

# ***Engaging Youth, Serving Community (EYSC12)***

**USDA Award #2011-45201-31092**

A Rural Youth Development Project

NIFA/USDA

National 4-H Council



## **Years 10-11-12 Combined Evaluation 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 from September 1, 2008 through February 28, 2015. 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. It included work completed under funding rounds 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 21<sup>st</sup> Century* brought together youth and adults in local communities, at the state level and finally in the nation's capital to discuss how to develop a positive future for youth in America's communities. Strategic priorities identified during the National Conversation served as the basis of a new initiative, which allowed land-grant universities (LGUs) to focus 4-H programming in underserved rural communities with a population of 10,000 or less funded through the Rural Youth Development Program.

National objectives for the initiative include the following:

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

Beginning in September 2005 through the present, *Engaging Youth, Serving Community* has focused efforts on a Youth in Governance program model conducted through 4-H Cooperative Extension System programs at selected land-grant universities. These projects have been engaging youth in decision-making processes and developing leadership skills by preparing youth, in partnership with 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 Capital model (described on [page 8](#))

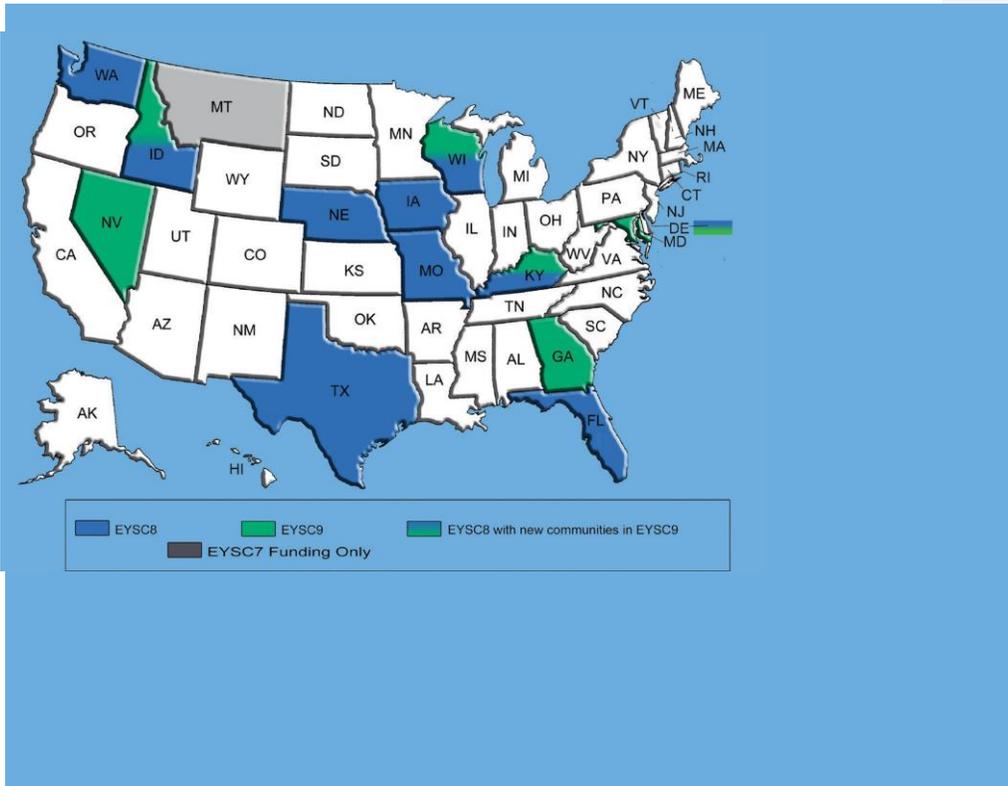
Community forums were an initial step in the process of issue identification, capacity-building, and action preparing both youth and adults for meaningful engagement as community change agents. Other research into community issues included newspaper scanning, interviewing stakeholders, surveys, and other 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 issue.

## PROGRAM STRUCTURE

This report summarizes evaluative efforts from years 10 through 12 of the *Engaging Youth, Serving Community (EYSC)* 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 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 and 5 years of funding. The map below shows all of the states that were engaged in *EYSC10-11-12*.

Figure 1. *Land-Grant Universities Participating in EYSC 10-11-12*

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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 EYSC 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 for up to five years. 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.

## EVALUATION METHODOLOGY

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

### 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   |
|---|
| <ol style="list-style-type: none"><li>1. Youth and adults gain understanding of the concepts/skills for leadership.</li><li>2. Youth and adults, and their communities gain an understanding of Youth in Governance (which includes Youth/Adult Partnerships.)</li><li>3. Youth and adults participating in the project understand and begin demonstrating the concepts of inclusivity, pluralism, and diversity.</li><li>4. Community provides youth with a variety of positive youth development opportunities.</li></ol>   |
| Medium-term project outcomes  |
| <ol style="list-style-type: none"><li>1. Youth and adults demonstrate leadership skills and competencies.</li><li>2. Youth are in authentic decision-making partnerships with adults.</li><li>3. Adults are accepting of contributions and role of youth within communities.</li><li>4. Youth develop a commitment to community.</li><li>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.</li><li>6. Adult community stakeholders have committed resources and changed policies in support of the Youth in Governance investment.</li><li>7. Community leaders demonstrate more positive attitudes about youth being actively involved.</li><li>8. Projects reflect the diversity of the communities.</li><li>9. Trust is established between youth and adults in order to affect community change.</li></ol> |
| 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 in terms of their appropriateness as measures of the project outcomes and specific outcomes measured by each. The protocol used by project participants for collecting and reporting data is also discussed.

### [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 .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 would allow 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 (described below) 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 simply asked participants to indicate whether they accomplished the outcomes as stated in the project proposals and to provide details through comments about their results (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 most recent version). The responsibility for obtaining Institutional Review Board (IRB) approval for data collection rested with the Land-Grant University shepherding the local projects. Since data were collected locally, no one institution would approve the project as a whole. The protocol included tools designed to help local sites negotiate the IRB approval process, including a permission request letter template for localizing by local project staff to send to parents of youth less than 18 years old. 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 *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 1 (beginning on the next page) contains a summary of the program outcomes matched with the data sources used to collect information about the indicators for each outcome.

Table 1. *Outcomes and Data Sources*

| <b>Short-term program outcomes</b>  | <b>Data source for indicators</b>   |
|---|---|
| 1. Youth and adults gain understanding of the concepts/skills for leadership.   | - <i>Observation of Project Outcomes Instrument, q6</i>   |
| 2. Youth and adults, and their communities gain an understanding of Youth in Governance (which includes Youth/Adult Partnerships.)  | - <i>Observation of Project Outcomes Instrument, q5</i><br>- <i>Year-End Output Measures Report, activities &amp; community issues data</i>             |
| 3. Youth and adults participating in the project understand and begin demonstrating the concepts of inclusivity, pluralism, and diversity.  | - <i>Observation of Project Outcomes Instrument, q2</i>   |
| 4. Community provides youth with a variety of positive youth development opportunities.   | - <i>Observation of Project Outcomes Instrument, q3</i><br>- <i>USDA Year-End Output Measures Report, resources leveraged (cash &amp; in-kind) data</i> |
| <b>Medium-term program outcomes</b>   | <b>Data source for indicators</b>   |
| 1. Youth and adults demonstrate leadership skills and competencies.   | - <i>Observation of Project Outcomes Instrument, q6</i>   |
| 2. Youth are in authentic decision-making partnerships with adults.   | - <i>Observation of Project Outcomes Instrument, q7</i><br>- <i>USDA Year-End Output Measures Report, activities data</i>                               |
| 3. Adults are accepting of contributions and role of youth within communities.  | - <i>Observation of Project Outcomes Instrument, q1</i><br>- <i>USDA Year-End Output Measures Report, collaboration data</i>                            |
| 4. Youth develop a commitment to community.   | - <i>Observation of Project Outcomes Instrument, q4</i>   |
| 5. Youth are invited by community leaders to share their voice, influence, and decision making skills to take action on issues of public/ community concern which impact their lives. | - <i>Observation of Project Outcomes Instrument, q5</i><br>- <i>USDA Year-End Output Measures Report, resources leveraged (cash &amp; in-kind) data</i> |
| 6. Adult community stakeholders have committed resources and changed policies in support of the Youth in Governance investment.   | - <i>Observation of Project Outcomes Instrument, q8</i><br>- <i>USDA Year-End Output Measures Report, value of cash &amp; in-kind capital data</i>      |
| 7. Community leaders will demonstrate more positive attitudes about youth being actively involved.  | - <i>Observation of Project Outcomes Instrument, q1</i>   |
| 8. Projects will reflect the diversity of the communities.  | - <i>Observation of Project Outcomes Instrument, q2</i>   |
| 9. Trust will be established between youth and adults in order to affect community change.  | - <i>Observation of Project Outcomes Instrument, q9</i>   |

| Long-term program outcomes  | Data source for indicators  |
|---|---|
| 1. Human Capital is expanded:<br>a. Youth have knowledge, skills, abilities and behaviors necessary to lead productive lives.<br>b. Adults have knowledge, skills, abilities and behaviors necessary to assist youth in developing into productive community members. | -Year-End Community Action Project<br>Accomplishment Report, community capitals addressed data  |
| 2. Social Capital is expanded:<br>a. Trust is established between youth and adults in order to affect community change.<br>b. Youth and adults increase their core capacity to improve quality of life within the community.  | -Observation of Project Outcomes Instrument, q9<br>-Year-End Community Action Project<br>Accomplishment Report, community capitals addressed data |
| 3. Cultural Capital is expanded:<br>a. Diversity of community is reflected within and engaged as key stakeholders.  | -Observation of Project Outcomes Instrument, q2<br>-Year-End Community Action Project<br>Accomplishment Report, community capitals addressed data |
| 4. Civic/Political Capital is expanded:<br>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<br>-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.

### 1) 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:

*“The youth demonstrated their use of leadership skills by planning lessons and also presenting them to other youth and adults in the community. The adults demonstrated by sharing ideas that had been taught to them in other programs.”*

*“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.”*

*“We do a lot of leadership training in our meetings and we work on how to talk to groups of people, introduce ourselves, and talk to people about our program. We also spend time learning different activities that we can do with the community at family day. I use my leadership skills that I learned all the time-not just with this program but also in school and other programs.”*

*“Teen Leaders is a group where everyone gets to demonstrate their leadership roles, 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.”*

*“Through the facilitation of healthy living curriculum, educational displays, community conversations, and representation at various events, both youth and adults showcased and applied their leadership skills in local situations.”*

*“Leadership skills were essential to execute this event. We had to work together continuously and communicate our ideas and plans. Each core member was in charge of a specific area of the teen maze and were responsible for gathering the volunteers, items, and materials needed for that section.”*

*“Youth and adults have to work together. They each have to learn when it is time to lead, and when it is time to follow. In a group environment, sometimes the youth take the lead to share their ideas.”*

*“The students learn to brainstorm, think outside the box, and use their voices to make positive change. They are confident to share their opinions with not only their peers but adults as well.”*

*“The community youth have been able to share the skills they have learned to adults in their life. These skills have empowered the community to be more involved with technology.”*

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

Participants' understanding of youth in governance principles, including youth/adult partnerships, was measured via data gathered 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:

*"Community forum was held after leadership team training to identify areas of concern. Leadership team then lead group of youth and adults to identify a course of action and planned out the project. The groups then worked together to carry out and evaluate the project."*

*"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! For example the youth covered the County Commissioners race, interviewing the 3 candidates so that the community could make informed decisions at the polls. 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."*

*"Our students have identified more assets than issues, especially during our discussions about Oconto's history. Their appreciation and understanding of our community goes deeper than just what they see when traveling through Oconto. Our project has helped them look at our community in a new way."*

*"Asset mapping was wonderful and really opened their eyes to see a much broader impact their projects can have on the community."*

*"We have gained the ability to discuss issues in an open forum and produce resolutions in an inclusive way."*

*"The project started as a result of a community needs assessment created by the Extension office. The storyboarding and community mapping helped show how far we have come, and also areas that could improve."*

*"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."*

*"People in the Bethel area have formed groups, Local Food Connection, Healthy Community Gatherings, BANC, and GOT Farms to bring people together to talk about problems and solutions in the community. Something that all these groups have realized is that one person can't do it all - people need to come together and collaborate to make a something happen."*

*"We got the community together often and did an open spaces forum, where we wrote down our ideas and how to pursue them. We then chose one or two specific ideas and acted upon them. They worked out because the community was working together in agreement."*

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

*"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."*

*"Decision making is 50/50 with adults and youth."*

*"There is no decision made regarding any part of this process without the entire group talking about it and deciding it as a whole. Everyone's opinions matter and it is a goal for all of us to work together to come to the best solution for the group."*

*"From what my children share with me-they feel that their thoughts and ideas are heard equally and with as much respect as the adults in the room. The youth were able to go through curriculum and pick out activities they wanted to teach and felt were important lessons. Youth take part in meeting partners and trying to get them to join the team. They are engaged in all decisions and really feel like they are important part of the team."*

*"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."*

*"Youth were invited to and as a result were a big part of the planning process and execution of a Youth Adult Partnership conference that took place in January 2014. Youth helped brainstorm*

*and then secure guest speakers, facilitated activities they came up with, and ultimately, helped make the event a success. Also, youth leaders were asked to help promote healthy living and healthy lifestyles, and in Milford, educated community members about calories and sodium when eating out. During a family night, [youth] facilitated activities, gave more health education, engaged adults and other youth, and really had the ability to form meaningful connections with their community.”*

*“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.”*

### **3) 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 90% 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):

*“Our community does not have a large mix of ethnicity or races, due to it being somewhat isolated rural lower income community. The bulk of our ethnicities come from the local Navy presence, and those who may retire here. The physical make up of our county may preclude on-base participants due to the amount of travel from their remote location to a local 4-H activity. The transient on-base population may not always be able to provide stable 4-H volunteers... Gaining access to base, providing leaders strictly for that locale, adapting programs to fit a more transient lifestyle and offering activities that do not involve animals, but more of daily living might be more attractive to that section of the population.”*

*"We are a small community; I don't have diverse numbers at hand, but suffice to say there are quite a few different peoples and cultures represented here. The projects have been developed to address the needs of the entire community, not just one group or another. Thus a positive experience for all."*

*"I'd say our town is 98% white Caucasian and so ethnic and racial diversity were not a big part of our focus. We live in an extremely impoverished area where the majority of school kids receive free government lunches and unemployment is very high. The diversity of this group has been their monetary backgrounds. Some of the kids have no internet or computers at home, some are homeschooled and many live several miles from town. Still they have worked together to open up communication in our community by interviewing business owners, taking surveys, gathering and publishing community events and fund raisers, writing articles of local interest and are responsible for bridging the gap between the school and community. For 18 years the Pioneer newspaper was strictly a school paper and now, due to the Community Action Team, it is a Community paper."*

*"Being a special education teacher, my students have been involved in the planting, tilling of the soil, watering, weeding, harvesting (picking and washing) of the vegetables and the planting and selling of the flowers, mums and poinsettias. My students were so excited when they were involved in the tilling in the high tunnel. They were very proud of what they did and took pride in the tilling of 2 of the gardens. They also had the responsibility of extra watering of the plants in the greenhouse. They brought their own gloves into school for their work in the greenhouse. As a Special Education teacher, I am always looking at training opportunities for my students for possible future employment. Being involved in their own gardens at home, they have brought their knowledge into the care of the plants in the high tunnel and greenhouse."*

*"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."*

*"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."*

*"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 and what's more is that we always donate platters of food to the Church kitchen we hold these workshops in. This means once a month a wide range of community members who attend the free community supper are*

*given food donated and cooked directly by GOT Farms students and Bethel community members.”*

*“Although our community does not have lot of racial diversity, there was definitely inclusion of all people based on age, gender and other differences.”*

*“Our community in it of itself isn't very diverse in terms of ethnic or racial backgrounds. 97.2% White, 0.5% African American, 0.2% Native American, 0.5% Asian, 0.5% from other races, and 1.0% from two or more races. Hispanic or Latino of any race were 1.2% of the population. For that reason I don't think much emphasis has been put on reaching out to specific individuals in the name of inclusiveness. In an effort to not alienate anyone community leaders spend more time cultivating a culture of openness. Spending time intentionally inviting all to join in most community activities.”*

*“There has been an increased amount of tolerance among the different age groups. Senior citizens look to the youth with an open mind and view them as helpful and the youth are confident and happy to help them with their knowledge.”*

#### **4) 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:

*“Youth are involved in the Extension Council. Youth have been asked to be involved in the Dream Team. In January we will be working with the Head Start program with an evening of activities.”*

*“This project has opened doors for the junior leaders with more participation in the Community Betterment as well as improving their participation through the community.”*

*“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.”*

*“There are more positive youth development opportunities for our youth especially through leadership programs and community service programs. There has been a ten percent increase in youth involved in youth leadership programs over the past year.”*

*“The backpack project has given several youth new opportunities to be involved in positive youth development activities. The youth take responsibility to gather the food each week to be taken to the schools in the county to be delivered to those children receiving the backpacks. This is a very positive endeavor, giving youth responsibility, the sense of helping, etc.”*

*“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 activities with high school students in a positive environment.”*

*“The awareness of different community events and opportunities has greatly increased. The partnership with different organizations has helped make the community more aware of different services that the county has to offer. Parents were not aware of all of the drug and alcohol prevention work that was taking place by the county youth-adult partnership organization. In addition it has been a great opportunity for local youth organizations like the 4-H and scouts to show case the work that they are doing and invite new youth to join.”*

*“Upperclassmen that served as volunteers during the Teen Maze have become more involved in implementing the event and the previous years' participants have an interest and desire to serve on the planning committee to help with upcoming mazes. This event also exposes students to opportunities to get involved in local organizations like 4-H, AFJROTC, emergency responder groups, police forces, and the hospital and health department.”*

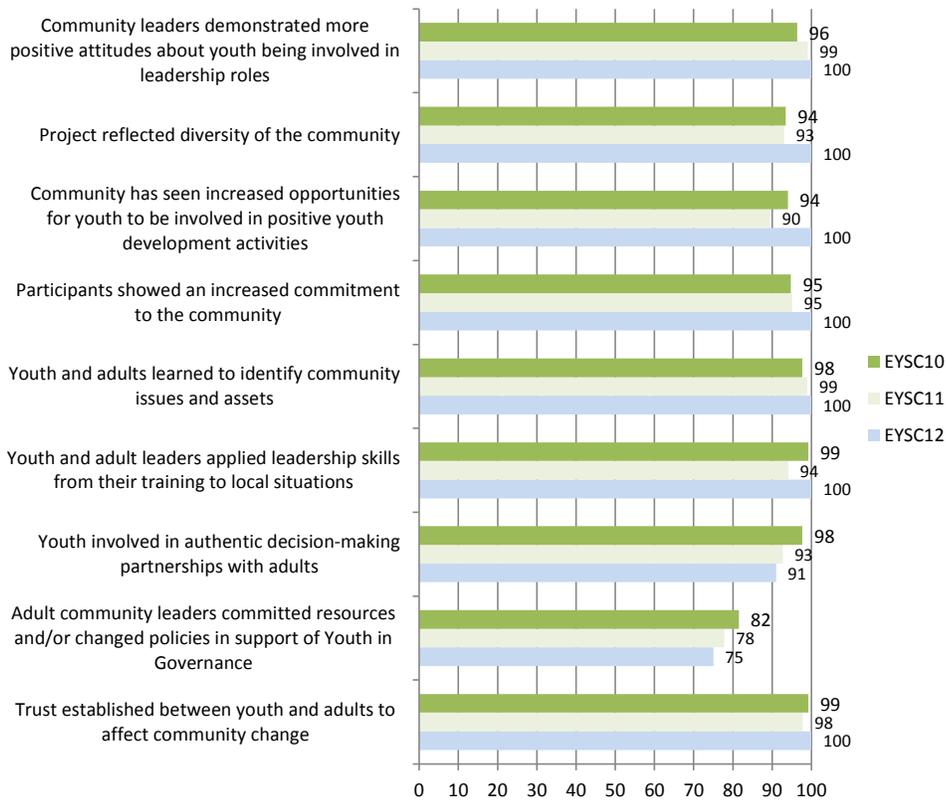
*“There is an increase of opportunities for youth to be involved in positive youth development activities as a result of the project. Youth are more involved with Town of Friendsville events, Garrett County Outreach events & School events. The community does have several opportunities for the youth to be involved in positive youth development activities as a result of this project. They are more interested in the project/programs. They like what we have to offer and are excited to participate. Therefore, they become mentors to younger youth and adults.”*

*“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.”*

## **5) 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.

Figure 2. Percentage of “Yes” Responses to Medium- and Long-term Project Outcomes Questions



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

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

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 input and actions at their facility.”*

*“I think the community has a much different attitude toward youth much more positive. Our youth have become involved in several community organizations and have done an excellent job. One example is the community garden when the adults saw the commitment of the youth to work during the summer when it was hot or giving of their time they changed their attitude. The community is very supportive of our youth and what role they have in creating leaders.”*

*“Community leaders have had a more positive response to the youth when they have been asked permission by the youth to do something for the community. I think they recognize the dedication and know that the young people will follow through.”*

*“I believe that due to the success of 4-H programs that other community organizations have begun to use youth to help teach at events such as the YMCA/ POCO Children’s Day Camp. Also, we are seeing more youth serve on committees such as Youth Service Center Advisory Councils for the local schools.”*

*“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.”*

*“Youth are now more widely considered as stakeholders and their input is given more credibility. The Oconto County Historical Society invited youth to present at its annual meeting to share a project they completed. Another youth was honored by community leaders for her work in creating a bicycle trail.”*

*“Community leaders have been more accepting of youth as community leaders by allowing us to conduct our own community projects and plan as well as budget everything on our own. We’ve learned how the process of applying for grants works and even got to do it as a group. Community leaders have been very enthusiastic about our community projects and are impressed by each one we have done.”*

*“Payette County is made up of three communities—Payette, Fruitland and New Plymouth. All three towns are very willing to embrace youth as leaders—and make it a point to help youth achieve this status. Civic leaders of all three towns have attended Cultivate Idaho Initiative events and are working with the youth/adult team to understand and to help implement food security in the county by doing research and reporting back on each individual towns needs for good security and need for healthy lifestyle training. Youth and adults have been invited to fair board, city council, county commissioner, WICAP, and Southwest District Health meetings to educate and inform civic leaders and community members of the need for food security in the county and to listen to reports of what those leaders feel are the needs of the county. The civic leaders have pledged to help the group assess community strengths and encourage all three towns in the county to work together to plan and implement solutions for youth to promote food security and well-being for the citizens of Payette County.”*

*“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 pane.”*

*“Students have youth apprenticeship opportunities, Students came together and got legislature to pass Caleb’s law (texting and driving law), students are on most all committees related to school government (i.e., students on steering committee for developing career academy), students lead and host Special Olympics.”*

*“As exemplified by the teen maze... Their willingness to jump in and get involved with this project, from county officials/leaders on down. These teens had identified a problem amongst themselves (underage drinking, teenage pregnancy, etc...) and presented a program that could serve as a deterrent to our county leaders. They jumped in with 100% support and the results were amazing. Anytime our youth will take the lead and present solutions to situations in a systematic and responsible manner with the attitude of “this needs to be done and we can do it” you will see the leaders of this community and others like it get involved.”*

*“The Summerville Trion Optimist Club makes sure to involve youth as stakeholders in our decision making process by having two youth directors as board members. Our chamber has adopted and approved to have two young people on the board of trustees, one from each of the high schools.”*

**Has the project reflected the diversity of the community?**

Recall that 94% of EYSC10 respondents, 93% of EYSC11 respondents, and 100% of EYSC12 respondents answered 'yes' to this question. See previous discussion on page 10.

***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:

*"As a parent I have seen the positive feedback the kids have gotten and the enthusiasm that the kids have when praised for their efforts. I have seen a huge commitment from the younger youth that will be carrying on the legacy of this program and their desire to continue the program."*

*"I believe our youth have a good commitment to the community already and I believe the Bigs working with the Littles will remind them how much more they can help our community."*

*"Youth involved in the anti-bullying project are very committed. They have performed their skit at numerous elementary schools and middle schools and community organizations like the Lions Club, Rotary Club, etc. They have also presented at the 4-H volunteer forum in Lexington. Adults have seen the quality of their work and commitment and are very supportive."*

*"They (the youth) get together and put in over 100 hours necessary for each edition [of the paper]. Nobody is twisting their arms. They meet and talk about what they would like to learn about, inform the community about, who they would like to interview etc., and everybody takes an assignment and off they go. Community members have said good things about the kids and have commented on enjoying the articles. The kids are no longer afraid to talk to people and get excited about interviews."*

*"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."*

*"Students (who can drive) pick up food weekly to deliver to the schools. Parents of youth members assist with this, as well. This takes time and money, individuals are responsible for these. It says a lot that they continue to do this."*

*"Our participants are eager to get involved. Last school year they met on Sunday to do historical research and make videos because they were excited about learning about the community and sharing the videos. The kids also feel like community members are more willing to listen to them. They feel more valued. They have many big ideas on what they could do to improve the community."*

*“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.”*

*“We have had many teens begin to volunteer as mentors or group leaders for younger youth as a result of their involvement in this project.”*

*“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. See discussion on page 9.

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

As discussed on page XX, 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:

*“Most recently the youth wanted to make a purchase for the town. They included the adults in the selection process, listening to the opinions of the more experienced people before making their selection. They were respectful, well-mannered and prepared. Their final decision was made as a result of their research and ability to listen to other ideas.”*

*“When we were working on our community event, the youth and adults partnered together to have games at a local festival to raise money for a program that helps provide food for families in need.”*

*“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.”*

*“The adults are there to help, and encourage the youth. The youth are empowered to brainstorm, come up with ideas and make decisions and that the adults will support them and*

*offer constructive assistance. They work together to meet the goals of the project and share the positive results in the community.”*

*“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.”*

*“We work hand in hand making all the decisions and work together to solve issues and move forward on the projects that we are currently working on.”*

*“It was a team effort from start to finish. We bounced ideas off of one another and put the plan into motion.”*

*“The youth and adults worked together, but the youth decided and selected what grocery items would go into the bags. The youth continue to be in charge of what specific items are used. The students choose the best ways to pack the bags and deliver the brown bags to the school a day or two early. The students decide together the best way to use the grant money since the first time the money was received.”*

*“The executive committee worked very closely with a strong youth/adult partnership to make decisions and divide responsibilities evenly. (Met weekly for 3 months prior to events). The planning committee did not meet as often but were heavily involved the month prior to event. Youth and adults relied on each other for decisions and suggestions that made the event a huge success.”*

*“Specifically referring to the Teen Maze, youth and adults had biweekly meeting to discuss progress, dilemmas, and ideas. At these meetings we were all able to express our ideas and opinions then collaboratively decided what would be best.”*

*“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.

*“We received local donations of food and supplies for the free groceries for the families as well as additional monetary donations to cover expenses above and beyond the grant resources.”*

*“Adult groups have re-written some of their guidelines and bylaws to include students in their voting delegates.”*

*"The GOT (Greenhouse of Telstar) Farms cooking workshops, and the enthusiasm that students have for cooking, has led to the partnership between GOT Farms and the Bethel Alliance Church (BAC), a church located directly across from our school. The BAC has a large and well-equipped kitchen facility, and they have hosted GOT Farms student volunteers there on several occasions. Students have been donating some of their summer produce, and their time, to the monthly community suppers that happen at the BAC on the last Wednesday of every month. Community leaders were impressed by this positive and growing partnership, and they helped us acquire \$8000 in grant funding to support the GOT Farms culinary club...This grant has also helped to strengthen the BAC/GOT Farms partnership and policies related to this partnership. Students are now allowed to walk across the street with program advisors after school to cook at this facility with a simple building use form from the BAC and a simple permission slip for students. The use of the BAC facility has opened up a larger discussion about community-based learning and leadership opportunities for students, and how they can be expanded..."*

*"The Navy has made donations to the facility as a direct result of the youth's efforts."*

*"Community leaders donate funds each year to help keep this program going."*

*"Youth have been invited to be members of the extension council which wasn't something they offered before the implementation of this program. Youth opinions and ideas are being taken more seriously by adults in the community."*

*"County Government has allotted \$500 for EYSC's efforts."*

*"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."*

*"Adult community leaders have committed their time and energy to support the Respect Team by collaborating on identifying local issues and resources and by providing time, talent, and leadership in wellness day activities."*

*"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."*

*"We became smoke free due to the kids not wanting smoke near them and now have to smoke outside and not in common areas."*

*"There have been many adult community leaders involved in the past three years who have contributed both real and in-kind resources. One huge commitment has been in the enormous time commitment to the town events over the past three years."*

### ***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:

*"Absolutely! I am incredibly impressed with the maturity that these young people have shown, and continue to demonstrate as they persevere and perform. This is a long term project, and they have not wavered or faltered in their dedication. In fact, the opposite has been true. They have continued to garner community support, and made additional long term plans for this project - their goal being not only support in the form of physical improvements, but also in building a relationship with this particular community!"*

*"The elementary teachers have to trust us to be able to get the bags packed and given to them to give to the kids. The students have to trust the teachers to give the correct number of bass to be packed, so we don't pack too much or too less."*

*"We all had to trust each other while doing this project. For example, adults had to trust the youth to do what they were supposed to do while they were at home. A few students had to make posters for clean up Laurel day during their free time. If we did not trust them, we would not have a poster to hang up."*

*"There is a really trusting group that works together to put the activities on. I feel like I am part of a team and family and that we are doing great things to help the community. It is nice to be a part of the team and to be able to tell people in the community about the good things that we are doing."*

*"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."*

*"Trust has improved because of this program. The students are taken more seriously because of the implementation and success of this program. The youth trust the adults more because the adults recognize the youth have good ideas and can add to meetings that help the community. The impact of this program to this community is high and has a positive correlation between youth wanting to be involved more with decisions that affect our community and schools."*

*“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.”*

*“The core committee had to trust and rely on each other that each person's responsible area was coming together in time. Adults are now more trusting of the abilities that youth and students can do and are able to view them as mature leaders in their community.”*

*“Students are heard and see change come from what they apply themselves to ...therefore they continue to be part of the plans for our future...their future!! We trust their opinion....they keep sharing.....= what a cohesive community we are becoming!!”*

*“Without trust none of our programs would be effective or impactful. So based on their success I would say trust has definitely been built and our community is beginning to understand we have everything we need right here and with that we can start to depend on each other increase connections and community resilience as a whole.”*

## **6) Long-Term Outcomes and Impact: Evaluation of Community Project Achievement to Expand Community Capitals**

Long -term outcomes of the program from the National 4-H Council Logic Model focus on expanding the four community capitals outlined below (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*

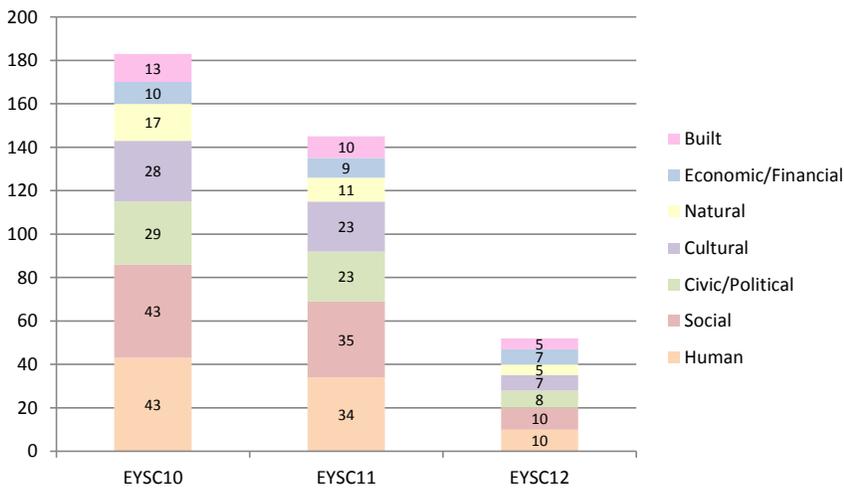
- Diversity of community is reflected within and engaged as key stakeholders.

*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 three-year period.

Figure 3. *Community Capitals Addressed By Projects*



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

## Human Capital

*“Human capital is developed by youth and adults collaborating during the entire process. Youth and adults develop leadership skills. Their action planned saved lives and property. The young people also learned to identify partners who helped them with their prom promise event. The young people used creativity to plan and host their events to a diverse audience.”*

*“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.”*

*“Through our dance practices, safe and healthy parties with a purpose, and allowing our youth to lead these events, thus promoting self-esteem.”*

*“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.”*

*“Elementary school teachers have shown an increase in their level of compassion and become more mindful of the needs of their low-income students. Core team and non-core team participants gained knowledge of raised bed garden construction and vegetable gardening skills. Low-income families and clients of the County Health Dept. have learned gardening skills. Farmers and school leaders have learned strategies for buying and serving locally grown food in school lunches.”*

*“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.”*

*“Youth have acquired and/or developed skills in research, decision-making, and cooperation. Youth and adults are enhancing their leadership skill and knowledge.”*

*“Increasing the ability for residents in the city to use the Campus Woods Trail to maintain a healthy lifestyle. Youth and adults to acquire knowledge and skills in leadership.”*

*“Youth increased and applied communication skills to create videos based on community history.”*

*“Youth and adults developed skills involving bird habitats, data collection and access to resources; educational/informational, commercial, and ecological. Youth and adults also developed knowledge and skills in leadership.”*

*“The youth and adults will acquire knowledge and skills in leadership capabilities, as well as knowledge in community beautification.”*

*“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.”*

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

## **Social Capital**

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

*“Students built a hydroponic greenhouse and included other community members in the process. Trust is a byproduct of working together on this project. The youth and adults are working together to benefit the needy of their community. There is interest in families spending time together at the Boys and Girls Club and doing 4-H.”*

*“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.”*

*“Older and younger students developed closer ties through tutoring/mentoring.”*

*“Youth and adults developed new linkages with area employers and local governing officials through EXCEL leadership program.”*

*“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.”*

*“Increased communication, networks and collaborations; adults and teens work together recognizing the value of each group’s contributions; community works together to identify promising practices to increase awareness of need and work to alleviate it.”*

*“Youth, supporting adults and veteran’s home residents have learned about each other and formed a new sense of community. Collaborations with community organizations also build social capital.”*

*“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.”*

*“The largest impact is on the development of the Youth and Adult Partnership for service learning. All leadership and life skills are included in our work with the YAP. The network of trails education has connected the local youth with community and regional trail work.”*

*“Games tied to outdoor time improve social bonding and bridging to other community networks improves youth’s current and future abilities to get things done and provide for self and others.”*

## **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.”*

*“Youth will feel empowered to lead change within their local community as they are engaged as full partners with adults.”*

*“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!”*

*“The core team has successfully partnered with local governmental entities on their project – the school district, county health department, and fire department.”*

*“Youth can gain political leverage as stakeholders see their engagement in their communities and work together.”*

*“The group has engaged local officials including chamber of commerce, city council members, and the mayor.”*

*“Youth were accepted as full active members on the bird city committee for both villages. Youth worked on the county and village long range plan for land use asking good questions and directing meetings to productive end points. The adults acknowledge that the community would not be able to apply for the recognition without the active participation of the youth and adults working on the EYSC grant project.”*

*“Met with Congressional delegation to teach them about the project impact on drinking water, navigation of the locks, and saving recreational use of lakes and rivers.”*

*“Improved safety for youth during afterschool time; donated food from school gardens.”*

## Cultural Capital

*“Native foods are now taught to be prepared in a new way for these families. Food from their native countries, which the children will learn how to prepare and thereby keep forever, is being passed along to a new generation of children. The foods are being prepared in a healthier way and more of a focus on safe preparation.”*

*“Teens adopt the attitude that there are other ways to celebrate and have fun beyond the culture of alcohol use. Previously some young people believed that alcohol and drinking and driving are okay; now they have learned the problems involved. This team has impacted the way their peers ‘know the world’ and how to act within it. The youth generated ideas on other ways to have fun and support public policies. They youth know that distracted driving is an issue among their peers and they are working to change the culture of distracted driving.”*

*“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 project and skills developed will take place within the Native American culture and enhance this community capital.”*

*“Youth and adults will gain cultural awareness of other ethnicities in their community through involvement. The program has been designed to be cultural relevant to minority groups.”*

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

*“As a result of their work in the community centering on the EYSC grant, the group is being recognized as a new group that can potentially effect change. At a recent public input session for the Parks and Rec department, a citizen referenced the work that the group is doing with the marsh. The group itself is moving toward an adult-youth partnership, recognizing the need for youth involvement on the board.”*

*“Completed the History on the Bay digital story-telling trail available on the county website through an app on iTunes and Android.”*

*“Secured Bird City designation.”*

*“Youth are learning about the political system in their community as they work with aldermen and present to the city council.”*

*“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.”*

*“As adults perceive the advantages of giving youth an authentic voice in community decision-making, opportunities for youth to be at the table will become systemic and the norm rather than the exception.”*

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

## **Natural Capital**

*“Youth and adults learn the chemical and water requirements of hydroponic gardening as well as pest control and reduction of supplies needed such as land.”*

*“The grounds have been improved both to increase access to and appreciation of what is there and beautified with additional of annual and perennial flowering plants.”*

*“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.”*

*“Increased public access to natural areas of the marsh.”*

*“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.”*

*“Helping families and youth become more aware of the great natural resources that are available to them in the community and better utilize them to keep their families healthy and active.”*

*“Youth worked to develop and maintain the air and water routes birds fly in our community to insure bird diversity and safe habitats. Shore cleanup and birdhouse installation promote bird life.”*

*“Our local natural resources are a focus when we work on organic growing and alternative green energy. The program has trained others in this work and openly shares their work on a website.”*

*“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.*

*Following a core team mailing to all local churches asking for either cash or food donations, one church pledged to donate \$100 each month throughout the 2011-2012 school year. An additional \$3,250 in donations was received to support the program.*

*The Agriculture teacher who helps lead the program and the community garden was awarded a nearly \$600.00 donation from the Class of 1972 following a summer reunion. A bank made a donation at the ribbon-cutting opening of a new branch.*

*The core team’s success with school packs and the community garden helped leverage \$2,500 in Invest an Acre grant dollars for the community. Initial Invest an Acre outreach led to \$440 in farmer donations, which will be channeled to the regional food bank and back to the community.*

*Secured a grant to complete a digital history trail that will include highlights of area natural resources.*

*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 financial support provided through the EYSC project provided much-needed technology improvements at the local library. The impact of this financial support, although not a great amount of money, was especially appreciated during the tough financial time for county and local governments.*

*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.*

*As the downtown area is improved, more people will shop there and the area businesses' finances will improve.*

## **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."*

*"Cleaned up, updated, landscaped, public art, projects that will increase the worth of our community to the citizens."*

*"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."*

*"Identified Geotrail through county."*

*"Promoting the use of recreation facilities, as well as creating more opportunities for recreation facilities to be created from spaces that already exist (i.e.: reopening the sledding hill at a state park in our community)."*

*"Builds capital at the school location as new gardens; greenhouse and alternative energy educational structures and programs are implemented."*

*"Milfoil eradication, saving Songa Locks, benches and trail enhancement."*

*“Trailer for accessing bike trails and improving trails in the recreation area.”*

## 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 three-year 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 three years through the youth-facilitated community forum process. Many of the issues allowed for collaborations with other groups. The 92 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 three 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 three 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 6.

Table 6. *Volunteer Efforts Contributed to EYSC*

| <b>EYSC10</b>                   |        |       |            |
|---------------------------------|--------|-------|------------|
| 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          |
| <i>EYSC10</i> Totals                 | 960          | 31,745        | \$689,463          |
| <b><i>EYSC11</i></b>                 |              |               |                    |
| 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          |
| <i>EYSC11</i> Totals                 | 733          | 27,256        | \$579,797          |
| <b><i>EYSC12</i></b>                 |              |               |                    |
| 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           |
| <i>EYSC12</i> Totals                 | 274          | 6,264         | \$144,519          |
| <b>Three-Year Totals</b>             | <b>1,967</b> | <b>65,265</b> | <b>\$1,413,779</b> |

\*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 three 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 7 on the next page 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 7. Race and Sex of Participants by Type/Level of Participation

| Type/Level of Participation | <u>White</u>  |              | <u>Black</u> |            | <u>American Indian</u> |           | <u>Asian</u> |           | <u>Pacific Islander</u> |          | <u>Multiple Races</u> |            | <u>Undetermined</u> |           |
|-----------------------------|---------------|--------------|--------------|------------|------------------------|-----------|--------------|-----------|-------------------------|----------|-----------------------|------------|---------------------|-----------|
|                             | M             | F            | M            | F          | M                      | F         | M            | F         | M                       | F        | M                     | F          | M                   | F         |
|                             | <b>EYSC10</b> |              |              |            |                        |           |              |           |                         |          |                       |            |                     |           |
| Youth-Intensive             | 196           | 339          | 9            | 11         | 7                      | 4         | 0            | 6         | 1                       | 0        | 15                    | 11         | 18                  | 3         |
| Youth-Nonintensive          | 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-Nonintensive          | 184           | 329          | 7            | 20         | 0                      | 1         | 0            | 0         | 0                       | 0        | 0                     | 2          | 2                   | 1         |
| <b>EYSC10 Totals</b>        | <b>1,435</b>  | <b>1,986</b> | <b>230</b>   | <b>263</b> | <b>27</b>              | <b>34</b> | <b>14</b>    | <b>18</b> | <b>3</b>                | <b>1</b> | <b>113</b>            | <b>117</b> | <b>107</b>          | <b>81</b> |
| <b>EYSC11</b>               |               |              |              |            |                        |           |              |           |                         |          |                       |            |                     |           |
| Youth-Intensive             | 164           | 251          | 10           | 21         | 3                      | 3         | 0            | 3         | 0                       | 0        | 5                     | 7          | 3                   | 13        |
| Youth-Nonintensive          | 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-Nonintensive       | 255          | 410          | 39         | 87         | 0         | 0         | 1         | 3         | 0        | 0        | 10         | 13         | 7          | 6          |
| <b>EYSC11 Totals</b>     | <b>984</b>   | <b>1,465</b> | <b>177</b> | <b>287</b> | <b>7</b>  | <b>5</b>  | <b>7</b>  | <b>16</b> | <b>0</b> | <b>0</b> | <b>26</b>  | <b>37</b>  | <b>52</b>  | <b>56</b>  |
| <b>EYSC12</b>            |              |              |            |            |           |           |           |           |          |          |            |            |            |            |
| 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-Nonintensive       | 61           | 122          | 12         | 31         | 0         | 0         | 0         | 0         | 0        | 0        | 5          | 7          | 0          | 0          |
| <b>EYSC12 Totals</b>     | <b>265</b>   | <b>379</b>   | <b>26</b>  | <b>59</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b> | <b>0</b> | <b>1</b>   | <b>12</b>  | <b>0</b>   | <b>0</b>   |
| <b>Three-Year Totals</b> | <b>2,684</b> | <b>3,830</b> | <b>433</b> | <b>609</b> | <b>34</b> | <b>39</b> | <b>21</b> | <b>34</b> | <b>3</b> | <b>1</b> | <b>140</b> | <b>166</b> | <b>159</b> | <b>137</b> |

## Youth Activities

Youth participants (both intensive and nonintensive) 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, Future Farmers of America (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 8.

Table 8. Youth Leadership/Service Activities by Number and Hours Spent

| <b>EYSC10</b>            |        |       |
|--------------------------|--------|-------|
| 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         |
| <b>EYSC10 Totals</b>                                    | <b>482</b> | <b>6,849</b>  |
| <b>EYSC11</b>   |            |               |
| 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         |
| <b>EYSC11 Totals</b>                                    | <b>291</b> | <b>19,384</b> |
| <b>EYSC12</b>   |            |               |
| 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         |
| <b>EYSC12 Totals</b>                                    | <b>118</b> | <b>14,062</b> |
| <b>Three-Year Totals</b>                                | <b>891</b> | <b>40,295</b> |

Fifty-seven new community-based groups were formed in which youth participants will continue to participate. Additionally, 37 new 4-H, Girls Scouts, or Future Farmers of America (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 92 sites over three 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 9 breaks down the total number of community members served by audience type.

Table 9. *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 |
|-------------------------------|----------------------------|---------------------|------------------------|----------------------|----------------------|--------------|----------------------------|
| <b>EYSC10</b>                 |                            |                     |                        |                      |                      |              |                            |
| Total (no duplicated numbers) | 1,408                      | 4,340               | 4,574                  | 5,445                | 11,613               | 2,863        | 381                        |
| <b>EYSC11</b>                 |                            |                     |                        |                      |                      |              |                            |
| Total (no duplicated numbers) | 636                        | 9,649               | 6,465                  | 6,674                | 2,430                | 594          | 652                        |
| <b>EYSC12</b>                 |                            |                     |                        |                      |                      |              |                            |
| Total (no duplicated numbers) | 567                        | 2,171               | 1,838                  | 2,503                | 1,355                | 831          | 149                        |
| <b>Three-Year Totals</b>      | <b>2,611</b>               | <b>16,160</b>       | <b>12,877</b>          | <b>14,622</b>        | <b>15,398</b>        | <b>4,288</b> | <b>1,182</b>               |

## 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 core team has developed partnerships within the community to provide in-kind and monetary contributions for Brown Bag Buddies Program (BBBP) and the Community Garden. The Ministerial Alliance has successfully worked with churches to sustain the food supply for BBBP. Community and faith-based groups have stepped up in making donations and pledges through the school year. More students and community volunteers are working with core team members to prepare brown bags weekly, and the group is seeking additional volunteers from senior housing. Dade County Community Foundation has set up an account to handle BBBP donations and to issue tax-exempt letters to donors. Use of the foundation also creates access to other funding channels the program did not have before.”*

*“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.”*

*“For community #1 regarding bullying, the community received a grant...in the amount of \$20K to assist with programming, with \$5K earmarked for elementary programming including bullying.”*

*“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.”*

*“Youth core team members annually created a portfolio of project results for the community’s Community Betterment awards competition entry. The competition provided an incentive annually for the group to reflect, evaluate and report their results. The annual Community Betterment Conference also provided an opportunity for core team members to attend a statewide training and celebrate their accomplishments.”*

*“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.”*

*“The sustainability of the projects has been a focus since day one as the project design is ingrained into the school, community and creates a systemic “systems” change. This adapts the project into the base core school day, afterschool day, community structure of the recreational department, or community club. Our most significant change has been initially seen in Buckfield as the afterschool and school day programs have integrated with the service-learning rural development model.”*

*“The horticulture class has been implemented and funded through the school system, as it will be a science elective appropriate for Maine Mandatory third science credit for graduation. Co-enrolling Key Club members with 4-H as they work on both EYSC/YVYC and Key Club events gave them time to meet during school, enabled them to have a direct route to Kiwanis financial support, and gives their service-learning a depth that had been deepened from when they were only a Key Club organization.”*

*“In Garrett County there is a possibility of Local Management Board Community Partnership Agreement funds being available to sustain the Rural Youth Development program. This group coordinated periodic needs assessment initiatives and supports youth-adult partnerships. Also, the 4-H program at Garrett County Extension has been an AmeriCorps and VISTA site for the past 5 years. This relationship offers the possibility of sustaining staff positions for continuing the programming at a very reasonable cost. The AmeriCorps and VISTA partnership provides both year-round and summer members serving in their communities.”*

*“4-H is a proven partner. 4-H youth and adults are now at the table when community events are planned and implemented.”*

## Lessons Learned

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

*“From the Brown Bag Buddy Program results, parents may need more information on the link between their children having enough to eat, and their performance in school. In addition, teachers may need more information on how the food packets meet the need of their students outside of class. More communication facilitated by the school and the EYSC core group*

*between parents and teachers may help these concerns. Two suggestions for the EYSC core group may include: a) inserting fun activities for kids and their parents in the brown bags, and b) creating parent classes on nutrition and meal planning and preparation, with a food distribution box as an incentive (i.e., vouchers for shopping at a local farmers market)."*

*"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. Keeping youth involved is also challenging especially with how busy schedules are for teens today. Lots of turn over-but with work you are still able to meet your goals."*

*"The school based garden will/would be more difficult to replicate as you need a definite commitment from people to tend the garden during the year. Partnerships with the FFA or FCS programs found in most high schools might be the best option for making these successful."*

*"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."*

*"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."*

*"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."*

*"Building parent and teacher support for afterschool tutoring/mentoring from the outset, working to secure funding for paid staff vs. relying on volunteer support, and ensuring program activities are centered around school district goals might increase the likelihood of success."*

*"The lesson that our team learned during planning is to 'keep it simple.'"*

*“Incorporating EYSC principles into the classroom to do project and performance based learning has provided a sustainable 1-acre garden with a new outdoor classroom, maple sugar shack, green house, bee hives, trail with campfire circle, volleyball system, and animal pens into the landscape and thought-scape of the learning environment because of two dedicated and innovative teachers who partner with non-profit groups and grant funders like 4-H Cooperative Extension.”*

*“Bryant Pond 4-H Camp & Learning Center is a fabulous and flexible training facilities. In-school groups become an impetus enriching the school climate for building social capital and human capital – and experiential learning opportunities can enrich the curriculum.”*

*“People of all ages seem to be drawn to new technology. Teaching single-concept lessons with skills that can be easily learned in one setting has great appeal and provides a sense of success to trainers and participants.”*

## Site-Specific Community Impact

Mississippi State University worked directly with the EYSC LGUs to capture broader site-specific community impact related to EYSC project activities. Desired Community Impacts worksheets were completed with each site to document plans for assessing community impact. In addition to the site-specific plans for demonstrating community impact, sites conducted storyboarding and/or community mapping activities to show project impact related to the Community Capitals.

Sites were not required to document impact for all events, activities, and/or programs conducted or for the overall project as a whole; thus, only a brief picture of impact assessment is presented. The EYSC evaluation process has always focused on triangulation of data, and the combination of assessing one or two specific community impacts along with the storyboarding and/or community mapping activity in each site presents a more complete picture of community-level impact.

### Delaware

#### *Indian River*

Indian River's initial focus was on underage drinking and driving under the influence, specifically during prom season. The EYSC team held an annual Prom Promise event where students pledged to avoid drinking and driving during prom season. Additionally, "Above the Influence" helped promote Prom Promise by providing educational activities at the school that included a mock accident scene with a mock fatality, a severely injured bystander, and a drunk driver. The presentation included a mock party scene, a real Jaws of Life, and Emergency Medical personnel and state police. Nearly 900 students attended the event. The positive press from the event influenced other high schools to hold similar events. Data for the month of May demonstrated lower EMS calls during a month that typically experienced a spike in EMS calls.

In 2013, the team extended the project to address other safe driving habits for youth. Thus, bicycle safety and distracted driving prevention were addressed. A "Fall Into 4-H" Event was held which included a bicycle safety course for youth. The desired community outcome was a decrease in distracted driving and other vehicle-related accidents, including bicycles. Traffic death data for Delaware comparing January 1 – March 18 time periods in 2013 and 2014, demonstrated that alcohol-related crashes and pedestrian deaths were lower during the first quarter of 2014, while seat belt use was higher.

#### *Kimmeytown*

Kimmeytown identified a need for education on healthy living, particularly related to healthy eating and healthy food preparation. Desired outcomes included youth and adults having knowledge of healthy eating and making the choices to eat fresh fruits and vegetables. Activities focused on healthy food

preparation and the use of clean water as opposed to greases and oils in the cooking process. Additionally, the team worked with store and restaurant owners to increase visibility and choice options for healthy foods and beverages such as salads and water. Evaluation results indicate that since starting the project, over 35% of the parents reported that they now purchase lettuce at home and eat salads regularly. Additionally, youth were observed drinking water at meals rather than sodas or other high-sugar drinks, as well as eating salads and juicing vegetables and fruits for the first time. Stores began providing water in store locations that were more visible than previously, and an increase in bottled water sales was reported. Restaurants now serve water to customers at the time they are seated. Specifically, at the end of the project, at least 6 stores and restaurants were serving water that did not prior to this project.

#### *Laurel*

Laurel worked to revitalize the community and promote healthy living in the town through community beautification. Youth and adults created wholesome outdoor spaces in the community. The team organized “Pick Up Laurel Day” and “Walk Laurel.” On “Pick Up Laurel Day,” 35 members of the Laurel community filled 22 bags of trash in approximately two hours. Walk Laurel involved developing a walking path through the town’s parks and historic homes. A brochure was created for use by future walkers that would be available at the Chamber of Commerce and the Laurel Historic Society. A shift to a focus on healthy weight and nutrition led to a plan for the development of a walking/fitness trail. Fitness stations consisting of fitness equipment and signage panels with basic exercise instruction suitable for various ages and abilities were created.

#### *Milford*

Milford focused on nutrition and fitness education, including making better food choices and increasing daily activities. In May 2013 and 2014, the EYSC team had a table at the Milford Health Fair in 2013 and 2014 to provide demonstrations on nutrition in fast food choices, youth asset building, and the Health Rocks program. Some team members became trainers for the “Up for the Challenge” nutrition and fitness program offered by EFNEP and 4-H throughout the state. A Free Family Fitness Night was held with 35 people in attendance. A brief evaluation indicated increased knowledge that 4-H shares healthy living programming with youth and adults, as well as increased commitment to exercise more. A presentation at the Youth and Adult Partnership Conference reached over 100 youth and adults, with evaluation results showing participants reported a 45% increase in knowledge of nutrition, while 25% expressed more commitment to increasing daily exercise.

A Milford school survey indicated that youth needed more healthy food access and information. Therefore, one specific emphasis was encouraging the school cafeteria to provide healthier options for students and then encouraging students to choose those healthier options to address the issue of obesity. Cafeteria workers increased healthy food menu offerings as well as signage for the healthy food options.

## *Seaford*

Seaford's initial focus was addressing community needs related to poverty and availability of locally grown produce through hydroponic gardening and growing food to promote healthy living. The team built and developed a hydroponic gardening greenhouse and provided educational outreach in the elementary, middle, and high schools, as well as at the farmers' market. Produce from the greenhouse was given to the high school (75 heads of lettuce per week and herbs). The EYSC team also sold the summer harvest at the local farmers' market.

The team then moved to addressing the lack of sports, recreation, and family activities in the community, as well as the desire for more opportunities to engage in art and science and healthy living activities. Partnering with the Sussex County Health Promotion Coalition, the team facilitated "Family Fun Days" once or twice each month at the local Boys and Girls Clubs that focused on healthy activities; 166 community members regularly attended the events.

An expressed need was for a new 4-H club in Seaford. In addition to Family Fun Nights, a "Fall into 4-H Family Fun Night" was held where both 4-H and the EYSC team's Healthy Living initiatives were shared. Nearly all (95%) of attendees who completed an evaluation survey after the event reported that they learned something new about healthy living as a result of the event. A 4-H club was started at the Boys and Girls club that met once a month to explore multiple 4-H topics, including robotics, healthy food, fitness, and nutritious snacks.

## 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.”*

#### *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 into 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.”*

### *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 prizes.

## **Idaho**

### *Benewah/Coeur d’Alene Tribe*

The Benewah/Coeur d’Alene Tribe EYSC project focused on increasing understanding of the value and importance of education in the community and improving high school graduation rates and college attendance among Native American youth. Numerous activities were conducted, including UNITY week to promote substance abuse prevention efforts with opportunities for youth aged 7-18 years to learn more about their culture and identity, a “Back-to-School, Stay-in-School” Family night attended by 300 people, a community clean-up day, and other community service projects. The team conducted weekly activities with the “Strengthening the Spirit” afterschool program, such as video and technology training, a food assessment of their community, discussions on service learning, a healthy/non-healthy food scavenger hunt at the local market, and a weekly cooking activity that provides a healthy dinner for all youth participating in the Strengthening the Spirit program. The team also collaborated with the local schools and the Upward Bound program to create an educational nature trail in the back yard of

Lakeside Middle School. The trail will provide better access to the natural area behind the school. The nature trail can be used for multiple classes for all the Plummer-Worley students during the school day as well as during the afterschool program. Ripple effect mapping identified “service” as the primary theme. Service learning was the method for helping youth begin to value education. Additionally, youth reported increased confidence through learning new skills and putting them into action through community projects and activities.

#### *Boundary County*

The Boundary County *EYSC* project focused on creating a culture of opportunity in the community of Bonners Ferry as well as increasing youth engagement in the community. The team led fundraising efforts for the local food bank and cancer awareness; during one year of the project, the annual “Fill-the-Bus” drive for the local food bank had 3 buses at 3 local grocery stores that collected 3,000 pounds of food. In collaboration with Boundary County Parks & Rec, Boundary 4-H, and AmeriCorps Vista, “Spring Clean-Up Day,” involved community volunteers who first worked to paint, fix, refurbish, and clean the community playgrounds, ball fields, and adjacent skate park, and then assisted with various games and other activities for youth and adults (e.g., kickball, basketball, tennis, build-a-box, face painting, and beading). The team also promoted a youth business project fair to showcase entrepreneurial ideas developed by local youth. The business project fair generated awareness of the value in supporting youth entrepreneurial education among the Economic Development Council, Rotary Club, and county commissioners. A wide variety of community philanthropy projects are now student-driven.

#### *Gem/Boise County*

The Gem/Boise County *EYSC* project focused on increasing community engagement. To achieve this, numerous “Free Family Social Gatherings” (e.g., block parties, street dances, bonfires) or educational activities (e.g., fishing camps and computer classes) were held. For example, a family-friendly bonfire and chili feed encouraged use of the community bonfire pit created by the team and served as an initial fundraiser for youth scholarships. A Dog Walk and Fun Run event benefitted the local animal shelter. For three years, the team held a “Winter Wonderland Dance” at the Senior Community Center, and the Center agreed to continue holding dances throughout the year on a regular basis.

#### *Payette*

The Payette *EYSC* team focused on the issue of hunger in the community through working with a local food pantry community garden. The youth/adult partnership process working on this issue was called “Cultivate Idaho.” The Cultivate Idaho Initiative includes and looks beyond emergency assistance and explores local food systems, economic development, community support systems, and civic engagement for enduring solutions to build a food secure and thriving community. The Cultivate Idaho Initiative seeks to identify new strategies to create prosperity and food security where community members live, work, learn, play and grow older. A private and public collaboration assessed community strengths and

challenges, and engage community members to plan and implement local solutions that promote healthy independence.

## Iowa

### Cresco

The Cresco EYSC team focused on overall reduction of obesity through healthy food options and physical activity. The group held a series of healthy lifestyles works and family fun nights. These activities aimed to get families moving together and increase physical activity. Information on healthy food options is shared during these activities. The team also worked to increase the healthy food options available at school concession stands. Fresh vegetables and fruits were added to the menu, such as apples, vegetables and dip, as well as tomatoes and lettuce for condiments on hamburgers.

### Postville

Postville's EYSC team had a desired goal of improving physical fitness for all ages, including fitness activities on the school playground in an effort to reduce mortality/morbidity from chronic disease. Four primary activities were conducted during the project. First, a Frisbee golf course was developed close to the school grounds for all classes to use (e.g., PE, health, after school kid's club, and recess). The course was available to community members at all times as well. Second, cross-aged teaching enabled high school students to work with the elementary teachers to teach educational sessions to elementary students on the value of healthy food choices and eating locally grown food. Third, game templates were painted on playground cement to provide additional options for playground games and safer playground equipment was installed. Fourth, a community-based school garden produced over 587 pounds of food for the school to utilize through its food service program. Additionally, nearly \$5,000 in local foods were purchased from producers to be used in school programs.

### Oelwein

The Oelwin EYSC team worked to reduce obesity through healthy food options and physical activity. A Harvest Fair was designed to connect parents and community members with the school and increase awareness about obesity. Students gave presentations on composting, healthy eating choices, safe food preparation, and the community garden. High school students also taught elementary students about healthy food choices and locally grown food options. A garden at the elementary school helped youth see how plants grow and the resulting produce.

### New Hampton

The New Hampton EYSC project focused on overall reduction of obesity through healthy, locally produced food options. The team wanted students to recognize that healthy choices in food are available and can be grown in containers, backyards, or locally by neighboring producers. In collaboration with the FFA program at the high school, a school-based garden with hoop greenhouses were constructed to grow tomatoes and other vine-related crops. Hydroponics was installed for the

production of cucumbers. Students harvested and processed crops grown in the school garden for use at concession stands and in the school lunch program. The school increased their local food purchases by 50% as a result of some of this work. In one year, over 2,000 pounds of produce were harvested by students from the school-based garden.

#### Elkader

The Elkader *EYSC* project focused on providing healthy concession stand food choices since many athletes and parents use concession stands for their evening meals during the winter months of the school year. This team also established a community- and school-based garden adjacent to the school kitchen to increase awareness of the need for locally grown fresh produce to be used in the school kitchen and homes of the children. Nearly 300 pounds of produce (e.g., melons, broccoli, kale, and onions) were harvested and shared with the school. A biking program to enable children to ride during recess and a yoga program were implemented to help increase physical activity of students.

### 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 7<sup>th</sup> graders and their parents. The program involved role-play scenarios designed to 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 8<sup>th</sup> 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 8<sup>th</sup> graders indicated a decrease in smokeless tobacco, alcohol, and drug use from 2010 to 2012. This suggests that targeting 7<sup>th</sup> graders may have helped lower usage rates as 8<sup>th</sup> 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 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 7<sup>th</sup> 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 to increase access to biking for young people in afterschool programs through the purchase of a bike trailer that could transport children and their bikes 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. A high-level volleyball system was also purchased. The volleyball system was used as incentive 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 National 4-H Council's 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 purchased, distributed, and 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* 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.

## Missouri

### *Barton County (Lamar)*

The Lamar EYSC project focused on the issue of poverty through several key activities during the three years of the project. First, the Lamar School Backpack Program was a community effort to provide meals for students that do not typically have food except breakfast and lunch received at school. Over 150 students received weekly food supplements, reducing food insecurity and improving supports for success in school. Second, \$12,750 in food items collected by 4-H, Boy Scouts, Girl Scouts, and faith group volunteers during fall food drives for the Good Samaritan Thrift Pantry provided increased food security for over 200 families who received food items. Third, the team worked with the Lamar Sheltered Workshop to build 6 community raised garden beds on-site and with Barton County Memorial Hospital to help with 4 community garden beds. During the summer and fall, sheltered workshop employees enjoyed tomatoes, peppers, cauliflower, broccoli, green beans and other produce harvested from the garden. The hospital cafeteria also used fresh produce from the gardens to enhance the salad bar and meals for 120 staff and residents. A "Cooking Matters" program was also provided for Sheltered Workshop employees that addressed meal preparation, shopping tips, food budgeting, and nutrition education. Twelve employees graduated from the class, reporting use of a variety of healthy recipes on their own at home. Fourth, "Invest an Acre" involved outreach to farmers and other agriculture organizations to encourage their assistance in addressing the issue of food insecurity. Promotional activities by the team generated \$1,060 in donations, matched by Monsanto to raise the donation value to \$2,120. Every \$1 of donation translated into \$10 of food for Ozark Regional Harvest Food Bank, making the value of Invest an Acre donations worth \$21,200. The team also leveraged \$2,500 in grant funds from the Buffett Foundation to support Invest an Acre activities. Finally, the team partnered with Lamar Head Start to teach a 6-week money basics curriculum to 29 preschool students to promote financial literacy at an early age and relationships with teens who were positive role models. From 2011-2013, the EYSC project catalyzed the community in generating over \$34,000 in food and financial resources to support groups adversely affected by poverty. EYSC project activities were key to the community of Lamar receiving recognition at 3 consecutive Missouri Community Betterment conferences, including winning first place in the youth group competition (2011, 2012, 2013), first place

in the community competition for their population category (2012), and community of the year award overall (2012). Additionally, at the 2014 Youth Civic Leaders Summit, Barton County 4-H EYSC was recognized as the top county contributing the most hours toward the statewide hunger service campaign (2,056 hours).

#### *Dade County (Greenfield)*

The Greenfield EYSC project worked to help food insecure students improve their performance in school through four main projects. First, the Brown Bag Buddies Program (BBBP) began in the first year of the project, with student and adult volunteers filling brown bags with nutritious, ready-to-eat food distributed each Friday to needy children who qualified for free and/or reduced school lunch. The school, ministerial alliance, churches, local donors and volunteers worked together to sustain the Brown Bag Buddies Program during the school year. Community financial donations toward the program totaled \$3,250, with 110 elementary students receiving weekly food supplements, reducing food insecurity, and improving supports for success in school from 2010 to 2013. The total value of food packets distributed to students was over \$6,350.

The team surveyed students, parents, and teachers about BBBP and learned that:

- Over 60% of children reported feeling "happy and full" after receiving the food packets.
- 50% of the students indicated they "always eat the food and really need it."
- 50% of the students reported the packets help them "pay better attention in class."

Teachers said students frequently ask for the food packets, and seem happy, excited, and appreciative for them over the weekends.

- Nearly half cited better student attendance and fewer absences.
- One-third reported improved concentration and attention in class and increased homework completion.
- Improved quality of work on tests, quizzes, and school activities, fewer in-class disciplinary actions/written referrals, better punctuality and less tardiness, and getting along better with other students were also named as benefits.

Parents said their children used the food packets each week or all school year.

- The majority of parents said the food packets met the needs of their children over the weekend or in the evenings.
- 100% said the food packets are needed or are helpful to their households.

Second, through a partnership with the Dade County Health Department, a community garden was constructed and planted. The fire department installed a water spigot and the health department added a gazebo for shade and rest, funded by a \$1,200 grant from the MFA Oil Foundation. Approximately 20 families grew and harvested over 200 pounds of fresh produce at the garden site. The County Health Department has sustained the community garden, with support from 4-H, FFA, and the local fire department. At least 20 different families grew and harvested 246 pounds of fresh vegetables

valued at \$500, with community improvements to the garden valued at over \$1,800. A summer lunch program was started to provide food for hungry children over the summer when school was not in session with 50 families being fed one day each week from June through August. Approximately \$1,300 in community donations was raised to support the program. Third, EYSC team projects helped the community leverage \$2,500 in grant funds from the Buffett Foundation to support “Invest an Acre” promotional activities by Dade County Extension 4-H in the community. Donations of \$440 to Invest an Acre were matched by Monsanto to give the regional food bank \$8,880 to feed hungry families in the area. Fourth, a Farm to School initiative addressed issues of hunger and food security. Nearly 300 K-6th grade students participated in “Food Power” to introduce students to the Farm to School initiative through nutrition and healthy eating sessions.

#### *Oregon County (Alton, Thayer, and Couch)*

The Oregon County EYSC project focused on improving the school performance of K-6<sup>th</sup> grade students through mentoring and tutoring. The Youth Teaching Youth (YTY) program offered free tutoring and mentoring to K-6 students. Elementary students were tutored and mentored by high school students excelling academically and showing good character. The goal was to assist elementary students academically while fostering caring relationships between older and younger students. Overall, 59 students from K-6 classrooms spent more time in safe, supervised environments after school; increased positive interaction with older students; and received homework assistance, all of which supported their success in school. Older students working with younger students led to the creation of the Alton Comet Cavaliers 4-H Club, including a shooting sports program, as a way to bridge youth to additional learning experiences within and beyond the communities. Additionally, Thayer started an afterschool robotics program with the Youth Teaching Youth and Latchkey Kids programs.

Character education sessions were held with 18 youth, leading to increased knowledge, skills, and peer support for making positive choices. A three-month leadership development program (EXCEL) was also implemented with youth and adults. The EXCEL group met weekly for leadership sessions and worked through 7 Habits of Highly Effective Teens, 6 Most Important Decisions You Will Ever Make, and Teen Leadership Revolution, gaining skills to recognize and to be effective leaders, and to better communicate with peers, community, county and state leaders. EXCEL also included community tours, a campus/state capitol tour, and attendance at the Youth Civic Leaders Summit. On EXCEL leadership program surveys, 100% of participants rated the program as “good” or “excellent” and 100% said they would recommend it to their friends. Before the program, 56% of participants rated their understanding of leadership as “a little” or “some,” but all 100% rated their understanding as “a lot” or a “great deal” by the end of the program. All participants said through the program, they learned to set personal goals, contribute as a member of a team, and support their community. Moreover, all expressed willingness to be a positive role model for others.

## Nevada

### *Hawthorne*

The Hawthorne EYSC project focused on teens mentoring elementary students. The team started a BIGS program, modeled after the “Big Brothers Big Sisters” program, that paired teens with third graders to help with academic support and be a friend to the younger youth. An afterschool program for elementary youth was also developed to help younger students with homework, engage them in experientially-based enrichment activities, and provide the BIGS program (twice a week). The teens gained valuable transferrable skills as well as a sense of accomplishment in starting the BIGS program.

### *Pyramid Lake*

The Pyramid Lake EYSC project focused on the retention of cultural identity through culture-based activities for tribal youth and tribal elders. Traditional activities, such as drum making, tribal dance, beading, tribal games and native language classes, were taught by tribal elders to youth and adults on the reservation. Hoop Houses for vegetable production were constructed. The group also identified a community clean-up project to eliminate graffiti. Their first project was the painting of a water tank -- a community visual focal point covered in graffiti. The teens designed a mural to be painted on the water tower that depicted native pride and a connection between tribal elders and youth. The team also sponsored a “day with the Elders” once a month at the high school where the tribal elders were invited to share their stories with the tribal youth. Teens worked with tribal leadership to incorporate the youth voice within the Tribal Council.

### *Silver Springs*

The Silver Springs EYSC project focused on providing food and other necessities to students lacking sufficient resources. The team established a School Food Closet that served students needing essential items, such as deodorant, soap, toothbrush/toothpaste, and emergency food kits. A backpack program was also established to provide take-home food for youth in need, as well as a community-based garden that taught youth and community members about gardening and supplied the local food pantry with fresh produce. Various fundraisers were held to supply the food closet and backpack program; at “Family Game Night,” the community was invited to play board games, learn about the EYSC project, and develop relationships, while the “Pennies for Pantry” project involved all schools in raising over \$1,100.

### *Yerington*

The Yerington EYSC team focused on engaging youth in direct STEM-based learning opportunities. The primary activity in this project was developing a Lego Robotics program. In collaboration with the

science and math teachers, a robotics team was formed. Youth and adults subsequently designed, created, and participated in Lego Robotics Team Challenge events, as well as the state robotics tournament. They also participated in educational STEM-based career exploration opportunities offered by nearby companies and organizations. Additionally, high school youth toured the University of Nevada-Reno College of Sciences and were exposed to various science fields offered at UNR and informed about higher education, with the result of generating interest in STEM careers. Since the program began, participation tripled, and there are now two robotics teams (one for younger youth and one for older youth).

## Washington

### *Asotin*

The Asotin EYSC project focused on increasing participation in physical fitness activities. During the first three years of the project, they provided both educational information and experiential physical fitness workshops and challenges for youth and families. Workshops included healthy snacking (making trail mix), a basketball clinic, a disc golf challenge, geocaching, and aerobic fitness routine. A one-month long “Walk and Roll” Fitness event asked participants to log hours in which they participate in physical fitness activities. Survey results from individuals who participated indicated plans to increase their physical activity by 1.5 days per week. Additionally, a community mapping activity indicated that community members were exercising more.

### *Cathlamet*

The Cathlamet EYSC project focused on increasing community pride in an effort to reduce outmigration. The first action step was to “clean up” the town. The team trimmed and removed dead plant material from the courthouse area, cleaned moss and grass from sidewalk cracks in front of businesses, eradicated dog feces in front of the courthouse in landscaping, removed garbage from the streets and sidewalk, and swept the sidewalks. This Main Street clean up received so much positive feedback that other public spaces became the focus of future efforts. Additionally, lighting, a flagpole, and a flag were erected at the Courthouse, and downtown businesses aided in keeping the downtown area cleaner. Local parks were enhanced through the addition of dog waste stations, park benches, picnic tables, and landscaping for walking paths. During the three years of the project, the population increased 1.2%. Six new businesses opened in or relocated to downtown (filling eight empty storefronts), demonstrating a 75% decrease in vacancies. Chamber of Commerce membership saw a 16.8% increase from 107 to 125 members. Community mapping results indicated that community members and businesses were showing more pride in their surroundings by working to make the community cleaner and more welcoming.

### *Port Orchard*

The Port Orchard EYSC project focused on increased the sense of connection and belonging to the broader community among Veterans living in the local residential facility through renovating outdoor spaces at the facility and interacting socially with the Veterans. Projects included enhancing an outdoor gathering space on the grounds, renovating a gazebo into a dining canopy with a barbeque, adding five raised bed gardens with a variety of ornamental and edible plants, clearing brush along a fence line, purchasing and setting up two picnic tables and five viewing benches, and improving surrounding paths. Improvements to the outdoor gathering space led to increased use by residents and guests that required additional furniture. Interaction among residents in both indoor and outdoor common areas subsequently increased. EYSC team members took a personal interest in the residents by visiting, playing games, and organizing social events for all community members. They collected personal items and mailed holiday care packages to active duty personnel. The facility changed from a place with an empty parking lot to one where parking can be hard to find. Community mapping activity results indicated that a stronger bond had grown between the Veterans and the community, with the Veterans feeling more valued.

### Wisconsin

#### *Chetek*

The Chetek EYSC project focused on increasing knowledge and awareness of lake water quality and increasing participation of community members in environmental stewardship projects. The team educated residents using canoe race events and lakeshore runs designed to promote water recreation and teach residents about the lake. Additionally, a shoreline restoration project was initiated. A secondary project was the planting of a prairie adjacent to the school forest that could provide an outdoor classroom and study area for teachers and classes in the Chetek-Weyerhauser School District.

#### *Medford*

The Medford EYSC project focused on increasing awareness and use of the wooded Campus Trail to encourage physical activity and fitness. The trail needed repair to make it more “user-friendly.” On work days over the three years of the project, 200 feet of Geo-tech fabric and eight dump truck loads of gravel were added to areas of the trail that made it unusable after heavy rains. Railroad ties donated were used to make a 100-foot bypass around the wettest section of the trail, and 80 feet of boardwalk was added. Additionally, eight interpretive signs and a dog waste station were installed to accommodate increased use of the trail. The group was successful in getting the land converted to a County Park designation, so it would have protection from future development. The trail was a resource for educational events, such as “Walk on the Wild Side” led by community experts. In addition, many residents used the trail for walks, though no formal count was maintained. However, in the first month

after the team made improvements to the trail, the number of cars counted increased 20%. Anecdotally, there were high numbers of ski and snowshoe tracks and new users who did not formerly utilize the trail.

#### *Oconto*

The Oconto EYSC project focused on increasing the appreciation by residents and visitors of the abundant natural resources of the Oconto Marsh and the Bay of Green Bay, along with the history of the surrounding area including Copper Culture State Park and the Oconto River. A viewing platform was built at the marsh in collaboration with the high school building trades class. Educational events included geocaching and family nature activities, such as trail walks and migratory waterfowl viewing. The EYSC project also helped the community obtain a “Bird City” designation. Members of the team were awarded a \$15,000 grant to produce a digital history trail through the area using mobile technology. Changes in the community were documented through interviews, photos, and personal evaluations. Use of geocaching resources at the Marsh were tracked with an electronic guest book. Fourteen comments were logged in a two-month period (representing a portion of one type of user of the space since visitors not geocaching would not participate). Several mentioned the beauty of the place and structure and how it would be a great place for birdwatching. They encouraged others to take advantage of the resource.

#### *Sauk City/Prairie du Sac*

The Sauk City/Prairie du Sac team worked to increase knowledge about and safety of the local bird population and take action for habitat restoration. The area is known for its bald eagle populations; other bird life is often overlooked. Three major projects were undertaken by this team. First, bird strikes are a common cause of birth death, so the team created educational brochures, public service announcements, and treatment plans for windows identified as hazards in bird flight paths. Window treatments were installed on windows with identified bird strike problems. Second, an annual Day-after-Earth-Day service learning event was implemented to increase awareness of diminished bird populations in the area and what can be done to recover the bird population and improve habitat areas, as well as to create a time for the community to work on habitat improvement. Some of the activities during this annual event included trash removal; clearing of invasive plant species; and removal, repair, cleaning, and building of birdhouses along the riverfront. Third, the team created educational displays at the library to reinforce the connection of library users to the bird life of the community. The display included nature-related titles focused on eagles, birds, and birding. Binoculars and educational games and activities were added to the library collection for use throughout the community and from the library itself, since it has a view of the river and riverbank. Ripple effect mapping indicated increased awareness among youth of bird strike issues, as well as an understanding of habitat issues of non-eagle species. Librarians tracked usage of the library resources and found that the display was used by over 450 library users. It served as a conversation starter for families that come in, look at displays, and check out and use the resources to observe and identify birds.

## Sturgeon Bay

The Sturgeon Bay EYSC project focused on increasing physical activity of youth and families through participation in geocaching -- a family friendly way to get outdoors and participate in physical activity, but also learn navigational skills, map reading, and general science and technology skills. The team created GPS kits and a 5-cache scavenger hunt that coincided with the "Door County Reads" program. Usage data showed 250 checkouts of new equipment from 2012 to early 2014, with each checkout representing increased outdoor and physical activity. Families that check out the kits were asked to complete a short survey about physical fitness habits and use of geocaching as physical activity. Evaluation data indicated that more families were exercising together, enjoying outdoor winter activities, and spending more time cross-country skiing. Data also showed that participants had less screen time and learned to read both GPS and trail maps. Additionally, the team worked with the Crossroads Nature Center, a local nature preserve, to purchase cross country skis that would enable the preserve to hold larger outdoor fitness events and subsequently increase the options for families desiring low-cost outdoor physical activity in winter.

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## Appendix A – Community Capitals

### Community Capitals: A Tool for Evaluating Strategic Interventions and Projects

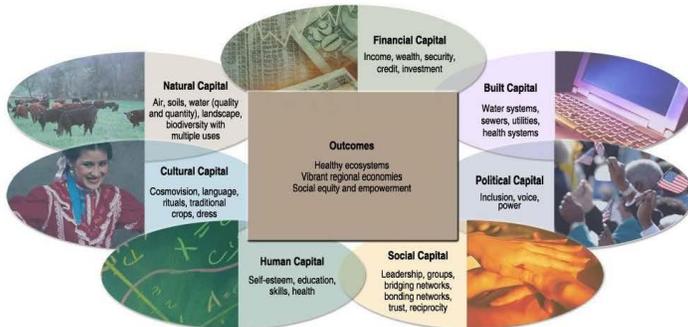
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In an approach to understand how communities function, Flora and Flora (2004) developed the Community Capitals framework. Based on their analyses of entrepreneurial communities, they determined that the communities that were successful in supporting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

### Community Capitals



| Context  | Process  | Outputs and Outcomes   |
|--|--|--|
| Pre-existing conditions and structures   | Actions, investments, intervention   | Results of Actions   |
| <b>Community Characteristics—Input for Community Economic Development (CED) Efforts</b>  | <b>CED Investments in Seven Capitals to Change Community Characteristics</b>   | <b>Positive Changes in Community Characteristics</b>   |
| <b>Natural Capital:</b><br>Air quality, land, water and water quality, natural resources, biodiversity, scenery  | <b>What:</b> CED projects focus on strengthening capitals<br><b>Who:</b> Actors (groups involved)<br><b>How:</b> Actions to address CED<br><b>When:</b> Year effort initiated; duration of CED effort  | <b>Changes in Natural Capital:</b><br>Indicator: Healthy ecosystems with multiple community benefits   |
| <b>Cultural Capital:</b><br>Values, heritage recognition and celebration   | <b>Natural Capital Investments:</b><br>Preserving, restoring, enhancing, conserving environmental features in the CED effort   | <b>Measures:</b> Landscape, scenery, outdoor recreation opportunities, soils, air quality, water quality, wildlife, vegetation preserved, conserved or restored, land development policies adopted   |
| <b>Human Capital:</b><br>Population, education, skills, health, creativity, youth, diverse groups  | <b>Cultural Capital Investments:</b><br>Sharing cultural identities (heritage, history, ethnicity, etc.) to drive CED effort   | <b>Changes in Cultural Capital:</b><br>Indicator: Cultural consciousness   |
| <b>Social Capital:</b><br>Trust, norms of reciprocity, network structure, group membership, cooperation, common vision and goals, leadership, depersonalization of politics, acceptance of alternative views, diverse representation | <b>Human Capital investments:</b><br>Work expertise contributed to CED effort  | <b>Measure:</b> New community festivals  |
| <b>Political Capital:</b><br>Level of community organization through the use of government; ability of government to garner resources for the community  | <b>Social Capital investments:</b><br>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 | <b>Changes in Human Capital:</b><br>Indicators: Increased use of the skills and abilities of local people (critical thinking, innovation, problem solving); increased initiative, responsibility and innovation  |
| <b>Financial Capital:</b><br>Tax burden/savings, state and federal tax monies, philanthropic donations, grants, contracts, regulatory exemption, investments, reallocation, loans, poverty rates                                     | <b>Political Capital Investments:</b><br>Relationship presence and nature of relationship between CED board and local, county, state, federal, tribal, regional governments  | <b>Measures:</b> 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   |
| <b>Built Capital:</b><br>Housing, transportation infrastructure, telecommunications infrastructure and hardware, utilities, buildings  | <b>Financial Capital Investments:</b><br>Type of materials contributed to CED effort; presence and sources of both local and external financial support; mechanisms used for leveraging financial support  | <b>Changes in Social Capital:</b><br>Indicators: Increased networks, communication, cooperation, trust   |
|  | <b>Built Capital Investments:</b><br>Infrastructure used for CED effort  | <b>Measures:</b> 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   |
|  |  | <b>Changes in Political Capital:</b><br>Indicator: Increased ability to secure resources for the community through elected officials   |
|  |  | <b>Measures:</b> New community and government connections at various levels  |
|  |  | <b>Changes in Financial Capital:</b><br>Indicator: Appropriately diverse and vital economies   |
|  |  | <b>Measures:</b> New financial instruments established, new bond issues passed; outside funding obtained to improve infrastructure and business development; poverty reduction   |
|  |  | <b>Changes in Built Capital:</b><br>Indicator: Appropriately diverse and vital economies   |
|  |  | <b>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.)</b> |

**Appendix B – Logic Model**

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

| Inputs<br>What we invest:  | Activities<br>What we do:   | Outputs<br>Number of:  | Learning  | Outcomes<br>Actions   | Conditions  |
|--|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Young people</li> <li>• Federal, state, and private cash &amp; in-kind resources</li> <li>• Community, county, state &amp; national staff</li> <li>• Community citizens and leaders</li> <li>• Equipment and supplies</li> <li>• Infrastructure</li> <li>• Research base</li> <li>• Caring adults</li> <li>• Time</li> <li>• Knowledge</li> <li>• Curriculum</li> <li>• Technology</li> <li>• Agencies &amp; organizations</li> <li>• Technical Assistance Providers</li> </ul> | <ul style="list-style-type: none"> <li>• Craft EYSC as a synergistic PYD and community development program</li> <li>• Provide EYSC Resource Guides</li> <li>• Develop evaluation tools</li> <li>• Train University Core Leadership Teams and local leadership teams</li> <li>• Provide technical assistance</li> <li>• Provide educational, leadership &amp; service opportunities</li> <li>• Establish community partnerships and/or collaborations</li> <li>• Engage community citizens in forums, implementation of action plans, and evaluation</li> <li>• Connect formal &amp; non-formal education</li> <li>• Secure resources and support from policy and decision makers</li> <li>• Implement marketing and communications plans</li> </ul> | <ul style="list-style-type: none"> <li>• Community sites</li> <li>• Youth (by demographics)</li> <li>• Adults—staff, volunteers &amp; citizens (by demographics)</li> <li>• Youth in decision making and/or leadership roles</li> <li>• Community issues identified</li> <li>• Community projects implemented &amp; evaluated</li> <li>• Materials &amp; resources created</li> <li>• Community, state &amp; national collaborations/partnerships</li> <li>• New youth groups formed</li> <li>• Cash &amp; in-kind resources leveraged</li> <li>• Staff time value</li> <li>• Media efforts</li> </ul> | <p><u>YOUTH</u></p> <p>Gain leadership skills:</p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Communication</li> <li>• Decision-making</li> <li>• Problem-solving</li> <li>• Conflict management</li> <li>• Facilitation</li> <li>• Planning</li> <li>• Self-confidence</li> <li>• Inclusion and diversity</li> </ul> | <p><u>YOUTH</u></p> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• Identify and assess community needs</li> <li>• Develop, implement, and evaluate action plans</li> <li>• Ongoing community leadership</li> <li>• Positive cross cultural relationships</li> </ul> | <p><u>COMMUNITIES DEMONSTRATE:</u></p> <ul style="list-style-type: none"> <li>• Improved HUMAN Capital</li> <li>• Improved SOCIAL Capital</li> <li>• Improved CIVIC Capital</li> <li>• Improved CULTURAL Capital</li> <li>• Improved FINANCIAL Capital</li> <li>• Improved BUILT Capital</li> <li>• Improved NATURAL Capital</li> </ul> |
|  |   |  | <p><u>ADULTS</u></p> <ul style="list-style-type: none"> <li>• Understand concepts of positive youth development</li> <li>• Value youth as partners</li> <li>• Understanding of Youth-Adult Partnerships</li> </ul>  | <p><u>ADULTS</u></p> <ul style="list-style-type: none"> <li>• Work in partnership with youth on action plans</li> </ul>   |   |
|  |   |  | <p><u>COMMUNITY STAKEHOLDERS</u></p> <ul style="list-style-type: none"> <li>• Resources and policies needed to support youth</li> <li>• Work with youth as partners and support their leadership roles</li> </ul>   | <p><u>COMMUNITY STAKEHOLDERS</u></p> <ul style="list-style-type: none"> <li>• Provide resources</li> <li>• Recruit and embrace youth as leaders</li> <li>• Value youth voice</li> <li>• Change policies</li> </ul>  |   |

## Appendix C – Leadership Skills Post-then-Pre Survey

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



#### Part I. 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.                             | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 2. I can organize information.                                  | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 3. I can establish time use priorities.                         | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 4. I can lead group discussions.                                | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 5. I can evaluate programs.                                     | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 6. I can work as a team member.                                 | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 7. I can speak before a group.                                  | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 8. I can keep written records.                                  | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 9. I can see things objectively.                                | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 10. I follow a process to make decisions.                       | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 11. I can plan programs.  | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 12. I can identify resources.                                   | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 13. I can share new ideas with others.                          | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 14. I can teach others.   | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 15. I can meet with others.                                     | 0          | 1            | 2            | 3                 | 0          | 1            | 2            | 3                 |
| 16. I can relate to people from other cultures and backgrounds. | 0          | 1            | 2            | 3                 | 0          | 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.

<Continued on next page>

### **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.

*<Continued on next page>*

### **Project Outcomes Instrument – Page 3**

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.

*<Continued on next page>*

**Project Outcomes Instrument – Page 4**

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

**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 – Data Collection Protocol

### *Engaging Youth, Serving Community* Project Evaluation EYSC12

#### Protocol for Data Collection

##### *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](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 ([donna@ext.msstate.edu](mailto:donna@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