4-H Youth Development

Developing Responsible Youth

PROGRAM GUIDE

Update 2010

Revision 5/10

CONTENTS

NC State University A&T State University
COOPERATIVE EXTENSION
Empowering People · Providing Solutions

COLLEGE OF
AGRICULTURE & LIFE SCIENCES
ACADEMICS ▲ RESEARCH ▲ EXTENSION

NC STATE UNIVERSITY
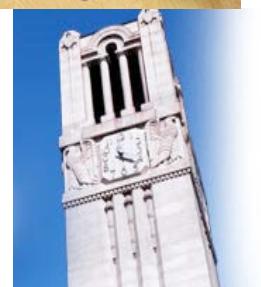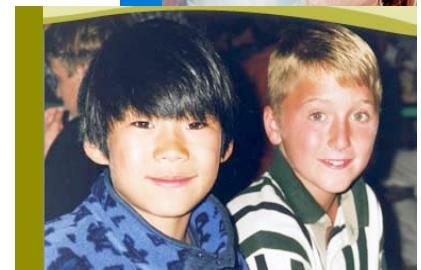
Welcome and Overview

Welcome to 4-H Youth Development: Developing Responsible Youth, a program guide dedicated to accomplishing the goals and objectives of North Carolina Cooperative Extension Service. Although the 4-H program is managed through primary resources made available through the Department of 4-H Youth Development and Family and Consumer Sciences in the College of Agriculture and Life Sciences at North Carolina State University, it is designed to drive collaboration with and among all agencies, programs and organizations dedicated to the well being of young people in our state. This guide is updated periodically in response to the changing youth development needs of our state.

It provides a dynamic vehicle to productively connect research based youth development programming efforts to North Carolina Cooperative Extensions Strategic Priorities and is designed to actively engage youth, volunteers, stakeholders, and youth development professionals through 4-H "to create helping relationships to enable youths to become responsible, productive citizens." Through 4-H and other, allied youth development programs young people are empowered to invest and grow cognitive, social, physical and emotional skills to reach their full potential for becoming coping, competent and contributing participants in their friendship and peer groups, families, schools and communities.

The North Carolina 4-H Program focuses on utilization of experiential, non-formal, community based youth development practices which recognize the worth and dignity of every individual, and the belief that the development of life skills enables young people to become caring, coping, competent, and contributing citizen leaders who will build strong foundations for our future. In the spirit of this shared value, the program is committed to the well being of and seeks to maintain the confidence of youth, volunteers, stakeholders, the Extension System, and all youth development professionals.

The program seeks to celebrate through action "The Power of Youth in a Changing World", the National 4-H Strategic Plan and its vision: "A world in which youth and adults learn, grow, and work together as catalysts for positive change;" and its mission: "4-H empowers youth to reach their full potential working and learning in partnership with caring adults." We also embrace that plan's belief that if we really care about youth, if we really want them to succeed, we must

organize around them by transforming the relationships we have with youth in designing, delivering, and governing 4-H and other youth development programs to celebrate several critical dimensions of program excellence: the power of youth; access, equity, and opportunity; an extraordinary place to learn; exceptional people, innovative practices; and effective organizational systems.

North Carolina 4-H: Developing Responsible Youth[*]

4-H is a youth organization committed to building citizen leaders with marketable skills to succeed in today's global society. 4-H provides pathways for youth to view learning as relevant to the world around them, to connect with their communities, and to become intentionally concerned and contributing citizens of their communities and the state of North Carolina.

The North Carolina 4-H Program strives to produce transformational experiences for youth by designing, implementing, and evaluating educational programs that blend high content opportunities and high context environments. Content is the information and experiences created by individuals, institutions, and technology to benefit audiences in venues they value. Context are circumstances and conditions which surround an event or individual; the circumstances or settings which determine, specify, or clarify the meaning of an event.

This blending toward high content and high context growth experience focuses on empowering personal knowledge, attitude, skill, and aspiration growth in the individual youth by encouraging personal action in response to individual challenges. Individual youth are empowered to grow "life skills" to become active citizen leaders in their clubs, friendship groups, families, schools, and communities.

In the Content realm 4-H youth citizen leaders are empowered to become personally active in focused action to impact change toward specific, dynamic "Education Program Priorities". In 2010 these long-range focus priorities are:

- Healthy Eating, Physical Activity and Chronic Disease Risk Reduction
- Futures that Work: School to Career Pathways
- Building Community through Volunteerism
- Building Citizen Leaders

* Adapted from material developed by Cathann A. Kress, Ph.D. See Figure 1 & Figure 2
  In support of North Carolina 4-H marking slick. See Figure 3

In the <u>Context</u> realm 4-H youth citizen leaders are empowered to become personally active in focused actions to grow in four, broad "Youth Development Essential Elements":

- Belonging
- Mastery
- Independence/Influence
- Generosity/Service

The content of "Education Program Priorities" and the context of "Youth Development Essential Elements" are creatively blended in 4-H program delivery systems that range from high content/low context to high context/low content. North Carolina 4-H program delivery systems include:

- 4-H Clubs
- 4-H School Enrichment
- 4-H Special Interest
- 4-H Camping

Core Elements of North Carolina 4-H Youth Development

Core Elements are those most fundamental and important characteristics of North Carolina 4-H Youth Development programs that describe and reflect our shaved values, philosophies and beliefs. They guide 4-H professionals in leading and supporting 4-H Participants and volunteers engaged in planned educational experiences to become socially, morally, emotionally, physically and cognitively competent persons.

While each county 4-H program in our state is unique in its own right (based upon local needs and issues and the invaluable guidance from local community volunteer advisers), each program seeks to exemplify the following five NC 4-H Core Elements. This statewide consistency fosters "oneness" while not mandating "sameness".

Community Based Youth Educational Programs
We lead educational programs focusing upon current and emerging youth needs, which are results driven; strengthen life skills; encourage volunteerism and community service; grow youth/adult partnerships; and are inclusive of all audiences.

High Quality Delivery Modes
We impact youth through research and best practice based curricula and learning strategies that are age appropriate and experiential in design, engaging learners in sustained learning experiences.

Personal Growth and Development

We promote lifelong learning for 4-H youth, volunteers, and professionals resulting in highly motivated, well-trained, visionary and competent individuals.

Partnerships and Resource Development

We exemplify good resource stewardship and strategic thinking, building effective partnerships for positive youth development based upon shared values and vision for our state's youth.

Volunteer Engagement and Development

We recruit, retain, and support diverse youth and adult volunteers serving as advisers and leaders in implementing effective county-based 4-H programs.

## Professional Youth Development Programming

North Carolina 4-H strives to encourage both youth development program design and content validity by encouraging youth development professionals to become actively involved in three overlapping, continuing domains of professional best practice: 1) Scanning the environment for youth development needs, 2) designing and delivering quality programs and 3) reporting and celebrating program impact. Major contemporary youth development paradigms being utilized include: life skills, internal and external assets, and resilience theory. These theoretically grounded paradigms when used individually or concurrently offer youth development program staff a full range of adaptation possibilities for assessing program impacts. Program staffs are encouraged to adapt educational programs to local situations in the context of the outcomes of the National 4-H Impact Assessment Project. That project created a list of program characteristics most likely to engender positive youth outcomes when incorporated into youth programming. Those critical program characteristics are:

- A positive relationship with a caring adult
- A physically and emotionally safe environment
- The opportunity to value and practice service for others
- An opportunity for self-determination
- An inclusive environment
- An opportunity to see oneself as an active participant in the future
- Engagement in learning and
- Opportunity for mastery

Developing Responsible Youth: A Cycle of Professional Action

Teams of youth development educators manage the objectives listed under each Long Range Focus Areas (LRFA) in the 4-H Program. LRFA Teams continuously work to accomplish three related, overlapping LRFA/objective specific processes. Each team works to build youth development professional capacity, develop and refine best professional practices and expand the rigor of impact evaluation as they:

1. Scan the environment for emerging focus area specific youth development needs.

2. Design and deliver programs responsive to those existing and emerging needs.

3. Design evaluation tools to facilitate program impacts for reporting into the Extension Reporting System.

Scanning
Needs

Reporting and
Celebrating
Program Impact

Designing and
Delivering
Programs
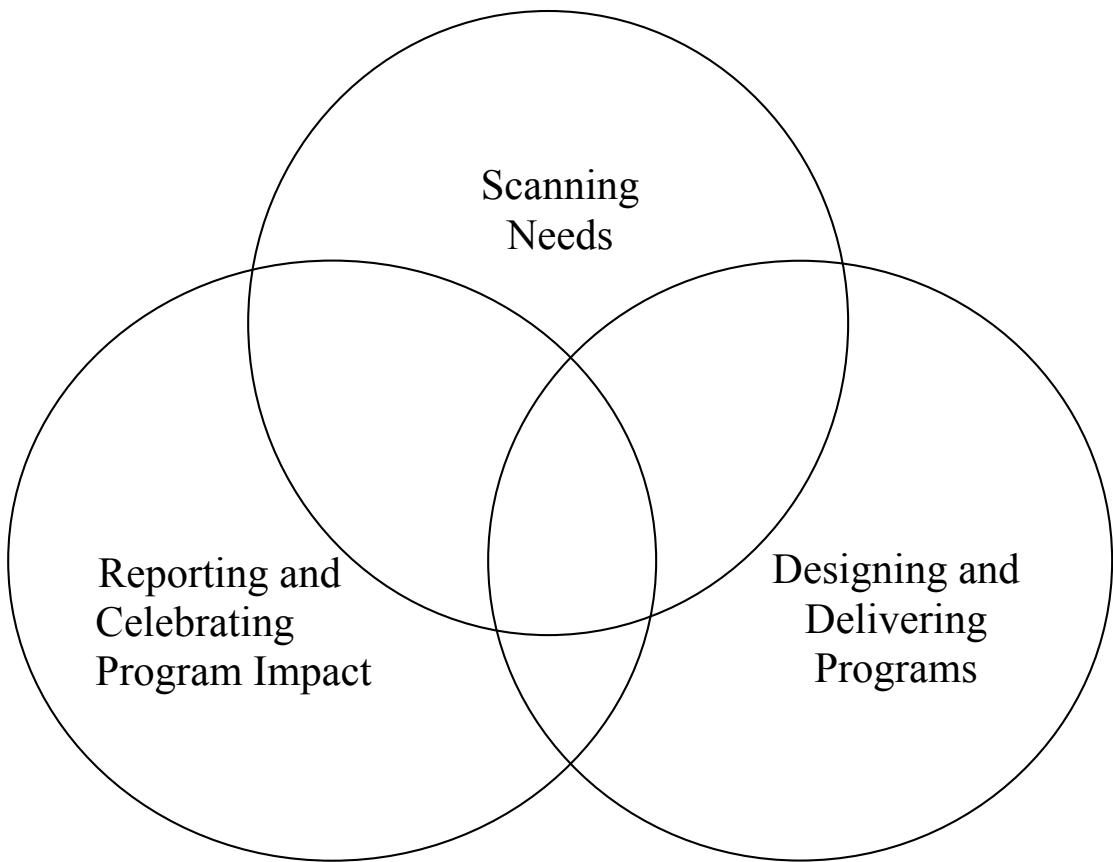
Long Range Focus Area (LRFA) Guide Section

The bulk of this guide is made up of the 4-H Program Long Range Focus Area specific resources collected and updated by the LRFA Team in support of any and all Extension 4-H and other agency youth development professionals working to scan needs, design and deliver programs and report and celebrate program impacts for the high priority youth development issues facing our state.

<u>Resources</u>

- Core Elements of North Carolina 4-H Youth Development, 2008.

- One Mission – One Vision – One Extension, North Carolina Cooperative Extension, 2006.

- The 4-H Mission in North Carolina.

- The North Carolina Code of Ethics for Youth Development Professionals.

- The Power of Youth in a Changing world: The National 4-H Strategic Plan, 2001.

- 4-H Prepared and Engaged Youth Serving American Communities: The National 4-H Impact Assessment Project, 2002.

- North Carolina Cooperative Extension Service County Environmental Scan, 2004.

- North Carolina 2020: Report of the North Carolina Progress Board, 2001.

- North Carolina 4-H Conversations on Youth Development in the 21st Century, 2002.

- National Conversations on Youth Development in the 21st Century, 2002.

Figure 1

**North Carolina 4-H
Developing Responsible Youth
Best Practice Map**

Content

Context

Life Skills

Education
Program
Priorities

- Healthy Eating, Physical Activity and Chronic Disease Risk Reduction
- Futures that Work: School to Career Pathways
- Building Community through Volunteerism
- Building Citizen Leaders

Clubs

- Belonging
- Mastery
- Independence/Influence
- Generosity/Service

Youth
Development
Essential
Elements

Core Elements

School   Special
Enrichment   Interest   Camps

High Content   High Content   High Context
Low Context   High Context   Low Content

Essential Elements of the 4-H Experience

Figure 2

The North Carolina 4-H Youth Development Program uses five primary delivery modes in fostering positive youth development. The delivery modes are club, special interest, school enrichment, after school, and camping. While each delivery method is unique in its implementation, all are designed based on the essential elements.

	Element	Club	Special Interest	School Enrichment	After School	Camping
Belonging	**Caring Adult** A caring adult is actively involved as an advisor, coach, guide, or mentor. **Safe & Inclusive Environment** Youth will participate in 4-H activities without the fear of physical or emotional harm.	• Program facilitated by club leaders, parents, community volunteers; • Background checks on adult staff, leaders and volunteers; • Physical meeting space analyzed; • Supervision ratios of youth/adults dependent on age	• Program facilitated by trained group leaders, parents, community staff and volunteers, legal guardians, after-school coordinators; • Background checks on adult staff, leaders and volunteers; • Physical meeting space analyzed; • Supervision ratios of youth/adults dependent on age	• Program facilitated by teachers, trained volunteers coordinators, school staff; • Teachers, school, staff, and volunteers coordinators interviewed or reviewed; • Physical classroom space analyzed; • Background checks by school personnel; • Supervision ratios of youth/adults=classroom	• Program facilitated by teachers, trained volunteers coordinators, school staff; • Background checks on adult staff, leaders and volunteers, and teachers interviewed or reviewed; • Physical classroom space analyzed; • Supervision ratios of youth/adults dependent on age	• Program facilitated by trained camp staff, volunteer helpers, parents, legal guardians • Background checks on camp staff, volunteer helpers, parents, legal guardians, physical space analyzed annually for safety; • Supervision ratio of youth/adults for overnight generally 10/1; depends on age
Mastery	**Engagement in Learning and Opportunity for Mastery** The process over-time of building knowledge, skills, attitudes, and wisdom, and demonstrating their uses.	• Hands-on club activities, project experiences, presentations; sequential, long-term learning may occur over several years; • Broad knowledge learned in one or more project area; life skill development	• Hands-on group activities; short or long-term; • Knowledge learned in a specific area of interest; life skill development	• Hands-on class activities; • Usually short-term learning experiences; • May learn specific skill, usually skill or knowledge development	• Hands-on curriculum activities; • Knowledge learned in a specific area of interest; life skill development	• Hands-on camp activities and project experiences, journaling
Generosity	**Service** Youth actively value and practice service to others	• Club community service projects, individual service activity; • Members determine and plan activities; • Members help each other	• Limited group community service projects, individual service activity; • Members may help determine activities	• Classroom, school community service projects; • Usually are participants in service activity	• Limited to site of program	• Teamwork with other campers, campground service projects
Independence	**Self Determination** Youth feel a sense of control over their lives and exercise their potential to become self-directing, independent adults	• Evaluation, project choices, goals, leadership opportunities; • Selection of hands-on club activities, project experiences; • High level – Member choice of project and activities	• Selection of hands-on group activities and individual project experiences; • Groups available for different interests, skills allow choice; • Moderate/High-Topics may be adult or member determined	• Limited selection of hands-on group class activities and individual project experiences; • Low-level – Usually adult determined topics, may allow for extended activities of choice	• Multiple opportunities based on available curriculum; • The group selects to do or not do assorted topics	• Variety of opportunities based on interest and experience; • Hands-on camp experiences; • Camps available for different interests, skills – allow choice?

Figure 3

North Carolina 4-H

Developing Responsible Youth

How wonderful it is that nobody need wait a single moment before starting to improve the world. — Anne Frank

4-H is a youth organization committed to building citizen leaders with marketable skills to succeed in today's global society. 4-H provides pathways for youth to view learning as relevant to the world around them, to connect with their communities, and to become intentionally concerned and contributing citizens of their communities and the state of North Carolina.

The cornerstone of all 4-H programs is service. The numerous occasions in life that invite us to give and serve prompt us to think about and demonstrate what it is that matters to us. Whether we give time, talents, or treasure, whether our gift is great or small, and whatever our culture or religion, we can not escape the fact that we are born into human communities and therefore obliged, time and again, to consider what we have to offer. Whatever road we travel we encounter others along the way. More important, we inevitably have the opportunity to be citizen leaders: to provide a gift or to perform a service, however big or small, that can make a difference.

To support our states youth, families and communities, the NC 4-H program, in partnership with NC State University and NC A& T State University, incorporates life skills within our four strategic program areas outlined below.

I. Healthy Eating, Physical Activity and Chronic Disease Risk Reduction

The greatest wealth is health. —Virgil

The health and well being of youth in North Carolina has changed significantly in the past decade. The diets of many are too high in calories and too low in fruits, vegetables and whole grains. Portion sizes, foods eaten away-from-home and the consumption of sugar-sweetened beverages continue to rise. As a result, 26 percent of our state's youth are obese, even though 64 percent of youth report participating in vigorous physical activity three or more days a week.

4-H creates opportunities where adults and children of all ages and abilities eat smart and move more wherever they live, learn, work and play. In 4-H, youth learn to prepare healthy snacks and meals, understand portion control and the relationship between physical activity, healthy weight and chronic disease. 4-H is a great place for youth to flex their muscles and learn about building healthy habits that will last a lifetime. NC 4-H is working toward the common good to achieve a healthier, more productive North Carolina.

II. Futures that Work: School to Career Pathways

Education is not filling a bucket but lighting a fire. —William B. Yeats
Once upon a time, a person did not need a college education to fully participate in the economy. A high school diploma was good enough to get a decent job that could support a family and provide a decent pension — that is no longer the case. We are living in a new economy powered by technology, fueled by information and driven by knowledge. 4-H programs provide opportunities for youth to learn about the breadth of career paths available in our global economy and develop critical skills in science, technology, engineering, math, resume writing, interviewing, financial management

and public speaking. These skills enhance their academic performance while bridging traditional schoolwork with real world applications that make learning come alive through 4-H programs like Embryology, Soil Solutions, Aerospace, Electric and many more. NC 4-H'ers participate in a variety of school to career programs aimed at helping them individualize the career discovery process. These programs provide valuable insights about themselves, and enable youth to find a career path that makes the best use of their natural talents, skills and interests – whether that is as an entrepreneur, scientist, librarian, musician, biologist or software developer.

III. Strengthening Communities through Volunteerism

Life's most urgent question is: What are you doing for others? —Martin Luther King Jr.

Across North Carolina, 4-H youth are solving some of the most pressing issues in their communities, and their track record is impressive. In partnership with adults, 4-H'ers have saved wetlands, created daycare centers, gathered oral histories from their elders, established entrepreneurial businesses that bolster local economies, and testified before town councils and state legislators on a multitude of civic issues.

NC 4-H has one volunteer leader for every eleven youth members. Volunteers come from all walks of life, including scientists, nurses, fire fighters, bankers, realtors, stay-at-home moms and everything in between. Volunteers are the backbone of any strong community–based 4-H program.

IV. Preparing Citizen Leaders

Eagles don't flock—you have to find them one at a time."—H. Ross Perot

Great leaders move us. They ignite our passion and inspire the best in us. NC youth have powerful aspirations and the potential to strengthen fragile communities, transform rural public education, inform public policy and better our state's future.

4-H'ers work as equal partners in our educational endeavors. They develop strong teamwork, communication and problem solving skills while learning to adapt to change and individual differences. 4-H cultivates, inspires and motivates young people to be their authentic selves – to be leaders that others willingly follow.

North Carolina 4-H Youth Development

North Carolina Cooperative Extension at North Carolina State University and North Carolina A&T State University conducts the 4-H program. More than 239,904 young people between the ages of 5 and 19 participate in North Carolina 4-H activities each year with the help of 22,980 adult and youth volunteers. To learn more about NC 4-H visit us at WWW.NC4H.ORG

Healthy Eating, Physical Activity and Chronic Disease Risk Reduction

Focus Team Leadership: Carolyn Dunn, Iris Fuller (Co-Chair), Susan Jakes, Lorelei Jones, Sandra Kelly, Thearon McKinney, Linda Minges, Donna Mull, Pam Outen, Stephanie Patterson, Carolyn Rudd (Co-Chair), Angela Shaver, Ben Silliman, Christine Smith.

Situation Statement (Outcome and Impact Objective Description)

Many North Carolinians are affected by chronic disease and conditions that compromise their quality of life and well-being. Heart disease, stroke and cancer continue to be leading causes of death in our state. In addition, obesity and obesity related chronic diseases such as diabetes continue to rise at alarming rates. Healthy eating and physical activity are critical to achieve optimal health. Many North Carolinians have diets that are too high in calories and too low in fruits, vegetables and whole grains. Portion sizes, foods eaten away-from-home and consumption of sugar-sweetened beverages continue to rise. In addition, most North Carolinians do not engage in regular physical activity. The prevalence of overweight and obesity has nearly doubled in the past 10 years. If the trend of overweight is not slowed, it will eliminate the progress we have made in reducing the burden of weigh-related chronic disease. One in every three US children born after 2000 will become diabetic unless people start eating less and exercising more. The cost of obesity in North Carolina in health care costs alone is over 2 billion dollars. There are many proposed reasons for the obesity epidemic, however unhealthy eating and physical inactivity are widely recognizes as primary contributors to the problem. Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

Supporting Research

Overweight and obesity have reached epidemic proportions and have become one of the most pressing health issues for our state. Overweight is an issue for all age groups, all races and all socioeconomic levels. Over sixty percent of adults in the US are overweight (1). Overweight/Obesity is the first chronic disease whose spread looks like an infectious disease epidemic. If the present rate of increase continues, it will soon move from being the second most costly disease to being number one (2). Our children are following in our footsteps with twice as many overweight children and three times as many overweight teens today as two decades ago (3). If this trend is not slowed or reversed, it could eliminate the progress we have made in reducing the burden of weight related chronic diseases such as heart disease, stroke, diabetes and several forms of cancer (4).

The causes of overweight and obesity are multifaceted. Both behavioral and environmental factors contribute to the rise in overweight children. Poor nutrition and physical inactivity are the leading causes of overweight and obesity and represent the best opportunities for prevention (1,5). While genetics play an important role in overweight and obesity, hereditary factors are not responsible for this epidemic. Children's diets in the state and the nation are not what they should be to prevent overweight. In North Carolina children have diets that are too high in fat, sugar and calories while also being too low in fruits and vegetables. Fast food is widely available and its consumption and portion sizes continue to increase. Fewer and fewer meals are prepared and eaten at home. Vending machines selling soft drinks and high-fat snacks are common. Consumption of sugar-sweetened beverages has increased almost 500% over the past five years (6). Children start drinking soda at a remarkably young age and consumption increases through young adulthood (7). Children and youth also fail to meet physical activity recommendations. Societal changes have reduced opportunities for physical activity. There are fewer options for children to be active in their neighborhood due to safety issues or lack of parks, sidewalks or bike lanes. Physical activity in schools has decreased to make way for more emphasis on academics. Only 64% of NC high school students report participating in vigorous physical activity for at least 20 minutes on three or more days of the week (8). Children are watching 12 to 14 hours of television a week and spending more time playing video games (9). Addressing the issue of childhood overweight is a daunting task. Preventing overweight has implications for schools, communities, society and of course families. Families are the foundation of the solution to overweight and obesity. They provide the child's first leaning environment and have the potential to make their environment supportive of healthy eating and physical activity patterns that prevent childhood overweight. Families can also be powerful advocates for environmental and policy change to support healthy eating and physical activity outside the home.

To fully address childhood overweight in North Carolina will take many committed professionals and a host of organizations and agencies. Employing the socio-ecological model to implement strategies for decreasing childhood overweight in schools, communities, families, and by changing policy is imperative. Guided by the NC Plan for Healthy Weight in Children (10), the NC Cooperative Extension Service is addressing this issue in collaboration with the NC Division of Pubic Health and other agencies and organizations. While there is no easy or quick fix for this issue, at the core are simple strategies that we must address including but not limited to, decreasing the consumption of sugar sweetened beverages, preparing and eating more meals at home, increasing physical activity and encouraging families to be active together, the awareness of appropriate portion sizes, decreasing television viewing and other screen time and improving the school environment with respect to healthy eating and physical activity.

REFERENCES

1. Hedley AA, Ogden CL, Johnson CL, Carroll MD, Curtin LR, Flegal KM: Prevalence of overweight and obesity among US children, adolescents, and adults, 1999-2002. *JAMA* 2004 291:2847-50.

2. US Department of Health and Human Services. The Surgeon General's call to action to prevent and decrease overweight and obesity.2001. Rockville, MD: US Department of Health and Human Services, Public Health Service, Office of the Surgeon General. www.surgeongeneral.gov/topics/obesity/

3. Ogden CL, Flegal KM, Carroll MD, & Johnson CL. Prevalence and trends in overweight among US children and adolescents 1999-2000. *Journal of the American Medical Association,* 2002 288:1728-1732.

4. Olshansky SJ, Passaro DJ, Hershow RC, Layden J, Carnes BA, Brody J, Hayflick L, Butler RN, Allison DB, Ludwig DS. A potential decline in life expectancy in the United States in the 21st century. NEJM 2005 352(11):1138-1145.

5. Nutrition and Physical Activity Work Group. 2002. Guidelines for comprehensive programs to promote healthy eating and physical activity pp. XV. Champaign, IL: Human Kinetics.

6. USDA, Continuing Survey of Food Intake by Individuals, 1994-1996.

7. Jacobson MF. Liquid Candy: how soft drinks are harming American's health. www.cspinet.org/sodapop

8. Centers for Disease Control and Prevention. Youth Risk Behavior Surveillance System (YRBS). Fact sheet: Youth risk behavior trends from CDC's 1991, 1993, 1995, 1997, and 1999 Youth Risk Behavior Surveys. www.cdc.gov/nccdphp/dash/yrbs

9. Cresp C, Smit E, Troiana R, Bartlett S, Macera C, Andersen R, Television watching, energy intake, and obesity in US children, Archives Of Pediatric and Adolescent Medicine 2001 155(3): 360-365.

10. Caldwell D, Lebeur J, eds: Ammerman A, Cooke C, Dunn C, Longencker J, Matthews B, Ngue E, Samuel-Hodge C, Schwartz R, Ward D. Moving Out Children Toward a healthy Weight: Finding the Will and the Way. 2002 North Carolina DHHS, Division of Public Health, Raleigh, NC. Available online at www.nchealthyweight.com

OBJECTIVE

Youth and adult program participants will make healthy food choices, achieve the recommended amount of physical activity and reduce risk factors for chronic diseases.

MEASURES OF PROGRESS (EXTENSION OUTCOMES [KASA])

- Number of youth increasing knowledge of the importance of fruits and vegetable consumption
- Number of youth increasing knowledge of the importance of whole grain consumption
- Number of youth who increase skills in selecting and preparing healthy meals and snacks at home
- Number of youth increasing knowledge of how to read a food label
- Number of youth increasing knowledge of age-appropriate portion sizes
- Number of youth who understand the importance of regular physical activity and its importance to their health
- Number of youth who understand the benefits of physical activity and how to make it a part of their daily routine

- Number of youth who set goals to improve their level of physical activity
- Number of youth who understand the relationship between screen time and healthy weight
- Number of youth who have increased their knowledge about the importance of reducing risk factors for chronic disease
- Number of youth who increase knowledge of the importance of calcium-rich food consumption
- Number of youth who increase knowledge of the importance of consuming a diet that is moderate in sodium
- Number of youth who increase knowledge of the importance of consuming a diet that is moderate in fat

Impact Indicators (Extension Impacts: Behavior Change/End Result)

- **Behavior Change**
    - Number of youth increasing their fruit and vegetable consumption by at least one serving
- **End Result**
    - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
    - Number of youth increasing their whole grain consumption by at least one portion
- **End Result**
    - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
    - Number of youth who increase the number of healthy meals and snacks prepared at home
- **End Result**
    - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
    - Number of youth who increase their use of the food label
- **End Result**
    - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
    - Number of youth reducing consumption of sugar-sweetened beverages
- **End Result**

- o Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - o Number of youth reducing consumption of fast food
- **End Result**
  - o Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - o Number of youth who regularly practice portion control
- **End Result**
  - o Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - o Number of youth consuming age-appropriate portion sizes
- **End Result**
  - o Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - o Number of youth who increase physical activity
- **End Result**
  - o Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - o Number of youth who meet the minimum recommended physical activity guidelines
- **End Result**
  - o Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - o Number of youth who reduce the amount of screen time
- **End Result**
  - o Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - Number of youth who adopt behaviors exceeding the minimum recommended physical activity guidelines
- **End Result**
  - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - Number of youth who increase consumption of calcium-rich foods by at least one serving per day
- **End Result**
  - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - Number of youth who consumer lower-fat dairy products (i.e., move from full fat to low-fat or from low-fat to fat-free)
- **End Result**
  - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce their risk of certain chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - Number of youth who consume less sodium in their diet.
- **End Result**
  - Those who make healthy food choices and are physically active are more likely to reduce their risk of certain chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

- **Behavior Change**
  - Number of youth who consume less fat in their diet
- **End Result**
  - Those who make healthy food choices and are physically active are more likely to achieve and maintain a healthy weight as well as reduce their risk of certain chronic diseases. Ultimately, this will lead to reduction in health care costs, increased longevity, greater productivity and improved quality of life.

Target Audience
- The target audience this objective includes:
  - Youth
  - 4-H and/or FCS Professionals (Agents, Program Associates, Program Assistants)
  - Volunteers

Curricula and/or Teaching Points

4-H professionals, youth and volunteers can gain access to the following:

Note: Curricula with the designation CCS is available via the National 4-H Cooperative Curriculum System, Inc.

- Foods Series   (CCS)
    - Six Easy Bites
    - Tasty Tidbits
    - You're the Chef
    - Food Works
    - Foods Helper's Guide
- Microwave Magic   (CCS)
    - Bag of Tricks
    - Micro Magicians
    - Amazing Rays
    - Presto Meals
    - Microwave Helper's Guide
- Keeping Fit and Healthy   (CCS)
    - Fitness on File
    - Head, Shoulders, Knees and Toes
- Professor Popcorn   (Purdue University)
- Color Me Healthy   (NC State University)
- Sybershop   (NC State University)
- Get Moving – Get Healthy   (Rutgers Cooperative Extension)
- Keeping Fit   (Keeping Fit and Healthy Series)
- Food, Fun and Reading   (University of Vermont)
- Pizza Garden, An Agriculture Adventure   (University of Florida)
- Health Rocks! Healthy Life Series

Resources for work in communities and/or schools
- Eat Smart Standards
- Move More Standards
- Physical Activity Standards

Other Resources
- Dance, Dance Revolution
- Twister Dance

Programming Resources (Extension Outputs)
- Experiential
    - Tour/Field Day
    - Camp
    - Games/Role Play/Skits
    - Interactive CD/DVD
    - Interactive Workshop
    - Demonstrations/On-farm Test

- Integrative
    - Conference/Convention/Institute

- o Seminar/Symposium/Panel
- o Personal Visit (field, office, site)
- o Brainstorming/Buzz Group/Forum
- o Meeting
- o Tele/video Conferencing
- o Telephone Technical Assistance

- Reinforcement
  - o Home Study Kit
  - o Fact Sheet
  - o Newsletter
  - o Article (journal, magazine)
  - o Fax/e-mail
  - o Pamphlet/booklet
  - o Poster
  - o TV/radio/web

Evaluation Strategies (Evaluation Procedures)

Evaluation will be accomplished the following ways:

- Data Collection
  - o Sampling
- Survey
  - o Mail
  - o Telephone
  - o On-site
  - o Online
- Interview
  - o Structured
  - o Unstructured
  - o Case Study
  - o Observation
  - o Portfolio reviews
  - o Tests
  - o Journals

RESOURCE FUNDING GUIDE
"Healthy Eating, Physical Activity and Chronic Disease Risk Reduction LRFA"

<u>Healthy Weight</u>

Funding Source	Contact Name	Telephone	Address	Email
Healthy Carolinians (Statewide)	Dr. Marcus Plescia	919-707-5200 Fax: 919-870-4800	Chronic Disease & Injury NC Division of Public Health Dept. of Health & Human Serv. 1915 Mail Service Center Raleigh, NC 27699-1915	www.communityhealth.dhhs.state.nc.us/contact.htm
W.K. Kellogg Foundation (National)		269-968-1611 Fax: 269-968-0413	W.K. Kellogg Foundation One Michigan Avenue East Battle Creek, Michigan 49017-4012	www.wkkf.org/
Blue Cross/Blue Shield of NC Foundation (Local)		919-765-7347 Fax: 919-765-2433	PO Box 2291 Durham, NC 27702	foundation@bcbsnc.com http://www.bcbsnc.com/foundation/welcome.html
NC Arts Council (State)		919-807-6500 Fax: 919-807-6532	MSC #4632 Dept. of Cultural Resources Raleigh, NC 27699-4632	ncarts@ncmail.net www.ncarts.org
Kraft (National)		1-800-323-0768 or 847-646-2000	Kraft Foods Global, Inc. Three Lakes Drive Northfield, IL 60093	http://www.kraft.com/responsibility/home.aspx
National Nutrition Network (National)		800-877-1600 ext. 5000		http://www.eatrightny.org/nutrition/nnn.htm www.nal.usda.gov/foodstamp//tguidance/FSNEPlan_Guidance_FY2007.pdf
American Dietetic Association (National)		800-877-1600	American Dietetic Association 120 South Riverside Plaza Suite 2000 Chicago, Illinois 60606-6995 www.eatright.org	ADA Foundation 120 South Riverside Plaza, Suite 2000 Chicago, Illinois 60606 800/877-1600, ext. 4793 www.adaf.org
Kate B. Reynolds Charitable Trust (National	John Frank Director, Health Care Division	336-723-1456 800-485-9080 Fax: 336-723-7765	128 Reynolds Village Winston-Salem, NC 27106-5123	www.kbr.org

Emotional Health

Funding Source	Contact Name	Telephone	Address	Email
R. J. Reynolds (National)				www.rightdecisionsrightnow.com. www.reynoldsamerican.com/Who/comm_foundation.asp
Phillip Morris (National)		800-343-0975	Philip Morris USA Consumer Response Center P.O. Box 26603 Richmond, Virginia 23261	www.philipmorrisusa.com/en/contact_us/contact_us_by_email.asp www.philipmorrisusa.com/en/home.asp
NC Juevenile Crime Prevention Council (State)		919-733-3388	1801 Mail Service Center Raleigh, NC 27699	juvjuspio@ncmail.net www.ncdjjdp.org
National Crime Prevention Council		202-466-6272 Fax: 202-296-1356	1000 Connecticut Avenue, NW 13th Floor Washington, DC 20036	www.ncpc.org
Block Grant Prevention (State)	Dr. Janice Peterson	919-715-5989	NC Dept. of Health & Human Services	
21st Century Community Learning Centers (National)				21stCCLC@ed.gov www.ed.gov/21stcclc
NC 21st Century Learning Centers (State)	Marguerite Peebles	919.807.3300 919-807-3943 or 919-807-3955		mpeebles@dpi.state.nc.us information@dpi.state.nc.us www.ncpublicschools.org/schoolimprovement/alternative/21cclc/
Kiwanas (National)		317-875-8755 Fax: 317-879-0204	Kiwanis International 3636 Woodview Trace Indianapolis, IN 46268-3196 USA	kiwanismail@kiwanis.org www.kiwanis.org/ www.kiwanis.org/clubloc/ (local club locator)

Safety

Funding Source	Contact Name	Telephone	Address	Email
Alcoa Primary Metals (National)	Lanita Coley	704-422-5691 fax: 704-422-5793	USA Badin Works 293 Hwy 740, POB 576 Badin, NC 28009	lanita.coley@alcoa.com www.alcoa.com/global/en/community/info_page/foundation.asp
National Rifle Assoc. of America (National)		800-672-3888	11250 Waples Mill Road Fairfax, VA 22030	www.nra.org
Progressive Agriculture Foundation (National)		888-257-3529 Fax: 205-871-2137	P.O. Box 530425 Birmingham, AL 35243 USA	abrannon@progressiveag.org www.progressiveag.org
Progressive Farmer (National)				jodle@progressivefarmer.com www.progressivefarmer.com
Safe Kids USA (National)		202-662-0600 Fax: 202-393-2072	1301 Pennsylvania Avenue, NW Suite 1000 Washington, DC 20004	info@safekids.org usa.safekids.org

HEALTHY EATING, PHYSICAL ACTIVITY AND CHRONIC DISEASE RISK REDUCTION TEAM MEMBERS:

SITUATION
- Carolyn Dunn
- Donna Mull
- Stephanie Patterson
- Carolyn Rudd

CURRICULA
- Sandra Kelly
- Pam Outen
- Christine Smith

FUNDING SOURCES
- Iris Fuller
- Lorelei Jones
- Angela Shaver

MEASURES OF PROCESS/IMPACT INDICATORS
- Carolyn Dunn
- Susan Jakes
- Thearon McKinney
- Linda Minges
- Ben Silliman

School to Career: Futures that Work (Youth)

Community of Practice: Mitzi Downing, Judy West, Louise Hinsley, Crystal Smith, Tex Bennett, Krista Hancock, Robbie Furr, Andrew Behnke, Peggie Lewis, Mary Arnaudin, Rachel Motroverdi, Reba Green-Holley, Danielle Barco, Roshunda Blont, Natalie Wayne, Della King, Beth Davis, Sarah Drake, Darrell Blackwelder, Jim Cowden, Kyleen Burgess, Julie Jones, and Amy Chilcote

<u>Situation Statement</u> (Outcome and Impact Objective Description)

Education is an inalienable right of every individual. A literate and knowledgeable populace is a basic goal of universal education. Over the past decades the social ecology surrounding youth has changed the landscape of community, school and family in ways that affect young people. Changing patterns of parental involvement; increasingly high rates of family mobility; larger, more heterogeneous schools; the emergence of social networking and virtual worlds; media themes of violence and promiscuity; and the deterioration and disorganization of neighborhoods (rural and urban) and schools have weakened both the formal and nonformal supports once available to youth (National Research Council, 2002; Riggs & Greenberg, 2004).

In the technological and socio-economic reality of the 21st century, however, education and work readiness programs must do more than provide oratory, reading, writing, and arithmetic skills. They must also provide 21st century course work and work competencies and life skills that will help every youth fulfill their human potential. Two phenomena have transformed the world of the 21st century. The first is globalization. The world is now converging more connected – technologically and economically – than ever before. The revolution in information technology, telecommunication, and other advanced technology has lowered national boundaries, creating a knowledge-based, trade-driven, market economy that spans the world (Yergin, Vietor and Evans, 2000). The second phenomenon is the persistent inequality between the rich and the poor. The poor in many parts of the world do not share in the benefits of globalization (Chen and Ravallion, 2002). Technological progress has become a powerful wedge in widening the gap between the have's and the have-nots.

The proliferation of telecommunication, networking, and computer hardware has created a digital divide in access to technology. But more importantly, it has created a cognitive divide – the capacity to analyze and use information in a knowledge-based economy. This new workplace requires a new kind of worker, one with the ability to learn continuously and adapt to new technologies and with the capacity to solve increasingly sophisticated problems that are inevitable with technological growth.

All of these changes lead us to the following conclusions:

- All students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full and satisfying life. Whether they go from high school to work, apprenticeship, the armed services, or college, all students should leave high school with the know-how they need to make their way in the world.
- The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global.
- Our nation's schools must be transformed into high-performance organization in their own right.
- Parents / Families must insist that their sons and daughters master this know-how and their local schools and community youth development organizations teach it.
- Employers must orient their business practices to hiring and developing this know-how in employees.
- Educators must embrace the SCANS research and the 21st century skills model.

Research

In today's eco-friendly society, it is increasingly important to recognize youth as powerful renewable resource. Our national security depends on the wisdom and morale compass of the next generation. Our economic vitality depends on the capabilities of tomorrow's workforce. Our values depend on the responsibility, integrity and passion of our young people, who will become the parents, community leaders and global citizens of the future.

Consider these facts:

- Nationally 25% of all public high school students fail to graduate on time, if at all. Researchers have estimated that for African Americans and Hispanics, the graduation rate could be as low s 50%. (U.S. Department of Education, 2006).
- The most current research available ranks the U.S. 8th in mathematics scores. This score represents a cross-national survey of educational achievement at different grade levels and ages (AIR, 2005).
- More than 40% of parents of younger children and 66% of adolescents say their schools do not emphasize academic achievement. (National Promises Study).
- SAT scores nationwide declined for the second straight year. The class of 2007 notched a 1-point decline in critical reading scores (502), a 3-point decline in mathematics (515), and a 3-point drop in the writing section (494)—now in its second year. (College Board, 2007)
- 81% of teenagers and 91% of 6 to 11 year olds are learning to use technology effectively in school (National Promises Study).
- More than 80% of 6 to 17 year olds are given useful roles and responsibilities in their communities (National Promises Study).
- More than 94% of young people surveyed for the Voices Study said they want to be involved in making their world a better place (Poris & Carey, 2006).

Despite the pressures and challenges youth face today, young people overwhelmingly say that they believe in the dream of success through hard work. North Carolina 4-H is working hard to fill the American dream gap in our state through innovative school to work programs.

SCANS Report for America (2000)

The essential capabilities for future American workers have been established by national experts and published by the U.S. Secretary of Labor's Commission in Achieving Necessary Skills (the SCANS Report for America 2000). The study identified three foundational skill sets and five workplace competencies identified below.

The Know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:
COMPETENCIES – effective workers can productively use:
Resources – allocating time, money, materials, space, and staff;
Interpersonal Skills – working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
Information – acquiring and evaluating data, organizing and maintain files, interpreting and communicating, and using computers to process information.
Systems – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
Technology – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.
THE FOUNDATION – competence requires:
Basic Skills – reading, writing, arithmetic and mathematics, speaking, and listening;
Thinking Skills – thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
Personal Qualities – individual responsibility, self-esteem, sociability, self-management, and integrity.

21st Century Skills

The national Partnership for 21st Century Skills believes that every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century.

To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills.

The Partnership for 21st Century Skills set includes:

- Information and communication skills (information and media literacy skills; communication skills)
- Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)

- Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
- Global awareness
- Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options
- Civic literacy
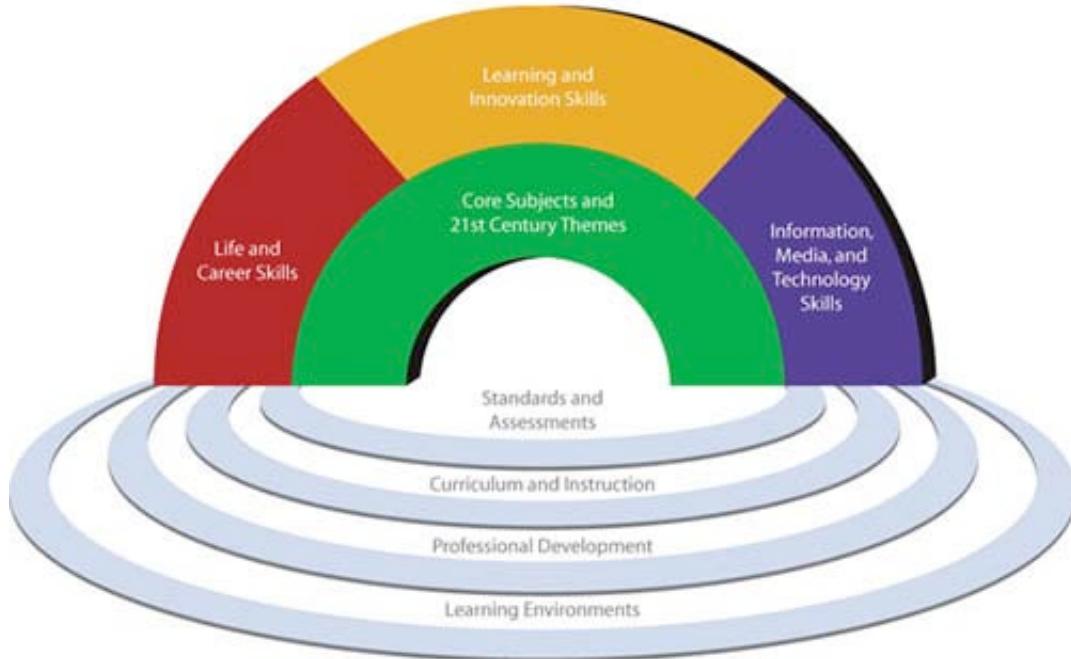
Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

People in the 21st century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

- Flexibility & Adaptability
    - Adapting to varied roles and responsibilities
    - Working effectively in a climate of ambiguity and changing priorities
- Initiative & Self-Direction
    - Monitoring one's own understanding and learning needs
    - Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
    - Demonstrating initiative to advance skill levels towards a professional level
    - Defining, prioritizing and completing tasks without direct oversight
    - Utilizing time efficiently and managing workload
    - Demonstrating commitment to learning as a lifelong process
- Social & Cross-Cultural Skills
    - Working appropriately and productively with others
    - Leveraging the collective intelligence of groups when appropriate
    - Bridging cultural differences and using differing perspectives to increase innovation and the quality of work
- Productivity & Accountability
    - Setting and meeting high standards and goals for delivering quality work on time
    - Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)
- Leadership & Responsibility
    - Using interpersonal and problem-solving skills to influence and guide others toward a goal
    - Leveraging strengths of others to accomplish a common goal
    - Demonstrating integrity and ethical behavior
    - Acting responsibly with the interests of the larger community in mind

The Essential Skills: NC's Curriculum Reform Effort

Defining essential standards for K-12 is the key foundation of the NC Accountability Curriculum Reform Effort. The essential standards will be those skills, understandings and learning experiences that a student must master at each grade level to move to the next grade level. Essential standards are the "must have" goals of the curriculum and will help teachers (and non-formal youth development professionals) focus on the higher-order knowledge and skills that all students should master. North

Carolina's current Standard Course of Study is being revised to ensure that every student learns essential content and skills for the 21st Century.

North Carolina's new taxonomy for learning, teaching as assessment utilizes the "5 E's" framework. The 5 E's is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. The 5 E's can be used with students of all ages, including adults.

Much has been researched and written by many eminent leaders in the fields of learning theory and cognition. Scholars such as Jean Piaget, Eleanor Duckworth, George Hein, and Howard Gardener have explored these ideas in-depth. The Biological Science Curriculum Study (BSCS), a team whose Principal Investigator is Roger Bybee developed an instructional model for constructivism, called the "Five Es".

Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

- **Engage:** This phase of the 5 E's starts the process. An "engage" activity should do the following:
  1. Make connections between past and present learning experiences
  2. Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned.
  3. Asking a question, defining a problem, showing a surprising event and acting out a problematic situation are all ways to engage the students and focus them on the instructional tasks.

- **Explore:** This phase of the 5 E's provides students with a common base of experiences. They identify and develop concepts, processes, and skills. As they work together in teams, students build a base of common experience which assists them in the process of sharing and communicating. The teacher acts as a facilitator, providing materials and guiding the students' focus. The students' inquiry process drives the instruction during an exploration.

- **Explain:** This phase of the 5 E's helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. Working in groups, students support each other's understanding as they articulate their observations, ideas, questions and hypotheses. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.

o **Elaborate:** This phase of the 5 E's extends students' conceptual understanding and allows them to practice skills and behaviors. Through new experiences, the students develop deeper and broader understanding of major concepts, obtain more information about areas of interest, and refine their skills. Applications to real world events, such as where to plant flowers so that they receive sunlight most of the day, or how to prop up a beach umbrella for shade from the Sun, are both extensions and applications of the concept that light travels in a straight path. These connections often lead to further inquiry and new understandings.

o **Evaluate:** This phase of the 5 E's encourages students to assess their understanding and abilities and lets teachers evaluate students' understanding of key concepts and skill development. Evaluation and assessment can occur at all points along the continuum of the instructional process. Some of the tools that assist in this diagnostic process are: rubrics (quantified and prioritized outcome expectations) determined hand-in-hand with the lesson design, teacher observation structured by checklists, student interviews, portfolios designed with specific purposes, project and problem-based learning products, and embedded assessments. Viewing the evaluation process as a continuous one gives the constructivistic philosophy a kind of cyclical structure. The learning process is open-ended and open to change. There is an on going loop where questions lead to answers but more questions and instruction is driven by both predetermined lesson design and the inquiry process.

Constructivism

Constructivism is a learning strategy that draws on students' existing knowledge, beliefs, and skills. With a constructivist approach, students synthesize new understanding from prior learning and new information.

The constructivist teacher sets up problems and monitors student exploration, guides student inquiry, and promotes new patterns of thinking. Working mostly with raw data, primary sources, and interactive material, constructivist teaching asks students to work with their own data and learn to direct their own explorations. Ultimately, students begin to think of learning as accumulated, evolving knowledge. Constructivist approaches work well with learners of all ages, including adults.

Constructivism is both a philosophy and a theory of learning. The key concept of constructivism is that learning is an active process of creating, rather than acquiring, knowledge. The following principles provide a general framework of constructivism and its relevance for instruction (Anderson, L. & Krathwohl, D. 2001).

o Learners bring unique prior knowledge and beliefs to a learning situation.
o Knowledge is constructed uniquely and individually, in multiple ways, through a variety of tools, resources, and contexts.
o Learning is both an active and reflective process.
o Learning is developmental. We make sense of our world by assimilating, accommodating, or rejecting new information.
o Social interaction introduces multiple perspectives on learning.
o Learning is internally controlled and mediated by the learner.

Career Pathways

Our public education system has long been a model for the world. It has lifted millions out of poverty, unlocking doors to the American Dream and powering the 20th century. But we are headed into a new century and inadequacy the of today's schools reach well beyond the classroom. Employers are well aware of – and increasingly dissatisfied with – the inabilities of secondary (and even postsecondary) graduates to meet the demands of the workplace. The results of a 2001 survey conducted by the National Association of Manufactures (NAM) indicated that manufactures see a serious problem with the availability of future workers with basic employability skills. This report is consistent with the recommendations of the SCANS report (1991), which called for a three-part foundation of basic skills (reading, writing, arithmetic and mathematics, speaking, and listening), thinking skills (thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning), and personal qualities (individual responsibility, self-esteem, social ability, self-management, and integrity) (SCANS Report, 2000).

Technological advances and global competition have transformed the nature of work. Today jobs require more knowledge, better skills, and more flexible workers than ever before. Today's workers (Knowledge Workers 2.0) must be prepared to change jobs and careers several times and continually update their knowledge and skills.

One key approach to this goal is to provide students with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. Career clusters identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace, so students can learn in school and what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

Currently, North Carolina classifies all careers into 11 career pathways. In the near future, NC will use the 16 career clusters. (NCDPI, 2007). See graphic on next page.

Sixteen Career Clusters

Agriculture, Food & Natural Resources
The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction
Designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business, Management & Administration
Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

Education & Training
Planning, managing and providing education and training services, and related learning support services.

Finance
Planning, services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration
Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.

Health Science
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism
Management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

Human Services
Preparing individuals for employment in career pathways that relate to families and human needs.

Information Technology
Design, development, support and management of hardware, software, multimedia, and systems integration services.

Law, Public Safety, Corrections & Security
Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Manufacturing
Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Marketing, Sales & Service
Planning, managing, and performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering)

Transportation, Distribution & Logistics
Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Career Education & Job Hunting Skills

In the U.S. today, less than 20 percent of the workforce is in jobs classified as unskilled. This is almost an exact reversal of the nature of the American workforce just 40 years ago. In 1959, 60 percent of the workforce was unskilled, with 20 percent classified as professional and 20 percent as skilled. Today 60 percent of the workforce is in skilled occupations and 20 percent in professions. The assembly line, single-skill jobs of the factory or construction site and the office clerk typist or bookkeeper are largely defunct. Rather, there is a tremendous demand for educated people with general employability and specialized technical skills in areas related to computer science and computer science technology, high- tech manufacturing, software development, biotechnology, biomedical applications, sales and services, data base management, and health care. Nearly all of the rapidly growing jobs and occupations require postsecondary or extensive continuing education

Today, we simply know so much more about how youth learn, think, remember, perceive, form associations, transfer knowledge, construct knowledge and meaning from new information, and apply knowledge to solve problems including those that are poorly structured and unfamiliar. We also know more today about how to structure curriculum and learning experiences for young people that build on our new knowledge of cognition. Further, we know more about how to motivate more youth to continue to learn more. Our challenge, of course, is to figure out how to use this new knowledge to advance student achievement in schools and other learning environments (e.g., workplaces).

Business, Industry and educational leader's continue to say we must teach all students to new levels of higher-order thinking. This, then, is much of the impetus that grounds initiatives to integrate career and academic education. It is important to teach youth how to think, not just what to think. Any definition of higher-order critical thinking skills include the ability to think creatively, make decisions, solve problems, visualize a solution, reason, analyze, interpret, and how to continue to learn. Critical thinkers draw on a variety of resources and disciplines to solve problems, use standards of performance as a benchmark, and are intermittently independent and group reliant for assistance. In addition, there are lessons to be learned about how learning occurs and knowledge is acquired in organizations such as businesses, nonprofits, and government that offer apprenticeship and other forms of work-based learning programs. A major finding, for example, from the learning organizational literature is that the essence of real learning-that which leads to individual and organizational changes-is social, that is, undertaken with peers and tackles real problems (Spence, 1998). Much of the recent theories and research on cognition and learning clearly support some of the pedagogical approaches historically used by career and technical educators-"learning by doing,"

"heads and hands," "theory and practice," and cooperative education. The theories and published works on multiple intelligence and how the brain processes information (Gardner, 1983); learning styles (Flannery, 1993; Griggs, 1991; James & Gardner, 1995); contextual teaching and learning (Borko & Putnam, 1998; Howey, 1998); out of school learning (Resnick, 1987); situated cognition (Brown, Collins, & Duguid, 1989); and constructivism (Lynch, 1997) are prominent examples. Conversely, career and technical education needs to set aside its historical reliance on an essentialist philosophy and habit psychology (Prosser & Quigley, 1950) that helped to shape pedagogy and practice throughout its history. The premise behind Prosser's essentialism is that education should train for specific jobs rather than train for culture and that the "right habits of doing and thinking are repeated to the point that the habits developed are those of the finished skills necessary for gainful employment" (p. 222).

In contrast to Prosser's essentialism of the 20th century, the economy of the 21st century clearly calls for thinking and culture into career and technical education. The learner needs to be able to make sense of the workplace and its context within that person's life. It isn't just "training" for specific jobs that is needed, but to make decisions, solve problems, find answers, and draw on a variety of disciplines and cultural contexts to make sense out of changes, challenges, and day-to-day operations at the workplace. Thus the learner (i.e., the worker) needs both the theory and the broad framework which underlies the mission and all aspects of that industry, as well as the company's and his or her role, responsibilities, and duties within the larger society. This leads to the integration of career (vocational) and academic education, which may be among the most important recommendations emanating from federal legislation and funding in the past decade.

Contemporary work-based learning is grounded in teaching and learning research emanating from the cognitive sciences, psychology, and pedagogy. Consistent with research from these various disciplines, work-based learning blends into an integrated curriculum the mental and tactile, theoretical and applied, and academic and vocational. This blending appears-for most students most of the time-to result in increased retention of knowledge, deeper understanding of subject matter, and the ability to apply (i.e., transfer) knowledge and skills in ill-structured environments. The effectiveness of blended classroom- and work-based activities also draws strength from the psychological and pedagogical principles underlying constructivism, contextual learning, the teaching of concepts and subjects through a variety of methods based on students' preferred learning styles, and authentic assessment. Much of what we know about effective work-based learning has been

gleaned through research on learning and training in workplaces.

Results from recent studies examining use of structured work-based learning approaches in education provide positive indication of its impact on student achievement, motivation, and educational continuation. In much of the research and evaluation studies, there appears to be a correlation between the positive student outcomes and the structure that the school and employers put into the work experiences. When the goals, school curriculum and work-site experiences, and staff support are well planned, implemented, and evaluated relative to the education and career goals and the integrity of the school program-and to some extent, vice versa with the place of employment-the outcomes for all are very positive (Goldberger, Kazis, & O'Flanagan, 1994; Lynch & Harnish, 1998; Steinberg, 1998).

Youth Entrepreneurship

The workplace represents an important setting for the development of youth. Youth entrepreneurship programs represent an essential vehicle through which the economic self-sufficiency of youth may be improved. Research on this topic is relatively new, and clearly further empirical research is needed to clarify some of the mixed results in some of the studies (Rasheed, 2000). The question of how youth entrepreneurship program affect youth development is embedded within a broader set of issues about the nature of youth development, and the growth of competence and responsibility during this phase of life (Steinberg & Cauffman, 1995). Employed teens may feel themselves to be more dependable and responsible than those who are not employed and are perceived to be more independent (Brown, 2001). In general, entrepreneurship education during adolescence has generally been felt to be a character-building exercise, and youth who work during this phase of live evidence changes in domains such as self-reliance, self-esteem, and practical knowledge, while showing reductions in problem behaviors such as delinquency and alcohol abuse. In sum, there is evidence that entrepreneurship, school-to-work and ovation programs can positively influence youth development. Such programs can promote positive economic, intellectual, social and psychological outcomes. These programs can have positive influences on academic success as a result of "hand-on" experiences which help build self-esteem, feeling of self efficacy (a sense of being able to make a difference), leadership skills (e.g., planning and implementing projects, positive risk taking, and problem solving), interactions with others, and promoting an overall decrease in problem behaviors (Leffert, et al. 1996). Youth entrepreneurship program can also encourage career exploration, decrease overall youth unemployment, and improve self-confidence.

Objectives / Outcomes (KASA) / Impact Indicators (Behavior Change/End Result)

State Level Goals:
- Workforce and Economic Development
- Youth and Adults Achieve Educational Success

Outcome & Impact Objective Description:
We are living in a new economy powered by technology, fueled by information and driven by knowledge. Extension programs provide opportunities for youth and adults to improve their level of education and increase their skills that enable them to be competitive in our global society and workforce.

Extension Outcome (KASA)
- Number of teachers trained in STEM curriculum.
- Number of teachers trained in Experiential Learning.
- Number of teachers / school officials becoming aware of Cooperative Extension as a resource.
- Number of youth increasing knowledge in science.
- Number of youth increasing knowledge in technology.
- Number of youth increasing knowledge in engineering.
- Number of youth increasing knowledge in math.
- Number of youth increasing knowledge of study skills.
- Number of youth increasing their knowledge regarding homework completion.
- Number of youth participating in 4-H Dropout Prevention Programs.
- Number of adults demonstrating skills necessary to navigate school systems
- Number of adults demonstrating skills to get youth to attend school.
- Number of adults demonstrating skills to get youth to improve study skills.
- Number of adults demonstrating the ability to engage youth in homework.
- Number of adults demonstrating the ability to access local community educational supports / resources.
- Number of youth increasing knowledge of career pathways.
- Number of youth increasing knowledge of employability skills.
- Number of adults increasing knowledge of employability skills.
- Number of adults gaining knowledge regarding business development.
- Number of youth increasing knowledge of entrepreneurship.
- Number of adults increasing their knowledge of entrepreneurship.
- Number of adults obtaining an Extension certification.
- Number of youth utilizing 4-H as the model for their Graduation Project.
- Number of youth aspiring to pursuing post secondary education
- Number of youth increasing knowledge of problem solving.
- Number of youth increasing knowledge of decision making.
- Number of youth increasing knowledge of communication.
- Number of youth increasing knowledge of goal setting.
- Number of youth increasing knowledge of critical thinking.
- Number of adults increasing knowledge of problem solving.
- Number of adults increasing knowledge of decision making
- Number of adults increasing knowledge of communication.
- Number of adults increasing knowledge of goal setting.
- Number of adults increasing knowledge of critical thinking.

Impacts / Behavior
- Number of teachers using 4-H STEM school enrichment curriculum in their classrooms.

End Result
o Increase in GPA
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of teachers using the "Experiential model" in their classroom.

End Result
o Increase in GPA
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of teachers / school officials using Cooperative Extension as a resource.

End Result
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth gaining knowledge in STEM subject matter areas.

End Result
o Increase in GPA
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth adopting positive study skills.

End Result
o Increase in GPA
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth completing homework.

End Result
o Increase in GPA
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth increasing the quality of their homework.

End Result

- o Increase in GPA
- o Increase in grade promotion
- o Increase in graduation rate / decrease in dropout rate
- o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth, previously at risk for dropping out, staying in school.

End Result
- o Increase in grade promotion
- o Increase in graduation rate / decrease in dropout rate
- o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of adults (parents/guardians) successfully navigating the school system.

End Result
- o Increase in grade promotion
- o Increase in graduation rate / decrease in dropout rate
- o Application of knowledge to improve social and economic status

Impacts / Behavior
- Numbers of adults (parents/guardians) engage youth in homework.

End Result
- o Increase in GPA
- o Increase in grade promotion
- o Increase in graduation rate / decrease in dropout rate
- o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth gaining employability skills.

End Result
- o Increase number of employable workers
- o Increase in job opportunity
- o Increase in real median income

Impacts / Behavior
- Number of youth applying / obtaining employment and / or participating in Job Shadowing, Internship, Service Learning programs.

End Result
- o Increase number of employable workers
- o Increase in job opportunity
- o Increase in real median income

Impacts / Behavior
- Number of adults obtaining a higher paying job or improving job status.

End Results
- o Increase number of employable workers
- o Increase in job opportunity
- o Increase in real median income

Impacts / Behavior
- Number of adults obtaining certifications or trainings that improve employability

End Results
o Increase number of employable workers
o Increase in job opportunity
o Increase in real median income

Impacts / Behavior
- Number of youth writing a business plan.

End Results
o Increase number of employable workers
o Increase in job opportunity
o Increase in real median income

Impacts / Behavior
- Number of adults writing a business plan.

End Results
o Increase number of employable workers
o Increase in job opportunity
o Increase in real median income

Impacts / Behavior
- Number of youth using appropriate problem solving techniques.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth using appropriate decision making processes.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth using appropriate communication techniques.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth using appropriate goal setting strategies.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of youth using appropriate critical thinking strategies.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of adults using appropriate problem solving techniques.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of adults using appropriate decision making processes.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of adults using appropriate communication techniques.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of adults using appropriate goal setting strategies.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Impacts / Behavior
- Number of adults using appropriate critical thinking strategies.

End Results
o Increase in grade promotion
o Increase in graduation rate / decrease in dropout rate
o Application of knowledge to improve social and economic status

Evaluation Strategies
- Sampling
- Mail
- Telephone
- On-site
- Online
- Structured
- Unstructured

- Case Study
- Observation
- Portfolio reviews
- Tests
- Journals
- Other

Ultimate Impacts
Check the following items:
- Economic Condition
- Social Condition

Target Audience
The target audience for this objective will include youth, Agents/PA's and volunteers working within the 4-H Youth Development Program.

Curricula and/or Teaching Points
4-H professionals, youth and volunteers can gain access to the following:

Workforce Development Curriculum
Reading Makes Cents
Be the "E"
Get in the Act
Mini Society
Making a Job
Career Smarts
R.I.S.E. (Respect, Integrity through Skills and Education)
Reading Makes Cents
Subject matter curricula

Possible Program Teaching Points
Presentation / Public Speaking Programs
How to complete evaluation instruments
How data will be used to advance the 4-H program
Future Trends
Life Skills
Target Audiences
Partnership Building
Funding WFD Programs

Program Delivery Strategies (examples)
4-H Clubs
After-School
Camps
School Voc. Programs
ARIE
Teen Conferences / Summits
NC and National 4-H Congress
Teen Retreats
County Events

County Council
County Workshops/Trainings
Summer Special Interest Programs
Web-based Educational Modules, etc.

<u>Evaluation Strategies</u>

Evaluation will be accomplished through the administration of pre, post and in some cases a post then test to determine behavior change in youth as it relates to workplace and employability skills.

<u>Emerging Trends</u>

One of the most pressing social issues we face in North Carolina is how to provide our youth with a solid foundation for life. The evidence that the foundation is fragile appears year after year in newspaper articles and scientific studies. That call attention to the challenge and problems facing too many youth: persistently high rates of alcohol and other drug use, teenage pregnancy, violence, school failure, and many more. Simultaneously, new concerns are being voiced about whether we are building the kinds of skills and competencies needed to ensure a competent workforce and an engaged citizenry. Put simply, we are failing to offer our youngest generations the solid footing they need to grow safely and successfully into adulthood.

<u>Relevance of Trends to County Programs</u>

The challenges and opportunities identified in this trend analysis speak to all types of youth, all types of communities, all types of families. In terms of life skill development and developmental assets, no group of youth is far better off or far worse off than other groups. No group is immune; no group is cursed. All young people – including those who "have everything" and those who have little – need society to pay more attention to their care and development.

Thus, the vast majority of young people are building their lives on a foundation that truly is fragile. Some – perhaps most – young people will still manage to navigate through adolescence into adulthood relatively unscathed, despite their circumstance and some of the harmful choices they make. Too many will not, however. For them, experiences in early years will leave scares that will take years to heal, if they heal at all. And some will become trapped in negative cycles of violence, addiction, and hopelessness that will deprive them and their community of potential and contribution.

But this is not the end of the story. The mosaic of young people's lives has a hopeful theme. That hope becomes evident in the potential that life skills and developmental assets have to shape young

people's choices. Intentionally working to ensure that more young people experience many of the life skills and assets offers a positive, hopeful path to a brighter future for young people and society.

Program Resources

http://wdr.doleta.gov/SCANS U. S. Department of Labor
http://www.nfte.com Network for Teaching Entrepreneurship
http://www.entre-ed.org Consortium for Entrepreneurship Education
http://forumfyi.org/readyby21 The Forum for Youth Investment: Ready By 21
http://www.21stcenturyskills.org Partnership for 21st Century Skills
http://www.ncchild.org NC Action for Children
http://www.f4k.org Futures 4 Kids
http://www.nydic.org/nydic – National Youth Development Information center
http://www.search-institute.org – Search Institute: Raising Caring Responsible Children and Teenagers
http://www.google.com/search?q=career+pathways+&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a Career Pathways Publication
http://www.alliance1.org – Alliance For Children & Families
http://www.search-institute.org/hchy   – Healthy Community Healthy Youth Conference
http://www.iay.org/youth_update – The Institute for the study of Antisocial Behavior in Youth
http://www.kidscount.org – Kids Count Data Book: State Profiles of Child Well-Being
http://iisd1.iisd.ca/youth/ysbk000.htm – Youth Source Book on Sustainable Development
http://www.yar.org – Center For Youth As Resources
http://www.fourhcouncil.edu – National 4-H Council
http://www.nichcy.org – National Information Center For Children and Youth With Disabilities
http://childstats.gov/americaschildren – Childstats.gov – America's Children 2002
http://www.nc4h.org – NC 4-H Youth Development
http://www.dhhs.state.nc.us – NC Department of Health & Human Services
http://www.americaspromise.org – America's Promise: The Alliance for Youth
http://www.cisnet.org – Communities In Schools

References

Benson, P.L., J. Galbraith, & E. Espeland (1995). *What kids need to succeed*. Minneapolis: MN: Spirit Publishing Company.

Benson, P., Scales, P., Leffert, Roehlkepartain, E. (1999). *A Fragile Foundation: The State of Developmental Assets among American Youth*. A Search Institute Report. Minneapolis, MN.

Brown, B. (2001). *Teens, jobs and welfare: implications for social policy*. Child Trends, Washington, DC.

Brown, B. L. (1999). *Knowledge workers* (Trends and Issues Alert No 4). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*,, 18(1), 32-42.

Chen, Shaohua, & M. Ravallion (2002). How did the world's poorest fare in 1990s? Working Pare #2409. Washington, DC: World Bank Development Research Group. Available at http://wbln0018.worldbank.org/research/workpapers.nsf/0/7b824640b1ad2flc8525692d007481b5/ $FILE/wps2409

Education at a Glance: 2005 (Education Statistics and Indicators, 2005). Available at http://www.oecd.org/documents/34/0,2340,en_2469_34515_35289570_1_1_1_1,00.html

Flannery, D. D. (1993). Global and analytical ways of processing information. *New directions for adult and continuing education*, 59, 15-24.

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Goldberger, S., Kazis, R., & O'Flanagan, M. K. (1994). Learning through work: Designing and implementing quality worksite learning for high school students. New York: Manpower and Demonstration Research Corporation.

Griggs, S. A. (1991). *Learning styles counseling* (ERIC Digest). Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services.

James, W. B., & Gardner, D. L. (1995). Learning styles: Implications for distance learning. *New directions for adult and continuing education*, 67, 19-32.

Lefffert, N., Sario, R.N., Blth, D.A., & Kroenke, C.H. (1996). *Making the case: measuring impact of youth development programs*. Institute on Education and the Economy, Teacher's College, Columbia University.

Lynch, R. L. (1997). *Designing vocational and technical teacher education for the 21st Century. Implications from the reform literature* (Information Series No. 368). Columbus, OH: ERIC Clearinghouse on Adult, Career, & Vocational Education.

Lynch, R.L., & Harnish, D. (1998). Preparing pre-service teacher education students to use work-based strategies to improve instruction. *In Contextual teaching and learning: Preparing teachers to enhance student success in the workplace and beyond* (pp. 127-158). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment and Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education, American Association of Colleges for Teacher Education.

Levitt, S. D. and Dunbner, S.J. (2005). *Freakonomics: a rouge economist explores the hidden side of everything*. New York, NY: Harper Collins Publishing.

Life After High School: Young People Talk about Their Hopes and Prospects (Public Agenda, 2006). Available at http://www.publicagenda.org/research/research_repoorts_details.cfm?list=31

NEAP 2004 Trends in Academic Progress Three Decades of Student Performance in Reading and Mathematics (Washington DC: National Center for Education Statistics, 2005). Available at http://www.nces.ed/gov/pubsearch/pubsinfo.asp?pubid=2005464

Prosser, C. A., & Quigley, T. H. (1950). *Vocational education in a democracy*. Chicago, IL: American Technical Society.

Rasheed, H.S. (2000). *The effects of entrepreneurial training and venture creation on youth entrepreneurship attitudes and academic performance*. University of South Florida, Florida: College

of Business Administration.

Ravallion, Martin. 2002. "Growth, Inequality and Poverty: Looking Beyond Averages." Working Papers—Poverty. Income distribution, safety nets, micro-credit. Washington, DC: World Bank. *Available at* http://econ.worldbank.org/files/1419_wps2558.pdf

Spence, J. (1998). *Action learning for individual and organizational development*. (Practice Application Brief). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Steinberg, A. (1998). *Real learning, real work: School-to-work as high school reform*. New York: Routledge.

Steinberg, L.& Cauffman, E. (1995). The impact of employment on adolescent development. *Annals of Child Development*, 11, p.131-166. U.S. Department of Commerce (2000).

What work requires of schools: A SCANS report for America 2000. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor.

U.S. Department of Commerce, U. S. Department of Education, National Institute of Literacy, and the Small Business Administration. (1999) *21st Century Skills for 21st Century Jobs*. Washington, DC: Author.

U.S. Department of Labor (June 1991). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: U.S. Department of Labor.

Wong, John and Yeh Hsueh (1998). "Five Models of Technical Education in the United States and Issues for China." *The World Bank Conference on Chinese Education Reform: Proceedings*. Beijing: Bejing Press.

Yergin, Daniel, Richard H. K. Vietor and H. K. Vietor. 2000. *Fettered Flight: Globalization and the Airline Industry*. White paper. *Available at h*ttp://www.aviationglobalization.net/html/report.html

Strengthening Communities through Volunteerism

Focus Team Leadership: Harriett Edwards & Suzanne Rhinehart (Co-Chairs), Barbara Byers, Aggie Rogers, April Bowman, Cathy Brown, Chad Ray, Teresa Garland

Situation Statement (Outcome and Impact Objective Description)

North Carolina's communities and municipalities face increasing challenges in providing adequate public programs and services for their citizens. The need and demand for human services in communities to maintain and improve quality of life continue to grow, especially in very rural and large urban areas. More citizens must become actively involved in community service if the quality of community life is to be maintained and improved. Current budget deficits and resulting cutbacks in state human and community service programs have increased demands on local governments to assume responsibility for a wider range of human and community service programs; consequently, human and material resources are extremely limited at all levels of government. However, local governments have neither the mandate nor the resources to provide the levels of services necessary to alleviate social problems.

The need for active citizen engagement in North Carolina's communities through volunteerism and community service continues to grow in direct response to increasing population and social needs and decreasing budgets and governmental services. Only through grassroots participation will human and government agencies, not-for-profit organizations, community-based organizations and citizen groups, and individual citizens successfully identify and address the issues facing our state. To maximize local human and financial resources, it is vital to encourage local citizens to become involved in the provision of human and community services.

North Carolina's 4-H Youth Development program has as its immediate mission the development of our state's youth (ages 5-18) through community-based, volunteer-led experiential programs targeting critical issues facing these youth. Programs are delivered through targeted methods depending upon the youths' targeted needs and their immediate community's assets, resources and interests. However, the ultimate goal of such community-based, volunteer delivered programs is stronger holistic communities of engaged youth and adults working together to improve their communities. Thus, youth and adult volunteer development in 4-H is not only a means to an end, but an end in itself.

Youth and adult volunteers in North Carolina contribute thousands of hours each year to strengthen communities and create strong foundations for the future. As these individuals engage in service, they are gaining new skills, generating new programs to serve their communities, building successful organizations and fostering an ethic of service. Cooperative Extension is poised to support the development of interpersonal skills, leadership experiences, and content knowledge to ensure that citizens are prepared to engage in meaningful service throughout the lifespan. Current research suggests that youth and adult participation positively impacts civic engagement and contributes to the development of leadership capacities. With its presence in every county, Cooperative Extension is uniquely positioned to contribute to building a stronger ethic of service among youth and adults.

Objective(s) (Objective Title)

Youth and adults will address community issues and/or challenges through volunteerism.

Measures of Progress (Extension Outcomes (KASA))

Number of youth participants increasing knowledge of volunteering
Number of adult participants increasing knowledge of volunteering
Number of youth participants acquiring skills needed to serve as a volunteer
Number of adult participants acquiring skills needed to serve as a volunteer
Number of youth participants reporting aspirations to serve in new or expanded volunteer roles in the community
Number of adult participants reporting aspirations to serve in new or expanded volunteer roles in the community

Impact Indicators (Extension Impacts: Behavior Change/End Results)

Behavior Change
Increased number of hours contributed by trained youth volunteers
Increased number of hours contributed by trained adult volunteers
Youth volunteers serving in volunteer roles
Adult volunteers serving in volunteer roles
Number of youth volunteers serving in new or expanded roles within Extension
Number of adult volunteers serving in new or expanded roles within Extension
Number of youth volunteers serving in new or expanded roles beyond Extension, including community boards and task forces
Number of adult volunteers serving in new or expanded roles beyond Extension, including community boards and task forces
Number of youth volunteers recruiting and/or training new volunteers
Number of adult volunteers recruiting and/or training new volunteers

End Result
Economic value of volunteer time
Increased civic participation in community
Accepting responsibility for community
Increased reach of programs into community

Supporting Research

More than 55% of America's population between the ages of 12 and 18 reported participating in volunteer activities, according to 2005 survey data (Corporation for National and Community Service, 2005). This is twice the rate of volunteer activity reported by the adult population (29%). It is noteworthy that while adults reported volunteering an average of 52 hours per year, teens reported an average of 29 hours of volunteer activity per year.

Involving teens in service is sometimes intimidating for administrators of volunteer programs (Safrit, 2002). The social stereotype of teens as rebellious and nonconforming, and a subconscious expectation that teens lack the needed knowledge and skills to succeed, both contribute to a hesitation to engaging youth in meaningful roles in voluntary organizations.

Evidence indicates that youth participation in service projects and service-learning activities fosters an ethic of service that contributes to participation in volunteer activities throughout the lifespan (Golombek, 2006). Engaging teens in meaningful service also results in positive behavior outcomes, connecting their contribution of skills to an increased sense of belonging and self-esteem, better academic performance, and a reduced rate of participation in harmful activities (Scales & Roehlkepartain, 2004).

Youth who are engaged in service gain experience in communicating with others, develop social networks, and begin to see themselves as contributing members of society (Kenny & Gallagher, 2003). Volunteer activities allow youth to explore career paths, to observe behaviors of key leaders and to learn from adults in the community. Participating in service also provides an opportunity for youth to build relationships with caring adults outside their families.

Teens are more interested in volunteer activities in which they have some decision-making authority (Safrit, Scheer & King, 2001). Such activities as canned food drives, delivering meals or groceries to families in need, or tutoring children in after-school programs are all age-appropriate examples of service projects for teens. According to Junck (2004), successful service learning programs that connect youth to volunteer opportunities and then to the larger community include a focus on an identified community need rather than service for the sake of service. Other factors for success included being student-driven, utilizing teamwork for accomplishing the task, and involving adults as mentors and advisors available to assist the students with their work.

Research indicates a strong correlation between youth engagement in service and parents who volunteer. Johnson-Coffey (1997) states that creating opportunities for family volunteering leads to children who grow into adult volunteers for libraries. Her conclusion is that it becomes a cycle of involvement and interest that continues and is passed from one generation to the next. In fact, a 2002 Independent Sector study (Toppe & Michel) reveals that, "Americans who began giving and volunteering as youth are more giving of their time and money as adults. This pattern holds regardless of income or age group" (p.7).   Young people typically are involved in partnership with adults as advisors, supervisors, and in other support roles as they engage in community service activities. The research supports that this adult involvement, whether a parent or other adult role model, plays a crucial role in building a lifelong commitment to volunteerism for teens.

Scannell and Roberts (1994) report that effective teen-adult partnerships in community service programs are characterized by: 1) reciprocity (balanced relationships between young and old); 2) common, valued contributions (working together on something of value in their community); 3) reflection (time to examine the service and the relationships); 4) partnerships (shared vision and collaboration); and 5) preparation and support (value of involving young and old from design, implementation all the way through to evaluation). Data reported from a three-year study by Christensen, Perry and Littlepage (2005), confirm that when teens are involved in single days of service, the most successful projects and experiences were those in which the teens were involved throughout the process and where true partnerships between youth and adults were developed.

Pancer, Rose-Krasnor & Loiselle (2002) state that youth engagement relates to the young person's connection to the larger community through "enjoyed absorption" (p.48) in activities that are sustained over time. This engagement results in youth who develop healthy connections or relationships to others, who show a reduction in risk behaviors and who show an increase in positive activity. At the same time, the authors report, the community benefits from the energy, creativity and values that teens infuse into their activities.

Independent Sector (1996) indicates that youth self-reported the following benefits about what teens gain from participating in volunteer service. Teens indicated that they learned to respect others, to be respectful and kind, to get along with others, to understand people who are different, how to relate to younger children, new skills and to be more patient with others. They also indicated gaining satisfaction from helping others and said that they developed leadership skills through participating in service activities.

Involvement of youth in service contributes to at least three developmental areas for youth (Sherman, 2002). First, the individual young person grows, develops and changes by learning new skills, meeting new people to create new social networks, and by addressing issues of concern to create change. Next, organizations change as young people become involved in governance structures and take on leadership roles in partnership with adults involved in the activities of the organization. Finally the community can be dramatically changed as new policies are created, new projects are accomplished, and new leaders step into key roles to impact the larger community.

Millennials are volunteering at astonishing rates in America. Howe & Strauss (2005) report that 30 percent of students in Grades 6-12 (ages 12-18) indicate that they volunteer more than 80 hours per year, with 93 percent indicating that they anticipate being volunteers as adults. Additionally, 76 percent indicate that their parents volunteer. The authors indicated that these 'junior citizens' would be a very strong political force in the very near future.

Teen motivations to serve are as varied as adult motivations. They are seeking opportunities to apply newly learned skills to help in building a resume for future employment (Morgan, 2001). Youth are looking for social opportunities with community groups, and they are looking for challenging activities to help alleviate boredom (Digeronimo, 1995). Teens are excited about sharing personal interests with others and want to meet people with similar interests, in addition to fulfilling school requirements for service.

Numerous studies have highlighted teens' desires and initiatives to work together with peers and adults as leaders in addressing the serious issues facing us as a society (Auck, 1999; Independent Sector, 1992, 1994, 1996, 1998, 2001; Safrit & King, 1999; Youth Service America, 1994). In return, they both experience intrinsic satisfaction and expect extrinsic rewards that enable them to be successful today and into the future. Safrit, Scheer, and King (2001) provided a discussion of how to develop meaningful service opportunities for engaging teens in their communities, taking into account teens' unique developmental characteristics. According to the authors, "teens are more willing to actively engage in mixed gender groups and seek greater responsibility/decision making in what volunteer projects to conduct" (p. 19) as active partners in community-based programs. The concern for youth civil disengagement continues to be addressed by differing agencies, inclusive of government, national associations, school systems, organizations and the public, at large. The "New Millennium Project" conducted by the National Association of Secretaries of State (NASS), in 1999, found that youth lack knowledge, interest and trust concerning American politics and public life, in

general (Branson, 1999). Research suggests disengagement occurs, most often, when those who are affected by the decisions, are not included in the decision-making and implementation processes (Fredericks, Kaplan & Ziesler, 2001). Most often, however, adults are making decisions about resources and programs in the community, which ultimately affect the youth, without input from young people.

Collins and Branham (1999) suggested creating collaborative opportunities, inclusive of youth and adults, as being an essential avenue toward enhancing youth civic engagement, which influences the betterment of the entire community. The "New Millennium Project" reported youth's belief that utilizing a participatory approach to teaching government courses would encourage youth involvement in the community (Branson, 1999). By participating in a communal process of decision-making, the sense of ownership and empowerment through self-fulfillment increases through the understanding of its outcomes (Kothari, 1996). Gardner (1995) also concurred that young people need to be a part of the decision-making process. Developmentally, providing youth the opportunity to participate fulfills the needs for belonging, self-esteem and independence (Kothari, 1996).

Community-based organizations (including volunteer and service based programs) are excellent learning laboratories for teen citizens to demonstrate their advocacy capacities, amplify voices of concern, and become engaged in volunteerism and service. Chambers and Phelps (1994) argued that community-based organizations have contributed a great deal to the development of youth actively engaged in their communities. The authors stated that the organizations provided opportunities for youth to "test their judgment under pressure in the face of opposition" and "to exercise responsibilities and perhaps to try out one or another of the skills required for leadership" (p.53). Youth engaged in social activism through volunteerism and service also increased cultural and social awareness and personal and social skills. Many organizations and school systems have implemented youth/adult collaborative experiences within local communities.

However, many not-for-profit administrators and program leaders often experience frustration and encounter unforeseen obstacles as they seek to design, implement and manage community based programs involving teens as partners and volunteers (Safrit, 2002). First, as adults, it is often challenging to even approach teens; societal stereotypes tell adults that teens are, by definition, rebellious and nonconforming and have little sincere interest in anything but themselves and their immediate needs. Secondly, even if the initial invitation is extended and accepted, there is often an expectation that the teens will fail in following through on their responsibilities and commitments,

again assuming that they will redirect their energies and attentions to anything that is more immediate and more exciting for them personally. And, finally, even if teens are successfully invited and involved in joining the programs and have followed through on their commitments, there is a resistance to delegate true power and authority to perform, instead constantly shadowing their efforts and suggesting alternative methods and options based upon "our experiences as adults."

There is an abundance of literature that, both pragmatically and conceptually, addresses the topics of positive teen development and leadership within not-for-profit settings. Lofquist (1989) first brought attention to the fact that teens should be approached as valuable resources (and not mere recipients of programmatic action) in addressing issues facing them and their communities. Bronfenbrenner (1989) approached adolescent development within the context of the individual teen's larger real-world settings and environments. His bioecological theory identified four distinct systems encompassing the individual teen's critical interactions with others and the environment: the microsystem (the setting in which the teen lives and where most direct interaction occurs, such as the family, peer groups, school groups, etc.); the mesosystem (entailing the teen's direct interactions as a member of respective interacting microsystems); the exosystem (the overall social setting and culture in which the individual teen lives; while the teen may not have an active role in this system, it still affects the individual teen; the macrosystem (involving daily interactions between the three previously described systems); and the chronosystem (the sociohistorical patterns of environmental events and transitions over the life of the teen that may affect her/him, such as divorce, working mothers, etc.). The Iowa Life Skills Model (Hendricks, 1998) allows individuals developing programs addressing or involving teens to incorporate the development of targeted life skills into the program, skills that will prove beneficial to teen participants. A life skill is defined as any ability "individuals can learn that will help them to be successful in living a productive and satisfying life" (p.4). The model identifies four categories of critical life skills: thinking/managing (including ten individual skills); relating/caring (encompassing nine skills); working/giving (including seven life skills); and being/living (addressing nine separate life skills). Finally, the Search Institute's (2001) assets-based approach to teen development provides a strength-based approach to developing programs that effectively engage teens, rather than focusing on adolescent problems, deficits and dysfunctions. The model identifies 40 critical factors for a young person's positive growth and development, organized into 20 external assets (that teens receive from people and institutions in their lives) and 20 internal assets (internal qualities to teens that guide the choices they make and create a sense of centeredness, purpose, and focus). The external assets include the four categories of

support, empowerment, boundaries, and expectations; the internal assets include commitment to learning, positive values, social competencies, and positive identity.

Target Audiences

North Carolina 4-H Youth Development has a long and rich history and tradition of nurturing youth and adults to contribute their time, energies, and talents to community-based programs focused upon positive youth development. Focused around two primary program objectives, our vision is to serve as a catalyst in transforming the hugely diverse human capital of our state into social capital through 4-H sponsored and directed community leadership, volunteerism, and service educational opportunities. We seek to build bridges between caring individuals and the youth who could benefit from that caring; between teens and adults who seek to work together to address the issues facing them and their peers; between Extension and other agencies and organizations who share the values of:

- Volunteerism as an effective strategy to build a stronger society;
- Youth as equal partners in educational endeavors;
- Citizen engagement in political processes to impact communities;
- Individual rights and responsibilities to advocate for improvement and/or change within any level of government;
- Teamwork that interconnects people, programs and educational events;
- Effective and meaningful collaborations between county and state programs;
- Programs that nurture strong and meaningful youth/adult partnerships; and
- Programs that empower and engage youth and adults as volunteers in service to their communities.

Specific target audiences include:
- Current 4-H members;
- All types of current 4-H adult volunteers (including club leaders, school enrichment volunteers, afterschool volunteers, episodic volunteer, advisory committee members, etc.);
- Other youth and adults who are potential volunteers and participants; and
- All North Carolina youth and adults interested in establishing meaningful and sustained partnerships.

Curricula and/or Teaching Points

Existing Curricula
Growing in Communities
Public Adventures
Mini-Society
Teen/Adult Partnerships
Service Learning
Volunteer Management (TAXI, Everyone Ready)

Other Teaching Points
Parliamentary Procedure

Leadership Concepts
Decision-Making Skills
Group Processes
Responsible Citizenship
Teamwork Concepts
Volunteerism and Community Service
Youth in governance

Programming Resources (Extension Outputs)

Youth
4-H Clubs
Citizenship Event (North Carolina and Washington, DC)
National 4-H Congress
NC 4-H Congress Hands to Service
National 4-H Conference
TRY-IT retreats
Teen Retreats
County Events
County Council
State Council Conference
ARI
4-H & Youth Program Committees
County Trainings
Curriculum Camp
Ambassadors
Teen Conferences/Summits
Web-based Educational Modules
Statewide Service Initiative
NC Big Sweep
DARE Programs
Afterschool Programs
STOMP
MLK Days of Service
Global Youth Services Day
Make a Difference Day
NC Government Page Programs
Teen Court

Adults
Citizenship Event (North Carolina and Washington, DC)
Volunteer Leaders' Conference
Southern Region Leaders' Forum
District Volunteer Training Events
County Volunteer Training Events
Master Volunteer ACE Program
4-H & Youth Program Committee
In-Service Training

Potential Partners
NC Association of County Commissioners

APPCNC (Adolescent Pregnancy Prevention Council of NC)
DJJDP
Tobacco Free Schools
JROTC
Community Colleges
Communities in Schools
Chambers of Commerce
Faith-based Organizations
EMC's at local levels
NC Civic Education Consortium
Duke Endowment
Toastmasters International
Boards of Election
Coalition for Community Education
NC Youth Advocacy and Involvement Council
NC Commission on Volunteerism and Service
UNC School of Public Health
Kellogg Foundation
Operation: Military Kids!
Civic Clubs
NC Kids Voting
Robert Wood Johnson Foundation

Publications and Printed Resources

General

Benson, P.L., Galbraith, J. P& Espeland, P. (1998). *What teens need to succeed: Proven, practical ways to shape your own future*. Minneapolis, MN: Free Spirit Publishing.

Bronfenbrenner, r. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development (Vol. 6)*. Greenwich, CT: JAI Press (pp. 187-249).

Hendricks, P.A. (1998, November). Developing youth curriculum using the targeting life skills model: Incorporating developmentally appropriate learning opportunities to assess impact of life skill development. Ames, IA: Iowa State University, University Extension (pub. No. 4H-137A).

Lofquist, W.A. (1989). The spectrum of attitudes: *Building a theory of youth development*. New Designs for Youth Development, 9, 3-6.

Rennekamp, R., Hobson, H., & Spangler, K. (1999, October). *Youth development in the context of isolation: Challenges and opportunities*. Chevy Chase, MD: National 4-H Council.

Swinehart, B. (1992). *Youth involvement: Developing leaders and strengthening communities*. Boulder, CO: Partners for Youth Leadership.

Volunteerism

Auck, A. (1999). *Volunteerism, community service, and service-learning by Ohio 4-H'ers in grades 4-12*. Unpublished masters thesis. Columbus, OH: The Ohio State University.

Digeronimo, T.F. (1995). *A student's guide to volunteering*. Franklin Lakes, NJ: Career Press.

Ellis, S.J., Weisbord, A. & Noyes, K.H. (1991). Children as volunteers: Preparing for community service. Philadelphia, PA: Energize, Inc.

Fredricks, O., Kaplan, e. & Zeisler, J. (2001). *Integrating youth voice in service-learning: Learning in the Deed issue paper*. Denver, CO: Kellogg Foundation.

Independent Sector (1992, 1994, 1996, 1998, 2001). *Volunteering and giving among American teenagers 12-17 years of age: Findings from a national survey*. Washington, DC: Author.

Safrit, R.D., Edwards, H.C., & Flood, F.W. (2004). An initial assessment of an interactive web-based Extension curriculum to engage and prepare teens as volunteer teachers. *The Journal of Volunteer Administration*, 20(4), 21-26.

Safrit, R.D., Scheer, S.D., & King, J.E. (2001). Understanding "seasons of service": Promoting volunteerism across the life span. *The Journal of Volunteer Administration*, 19(3), 15-23.

Safrit, R.D., King, J.E., Burscu, K., & Jones-Ward, C. (1999, March). *A study of the prevalence and impact of service learning, community service and volunteerism with Ohio youth in grades 4-12: A project to link applied research with community action: Final report*. Columbus, OH: The governor's Community Service Council.

Wuthnow, R. (1995). What it means to volunteer: Lessons from America's youth. Washington, DC: Independent Sector (under a grant from Kellogg Foundation).

Youth Service America. (1994). *National youth service: Answer the call: A resource guide*. Washington, DC: Author.

Teen/Adult Partnerships

Safrit, R.D. (2003). Developing effective teen-adult partnerships through volunteerism: Strengehening empathy, engagement, empowerment, and enrichment. *The Journal of Volunteer Administration*, 20(4), 21-26.

Safrit, R.D. (2002, February). Engaging teens as partners in community-based programs. *The Not – for-profit CEO Monthly letter*, 9(4), 1-3.

Zeldin, S., Camino, L., Calvert, M. & Ivey, D. (2002). *Youth-adult partnerships and positive youth development: Some lessons learned from research and practice in Wisconsin*. Madison, WI: Department of 4-H Youth Development, University of Wisconsin.

Zeldin, S., McDaniel, L.K., Topitzes, d., & Calvert, M. (2000). *Youth in decision-making: A study on the impacts of youth on adults and organizations*. Madison, WI: University of Wisconsin-Madison and the Innovation Center for Community and Youth Development, National 4-H Council.

Web Resources

General
Alliance for Children & Families (http://www.alliance1.org)
National 4-H Council (http://www.fourhcouncil.edu)
National 4-H Council. (2002, January). Power of Youth. Washington, DC: Author. Retrieved January 15, 2002 from the World Wide Web:
http://www.4hcentennial.org/powerofyouth/main.asp
National Youth Development Information Center (http://www.nydic.org/nydic)
North Carolina 4-H Youth Development (http://www.nc4h.org)
Search Institute (http://www.search-institute.org)
Search Institute. (nd). Developmental assets: An overview. Retrieved August 17, 2001, from the World Wide Web: http://www.search-institute.org/assets/
Search Institute (nd). Forty developmental assets. Minneapolis, MN: Author. Retrieved August 17, 2001 from the World Wide Web: http://www.search-institute.org/assets/forty.htm
Statistics on America's Children (http://childstats.gov/americaschildren)
Youth Source Book on Sustainable Development (http://iisd1.iisd.ca/youth/ysbk000.htm)

Volunteerism
America's Promise: the Alliance for Youth (http://www.americaspromise.org)
City Cares (http://www.citycares.org)
Independent Sector (http://www.independentsector.org)
NC Commission on Volunteerism and Community Service (http://volunteernc.org)
Points of Light Foundation (http://www.pointsoflight.org)
United We Serve (http://serve.gov)

Teen/Adult Partnerships
Center for Youth as Resources (http://www.yar.org)
Innovation Center for Community and Youth Development (http://www.theinnovationcenter.org)

Evaluation Strategies (Evaluation Procedures)

Activities and events are evaluated for immediate and cumulative gains through reactionary surveys following participation. Additionally, pre and post instruments will measure immediate knowledge gains from programming. Behavior change will be observed by volunteer and professional staff as well as reported through self-reporting opportunities for individuals involved in the program.

Preparing Citizen Leaders
(Leadership and Civic Engagement)

Focus Team Leadership: Harriett Edwards & Suzanne Rhinehart (Co-Chairs), Barbara Byers, Aggie Rogers, April Bowman, Cathy Brown, Chad Ray, Teresa Garland

Situation Statement (Outcome and Impact Objective Description)

North Carolinians participating in the NC Tomorrow survey clearly indicated a desire for leadership training (54%), social advising, community advising and technical assistance (45%) and state level assistance with public policy development and problem solving (45%).

Objective(s) (Objective Title)

Individuals and groups will strengthen their leadership and decision making capacities through technical assistance and training

Youth and adults will address social problems, issues and/or challenges through leadership and volunteerism.

Youth will increase knowledge of civic processes.

Youth will increase involvement in policy-making and/or political systems through advocacy and activism.

Measures of Progress (Extension Outcomes (KASA))

Number of participants increasing their knowledge in leadership
Number of participants increasing their knowledge of civic processes
Number of participants increasing their knowledge in consensus building
Number of participants increasing their knowledge in facilitation
Number of participants developing skills in planning, developing and implementing a vision
Number of participants developing skills in problem solving
Number of participants increasing skills in conducting effective meetings
Number of participants increasing skills in leadership
Number of participants increasing skills in consensus building
Number of participants increasing skills in facilitation
Number of participants reporting aspirations to become effective organizational leaders
Number of participants reporting aspirations to seek opportunities to serve in elected and/or
     appointed civic roles

Impact Indicators (Extension Impacts: Behavior Change/End Results)

Behavior Change
Number of participants collecting community level data and information to plan for and direct
     decisions
Number of new leaders actively participating and leading community activities
Number of youth serving in additional or expanded 4-H leadership roles
Number of youth serving in additional or expanded non-Extension leadership roles

Number of youth registering to vote
Number of youth attending county board and/or commission meetings
Number of youth presenting at town/city/county board and/or commission meetings
Number of youth writing to elected officials or public staff to advocate for a cause
Number of youth meeting with elected officials to advocate for a cause
Number of youth with published letters to the editor
Number of youth serving on policy-making boards or councils
Number of youth participating in new or expanded roles in the election process

End Result
Increased civic participation
Adults prepared to participate in the political process
Increased number of citizens engaged in advocacy
Increased number of citizens engaged in local decision making

Supporting Research

Numerous studies have highlighted teens' desires and initiatives to work together with peers and adults as leaders in addressing the serious issues facing us as a society (Auck, 1999; Independent Sector, 1992, 1994, 1996, 1998, 2001; Safrit & King, 1999; Youth Service America, 1994). In return, they both experience intrinsic satisfaction and expect extrinsic rewards that enable them to be successful today and into the future. Safrit, Scheer, and King (2001) provided a discussion of how to develop meaningful service opportunities for engaging teens in their communities, taking into account teens' unique developmental characteristics. According to the authors, "teens are more willing to actively engage in mixed gender groups and seek greater responsibility/decision making in what volunteer projects to conduct" (p. 19) as active partners in community-based programs. The concern for youth civil disengagement continues to be addressed by differing agencies, inclusive of government, national associations, school systems, organizations and the public, at large. The "New Millennium Project" conducted by the National Association of Secretaries of State (NASS), in 1999, found that youth lack knowledge, interest and trust concerning American politics and public life, in general (Branson, 1999). Research suggests disengagement occurs, most often, when those who are affected by the decisions, are not included in the decision-making and implementation processes (Fredericks, Kaplan & Ziesler, 2001). Most often, however, adults are making decisions about resources and programs in the community, which ultimately affect the youth, without input from young people.

Collins and Branham (1999) suggested creating collaborative opportunities, inclusive of youth and adults, as being an essential avenue toward enhancing youth civic engagement, which influences the betterment of the entire community. The "New Millennium Project" reported youth's belief that utilizing a participatory approach to teaching government courses would encourage youth

involvement in the community (Branson, 1999). By participating in a communal process of decision-making, the sense of ownership and empowerment through self-fulfillment increases through the understanding of its outcomes (Kothari, 1996). Gardner (1995) also concurred that young people need to be a part of the decision-making process. Developmentally, providing youth the opportunity to participate fulfills the needs for belonging, self-esteem and independence (Kothari, 1996).

Community-based organizations (including volunteer and service based programs) are excellent learning laboratories for teen citizens to demonstrate their advocacy capacities, amplify voices of concern, and become engaged in volunteerism and service. Chambers and Phelps (1994) argued that community-based organizations have contributed a great deal to the development of youth actively engaged in their communities. The authors stated that the organizations provided opportunities for youth to "test their judgment under pressure in the face of opposition" and "to exercise responsibilities and perhaps to try out one or another of the skills required for leadership" (p.53). Youth engaged in social activism through volunteerism and service also increased cultural and social awareness and personal and social skills. Many organizations and school systems have implemented youth/adult collaborative experiences within local communities.

Research conducted in 2006 for CIRCLE (Center for Information and Research on Civic Learning and Engagement) revealed that while 26% of those aged 20-25 vote regularly, more than 17% of those responding in the study have not participated in any civic engagement activity. Other findings show that 72% of young Americans follow government at least some of the time, 30% have boycotted a product because of the conditions under which it was produced, and 36% have volunteered in the past 12 months. It is important to note that in this study, young people indicated that they see volunteering as separate from political or activist engagement.

Engaging teens in meaningful leadership roles has become a major focus of many contemporary not-for-profit organizations. Today's cultural and political climates demand that community-based organizations approach youth not as mere recipients of programs, nor even as mere resources in program development, but rather as valued and equal partners in the holistic program development, implementation and evaluation process. As long et al (n.d.) noted:

> [There is ample] evidence that weaving the work of youth development, civic
> development, and community development makes sense for three important reasons:
> First, young people who make up 26 percent of the population, possess vision,
> creativity and energy that is largely untapped. They have much to contribute to
> organizations and communities. Second, young people, when called to action,
> contribute to their own development, as well as to the development of the common

good. And third, constructive action and involvement are always and everywhere the best defense against school failure, drug and alcohol abuse, teen pregnancy, crime, and violence – pathologies society cannot afford to remediate, even if it knew how to. (p.3)

However, many not-for-profit administrators and program leaders often experience frustration and encounter unforeseen obstacles as they seek to design, implement and manage community based programs involving teens as partners and volunteers (Safrit, 2002). First, as adults, it is often challenging to even approach teens; societal stereotypes tell adults that teens are, by definition, rebellious and nonconforming and have little sincere interest in anything but themselves and their immediate needs. Secondly, even if the initial invitation is extended and accepted, there is often an expectation that the teens will fail in following through on their responsibilities and commitments, again assuming that they will redirect their energies and attentions to anything that is more immediate and more exciting for them personally. And, finally, even if teens are successfully invited and involved in joining the programs and have followed through on their commitments, there is a resistance to delegate true power and authority to perform, instead constantly shadowing their efforts and suggesting alternative methods and options based upon "our experiences as adults."

There is an abundance of literature that, both pragmatically and conceptually, addresses the topics of positive teen development and leadership within not-for-profit settings. Lofquist (1989) first brought attention to the fact that teens should be approached as valuable resources (and not mere recipients of programmatic action) in addressing issues facing them and their communities. Bronfenbrenner (1989) approached adolescent development within the context of the individual teen's larger real-world settings and environments. His bioecological theory identified four distinct systems encompassing the individual teen's critical interactions with others and the environment: the microsystem (the setting in which the teen lives and where most direct interaction occurs, such as the family, peer groups, school groups, etc.); the mesosystem (entailing the teen's direct interactions as a member of respective interacting microsystems); the exosystem (the overall social setting and culture in which the individual teen lives; while the teen may not have an active role in this system, it still affects the individual teen; the macrosystem (involving daily interactions between the three previously described systems); and the chronosystem (the sociohistorical patterns of environmental events and transitions over the life of the teen that may affect her/him, such as divorce, working mothers, etc.).

The Iowa Life Skills Model (Hendricks, 1998) allows individuals developing programs addressing or involving teens to incorporate the development of targeted life skills into the program, skills that will

prove beneficial to teen participants. A life skill is defined as any ability "individuals can learn that will help them to be successful in living a productive and satisfying life" (p.4). The model identifies four categories of critical life skills: thinking/managing (including ten individual skills); relating/caring (encompassing nine skills); working/giving (including seven life skills); and being/living (addressing nine separate life skills). Finally, the Search Institute's (2001) assets-based approach to teen development provides a strength-based approach to developing programs that effectively engage teens, rather than focusing on adolescent problems, deficits and dysfunctions. The model identifies 40 critical factors for a young person's positive growth and development, organized into 20 external assets (that teens receive from people and institutions in their lives) and 20 internal assets (internal qualities to teens that guide the choices they make and create a sense of centeredness, purpose, and focus). The external assets include the four categories of support, empowerment, boundaries, and expectations; the internal assets include commitment to learning, positive values, social competencies, and positive identity.

As youth gain knowledge and skills to increase their capacities as leaders and volunteers, communities are strengthened through a more engaged citizenry. Youth activists, seeking to make positive changes, will impact their communities through activities that result in growth, development and renewal in ways that will help everyone, not just a few (Lesko & Tsourounis, 1998). Active citizenship in a democracy is about creating change and improving things that are valuable to many people (Bass, 2005).

By working with young people to identify challenges and needs within their communities, and to develop thoughtful solutions can help youth gain skills and aspire to become more involved in the processes that govern their lives daily. This increased involvement can result in citizens willing to be actively involved in the election process, to seek public office and to become a part of the solution in their communities.

Target Audiences

North Carolina 4-H Youth Development has a long and rich history and tradition of nurturing youth and adults to contribute their time, energies, and talents to community-based programs focused upon positive youth development. Our vision is to serve as a catalyst in transforming the hugely diverse human capital of our state into social capital through 4-H sponsored and directed community leadership and service educational opportunities. We seek to build bridges between caring individuals and the youth who could benefit from that caring; between teens and adults who seek to

work together to address the issues facing them and their peers; between Extension and other agencies and organizations who share the values of:

- Volunteerism as an effective strategy to build a stronger society;
- Youth as equal partners in educational endeavors;
- Citizen engagement in political processes to impact communities;
- Individual rights and responsibilities to advocate for improvement and/or change within any level of government;
- Teamwork that interconnects people, programs and educational events;
- Effective and meaningful collaborations between county and state programs;
- Programs that nurture strong and meaningful youth/adult partnerships; and
- Programs that empower and engage youth and adults as volunteers in service to their communities.

Specific target audiences include:
- Current 4-H members;
- All types of current 4-H adult volunteers (including club leaders, school enrichment volunteers, afterschool volunteers, episodic volunteer, advisory committee members, etc.);
- Other youth and adults who are potential volunteers and participants; and
- All North Carolina youth and adults interested in establishing meaningful and sustained partnerships.

Curricula and/or Teaching Points

Existing Curricula
Growing in Communities
Public Adventures
Mini-Society
Teen/Adult Partnerships
Unlock Your Leadership Potential
Step Up to Leadership
Community Voices
KidsVoting USA

Other Teaching Points
Parliamentary Procedure
Leadership Concepts
Decision-Making Skills
Group Processes
Responsible Citizenship
Teamwork Concepts
Volunteerism and Community Service
Youth in Governance

Programming Resources (Extension Outputs)

Youth
4-H Clubs
Citizenship Event (North Carolina and Washington, DC)

National 4-H Congress
NC 4-H Congress Hands to Service
National 4-H Conference
TRY-IT retreats
Teen Retreats
County Events
County Council
State Council Conference
ARI
4-H & Youth Program Committees
County Trainings
Curriculum Camp
Ambassadors
Teen Conferences/Summits
Web-based Educational Modules
NC Government Page Programs
Teen Court

Adults
Citizenship Event (North Carolina and Washington, DC)
Volunteer Leaders' Conference
Southern Region Leaders' Forum
District Volunteer Training Events
County Volunteer Training Events
Master Volunteer ACE Program
4-H & Youth Program Committee
In-Service Training

Potential Partners
NC Association of County Commissioners
APPCNC (Adolescent Pregnancy Prevention Council of NC)
DJJDP
Tobacco Free Schools
JROTC
Community Colleges
Communities in Schools
Chambers of Commerce
Faith-based Organizations
EMC's at local levels
NC Civic Education Consortium
Duke Endowment
Toastmasters International
Boards of Election
Coalition for Community Education
NC Youth Advocacy and Involvement Council
UNC School of Public Health
Kellogg Foundation
Operation: Military Kids!
Civic Clubs
NC Kids Voting
Robert Wood Johnson Foundation

Publications and Printed Resources

General

Benson, P.L., Galbraith, J. P& Espeland, P. (1998). *What teens need to succeed: Proven, practical ways to shape your own future*. Minneapolis, MN: Free Spirit Publishing.

Bronfenbrenner, r. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development (Vol. 6)*. Greenwich, CT: JAI Press (pp. 187-249).

Hendricks, P.A. (1998, November). Developing youth curriculum using the targeting life skills model: Incorporating developmentally appropriate learning opportunities to assess impact of l ife skill development. Ames, IA: Iowa State University, University Extension (pub. No. 4H-137A).

Lofquist, W.A. (1989). The spectrum of attitudes: *Building a theory of youth development*. New Designs for Youth Development, 9, 3-6.

Rennekamp, R., Hobson, H., & Spangler, K. (1999, October). *Youth development in the context of isolation: Challenges and opportunities*. Chevy Chase, MD: National 4-H Council.

Swinehart, B. (1992). *Youth involvement: Developing leaders and strengthening communities*. Boulder, CO: Partners for Youth Leadership.

Civic Responsibility/Civics/Citizenship

Chambers, T., & Phelps, C.E. (1994). Student activism: Impacting personal, institutional and community change. In M.C. Terrell and M.J. Cuyjet (Eds.), *Developing student government leadership* (pp. 45-57). San Francisco: Jossey-Bass.

Dingerson, L. & Hay, S.H. (1998). *The co/motion guide to youth-led social change*. Washington, DC: Alliance for Justice.

Kaye, C.B. (2004). *The complete guide to service learning: Proven practical ways to engage students in civic responsibility, academic curriculum & social action*. Minneapolis, MN: Free Spirit Publishing.

Lesko, W.S., & Tsourounis II, E. (1998). *Youth! The 26% solution*. Kensington, MD: The Activism 2000 Project

Sherrod, L.R. (Ed.) (2006) *Youth activism: An international encyclopedia* (vol. 1 & 2). Westport, CT: Greenwood Press.

Leadership

Brendtro, L., & Bacon, J. (1995). Youth empowerment and teamwork. In H.G. Garner (Ed.), *Teamwork models and experiences in education* (pp.55-70). Boston: Allyn and Bacon.

Kouzes, J.M. & Posner, B.Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organzations*. San Francisco: Jossey-Bass.

McCauley, C.D., Moxley, R.S. & Van Velsor, E (eds.) (1998). *Handbook of leadership development*. San Francisco: Jossey-Bass.

VanLinden, J.A. & Fertman, C.I.(1998). *Youth leadership: A guide to understanding leadership development in adolescents*. San Francisco: Jossey-Bass.

Web Resources

General

Alliance for Children & Families (http://www.alliance1.org)

National 4-H Council (http://www.fourhcouncil.edu)

National 4-H Council. (2002, January). Power of Youth. Washington, DC: Author. Retrieved January 15, 2002 from the World Wide Web: http://www.4hcentennial.org/powerofyouth/main.asp

National Youth Development Information Center (http://www.nydic.org/nydic)

North Carolina 4-H Youth Development (http://www.nc4h.org)

Search Institute (http://www.search-institute.org)

Search Institute. (nd). Developmental assets: An overview. Retrieved August 17, 2001, from the World Wide Web: http://www.search-institute.org/assets/

Search Institute (nd). Forty developmental assets. Minneapolis, MN: Author. Retrieved August 17, 2001 from the World Wide Web: http://www.search-institute.org/assets/forty.htm

Statistics on America's Children (http://childstats.gov/americaschildren)

Youth Source Book on Sustainable Development (http://iisd1.iisd.ca/youth/ysbk000.htm)

Leadership

North Carolina 4-H Youth Development 4-H Ambassador Program. (nd). Retrieved September 25, 2006, from the World Wide Web: http://www.nc4h.org/ambassadors/index.html

Teens Reaching Youth through Innovative Teams (nd). Online curriculum posted on the World Wide Web: http://www.nc4h.org/try-it

Civic Responsibility/Civics/Citizenship

Long, R.F., Kressley, K.G., & Poulsen, S.J. (nd) Youth in community – Youth in citizenship…Weaving in a future tense: Insights from the field. Battle Creek, MI: WK Kellogg Foundation. [Available online: www.wkkf.org].

The Center for Information & Research on Civic Learning & Engagement (CIRCLE) (http://www.civicyouth.org)

Evaluation Strategies (Evaluation Procedures)

Activities and events are evaluated for immediate and cumulative gains through reactionary surveys following participation. Additionally, pre and post instruments will measure immediate knowledge gains from programming. Behavior change will be observed by volunteer and professional staff as well as reported through self-reporting opportunities for individuals involved in the program.