

Summary of Professional Contributions and Scholarship

Manitowoc County Background

My career as a 4-H Youth Development Educator began in 2003, and I was initially an Academic Staff member and a Master's degree student. At the time, my professional teaching experience included: undergraduate and graduate teaching assistant, naturalist, and outdoor educator. Prior to being hired, I was a successful YMCA camp Executive Director. My proven ability to hire and manage staff, plan and organize camping and outdoor education programs, recruit and train volunteers, and acquire grants and manage projects was the reason I was hired by Manitowoc County UW-Extension.

The 4-H Community Club program in Manitowoc County currently consists of twenty 4-H clubs with a total of 501 members and 185 adult volunteers. The top five 4-H projects with regard to enrollment are Arts and Crafts, Photography, Foods and Nutrition, Dairy and Woodworking.

The Manitowoc County 4-H Leaders Association is the only 4-H Association in Wisconsin that owns and operates a year-round camp – Camp TaPaWingo. In my position description it states under Areas of Position Focus: “Teach and advise the Camp TaPaWingo volunteers and staff about positive youth development, policy formation, state and federal camp regulations, budgeting, program planning, outreach, program implementation and evaluation.”

However, the work with Camp TaPaWingo is even more than that. I have also served as mentor, advisor, and trainer to the past three Executive Directors of Camp TaPaWingo. Additionally, I served in the role as unofficial acting Executive Director (ED) of the camp for an entire year (2007-2008), when the camp lacked an ED. The camp's budget for 2009-2010 exceeds \$100,000, and besides a full-time ED the camp also employs three part-time staff for maintenance, housekeeping, and food service. Camp TaPaWingo is similar to running a small business. The camp is an asset to our local 4-H program and a great venue in which to conduct youth development work. But at that same time I also feel an increased level of work and responsibility by having a camp in our county. I think the camp is also one of the reasons that 4-H Educators have not remained in Manitowoc County. The camp was initiated in the 1960's under the direction of long-time 4-H Youth Development Agent, Reg Rensink. Rensink served in Manitowoc County from 1946-1972, however, since that time (36 years) seventeen 4-H Educators have worked in the county.

During the past seven years, the Manitowoc County UW-Extension office has been a frequent target for reductions within the county budget. Just prior to my hire in 2003 two positions, Agriculture Educator and Community Resource Development Educator were eliminated from the budget. During the fall of 2006, our entire office was faced with the possibility of elimination. In 2008 our support staff positions were reduced in January from two 100% support staff positions to one 100% and one 40% support staff position, and our County Department Head position was eliminated in June. During this time it was really difficult to stay focused on the work at hand, as additional time and resources were needed to address the threat of elimination and the reality of staff reductions. Of course, my personal morale with regard to my position as a 4-H Youth Development Educator was at an all-time low. Further impact of the staff reductions has resulted in the elimination of programming, and I find myself required to do more of the day to day clerical work. Faced with this future, we have been working to find ways to streamline our efforts and implement labor saving technology whenever we can. The good news is that the office situation has currently stabilized, we now have a UW-Extension faculty member as Department Head, we added a Wisconsin Nutrition Educator position at no cost to the county and a UW-Manitowoc work study student at a very small cost to the county. As an office we are optimistic about our future in Manitowoc County.

Educational Philosophy

I have had a passion for learning and education all of my life. The UW-Extension tag line “Learning for life” and mission “Through the University of Wisconsin-Extension, all Wisconsin people can access university resources and engage in lifelong learning, wherever, they live and work.” fit my personal educational philosophy very well. I have been and continue to be an educator who believes in lifelong learning as a path to a meaningful and fulfilling life. As evidenced by my resume, I have attended numerous

professional development opportunities, and I use the new knowledge and skills I gain to make a difference in my educational programming. Manitowoc County 4-H members and families know that I have a passion for education and learning – I communicate the value of education in all of my work with individuals, clubs and committees.

Scholarship

During the introduction to the November 2009 Eastern/Central District All-Faculty Professional Development meeting on scholarship, Greg Blonde, Waupaca County Agriculture Agent, described scholarship as an “approach to the way we do our work”. This statement really resonated with me. Scholarship really is about how we approach our work. I didn’t come to UW-Extension with a long list of academic credentials and a thorough understanding of scholarship. However, during the past seven years I have really come to understand the four components of scholarship described by Boyer in *Scholarship Reconsidered*: discovery, integration, application, and teaching. I spend most of my time practicing the scholarship of teaching either one-on-one with a volunteer or 4-H member, in larger group settings with 4-H clubs, committees and the Leaders Association, or in more formal settings like our Annual 4-H Volunteer Leader Training.

Creative Intellectual Work

As I reflect back upon my work in UW-Extension and think about creative intellectual work, the *Boomerang! Character Education Program* immediately comes to mind. The *Boomerang! Character Education Program* involves high school students who deliver a character education program each month throughout the school year to a 4th grade class. Character topics include: Caring, Belonging, Respect, Trustworthiness, Fairness, Responsibility and Citizenship. The *Boomerang! Character Education Program* was initiated in Manitowoc County in 2004 to meet local school needs for a character education program. The program was piloted in two area schools during 2004 and 2005 with the financial support of two Eastern District Resource Management grants. I partnered with Manitowoc County Family Living Educator, Faye Malek, to develop and deliver the program, and although Faye and I are equal partners in the development and delivery of the *Boomerang!* program, from a scholarship perspective I have benefited greatly by working closely with a tenured faculty member. In some ways I see my work with Faye as professional development, and it has helped move my programming from just “good community work” to scholarship. For example, after receiving a copy of the *Boomerang! Character Education* curriculum from Iowa State Extension, Faye and I immediately realized the need to adapt the program to fit our local needs. Schools wanted a character education program, but with the public school focus on student learning and standardized test results; they weren’t willing to give up large blocks of time for the program. We developed a one session per month for eight consecutive months delivery model for the program. We saw other benefits to this delivery model as well - students would be thinking about character education during the course of the year versus just a short span of a eight weeks, teachers and counselors could reinforce the monthly lesson throughout the entire month, and the high school team teachers would be missing class to deliver the program only once each month versus once each week over an eight week period. We also developed a lesson plan format that would be easy for the high school team teachers to review and use while teaching the lesson. The “Trust Me” lesson plan (Exhibit #1) is an example of one of the *Boomerang!* lesson plans, and this lesson in particular is one that we revised to make it age appropriate. The original activity in the lesson was a modified trust fall, however, we were concerned that a young child may become injured if the fall wasn’t done correctly. We developed a new activity, “Black Holes” to replace the modified trust fall. The “Black Holes” activity involves a blindfolded student, who is helped by another student to navigate through an area filled with black holes. If the blindfolded student steps in a black hole they are lost. The “Black Holes” activity has been highly rated by the students in our annual program evaluations and one school kept their black hole props after the lesson so they could continue to play “Black Holes” as a class activity during the school year.

The development of a new approach for education and/or the development of new information are two important aspects of creative intellectual work. The Wisconsin 4-H Shooting Sports Staff Guidelines for the County Program (Exhibit #2) are an example of both a new approach and new information. During my tenure with UW-Extension there have been a lot of questions by 4-H youth development colleagues from around the state regarding shooting sports. In the Eastern District, I believe my colleagues see me as one of the “go to”

educators with regard to shooting sports, and I subsequently field a lot of questions. I have a personal interest in shooting sports and I have sought education in shooting sports to enhance my knowledge and skills in this area. Prior to my Extension appointment I received certification as a Wisconsin DNR Hunter Education instructor. As 4-H Youth Development Educator I have also attended State 4-H Shooting Sports Certification Trainings in archery, rifle and shotgun, and I attended the 4-H National Shooting Sports Certification for Archery. I am a 4-H Shooting Sports State Training Team member, and I am a member of the newly formed 4-H Shooting Sports Advisory Committee. I worked with Paula Huff, Oconto County 4-H Youth Development Agent and Doug Thompson, State 4-H Shooting Sports Project Coordinator to deliver a shooting sports professional development session for Eastern District colleagues during one of our monthly district meetings. At the close of our session, we collected questions and concerns about shooting sports from our district colleagues. The draft WI 4-H Shooting Sports Staff Guidelines for the County Program was subsequently created to address staff questions and concerns. My role in the development of the guidelines was to utilize my expertise in shooting sports and risk management to work with Paula and Doug to create the document. At another district meeting, we had an opportunity to present the draft and enlist the help of our district colleagues to review the document and suggest changes. A final draft of the guidelines was sent to the Program Area for administrative review before being posted on the 4-H Youth Development website.

Besides responding to state and district program needs, responding to local program needs has also been part of my creative intellectual work with UW-Extension. I worked with office colleagues to develop a web-based needs assessment survey (Exhibit #3) to help identify local needs in Manitowoc County. In the youth needs assessment section, seventy-nine percent of the 177 respondents reported that helping our youth understand and respect one another, and embrace both similarities and differences was greatly needed in our community. It was the top youth issue in the youth survey. This need relates directly to one of my programs – Teaching Youth to Live in Harmony.

An example of how I have responded to local needs can also be found in the 4-H Community Club program. An analysis of 4-H youth enrollment data indicated a disparity between males (40%) and females (60%) in the program, however, county demographics for males and females is about 50/50. The countywide enrollment in the shooting sports project attracted 72% males as compared to 28% females, therefore, I inferred that increasing enrollment in the project may help our program attract and maintain males. A number of years earlier I had tried to initiate a Shooting Sports Committee in the county, and although I had about 20 youth and adults attend an informational meeting, I was unable to get anyone to step up to organize and lead a committee. To continue to grow the shooting sports program, I wanted to add air rifle opportunities, and I authored an Eastern District Innovative Grant entitled “Manitowoc County 4-H Shooting Sports: Aiming for Parity” (Exhibit #4) to obtain air rifles and pellet traps. In addition to new equipment and new educational opportunities, I also worked with two adult volunteers and one older youth to start a new 4-H Club with a shooting sports focus. Enrollment in the new club grew to twenty-one members - eighteen male and three female. This club also attracted a number of new volunteers and six adult volunteers from the club attended 4-H State Shooting Sports Certifications during this past year. More recently, volunteers have been talking about starting a new countywide Shooting Sports Committee. My goal has been to have a countywide Shooting Sports Committee that would support countywide shooting sports events and activities. What I learned from this experience is that sometimes there are different paths to the same end. I have to learn to be patient and wait until volunteers are ready to move forward.

Another example of creative intellectual work in my local programming is the creation and implementation of the Camp TaPaWingo Strategic Plan 2010 (Exhibit #5). As mentioned previously, the Manitowoc County 4-H Leaders Association owns and operates Camp TaPaWingo, however, to my knowledge a formal plan for the camp has never existed. In my first few months of employment I watched the 4-H Leaders Association hand over nearly \$7,000 at the end of the fiscal year to keep the camp solvent. I immediately thought that this money could have a better use in the county 4-H program if the camp could become financially independent. I was concerned that the 4-H Leaders Association could become insolvent, endangering the future of 4-H in Manitowoc County. I also knew that without a plan, financial independence for the camp wasn't going to happen. I researched different options for planning, and I learned that the best approach for the camp would be to create a strategic plan. I enlisted the help of Debbie Beyer, UW-Extension Basin Educator, who had been trained in strategic planning and who also had a background in environmental education. I worked with Debbie and our Camp Operations Committee to create a strategic plan for the camp.

I think this new approach for the camp has been very successful, and over the last five years a lot of the goals in the plan have been accomplished. For example, to work toward financial independence the camp has developed two new fundraisers – a tree and shrub sale and an annual banquet. The camp receives \$2,000 annually in financial support from the 4-H Leaders Association, but has otherwise been able to end the year in the black and it has built up a cash reserve. The Camp Director position has been redefined to be an Executive Director. Furthermore, the camp has had three Executive Directors over that same time period and the plan has provided continuity for camp staff and the Camp Operations Committee to continue to work towards common goals. The Camp Operations Committee is looking forward to completing the next strategic plan for the camp, and I recently completed the UW-Extension Strategic Planning Workshop to lead the planning effort.

In 2006 our family hosted a Future Leaders Exchange (FLEX) student from Ukraine. As the student traveled around the county making presentations to our 4-H clubs, I observed that many children in our county had a very narrow world view. During the time we were hosting the FLEX student, I listened to Jean Feraca's radio show "Here On Earth: Radio Without Borders" with an interview with Dale Hubert, Flat Stanley Project creator. The Flat Stanley Project is an international literacy and communications pen pal activity for youth. The project was primarily geared to the classroom setting and its main goal was to help improve student's reading and writing. After listening to the show and learning about Flat Stanley, I started to think about how Flat Stanley could be used in 4-H as a way to help expand a child's world view. I requested funds from the Developing Multicultural Understanding State Team to create a Flat Stanley project for 4-H. I created a Flat Stanley information sheet, boy and girl Flat Stanley cutouts, and a Flat Stanley journal (Exhibit #6). I did present the Flat Stanley 4-H Project at two sessions at the North Central Region Forum in 2007, however, I put the Flat Stanley 4-H Project on the "back burner" due to budget and support staff reductions in our county office. I think the Flat Stanley 4-H Project has a lot of potential, and as our office stabilizes, I look forward to working with the project once again in Manitowoc County. The Flat Stanley Project can be very time consuming, and one lesson I learned from the experience is that I will need to enlist the help of volunteers to make the program successful..

Reviewed by the Scholar's Peers, Who Affirm its Value

With the early positive response that the two school districts had for the *Boomerang! Character Education* program in Manitowoc County, Faye and I felt that the program may be beneficial to students in other school districts as well. We therefore presented *Boomerang!* in 2006 to 28 Extension colleagues at the Joint Conference of Extension Professionals (JCEP) "Navigating the Rapids" Conference in Wisconsin Rapids and to thirteen 4-H Youth Development and Family Living colleagues at an Eastern District All Faculty Professional Development meeting in Green Bay. I worked with Faye to develop the presentation. We created a PowerPoint with an overview of the program, and to give the participants a chance to "experience" the program we followed one of the *Boomerang!* lesson plans and conducted the activity as part of the presentation. The evaluations from the two presentations (Exhibit #7) not only affirm our teaching techniques, but the strong interest in the program by Extension colleagues also affirms its value.

We were consequently encouraged to present the program at the North Central Region Volunteer Forum in Milwaukee in 2007. The North Central Region Volunteer Forum is an annual education event that draws Extension staff and 4-H volunteers from a thirteen state region. Since youth/adult partnerships and youth/adult teaching roles were being highlighted at the forum, Faye and I recruited two high school facilitators from *Boomerang!* to be co-presenters at the forum. The audience for our presentation was about half Extension staff and half 4-H volunteers. We used the same format as the two previous presentations with the high school students facilitating the activity. The high school students also shared their personal thoughts and feelings about the program, which was very positive and powerful. The evaluation results (Exhibit #6) indicate a similar increase in knowledge as the two previous presentations, and 24 of the 28 respondents indicated that they would use the knowledge within 6 – 12 months. Additionally, 23 respondents indicated that they planned to teach the new knowledge at the club, county or state level, which further affirms the value of the program by Extension colleagues and 4-H volunteers.

Faye and I were also invited by UW-Extension Distinguished Evaluation Specialist, Ellen Taylor Powell to present the evaluation methods we used in *Boomerang!* on a National Extension Evaluation Community of Practice Webinar in 2009 (Exhibit #7, highlighted slides on page 6 and 7). And finally, the

Boomerang! program value has also been acknowledged by Calumet County UW-Extension. The 4-H Youth Development Educator and the Family Living Educator are partnering to deliver the program to schools in Calumet County.

At the state level I served as Co-Chair of the Club Development Action Team, a sub-group under the Strengthening 4-H Community Club work team, which developed five documents that are used to charter 4-H clubs and committees in Wisconsin. For me, the impetus for working on the charter documents is that I needed to develop a greater level of accountability among 4-H clubs and committees in Manitowoc County. Discussing this need with other 4-H Youth Development colleagues on the team, I found that they had a similar need. From a state perspective, 4-H club charters were linked to a Tri-State 4-H Club Growth and Expansion initiative. I worked with the five member action team, and each team member helped develop all of the documents, and each team member also authored one of the documents. The Wisconsin 4-H Annual Charter Application: New 4-H Clubs (Exhibit #9) is an example of one of the documents that I helped develop. The Wisconsin 4-H Charters: Frequently Asked Questions (Exhibit #10) is the document that I authored with team input. The documents were reviewed and affirmed by the twenty-five member Strengthening 4-H Community Club work team and adopted by the 4-H Program Area for use by all 4-H clubs and committees in Wisconsin and posted on the 4-H Youth Development website. More recently, our action team has been recognized for our work on the charters by a state WAE4-HYDP Excellence in 4-H Club Support – Team award and by a national NAE4-HA Excellence in 4-H Club Support – Team award.

The value of some of my youth development work in Manitowoc County has also been recognized by two of my colleagues, Jill Jorgensen, Kewaunee County Youth Development Educator, and Dawn Kuelz, Door County Youth Development Educator. They incorporated the results from two Manitowoc County Youth Development programs, *Boomerang!* and Rockets for Schools into another document (Exhibit #11) that they shared with decision makers in Washington D.C. during the Public Issues Leadership Development (PILD) Conference in 2009.

Added to our Intellectual History through its Communication

The *Boomerang! Character Education Program* was highlighted on the Wisconsin Public Television (WPT) documentary “When Nobody’s Looking: Teens and Ethics” (Exhibit #12) and is one example of my scholarly work that has been added to our intellectual history through its communication. The educational documentary was aired on WPT, and it is available through the Northeastern Wisconsin In-School Telecommunications (NEWIST)/Cooperative Educational Service Agency (CESA) 7. Working with Executive Producer/Director Eileen Littig to help coordinate the *Boomerang!* portion of the program was a unique learning experience for me.

A presentation is another vehicle for communicating our scholarly work. I have given a number of presentations at the district, regional, state and national level, and I have included an example of one of those presentations: “4-H Charters – Can Our Administrative Work Be Considered Scholarship?” (Exhibit #13). The presentation was given at an Eastern/Central District All-Faculty Professional Development meeting in November 2009. I worked with Penny Tank, Waupaca County 4-H Program Assistant, to develop the presentation. Penny and I were Co-Chairs on the aforementioned Club Development Action Team, and we used the 4-H Charter as an example of how our administrative work can be scholarly. The presentation was competitively selected by our Eastern/Central District colleagues, and the session was facilitated by UW-Extension Secretary of the Faculty and Academic Staff Greg Hutchins. Prior to the meeting Penny and I met with Denise Retzleff, Fond du Lac County 4-H Youth Development Educator and Department of Youth Development Chair, and Greg via a Wisline. The Wisline with Greg and Denise really deepened my understanding of scholarship, and it helped Penny and I to think about our approach to the presentation differently.

Early in my career with UW-Extension I had an opportunity to work with four Northeast District Youth Development Colleagues on 4-H Winter Leadership Camp. The camp provides 6-8th grade 4-H members in the district with an overnight leadership and camping experience. The camp focuses on four leadership topics – planning and organizing, decision making, communication, and teamwork. Due to my past experience in camping and experiential education, I taught the teamwork portion of the camp. 4-H Winter Leadership Camp was accepted by National 4-H Headquarters as a Program of Distinction (Exhibit #14).

According to the letter I received from National 4-H Headquarters, the Programs of Distinction are “used to communicate the best practices in youth development programming”, thus adding to our intellectual history.

I joined the team to work on the Evaluating 4-H Youth Development Programs website, because I had an interest in evaluation and I felt I could learn more about evaluation (Exhibit #15). Working with Assistant State Program Director, Donna Menart; Distinguished Evaluation Specialist, Ellen Taylor Powell; 4-H Volunteer Leadership Specialist, Sue Pleskac; and 4-H Youth Development Specialist, Matt Calvert on the website was truly an educational experience. Besides learning about evaluation, this was my first experience working on a website and I learned about website development and educational delivery in a different media. My role in the development of the website was to bring a county educator perspective to the team. I helped develop many different editions of the website as well as provided educational content. Our team’s main goal for the website was to make it a teaching and learning site, thereby building the evaluation capacity of 4-H staff. The website is the first of its kind in UW-Extension, and it has added to the body of knowledge regarding evaluating 4-H youth development programs.

Valued by Those for Whom it was Intended

The *Boomerang! Character Education Program* has persisted for seven years in Manitowoc County, and it has been adopted by Calumet County UW-Extension. The program grew from two elementary schools and five classrooms to seven elementary schools and 20 classrooms. Faye and I developed an impact report (Exhibit #16) to summarize the fourth grade and high school student surveys we have administered during that time. This report is a good example of how Faye and I share the work in the program. Faye worked on pages 1 and 2, the fourth grade data, and I worked on pages 3 and 4, the high school student data. We began the program to provide character education for fourth grade students, however, we didn’t anticipate the growth in life skills and confidence of the high school students. The internalization of the character traits that the high school students were teaching and the application of their newly acquired teaching skills in other settings were definitely unintended, albeit positive consequences of the program. One of the things I have also learned about data collection is that it is easy to collect the data from the fourth grade students in a classroom setting, but it is more difficult to collect data from high school students. In the first two years of the program, Faye and I conducted an end of year pizza party for the high school students and administered the surveys at the party, and had a good response rate. When we were faced with budget cuts and turned the responsibility over to the high school guidance counselors our response rate dropped to about half of the high school students responding.

The school districts value *Boomerang!* as well. When one of our office support staff positions was reduced from 100% to 40% in 2008, we also found it necessary to reduce some of our programming. Faye and I created *Boomerang!* supply bins and a binder with all lesson plans, newsletters, and handouts. We successfully transitioned the program to school leadership at the beginning of the 2008 school year. Faye and I now provide a summer training session for the new *Boomerang!* high school facilitators, and we collect and compile the evaluations at the end of the year. We also provide direction and support to school staff as needed throughout the school year.

I stated previously that there was a need for accountability in our 4-H Community Club program. From a financial accountability standpoint, about half of our 4-H clubs were frequently delinquent in turning in fees to the 4-H Leaders Association - often they were six to 12 months behind in paying their enrollment and literature fees. One club for instance was three years in arrears, and the 4-H Leaders Board members complained about the situation, but failed to provide any direction or action to collect the funds. In February 2007 I initiated a 4-H Club Financial Accountability Training to start to educate Manitowoc County 4-H clubs about the need for financial accountability. Although the training was only attended by eight youth and adults, the evaluation results (Exhibit #17) indicate that the participants significantly increased their knowledge and valued the training. Two of the participants at the training were the 4-H Leaders Association President and Vice-President, and at a Leaders Board Retreat two weeks later (Exhibit #18, highlighted portion of text) they focused much of the meeting around the need for financial accountability. They continued their efforts over the course of the next two years and implemented policy changes and an additional mid-year training for 4-H Club Treasurers that has resulted in all clubs meeting their financial obligations on time. Not only did the President and Vice-President increase their knowledge about financial accountability as a result of the training,

but they also changed their attitude about it as well and subsequently changed the attitude of the other Leaders Board members.

Camp TaPaWingo conducted a Haunted Trail fundraiser for many years to help raise funds for the camp. The Haunted Trail always coincided with the two days in October when the public schools are closed for the State Teacher Convention. In September 2007 the Haunted Trail was cancelled due to lack of volunteer support. The event was a large undertaking and it typically involved over 100 volunteers each year. I saw this as an opportunity to create an education program to replace the fundraiser and I suggested an alternative – a seasonal camp. A seasonal camp would replace the revenue that the camp was losing as a result of canceling the Haunted Trail, it would provide Manitowoc County youth with another outdoor education opportunity, and it would provide parents with another child care option during the two days that school was out. The first Harvest Moon Camp was held on October 24-26, 2007. The camp has been very successful and it has endured for four years. My role has been to develop and help deliver educational programs at the camp, which include archery and outdoor education. Since the inception of the camp, 155 campers and 21 counselors have benefited from the camp experience. In a survey conducted with parents and children at the end of the camp in 2009, 85% of the parents reported that the camp helped their child build self-confidence and independence either a lot or somewhat (Exhibit #19). Over 90% reported that the camp helped their child to learn to get along with others and make responsible decisions either a lot or somewhat. The camp has raised over \$10,000 in much needed additional revenue over the three years. The success of the camp started the Camp Operations Committee members to start to think about other seasonal camp opportunities, and a Holiday Camp was piloted in 2008 during out of school time at the end of December.

Manitowoc County 4-H Youth Development partnered with the Milwaukee School of Engineering and the Manitowoc Company in 2008 to participate in the Rockets for Schools program with three all-girls rocket teams (see 2008 Accomplishment Report: Manitowoc County Rocket Girls). The rocket team evaluation results (Exhibit #20) indicate a significant increase in knowledge by the girls with regard to rockets and rocketry as was expected. Nine of the 16 survey respondents also indicated that they planned on taking more classes in math and science as a result of the experience. Three of the students reported that as a result of the experience they now planned to pursue a career in science or engineering. I also assessed skills learned or strengthened as a result of the experience utilizing the Targeting Life Skills Model. The highest skills cited by the girls were those skills related to leadership and teamwork. I really liked one of the comments that one of the girls made: “Before I really did not know about rocket engineers and now I know I want to be one.” A representative from the Manitowoc Company who provided funding for one of the rocket teams visited the team and commented on how valuable the program was to the company’s outreach efforts. When I contacted the representative for funding for a team in 2009 the representative responded: “While this is a very worthy project and aligned with our corporate philosophy of school-to-work support, regrettably my education budget for 2009 has been decimated, given the current market conditions. I have been forced to suspend sponsorship of most events, sadly. Please keep me in mind for 2010, as I am hopeful for a more positive outlook for next year.” The educational program was valued by the participants, and it was also valued by an international company headquartered in Manitowoc.

When our office was facing elimination in 2006, each of our program areas (4-H, Family Living, Dairy, and Strategic Planning) developed a two page fact sheet to communicate the value of our respective program to stakeholders and decision makers. Faye Malek coined the term “green sheet”, since the fact sheets were full of numbers and would be valued by anyone who was of the Real Colors “green” temperament. If we all distributed our fact sheets we would be giving out eight pages, and I thought that this would be too much information to give out. I realized that what our office really needed was a two page document to communicate our value. I developed a two page “green sheet” for our office (Exhibit #21). I wanted to make the point that our office budget as compared to the entire county budget was really very small, and eliminating our office wouldn’t really make a large difference in the county budget. I also wanted to provide some bulleted facts that our supporters could use when talking about Manitowoc County UW-Extension. Locally the “green sheet” has been presented to the county board by the Manitowoc County Natural Resource and Education Committee Chairperson, and it has been widely distributed to many of our stakeholders. Ultimately, the “green sheet” helped our supporters articulate the value of UW-Extension to county residents. The “green sheet” has been shared at a Cooperative Education Administrative Committee (CEAC) meeting, and it has been distributed by Pamela Seelman, Cooperative Extension Senior Public Information Specialist.

Additionally, the “green sheet” has been used as a template for similar fact sheets in Ozaukee, Green Lake, and Monroe counties.

Community Involvement

In *Scholarship Reconsidered*, Boyer discusses the scholarship of application and states: “What *should* be included are activities that relate directly to the intellectual work of the professor and carried out through consultation, technical assistance, policy analysis, program evaluation, and the like.” I find my experience on the Brillion School Board to be just that. Although my school board involvement isn’t required as part of my UW-Extension appointment and it isn’t listed in my position description, it is another area where I am doing scholarly work. I live in Brillion, which is in Calumet County, and I have been on the school board for four years. I was selected by the school board to fill an open seat in 2006, and I ran successful campaigns in 2007 and 2010 for three year terms. As a 4-H Youth Development Educator I bring a different perspective and a youth development focus to the Brillion School Board (Exhibit #22). My tenure on the school board has also contributed to my understanding of formal education, as well as many other aspects of education. I have attended a number of Wisconsin Association of School Boards (WASB) Conferences and educational events. I have learned about standardized testing, teacher evaluation, special education, school financing, literacy strategies, and technology education. I want to continue to bring a youth development focus to the school board, and I want to continue to learn more about our formal education system.

Looking Forward

I have grown immensely during my seven years with UW-Extension. Working as a 4-H Youth Development Educator has both been challenging and exhilarating. I have worked for UW-Extension longer than I have worked for any of my previous employers. I’m always learning and teaching - that’s what I enjoy about my work. I really find it rewarding when I know I have had a hand in increasing someone’s knowledge or skills. While I enjoy working with children and youth, I find working with adult volunteers to be just as rewarding - helping them to recognize the value of education and helping them to become lifelong learners.

I served this year on the Search and Screen Committee for the Camp Upham Woods Director and I was asked by the Department of Youth Development Standards, Rank and Promotion Committee to co-present “4-H Charters – Can Our Administrative Work Be Considered Scholarship?” at the 2010 department Tenure Orientation Workshop. Neither of those requests would have been made of me in 2005, and I know I have become a valued member of UW-Extension.

As I look to the future in Manitowoc County, I want to empower our county 4-H volunteers to take on more projects and responsibilities, and I want to grow the 4-H Community Club program in Manitowoc County. For the first time in seven years we have volunteers on the 4-H Leaders Board, who attended the North Central Region Volunteer Forum in 2009 and who plan to attend the forum in Michigan this year. The volunteers came back from the 2009 forum excited about 4-H youth development, and they want to start moving the 4-H program in Manitowoc County forward. Our three youth positions on the 4-H Leaders Board are also all filled for the first time in the seven years that I have worked in Manitowoc County. We are poised to start making some significant changes in the Manitowoc County 4-H program. With a changing demographic in the county, I also want to learn how to successfully conduct outreach activities with minority audiences. And finally, I want to work to help Camp TaPaWingo realize the vision that our volunteers have for the camp - to be a premier education resource for the Wisconsin 4-H Youth Development program and other community partners in education and leadership development.