additionally, a natural wetland areas was restored in the park. The group secured a $50,000 grant to plant thousands of trees, shrubs, and plants at the high school and Worton Park.

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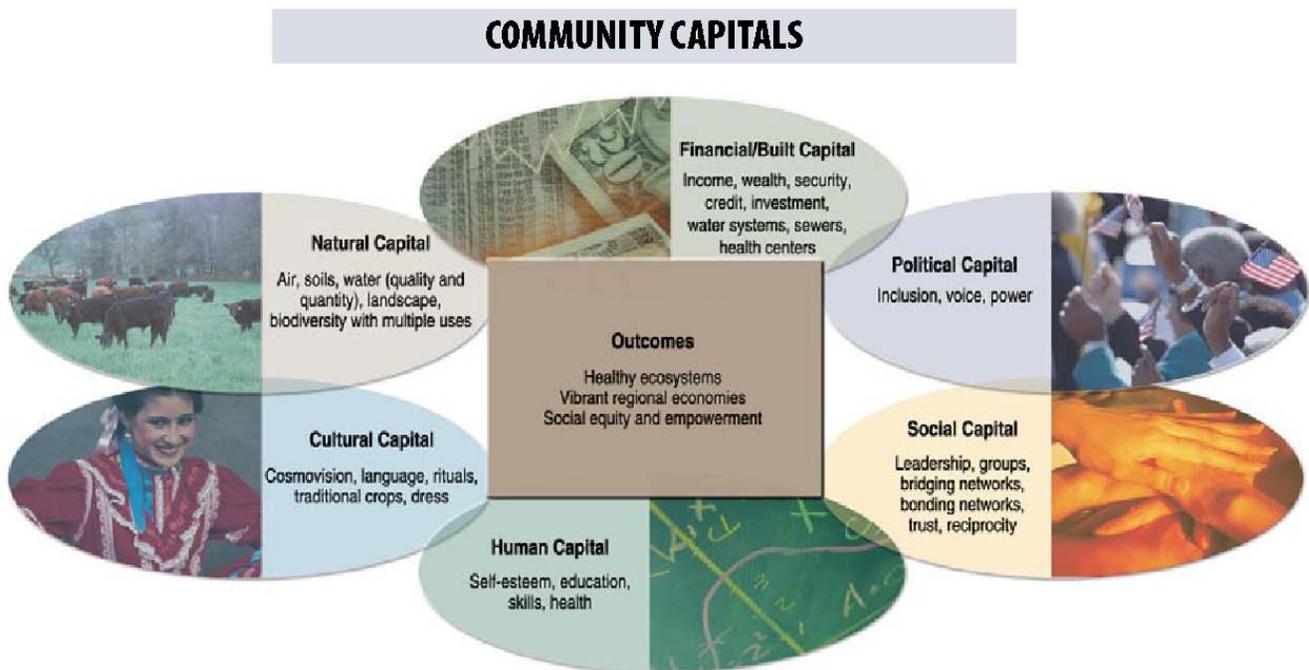
Community Capitals: A Tool for Evaluating the Strategic Nature of Interventions and Projects

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In an approach to understand how communities function, Flora and Flora (2004) developed the Community Capitals framework. Based on their analyses of entrepreneurial communities, they determined that the communities that were successful in supporting healthy sustainable community and economic development paid attention to the six types of capital: natural, cultural, human, social, political, and financial or built. Beyond identifying the capitals and their role in community economic development, this approach focuses on the interaction among these six capitals and how they build upon one another.

COMMUNITY CAPITALS

Natural Capital
Air, soils, water (quality and quantity), landscape, biodiversity with multiple uses

Financial/Built Capital
Income, wealth, security, credit, investment, water systems, sewers, health centers

Political Capital
Inclusion, voice, power

Cultural Capital
Cosmovision, language, rituals, traditional crops, dress

Outcomes
Healthy ecosystems
Vibrant regional economies
Social equity and empowerment

Social Capital
Leadership, groups, bridging networks, bonding networks, trust, reciprocity

Human Capital
Self-esteem, education, skills, health

Context Pre-existing conditions and structures	**Process** Actions, investments, intervention	**Outputs and Outcomes** Results of Actions
Community Characteristics—Impetus for Community Economic Development (CED) Efforts	**CED Investments in Seven Capitals to Change Community Characteristics**	**Positive Changes in Community Characteristics**
Natural Capital: Air quality, land, water and water quality, natural resources, biodiversity, scenery	**What:** CED projects focus on strengthening capitals **Who:** Actors (groups involved) **How:** Actions to address CED **When:** Year effort initiated; duration of CED effort	*Changes in Natural Capital:* Indicator: Healthy ecosystems with multiple community benefits
Cultural Capital: Values, heritage recognition and celebration	*Natural Capital Investments:* Preserving, restoring, enhancing, conserving environmental features in the CED effort	Measures: Landscape, scenery, outdoor recreation opportunities, soils, air quality, water quality, wildlife, vegetation preserved, conserved or restored; land development policies adopted
Human Capital: Population, education, skills, health, creativity, youth, diverse groups	*Cultural Capital Investments:* Sharing cultural identities (heritage, history, ethnicity, etc.) to drive CED effort	*Changes in Cultural Capital:* Indicator: Cultural consciousness
Social Capital: Trust, norms of reciprocity, network structure, group membership, cooperation, common vision and goals, leadership, depersonalization of politics, acceptance of alternative views, diverse representation	*Human Capital investments:* Work expertise contributed to CED effort	Measure: New community festivals
	Social Capital investments: Risks taken to express differences of opinion on CED issues; organizations involved in CED effort; involving youth in CED; public participation/input in CED effort; organizational link with non-local involvement; actions linking community to the outside; local and non-local organizations involved in CED effort; organizational representative on CED decision-making board; number of different groups on CED board	*Changes in Human Capital:* Indicators: Increased use of the skills and abilities of local people (critical thinking, innovation, problem solving); increased initiative, responsibility and innovation Measures: New skills acquired, new training programs established; health care improved; childcare improved; youth and adult education improved; workforce improved; community population and median age changes post-CED effort
Political Capital: Level of community organization through the use of government; ability of government to garner resources for the community		
Financial Capital: Tax burden/savings, state and federal tax monies, philanthropic donations, grants, contracts, regulatory exemption, investments, reallocation, loans, poverty rates	*Political Capital Investments:* Relationship presence and nature of relationship between CED board and local, county, state, federal, tribal, regional governments	*Changes in Social Capital:* Indicators: Increased networks, communication, cooperation, trust Measures: New groups involved and partners in CED; new groups formed from CED effort; more community cooperation; increased local and non-local participation; local strategic plan formed; new leaders; more effective leaders
Built Capital: Housing, transportation infrastructure, telecommunications infrastructure and hardware, utilities, buildings	*Financial Capital Investments:* Type of materials contributed to CED effort; presence and sources of both local and external financial support; mechanisms used for leveraging financial support	*Changes in Political Capital:* Indicator: Increased ability to secure resources for the community through elected officials Measures: New community and government connections at various levels
	Built Capital Investments: Infrastructure used for CED effort	*Changes in Financial Capital:* Indicator: Appropriately diverse and vital economies Measures: New financial instruments established, new bond issues passed; outside funding obtained to improve infrastructure and business development; poverty reduction
		Changes in Built Capital: Indicator: Appropriately diverse and vital economies Infrastructure improved and strengthened (including telecommunications, education facilities; government buildings; community buildings; transportation; business district; health care facilities; industrial park; indoor rec facilities; cultural facilities; housing; churches; city services; energy services, etc.)

APPENDIX B – Logic Model

National 4-H Council – *Engaging Youth, Serving Community* RYD Logic Model

Inputs What we invest:	Activities What we do:	Outputs Number of	Outcomes		
			Learning	**Actions**	**Conditions**
•Young people •Federal, state, and private cash & in-kind resources •Community, county, state & national staff •Community citizens and leaders •Equipment and supplies •Infrastructure •Research base •Caring adults •Time •Knowledge •Curriculum •Technology •Agencies & organizations •Technical Assistance Providers	•Craft EYSC as a synergistic PYD and community development program •Provide EYSC Resource Guides •Develop evaluation tools •Train University Core Leadership Teams and local leadership teams •Provide technical assistance •Provide educational, leadership & service opportunities •Establish community partnerships and/or collaborations •Engage community citizens in forums, implementation of action plans, and evaluation •Connect formal & non-formal education •Secure resources and support from policy and decision makers •Implement marketing and communications plans	•Community sites •Youth (by demographics) •Adults –staff, volunteers & citizens (by demographics) •Youth in decision making and/or leadership roles •Community issues identified •Community projects implemented & evaluated •Materials & resources created •Community, state & national collaborations/ partnerships •New youth groups formed •Cash & inkind resources leveraged •Staff time value •Media efforts	**YOUTH** Gain leadership skills: •Goal setting •Communication •Decision-making •Problem-solving •Conflict management •Facilitation •Planning •Self-confidence •Inclusion and diversity	**YOUTH** Demonstrate: •Identify and assess community needs •Develop, implement, and evaluate action plans •Ongoing community leadership •Positive cross cultural relationships	**COMMUNITIES DEMONSTRATE:** •Improved HUMAN Capital •Improved SOCIAL Capital •Improved CIVIC Capital •Improved CULTURAL Capital •Improved FINANCIAL Capital •Improved BUILT Capital •Improved NATURAL Capital
			ADULTS •Understand concepts of positive youth development •Value youth as partners •Understanding of Youth-Adult	**ADULTS** •Work in partnership with youth on action plans	
			COMMUNITY STAKEHOLDERS •Resources and policies needed to support youth •Work with youth as partners and support their leadership roles	**COMMUNITY STAKEHOLDERS** •Provide resources •Recruit and embrace youth as leaders •Value youth voice •Change policies	

APPENDIX C – Leadership Skills Post-then-Pre Survey

Engaging Youth, Serving Community
Youth Leadership Skills Post-then-Pre Survey for EYSC11

Part 1. Your Leadership Skills
Directions: For each of the leadership skills listed below, rate your ability to perform each skill. In the left-hand columns, indicate your ability BEFORE participating in any EYSC project. In the right-hand columns, indicate your ability NOW. Circle the number that matches your answer at the top of the columns.

	BEFORE				NOW			
	No Ability	Some Ability	Good Ability	Excellent Ability	No Ability	Some Ability	Good Ability	Excellent Ability
1. I can organize a group activity.	O	1	2	3	O	1	2	3
2. I can organize information.	O	1	2	3	O	1	2	3
3. I can establish time use priorities.	O	1	2	3	O	1	2	3
4. I can lead group discussions.	O	1	2	3	O	1	2	3
5. I can evaluate programs.	O	1	2	3	O	1	2	3
6. I can work as a team member.	O	1	2	3	O	1	2	3
7. I can speak before a group.	O	1	2	3	O	1	2	3
8. I can keep written records.	O	1	2	3	O	1	2	3
9. I can see things objectively.	O	1	2	3	O	1	2	3
10. I follow a process to make decisions.	O	1	2	3	O	1	2	3
11. I can plan programs.	O	1	2	3	O	1	2	3
12. I can identify resources.	O	1	2	3	O	1	2	3
13. I can share new ideas with others.	O	1	2	3	O	1	2	3
14. I can teach others.	O	1	2	3	O	1	2	3
15. I can meet with others.	O	1	2	3	O	1	2	3
16. I can relate to people from other cultures and backgrounds	O	1	2	3	O	1	2	3

Part II. Your Activities
For the statements below about your EYSC project experience, indicate how much you agree with the statements by circling the number of your answer that matches the answer at the top of the columns.

	Strongly Disagree	Disagree	Agree	Strongly Agree
17. I taught others.	1	2	3	4
18. I acted as a mentor to others.	1	2	3	4
19. I planned learning activities.	1	2	3	4
20. I am more confident in helping others.	1	2	3	4
21. I am more confident in myself overall.	1	2	3	4

22. Is this your first year participating in this project? (circle one)   1. YES   2. NO

23. Which of the following best describes you? (circle one)   1. YOUTH   2. ADULT

APPENDIX D – Observation of Project Outcomes Instrument

Engaging Youth, Serving Community
Observation of Project Outcomes EYSC12

Directions: For each of the items below, think about what you have seen happen in your community as a result of this EYSC project. Answer the questions by circling yes or no and providing examples of activities, behaviors, actions, policy changes, and other things you have observed that support your answer. If you run out of room for your response, turn this sheet over and write on the back.

Which of the following best describes you? (Circle one)

YOUTH   PARENT   COMMUNITY OFFICIAL   OTHER ADULT

1. Have community leaders demonstrated more positive attitudes about youth being actively involved in leadership roles in the community? (Circle one) YES   NO

Give examples of how community leaders have become more accepting of youth as community leaders. Include changes in policies, investment of resources, invitations to share ideas, etc.

2. Has the project reflected the diversity of the community? (Circle one) YES   NO

Explain how the project has been inclusive of different groups based on race/ethnicity, age, gender, physical abilities, and other differences. If the project has not been inclusive, tell why you believe this is so and how it might be improved.

Project Outcomes Instrument – Page 2

If you run out of room for your response, turn this sheet over and write on the back.

3. In your community, have you seen an increase in opportunities for youth to be involved in positive youth development activities as a result of the project? (Circle one) YES   NO

Give examples of new opportunities (include numbers and percentages where appropriate). If the community has not seen an increase in opportunities, tell why you believe this is so and how it might be improved.

4. Have project participants (youth and adults) shown an increased commitment to the community as a result of the project? (Circle one) YES   NO

Give examples of how youth and adults demonstrate a more positive attitude toward the community and their role in it.

5. Did youth and adults learn how to identify community issues and assets while participating in the project? (Circle one) YES   NO

Give examples of procedures used to identify issues and assets and the results of these procedures.

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If you run out of room for your response, turn this sheet over and write on the back.

6. Did the youth and adult leaders apply leadership skills from their training to local situations?
(Circle one) YES   NO

Give examples of ways in which the youth and adults demonstrated the use of leadership skills.

7. Are youth involved in authentic decision-making partnerships with adults? (Circle one) YES   NO

Give examples of ways in which the youth and adults have partnered to make decisions.

8. **Have adult community leaders committed resources and/or changed policies in support of Youth in Governance investment?** (Circle one) YES   NO

Give examples of ways in which resources have been committed and/or policies changed.

9. Has trust been established between youth and adults in order to affect community change?
(Circle one) YES   NO

Give examples of ways in which trust has been established and community change affected.

APPENDIX E – Protocol for Data Collection

Engaging Youth, Serving Community Project Evaluation EYSC12

Observation of Project Outcomes

Target Subjects: Four TOTAL selected respondents from EACH community, ONE EACH of the following: one adult from the local leadership team, one teen from the local leadership team, one adult who has participated in the project (not on the leadership team), and one parent of a youth participant (not on the leadership team). When the project ends, have the subjects complete the instrument however possible; email or mail the instrument to selected participants and have them return completed instruments to the state leadership team, individual interview by phone, personal contact at a meeting, etc.

Enter the information from the survey into the database at https://msudafvm.co1.qualtrics.com/ SE/?SID=SV_9oWp9S4gRe5bQwZ. Click on the link to enter each new survey. When you are finished, email Dr. Donna Peterson (donnap@ext.msstate.edu) so she will generate a report to you. Include a copy of the summarization in your state's final report.

Example: Parent Letter for Project Outcomes Instrument

<date>

Dear Parent/Guardian:

Your son/daughter has been selected to participate in *Engaging Youth, Serving Community*, a project of National 4-H Council being implemented by ___<state Extension service>___. The project, funded by USDA, is designed to help youth become involved in community governance and address a community issue. At the community level, your son/daughter will serve as a teen leader to implement the project.

The project has several expected outcomes related to the inclusion of youth in community affairs. To determine whether the project achieved these outcomes, we have developed a brief instrument that we would like your son/daughter to complete and return to us. The instrument is the *EYSC Project Outcomes Instrument*. If you agree, they would complete the instrument at one of the local meetings and turn it in to the project director.

Your son/daughter's confidentiality will be maintained at all times during the study. The instruments do not ask for the names of the participants. When finished, we will have the participants place their completed instruments in a box face down. We will destroy the surveys at the conclusion of the project. All reports and publications resulting from this study will consist of group data and no individual participant could possibly be identified.

Federal regulations require that we obtain your consent and your child's consent before any of the surveys are filled out. Attached is the permission form to be returned before your child completes the survey. (If you have more than one child involved in this group, we will need a separate written permission for each child.) Also, enclosed is an additional consent form for you to retain with this letter for your files. **Participation will not be permitted without written consent from both you and your child.**

Please understand that your child's participation is voluntary, his/her refusal to participate will involve no penalty or loss of benefit to which your child would be otherwise entitled, and your child may discontinue participation at any time without penalty or loss of benefit. Please note that there is no risk associated with their participation. There are, however, potential benefits in that your child might gain insight into his/her program experience.

If you should have any questions about this research project, please feel free to contact ___<name> <phone number> <email address>. For additional information regarding human participation in research, please feel free to contact the ___<university compliance office>___.

Thank you for your assistance.

Sincerely yours,

<name>

Attachments: Consent/Assent Forms

Example: Consent Form for Project Outcomes Instrument

Parent's Permission Form
Engaging Youth, Serving Community

I have read and understand the letter requesting my child's participation in the *Engaging Youth, Serving Community* evaluation by completing the *Project Outcomes Instrument*.

Name of Child (please print): _____

Please mark one box, sign, and return this form.

☐ My child has my permission to complete the instrument.
☐ My child does **NOT** have my permission to complete the instrument.

_____
Parent or Guardian's Name (PLEASE PRINT)

_____
Parent or Guardian's Signature

_____
Date

Minor's Assent Form
Engaging Youth, Serving Community

Your parents know we are going to ask you to participate in this survey. We want to know how you feel this project has achieved its goals. It will take about 20 minutes of your time to do this instrument. Your name will not be collected on the instrument. If you don't want to participate, you can stop at any time. There will be no bad feelings if you don't want to do this. You can ask questions if you do not understand any part of the survey.

Do you understand? Is this OK? If so, please complete the form below.

_____
Name (Please Print)

_____
Signature

_____
Date

_____   _____
Investigator's Signature   Date

About 4-H

4-H, the nation's largest youth development organization, grows confident young people who are empowered for life today and prepared for career tomorrow. 4-H programs empower nearly six million young people across the U.S. through experiences that develop critical life skills. 4-H is the youth development program of our nation's Cooperative Extension System and USDA, and serves every county and parish in the U.S. through a network of 110 public universities and more than 3000 local Extension offices. Globally, 4-H collaborates with independent programs to empower one million youth in 50 countries. The research-backed 4-H experience grows young people who are four times more likely to contribute to their communities; two times more likely to make healthier choices; two times more likely to be civically active; and two times more likely to participate in STEM programs.

Learn more about 4-H at **www.4-H.org**

4-H is the youth development program of our nation's Cooperative Extension System and USDA.