



Team: Building 4-H Afterschool Programs

Outcome: 280 after-school program staff and 140 volunteers improve their ability to offer high quality care, education and developmental experiences for youth by 2005.

Sample Impact Statement

On September 12, Extension Staff trained six teens, four adult volunteers and two Afterschool staff on how to adapt and use 4-H's Step Up to Leadership Curriculum. As a result, four teens, coached by two adults successfully shared their skills with 40 youth at the Washington Afterschool program. Surveys of youth participants, parents and Afterschool staff indicated that 40 youth improved their teamwork skills. This helps to lay the groundwork for developing an ongoing 4-H Afterschool club.

Team: Developing Multicultural Understanding

Outcome: Increase knowledge and skills in developing multicultural understanding.

Sample Impact Statement

200 youth and adults explored multicultural diversity through participation in one of seven educational events conducted utilizing the Race in Wisconsin curriculum. Through the sessions, participants were encouraged to utilize their new multicultural skills to build relationships in nurturing diversity and celebrating the unique differences and similarities existing in our global world and local communities. Participants were representatives of the community club 4-H program, community minority youth populations, county-based educators, after school groups, and UW Extension educators. All sessions were conducted using interactive media, small/large group discussions, and hand-on activities.

As a result of these educational events:

- 100% of participants agreed to make efforts in their communities to enhance multi-cultural programming.
- 55 youth and adults indicated that they learned new skills in building multi-cultural understanding.
- 5 individuals made a commitment to participate in additional multi-cultural training
- 21 youth and adults agreed to make personal changes in their behavior to foster better understanding and relationship building among people.
- 10 youth and adults made commitments to conduct the "Race in Wisconsin" curriculum in their local communities.

Team: Eating Well Being Active

Outcome: Gain awareness, knowledge and skills related to selection and preparation of healthy foods.

Sample Impact Statement

Thirty-two youth from four migrant camps participating in a summer nutrition program set a goal of eating breakfast five times a week that included foods from three of the five food guide pyramid

groups. The EFNEP intern reviewed the importance of breakfast, the food pyramid and guided the group in creating sample menus that met the criteria. Three sample menus created were: 1. tortilla wrap with strawberries and cream cheese, apple juice; 2. cereal with banana, milk 3. egg tortilla with vegetables, orange juice.

Outcome: Incorporate skills and change behaviors related to physical activity.

Sample Impact Statement

As a result of participating in two meetings on "Getting Active," five families adapted a physical activity plan that included swimming, walking and biking for thirty minutes four or five times a week. Four families incorporated different activities each week and one family focused on walking exclusively. Families included the warm up and cool down exercises practiced in class in their plans. The group will meet in August to celebrate their successes.

Team: Helping Youth Understand Agriculture

Outcome: Participants will understand and be able to articulate the reasons for certain types of care, management and production of their projects.

Sample Impact Statement

Through participation in two Pork Quality Assurance and MAQA Programs, 75 youth ages 9-18 learned about raising quality livestock projects and using good production practices giving them tools of ethical decision-making when working with their livestock. The participating youth involved in the beef, sheep, and swine projects completed end-of-session evaluation forms. They reported a 25% increase in their knowledge of ethical vs. non-ethical decision making skills relating to raising their project, and a 50% increase in their ability to read and understand feed labels when relating to withdrawal times in market animals. Three months after the Pork Quality Assurance program, a livestock leader reported observing significant changes in the way 3 older youth participants paid more attention to reading feed tags making sure they were following the recommended feeding requirements for their project animals.

Team: Strengthening Community Environments for Positive Youth Development

Outcome: Community invests resources and coordinates services to implement positive programs/events that provide opportunities and supports for youth.

Sample Impact Statement

Over 300 Iowa County families from 5 school districts participated in the first Family Night In project, sponsored by the Iowa County AODA and Tobacco Coalitions, the Family Resource Center and UW-Extension. The project is designed to build family communication and togetherness. UW-Extension contributed research facts on family communications, developed the promotional flyer and helped promote the event. Fifty "Family activity Bags" filled with crafts and ideas for family activities were distributed to families whose names were selected in a random drawing. Families who participated reported they now spend at least one night per week together as a family. Other families stated that they and their children communicate more often and on more topics. Due to the popularity and active family involvement, this program will continue in 2004-2005.

Outcome: Using community assessments, communities identify issues, develop and implement action plans that provide opportunities and supports for youth.

Sample Impact Statement

In July forty youth attending the Second Annual Youth Leadership Conference assessed their community using community mapping techniques. The youth then identified issues in their county and community and developed action plans to address the issues. Some of the issues identified included city curfews for youth and a lack of youth input on community decisions like these, a lack of fun, non-sport activities for youth, youth participating in risky behaviors, and keeping youth involved in positive groups like 4-H, Scouts, etc. UW-Extension staff trained the youth to conduct community mapping and to write plans of action. Thirty youth reported in follow-up surveys, conducted in December, that they led activities as a result of the mapping and planning activity. Youth led activities that included developing promotional materials, organizing and leading meetings, serving on city committees, creating a promotional campaign for the county 4-H program, and writing grants. Advisors to the youth reported the youth excelled at identifying community issues and were able to mobilize community members around the issues. Youth reported feeling valued by their communities and an increased awareness and commitment to community issues. They also state they developed the skills to write and implement action plans addressing youth issues.

Team: Strengthening 4-H Club Leadership

Outcome: To what extent are adults and youth volunteers managing effective 4-H clubs?

Sample Impact Statements

In Smith County, there are 15 4-H clubs. Organizational leaders and youth officers received information and training regarding elements of effective clubs in preparation for a 4-H club evaluation process. Each club leadership team (including organizational leaders and youth officers) was asked to complete the "4-H Club Meeting Checklist." All 15 clubs (100%) self reported that their arrangements, public affirmation, and announcement sections of their meetings were completed "a great deal" or "frequently." 10 of the 15 clubs (67%) also self reported that their plan, education/program, business meeting, communication, welcome, and recognition sections of their meetings were completed "a great deal" or "frequently." When the club leadership teams were asked if they felt their club was an "effective club," nine clubs (60%) responded "yes," four clubs (27%) responded "most of the time," and two clubs (13%) responded "occasionally." The 4-H Youth Development Agent visited 10 of the 15 clubs and completed an "Effective Club Checklist" through observations at a regular monthly meeting and conversations with the club leadership team. This method of evaluation found that 8 of the 10 clubs (80%) were functioning in an effective manner.

Three (3) new 4-H community clubs were chartered; reaching 52 youth grades Kindergarten through 12th grade. Nine (9) new volunteer adult leaders were trained and screened and serve in organizational and project leadership roles to support the 3 new clubs. Training for leaders included both an orientation to 4-H youth development, steps to start new 4-H community clubs and serving as an effective project leader. All three new clubs participated in the county speaking event, demonstration contest, and developed a booth at the county fair. Extension professionals provided formal training workshops, one-to-one guidance and support, and worked with county-wide committees to provide club county wide events. These county-wide club events provide opportunities for teamwork and leadership within 4-H clubs. All three clubs have completed the club re-enrollment form and will begin their second year with anticipated membership growth for the coming year.

Team: Youth Voices in Community Action and Governance

Outcome: Community organizations, coalitions, and programs improve attitudes, policies and structures that support youth engagement

Sample Impact Statement

Five Vernon County youth serve on Kickapoo School Board committees, including budget, policy, building/grounds/transportation and post-graduate survey. The students also attend regular board meetings where they may participate in public discussion, but not in board debate. They participated in the summer 2003 UW Extension Youth in Governance training by Susan Marino and Sue Allen.

Three student committee members were interviewed by phone and all five participated in a focus group where they were asked how they contributed to board decision-making. All three reported contributions to discussions, including relating student perspectives on combining sports teams with LaFarge High School and supporting using identification cards for purchasing lunch so that those with reduced-price lunch tickets would not be publicly identified. A student also reported that when the board was considering eliminating the late bus for students participating in after-school activities, he brought the issue to the attention of other students during class meetings and then contributed student perspectives to the board conversation. He was certain that the decision would have otherwise been made with little or no public input, and no input from students.



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