November 22, 1976

TO: PLANNING FOR PROGRESS SEMINAR–WORKSHOP PARTICIPANTS
   CALIFORNIA 4-H YOUTH ADVISORS
   ALL STATE 4-H LEADERS

Enclosed please find a copy of the required practicums, proposals, and resource plans developed by those who participated in the 4-H workshop–seminar "Planning for Progress" conducted at the University of California at Davis in July, 1976. The ideas generated and the "how-tos" explored were gratifying and should greatly strengthen the 4-H programs influenced by the participants.

Perhaps some of the ideas and concepts presented will be of benefit to you and your co-workers.

Sincerely,

Edward F. Schlutt
Assistant State 4-H Youth Leader

Enc.

cc: California State 4-H Staff
    Ken Engelund
    National 4-H Urban Development Committee
1976 EXTENSION SEMINAR-WORKSHOP
"PLANNING FOR PROGRESS"

UNIVERSITY OF CALIFORNIA
DAVIS
JULY 6 - 16, 1976

DR. JOEL R. SOOBITSKY
4-H Program Leader
Extension Service
U.S.D.A.
Washington, D.C.

DR. EDWARD F. SCHLUTT
Assistant State 4-H Leader
Cooperative Extension
University of California
Berkeley, California
This is a compilation of the resource development plans, practicums, and proposals developed by the participants in the "Planning for Progress" 4-H Seminar-Workshop.

The contributions of the 4-H youth staff participating were excellent, and the knowledge and skills acquired by everyone were obvious. Participants attended from Alaska, Washington, Wyoming, and California.

We are all hopeful these ideas might be helpful to you as we search for ways to continue perfecting the management of 4-H youth programs.

The Seminar was so designed that each participant learned from each other, from field trips, and from the numerous people invited to share their knowledge and skills. In addition to Drs. Soobitsky and Schlutt, Milton Boyce, 4-H Program Leader from Extension Service, U.S.D.A., Washington, D.C.; Charles Yergatian, County Extension Director from Boston, Massachusetts; State Department of Education personnel; University of California administrators, and administrators from Girl Scouts, Boys Clubs, Y.M.C.A., and other agencies participated. The wide variety of resource people greatly contributed to the effectiveness of the workshop.
A. **Mini-Proposals** - (Three different concerns)

You should select real concerns from your local situation and develop a mini-proposal for presentation to a local donor. Each proposal should contain a situational statement, objectives, program description, program procedures and budget. Included separately should be a plan for presentation such as potential donor, method of delivery, follow-up, planned donor involvement, etc.

B. **Resource Development Plan** (County-wide)

Each individual written report should include the following:

1. State/county philosophy and policies toward resource development.
2. The need for additional resources.
3. Roles and responsibilities of professional staff.
4. Resources available to 4-H program.
5. Process of obtaining resources.
6. Accountability/involvement plans.
7. Methods of joining resource development technology.

C. **Practicum Reports**

A written report of the results of afternoon surveys will be shared with all the participants. These reports will be focused on other youth serving agencies, linkages for government programs, civic-service organizations, local foundations, business corporations, and volunteer systems.

All reports will be typed and due July 30th.
A. Purpose: State and county Extension agents throughout the United States have been challenged to expand their current Extension programs within the next few years. This challenge has been presented by USDA-NASULGC, ECOP, USDA-ES, and State Extension Services. For most Extension personnel, it is a very difficult task due to their previous technical training, traditional concerns, role expectations, limited program development technology, lack of additional resources, limited understanding of new and different clientele - since most will be urban and disadvantaged, current Extension policies, the Extension image, limited understanding of the utilization of volunteers and paid aides, and reluctance to cooperate with other agencies.

These concerns are some of the "factors" that must be focused on by Extension agents if the Cooperative Extension Service is to meet the relevant needs of their communities.

A graduate course focused on the "Concepts, Principles, and Techniques of Resource Development" will provide the opportunity for Extension personnel to focus in on their own philosophies and techniques and develop a plan of action that would assist them in meeting the expansion challenge within their own location. Resistance to change in program expansion can only be removed after concerns are surfaced and myths are overcome.

B. Objectives: More specifically the objectives of the course are:

1. To gain understanding and appreciation of the opportunities for Extension workers to expand program efforts.
   Concepts: - Uniqueness of Cooperative Extension Service
   - Societal needs and Cooperative Extension Service
   - Relevant programming
   - Commitment

2. To identify the philosophies, policies and myths that are preventing the expansion of Extension programs.
   Concepts: - Organizational analysis
   - Values - sensitivity
   - Traditionalism
3. To gain understandings and skills in planning and implementing new and creative educational programs.

   Concepts:  - Feasibility
   - Program development
   - Staff development
   - Leadership development
   - Program management
   - Community organization

4. To gain understandings and skills in identifying and securing additional resources for program expansion.

C. **Topical Outline**

1. Cooperative Extension philosophy
2. Commitment to program expansion
3. Identification of expansion barriers
4. Relevant concepts, principles, and techniques for Extension personnel to expand Extension programs.
   a. Organizational structure - task forces, advisory groups, planning committees.
   b. Program management - role changes of Extension personnel, policies.
   c. Program development - local analysis, strategy, evaluation.
   d. Staff development - training opportunities, self-study.
   e. Leadership development - volunteers and program assistants - recruitment, training, recognition.
   f. Educational technology - resources, programs, projects. (availability or development)
   g. Cooperation with other agencies - programs, leaders, facilities.
   h. Securing local resources, local proposal writing, identification of potential sources.
   i. Extension image - promotion, political involvement.
5. Evaluation/accountability of Extension programs.

D. **Course Format**

1. Brief lectures designed to present basic concepts, principles and philosophy in the development of new programs with the identification and securement of additional resources.
2. Group discussions, panel discussions, forums, buzz groups, role players, techniques, and reports.
3. Presentations by visiting practitioners skilled in specific areas of creative programming and resource development.

4. Field observation of innovative programs.

5. Exploration of problems as seen by class members.

6. Application of topics to local situations of class members.

7. Mini-proposals - each student will develop several local mini-proposals.

8. Term paper - each student will develop a Resource Development Plan.


E. Class Requirements: Since the course content will focus upon surfacing concerns and problem solving, participants should have at least one year of work experience in county Extension programming.

F. Personal Data - Dr. Joel Soobitsky

1. Educational background

2. Extension experience
   a. 4-H member, Connecticut, 10 years, state and national recognition.
   b. Summer 4-H Assistant, Middlesex County, 1961-62.
   c. Cooperative Extension Agent, 4-H Division Leader, Schenectady County, New York, 1967-70.
      --expand youth program from 300 to 20,000 participants.
      --"Outstanding Young Man of the Year" - U. S. Jaycees distinguished service award, Schenectady County, 1969.
   f. 1975 - Selected for "Outstanding Young Men of America" publication.
Personal Data - Dr. Edward Schlutt

1. Educational background

a. Scholarship to University of Hawaii on Sugar Cane Technology.

2. Extension experience

a. 4-H member and scholarship winner.
b. 4-H club agent, Barry County, Michigan, 1949-56.
   --largest older 4-H member program.
c. Graduate Assistant, University of Wisconsin, assisted in teaching and research and counselling graduate students, 1956-59.
e. Assistant State 4-H Leader, Texas Agricultural Extension Service.
   --responsible for statewide leadership development 1961-65.
   --Urban 4-H Leader 1965-72.
f. National 4-H Leadership Development Committee.
g. Governor's Committee on White House Conference of Children and Youth, Texas, 1968.
h. Texas Partners of Alliance with Peru Board, 1966-72, a Governor's committee.
j. Assistant State 4-H Leader, California Cooperative Extension, 1972.
k. Chairman of National 4-H Urban Development Committee.
"PLANNING FOR PROGRESS"

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8:30 - 11:30 a.m. - in-class time
1:30 - 4:30 p.m. - field work experiences

INSTRUCTORS:

Dr. Joel R. Soobitsky  
4-H Program Leader  
Urban/Resource Development  
Extension Service  
U.S.D.A.  
Washington, D.C.

Dr. Edward F. Schlutt  
Assistant State 4-H Youth Leader  
Urban/Resource and Program Development  
Cooperative Extension  
University of California  
Berkeley, California
BIBLIOGRAPHY


City 4-H Advisory Councils or Urban 4-H Program Committees. New York State 4-H, John Sterling, revised January 1974.


The Effect of School Failure in the Life of A Child. William Glasser.


4-H Extension through 4-H Town Committees. Rebecca J. Dea, North Hampton, Massachusetts.

4-H in Indy. Cooperative Extension Service, Purdue University, West Lafayette, Indiana, 1975.


Grant Writing Made Easy. William J. Hill, Grant Development Institute, 2140 South Holly, Denver, Colorado 80222, 1973.


How to Talk with People of Other Races, Ethnic Groups, and Cultures. Monograph I, Ethnic/Communication Foundation.


Self Study Course for Adult 4-H Leaders. Human Factors Research Laboratory, Colorado State University, May 1970.

Six Keys to Evaluating Extension Work, U.S.D.A.


Urban 4-H Guidelines. Prepared by the National 4-H Urban Development Committee, U.S. Department of Education.


Urban Up Date. Cooperative Extension, New York State.


Developing a plan in advance that matches programs and resource needs is essential to sound program management. Too frequently resource needs are identified a month or so prior to the time they are actually needed. As a result, resources frequently are not found in time for program implementation.

In some cases, especially to obtain funds from foundations and Federal funding, a year may be required before funding can take place. Therefore, considerable advance planning is essential.

Resources are generally divided in human, physical or material, and financial. The greatest resource any county can have is active and involved people in planning, managing and implementing the 4-H program. Having people motivated in the complete involvement of the total program frequently assists in the obtaining of the other types of resources. There is a great need for staff to clearly understand the process of the involvement of people in program planning, management, and implementation to make maximum use of the resources available.

The involvement of people in the process of program planning, management, and implementation should be developmental to those involved to incite maximum motivation.
SAN JOAQUIN COUNTY RESOURCE DEVELOPMENT PLAN

The Cooperative Extension program is committed to expansion on the national, state and county level. The 4-H program has long answered needs and is continuing to do so in an ever widening scope. The program is committed to meet the needs of youth and adults of every social and economic level and ethnic derivative. These expansion needs must be met by and through the people who should be involved in selecting, planning and implementing of programs. Program priorities will be those that help individuals fulfill their roles in society by developing: personal skills, behavioral acceptability, economic independence, physical and mental health through selfworth.

There are a few simple policy rules that must be followed in resource development. All formal solicitations in California must be reviewed by the State 4-H administration. All informal solicitations such as a simple statement, "We could use some money to assist in this project..." may be handled locally; however, the donor should be requested to write a letter stating the purpose for which the money is to be used.

San Joaquin County is committed to 4-H expansion under all the general rules as stated above. It is also committed to resource development to support the present and future development of the program. The county program has already involved the so-called traditional 4-H leaders and members in urban expansion. The groundwork has been laid. The reorganization of the council system several years ago and the continued development of local governing bodies is responsible for the high leader-member ratio, which proves that the needs of adult leaders have been recognized and are being met with the limited resources available. Both urban expansion and short term 4-H projects have been utilized and are accepted as a way to expand the program by leaders and present members alike.

There is a need for additional resources, ones that will assist the present and future leaders who will assist in expanding the program in all areas. There is a need for more people and monetary input to offer the value of 4-H to the mentally and physically retarded, the very young and the very old. The program needs to cooperate with other youth agencies and to initiate and implement community resource collaboration. The countywide program needs to tap the human, physical and financial resources of the community to assist in the expansion.

The roles of the staff will be one of program planning, management, resource development, evaluation and public relations. The responsibility of each staff member will be defined so that all will be utilized to maximize their contribution.

There are numerous resources available to the program. There are experienced leaders with special skills who can train other leaders, head up programs and create new and effective teaching materials. There are volunteers now outside the program who can assist, including: teachers, trade union members, and many from the private business and professional sectors of the community. There are federal, state and private funding available,
money that maybe at the present time is being spent less efficiently. There are all the friends of 4-H who should be encouraged to contribute to the program they know and believe in so much. There are other youth serving agencies that can contribute: members, leaders and resources to the program.

There is a need to build support in Extension and the community to obtain the resources available to the 4-H program. The needs of the community will be explored. An advisory committee will review and determine the most urgent goals and the staff will explore the available resources. A resource will be approached and an inquiry made seeking their views and desires. A formal proposal will be drafted to present to appropriate donors. It will then be directed through the 4-H office. If people involvement is the objective, it will be implemented by contacts locally and through the appropriate agencies. Schools, youth organizations, service clubs and private business sectors will be informed through the use of mass media, letters, newsletters, and face-to-face contact.

All funds will go through an agency of the 4-H program, the University of California accounting system, the state or local foundation or council depending on the purpose and the size of the funds. All programs will be evaluated by the advisory group and staff. Resource people will be utilized in both the planning and implementation with every program being responsible in meeting the overall goals of expansion. Quality, quantity and the sustainability of a program will be important factors in the final evaluation.

Staff will be encouraged to join governmental and volunteer boards. Community leaders will be utilized on advisory committees. There will be a determined effort to establish connections that will support the goals of expansion and an attempt will be made to utilize all human resources in their special skills.

With the implementation of all of the above plans, the 4-H program in San Joaquin County will grow.
RESOURCE DEVELOPMENT PLAN

Urban - Suburban Setting - (written from the viewpoint of a total County Extension Program with emphasis on the 4-H program)

- Philosophy and Policies -

The University of California exists to conduct research, provide education and supply information to all citizens of the state. Cooperative Extension is that branch of the University system which interprets and applies University research findings to local community conditions. It is the vehicle designed by the University to develop community based educational programs bringing information developed at the university to the public. In short Cooperative Extension directs the resources of the University of California to local needs.

With a continually growing California population and a fixed Cooperative Extension Professional Staff roster extension workers must develop additional resources to meet expanding demands.

Within ____________ county resources have been provided by:

University of California

Academic Staff Salaries

The County of ____________

Transportation

Personal Staff Expenses

Clerical Help

Office space, supplies and equipment

The U.S.D.A.

Mailing Privilege

These funds provide only the skeleton need of an effective, expanding, Cooperative Extension Program. In order to broaden and strengthen the Cooperative Extension Program and meet existing community demands professional staff within the ____________ County Cooperative Extension Office have assigned themselves the challange of generating additional resources which will include:

Financial Resources

In Kind Services

Program Material Resources

Human Resources

Support Material Resources

Supplies and Equipment

Office Space for Branch Offices

Potential targets for resource obtainment shall include:

(14)
- U.C. & Federal Extension
- University of California System
- Local State & Federal government agencies (e.g. Revenue Sharing)
- Private business, industry, foundations (see attached list)
- Individuals
- Program Oriented Foundations (e.g. California 4-H Foundation, National 4-H Foundation)
- National Resource Contacts - Programatic in nature (e.g. National 4-H Service Committee)
- Local, State and National offices of Civic and Service Clubs (See attached list)
- Local, State and National Union organizations
- Public Utilities
- Special Interest Group (e.g. consumer groups, industry groups)

Also to be investigated will be other organizational resource sources such as: Memorial Gifts
Deferred Gifts
Endorsements
Direct Mail
Benefits
Major Gifts
Capitol Fund Drives
Service Revenue
Use of Student Interns
Use of Criminal & Civil Justice referrals
Use of professional and/or volunteer staff from other agencies and organizations on an intern or training basis

To assist in planning, implementing and evaluating this Resource Development Plan a Cooperative Extension Advisory Committee will be developed representative of all program areas and the community as a whole. In addition programatic advisory committees shall be developed to develop plans for resource expansion in each program area. Professional staff shall design the make up of these Advisory Committees. Each programatic advisory committee shall develop plans for resource expansion based on the following format.
In addition to the fore mentioned directions for resource development the following steps will be implemented:

- All staff will meet with County Director, Office Mgr., and County administrator to review county budgeting procedures. Thereafter local staff will each develop their own annual budgets for County funds.

- A 3 day Resource Development Workshop will be held. The initial day will involve advisory committees and staff with the second two days involving staff, aids and key volunteers. This professional development training in resource procurement will be a permanent phase of our staff professional development plan. One full day of this workshop for staff will be devoted to topics dealing with public relations - Working with other agencies and private industry, working within the University and understanding and utilizing political power structures.

- An aggressive campaign will be launched to secure relevant training which will assist in our Resource Development Plan. This will include a material library on resource sources and resource attainment. Staff will be expected to pursue, seek out relevant opportunities to explore further training, formal institutes and seminars which might lead to avenues of future resource development.

Each staff member will develop a file key for a resource idea bank for his or her subject matter. This will serve as a permanent file containing information on sources of funding, lists of foundations, lists of government granting agencies, etc. It will also record all proposals, grant applications or simple requests for resources on a summary half sheet attached to a copy of the request instrument.

- Need -

The University of California Cooperative Extension for some _______ years has been meeting the needs of California citizens in the areas of community development, consumer sciences, youth development, agriculture and agri-business.
They operate in 56 California Counties offering the total resources of the University of California to local citizens. Professional staff size for the Cooperative Extension Service has remained static for the past 10 years. At the same time U.C. Cooperative Extension budgets have remained static for 3 years with the real dollar value being reduced each year. At the same time Cooperative Extension programs have continued to grow (e.g. 4-H Youth work enrollment 1965 ____ 1976 ____). This has brought us to a point where there is an immediate need to expand resources to maintain existing program while developing new programs and delivery modes to meet the needs of a constantly changing society. California Society Needs as illuminated in the local media on a daily basis include:

- Resource and Energy Conservation
- Land Use Planning
- Food Production
- Environmental Pollution Control
- Mass Transportation
- Educational Reform
- Juvenile Justice Reform
- Nutrition
- Health Program
- Employment
- Community Planning
- Welfare Reform

The University of California has expertise in subject matter areas which touch all of these needs. Through Cooperative Extension the University also possesses a delivery system which can bring potential solutions to these problems at a local level.

A look at the 4-H Program in _______ county is illustrative of Cooperative Extension's system of needs identification and program development to meet those needs.

Youth Needs Assessment _______ county:

- Youth Needs & Activities Survey, Conducted annually by Cooperative Extension throughout the entire school system.

- County Youth Council Annual Report on County Youth Needs, A statement of youth needs within the county developed by a consortium of youth agencies and youth representatives published by Cooperative Extension.

These various needs analysis systems point to most immediate youth needs in the area of:

- Youth Employment - Career and Life Planning
- Personal and Family Life Planning & Health
- Nutrition Education
- Intercultural Awareness
- Skill Development in Gardening & Home Repair
- Resource Conservation and Environmental Protection
- Youth - Adult Communications

The Cooperative Extension Service in [________] County has existing programs to service most ongoing programs. However, recent increased enrollments and illustrated community needs in fore mentioned program areas will require additional resources as outlined in the PROCESS section of this plan. This PROCESS section will in detail outline additional resources needed, new delivery modes to be implemented and cooperating agencies to be involved with various programs.

- Process -

The actual process for attainment of resources to meet the program needs outlined in the NEEDS section of this plan is presented graphically on the attached page. Process steps will be part of the resource procurement program.

1. Need Analysis
2. Program and Delivery Mode Outline
3. Consortium Study
4. Environmental Sensing and Staging (refers to political-economic environment)
5. Media Preparation
6. Proposal Design and Delivery
7. Follow Up - Critique & Evaluation

- Proposal Design and Delivery -

After following the philosophy of resource development and involvement of the appropriate advisory committee, proposal design would follow the pattern outlined below with a permanent file of proposals developed by each staff member.

Concept Paper - each concept paper would be prefaced by an introductory transmittal statement (not a letter, as most concept papers will be presented through a personal delivery presentation).

- Concept title
- Situation—Problem
- Goals
- Program and Delivery Mode
- Budget
- Evaluation
- Funding Source Statement

Proposal
- Proposal title
- Index
- Introduction, about program sponsors
- Situation Statement
  National, Statewide, Local
- Goals
- Program Operational Framework
- Budget
- Project Evaluation & Follow Up
- Funding Statement
- Appendixes
  Maps

(19)
- Organizational Track Record
- Current staff composition and expertise
- Community resources linkage agency descriptions
- Administrative structure, flow chart
- Flow Diagram on program with time line
- Letters of support and endorsement
- Fiscal management plan
- Presentation of Certifications
  Insurance Carriers
  Affirmative Action Compliance
  IRS Exemption (letter & number)
- Hiring policies
- Bibliography & references
- Geographic & Demographic Roles

- Existing Resource Information Bank -

  As pointed out in the PHILOSOPHY and POLICY section a permanent file will be established with records relating to resource development.

  At each bi-weekly staff conference prominent representative of various local and state organizations will be invited into present a brief profile of their organization with emphasis on organizational objectives and current program thrusts.
  The County Director and appropriate County staff person will make initial contacts and meet with the individual following staff conferences to do a field observation of relevant Extension Programing. This would assure that each individual brought in would have a current, accurate understanding of 4-H goals, accomplishments and directions.

- Staff Development and Training -

  The PHILOSOPHY and POLICIES section of this plan eludes to the county administrative policies which will be developed and made operational. In order to insure successful implementation the following staff development plan will be adopted.
1st Exposure - A two day work-week retreat to review, clarify and modify county resource development philosophies and policies. The complete resource development plan will be designed in detail for each subject matter area at this time. Resource individuals will be brought in to present concepts of resource development. Local staff will share their own experiences in obtaining resources or plans to generate resources for future programs and existing activities.

Reinforcing Plans - A variety of measures will be enacted to insure staff opportunities to reinforce their individual resource development plans. These measures to include:

- Obtain publications relating to resource development
  
eg. Journal of Philanthropy, Foundation News
  
  Individual Foundation Newsletters
  
  Rosenberg Foundation
  
  San Francisco Foundation
  
  How To Get Government Grants, Philip DesMarais, Public Service Center
  
  
  etc.

- Establish journal inter-agency lines of communication to share resources and explore resource development strategies of other related organizations
  
eg. Inter-agency Youth Councils
  
  Membership in Professional or trade organizations
  
  Ag Industry Agency Consortium

Together with these formal linkages would be an effort to strengthen existing nonformal communication systems between organizations with similar interests. eg. Service as Ex.Officio member to boards or commissions, Attendance at interest group social gatherings, Participation in political rallies, etc.

Opportunities to expose staff to the "political process" on a local, state and national basis would be provided. Local and state politicians would be invited to regular staff conferences to review programs and offer advice.

Final Exposure - Following the initial two day workshop each year and built in reinforcing mechanisms to encourage staff to work with the concept of resource development on one full day in-county evaluation meeting would be held to measure
progress toward predetermined objectives. This would also provide a time to reflect on directions of resource development for the County Extension program as a whole and for specific subject matter programs.

- Roles and Responsibilities -

The overall responsibility towards resource development in ________ county is outlined below.

**County Administrator**

- Coordination of county-wide resource development plan
- Provide for framework for staff to participate in county-wide plan
- Provide for service training on resource development
- Assure staff follow through on individual program area resource development plans.
- Work with staff and "outside" consultants to continually adjust staff roles as additional resources come into various segments of the program
- Handle Personnel matters
- Serve as liaison with heads of local and state government and bring in appropriate staff into this role
- Coordinate activities of overall local Extension Advisory Committee

**Program Staff**

- Contribute specific program components to county-wide resource development plan
- Develop plan of work outlining in detail resource development plan with specifics, target dates, clientele, numbers of contacts, ethnic breakdown, support staff roles, volunteer staff roles, etc.
- Develop "role time line" illustrating the amount of time to be spent on: Program Development
  Program Administration
  Public Relations
  Environmental Sensing (Political, Social, Economic Environments)
  Resource Development
- Support Staff Development
  Volunteer Staff Development
  Advisory Committee Coordination
  Inter-agency communications, etc.
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INYO-MONO COUNTY RESOURCE PLAN

At noon you hop into your car at Topaz Lake, northernmost Mono County, and drive south past Bridgeport, the county seat, into Inyo County, past Mt. Whitney, through Death Valley, and you climb out of your vehicle in southernmost Inyo County around 7:00 p.m. Inyo County is the second largest county in the continental United States. Yet, both Inyo and Mono Counties share a permanent population of 25,000. So what, you say! Resource development plans are meaningless unless the reader has a feeling for the area which the plan is written. Otherwise, the reader could be dazzled with array upon array of impractical ideas or totally disenchanted with the planner's abilities to research county-wide resources.

So, let's get a little background about Inyo & Mono Counties. They are rural, they are mountains and deserts, they are cowboys and Indians, they are large, long, hot, cold, high and low. In this land there exists miners and lawyers, merchants and chiefs, packers and artists, carpenters and clerks. There are the customary county agencies at a small scale, the usual state and federal organizations, municipalities and banks. We are 6% Indian, 5% Mexican-American, and we have less than 30 Blacks. Other than the county, state, federal and municipal agencies, we derive our income from mining, ranching, City of Los Angeles and, above all, the tourist. Second to none, Inyo & Mono Counties thrive on skiers, fishermen, campers, hunters, sightseers and a couple of bird watchers. There are approximately 15 communities between 100 and 4,000 people, one incorporated town, 12 school districts, one private college and 8 traffic signals.

Cost of gasoline is 69¢ per gallon of regular, regardless of the country's economy or Arabia's politics. Unemployment rate, about 15%; cost of living, 10% higher than Los Angeles; wages, 10% lower.

We claim the highest and lowest points in the continental U. S., along with Charlie Manson's escapades and the home of Jill Kinmont.

We have one newspaper, two AM & FM radio stations, and no TV station. Bishop, the largest of communities, is located 4 to 5 hours from any metropolitan area. We have an airlines which features 4 prop jets, pilots who double as a runway snow removal team, and, yes, Greyhound visits us twice a day.

From this and a little bit more or less, one builds a county resource plan.

And where does Cooperative Extension fit in and, in particular, a youth program such as 4-H?

The traditional 4-H concept (i.e., a community club, consisting of numerous projects) is and has been a viable and successful program in these parts. It not only fits the geophysical conditions, but also the people which inhabit our land. Administratively, it is easier to handle and coordinate the community club than a bunch of straggling units located over a vast area. Our populace is composed of transplants, for the most part — people who have said, "I want country living and raising sheep and canning my own crops and sewing my own clothes. I want and like 4-H as it was when I was a kid." Consequently, the traditional program works here. This is not to say that we have not experimented
Page 2 - Inyo-Mono County Resource Plan

but we have stayed pretty much within the framework of the project and instituted and tried all kinds of projects which our people enjoy sharing. We have had success and failure, but we have learned.

The traditional program satisfies a need and must be maintained. This takes time, the Youth Advisor's time. No matter how much one speaks of delegation of authority, there are numerous items which only the Youth Advisor can do, must do, is expected to do.

Now, a few words about the Youth Advisor. No matter where you're located, things get done by knowing or having contact with people who make decisions. Success demands this. Whether this is easier in smaller counties is questionable. However, it seems universal that knowing people necessitates getting involved. We, in the Cooperative Extension Office in Bishop, pride ourselves with the number of people we know, be it county, state or federal agencies, municipalities, businesses or private enterprise. We have made it our business to know people. We serve on committees, agencies, civic organizations, county-wide and inter-county committees, etc. This writer is confident that there is no entity within the boundaries of Inyo & Mono Counties which we cannot communicate with or contact in short order. This is not meant to be boasting, it is simply necessary. These contacts are resources and resources make the difference. Often our problem is not one of which resource to tap, but rather how much. This brings up several points which demand attention in resource development planning. Keep in mind that these hypothesis may or may not hold in larger suburban or metropolitan counties.

Resources Are Finite - We would be naïve to believe we are the only ones looking for assistance. In fact, many of our resources often say they are tapped by too many organizations and, as a consequence, have withdrawn into more conservative handouts. All of us have recently experienced the Bank of America's cutbacks. Obtaining resources boils down to this: How good is your program and how well can you sell it? Going outside your county, at least in this case, demands more time and money. Unless you really have a depressed area and even though resources are finite in your area, there should be enough to quench your thirst right there at home. Capitalizing on the resources you have locally can be a full time job and demands a special talent in being able to know just how far you can go.

Resource Development Demands Delicacy - How much can you tap an agency? If you go too far they may shut you out completely. If you don't "hit them up" for enough, they may consider you just another handout and group you into an obscure and dwindling category of do-gooders. Knowing how far you can go with a resource is more magical than empirical. The surest method of knowing where you stand is knowing the right person within.

Resource Utilization Isn't Just $$$ - Many resources are not equipped to dole out bucks. Equipment and manpower is not to be discouraged. If you're running camps, field days, dances, auctions, schools, classes, etc., there is no way you can store, buy or maintain the equipment and desired manpower. It's nice to be able to pick up your phone and get a PA system (free), a judge, a speaker or flatbed truck. Many resources can supply hundreds and thousands of dollars in the way of manpower or equipment, in lieu of giving a blank check. Philanthropic agencies whose sole purpose is writing checks to needy people are few and far between.
Knowing the foreman of the job is just as sound as knowing the office manager or supervisor. There is, however, one danger in obtaining materials, etc., rather than hard cash - documentation. Even here in a small rural area, I'm guessing that 4-H receives tens of thousands annually in equipment, materials and manpower donations. I am continually astounded by the ability of our leaders and members to research and obtain resources. A case in point - our summer camp. We charge members $25 for one week and everything from buses to propane tanker come from donation. There are few people who stay in volunteer youth programs who are not skilled in the matter of asking for help. The formal approach of asking for assistance via proposal, grant application, etc., is beyond most lay persons working with youth. Nevertheless, the informal approach is not to be belittled and it has one advantage over the formal method - it involves local people.

County Government Attitudes Toward Grant Monies - Small county governments are beginning to run scared of grants from large agencies. They envision handouts with a skeptical eye, saying, "You never get something for nothing." Part of their skepticism is well founded. Most grants ask for an "in-kind" or cash match and, even though the match may be small, it is often the beginning of a program which the county cannot ultimately afford. However, the biggest objection to an outside grant is that of picking up the programs after grant monies run out. A good example of this is the CETA program. Consequently, one has to talk a real good story to sell your county board of supervisors on grant monies and programs.

Many Resource Agencies Like The Traditional Program - Most agencies within the county(s) are familiar with 4-H and the traditional program. Most support the program in one form or another. The traditional program secures funds for maintenance with little problem. This writer has found it easier to secure funds for various youth programs by working on numerous community committees, rather than by espousing the program to be a part of 4-H. This is okay at first glance if the specific goal is accomplished. I can, however, think of one good example where Cooperative Extension was in a much better position to accomplish the goals of the program than starting with the new agency that was formed. Much of the above problem can be solved, however, with a little hindsight and a good PR program.

Inyo-Mono Resource Plan - Much of the preceding relates to the Youth Advisors' experiences and is not within this termpaper's guidelines but it is important in discussion of a resource plan for this area. Looking back, there are several resource areas which this Youth Advisor has not tapped adequately.

The public schools system is an area which could be utilized to a greater extent. Even though we work closely with many schools in securing physical help, much could be done in the realm of curriculum development utilizing 4-H leaders in our schools for teaching vocational arts. Similarly, training of teachers and volunteer leaders needs coordination as we often cross common ground. And the list of possible cooperative ventures with public schools goes on.....

Another excellent resource involves our minorities, the Indians. This advisor is not satisfied with communications with the Indian Community. I am convinced
that this problem cannot be attempted unless one can devote one half to full time to this endeavor.

Other resources which have received little attention are Crestview Camp for Boys, Inyo Heights Continuation School, big business such as Union Carbide, tourist population and once again, the list goes on....

Time Is A Resource and it is more apparent that capitalization on the above is demanding of time. Perhaps one of the most significant projects of this office is that of obtaining an assistant to run the traditional project while the project of scouting up resources can be undertaken by the Youth Advisor.
PLANNING FOR PROGRESS AND EXPANSION IN KINGS COUNTY

Cooperative Extension in Kings County has a strong traditional concept. With the coming of ENEP and now EFNEP the philosophy is changing to reach more young people in the low income and disadvantaged areas of the population. 4-H has many modes of delivery to reach youth in program areas in every community.

This new role of program expansions and commitment is comparatively new to Cooperative Extension. There will be changes in both staff requirements and program development. Community organizations working together with other organizations interested in youth.

Many so called expansion barriers seem to exist. The biggest is between traditional 4-H and EFNEP programs. Kings County is made up of farming communities for the most part and small rural towns. Society itself has built its own barriers.

The University of California along with Extension Programs and principles has materials and techniques for expansion. The concepts of organizational structure and planning committees will have to change to allow other youth serving organizations to realize we can cooperate and work together so all programs are stronger--advisory groups and task forces working together towards program management by coordinating role changes of personnel and policies of extension and all other youth serving agencies in the communities.

The University of California already has material to give youth educational and learning experiences in many project fields. This material could be used in many youth organizations and many school classrooms. Programs will have to be developed to encompass the total youth serving agencies within the community.

The development and coordination of staff, program assistants, recruitment of volunteers, training and a recognition program of evaluation to meet the local community needs. The educational technology, resources, programs and projects that are available or can be developed under the advisory committees recommendations.

With the involvement of the whole community and in cooperation with other agencies, programs, volunteer leaders and facilities can all be utilized to the betterment of the community. There are many resources in every community interested in involving youth in learning experiences--making them aware of activities to improve themselves and their community. Many resources--both people and organizations, will be willing to help when they recognize the value of such programs and realize the impact it could have for the whole community.
Cooperative Extension, with the University of California resources behind it, has many modes to help deliver such a program--staff and volunteers working and cooperating with other agencies. It becomes part of the promotion and political involvement of potential resources, educational training and materials available through extension programs such as 4-H, mass media and community awareness involvement using its facilities.

Extension role in cooperating with other agencies as to the feasibility of every program will be development with staff, leaders, community organizations, resources and facilities available. Working together, more youth in every community will become part of a learning experience or activity toward self improvement and community awareness. We all want an input in helping become more responsible citizens.

All programs within a community not only become "nice but also necessary"--we hope in Kings County to be part of expanding programs for youth through cooperation with the total make up of our population and local governments.
RESOURCE DEVELOPMENT PLAN

I. PHILOSOPHY AND POLICIES

It is becoming increasingly apparent to both the county and state 4-H youth staffs that additional resources must be secured in order to expand services to more youth. It is at the county level where these resources are to be secured, and the responsibility for resource procurement has thereby fallen to the local professionals.

In speaking with the County Director, I have found him to be in agreement that new resources are needed. He is interested in aiding the youth staff as it launches a resource development plan. He has made it clear also that, at the present time, more funds should not be expected from the County Board of Supervisors.

The initial stages of resource development should be focused on informing the community about the potential of 4-H, on developing a rapport between the youth staff and members of the political and economic power structures, as well as other youth serving agencies. It is my hope that the 4-H youth staff in Kern County, together with the County Director, can plan a strategy by which to develop this rapport. There is a great deal of groundwork to be laid among the staff, in the community, and in the existing program before resource development and use can truly become effective. The first step is therefore to devise a long-range plan incorporating all of these components.

II. NEED FOR ADDITIONAL RESOURCES

Cooperative Extension has a long history of providing positive learning situations for youth through the 4-H Youth Program. There are many youth, however, who have never had an opportunity to participate in 4-H. These young people can be reached if resources can be developed to promote 4-H in their neighborhoods, to provide them suitable facilities in which to participate, to recruit adults to work with them, and to provide materials with which to work.

The Juvenile Justice System, as well as society in general, is becoming overwhelmed with young people who have developed behavior patterns contrary to society's acceptance. New programs and means of diverting or preventing this anti-social behavior are being sought by the various public and private agencies dealing with youth. 4-H can and should have an impact in a united effort of positive youth development. Its educational and leadership development programs have the potential for providing positive personal growth experiences, as well as practical skills to all youth.

To expand the 4-H program to all youth will require the development of new modes of delivery and new resources—both human and material. The traditional sources cannot be expected to increase to support an expansion program. Funding and human support will have to come from other governmental and private agencies, organizations and businesses.
III. ROLES AND RESPONSIBILITIES

The professional county 4-H staff must force itself to allocate more time to resource development. However, time must be freed from other areas before it can be re-allocated. In Kern County a substantial restructuring of the existing 4-H system must be developed in order to free staff time. A stronger volunteer leader involvement program must be developed. I hope to see this done by the use of key and resource leaders and a geographic area distribution of program responsibility.

The staff needs to seriously strategize ways in which to restructure the program in addition to ways of developing resources. The existing Sponsors Committee should be utilized as an advisory committee to aid us in resource development. We should make ourselves and our program more visible in the community--to the political power structure, potential donors, and potential clientele.

IV. KNOWLEDGE OF RESOURCES AVAILABLE

Kern County does not have many foundations from which to draw support. Its business, industrial and civic-service organizations, however, are strong potential resources. There is an intense civic pride and loyalty which, if tapped correctly, can provide a great deal. The 4-H program is highly thought of here, although it is known almost exclusively in its traditional sense. But its long history of positive youth development should give it credibility with regard to expansion into new areas.

V. PROCESS OF OBTAINING RESOURCES

A strong public relations and education campaign should be launched in the community to make potential clientele and donors aware of what 4-H can be and do. We also need to identify specific potential sources and personally contact and educate them.

At this point I do not feel we have the communication channels by which to know when and where resources are available. Nor do we have experience in proposal writing, although the components have been now made available to us. I can visualize our resource obtainment as being accomplished through personal presentations by staff and interested youth and volunteers. It seems that local businesses and service clubs can be our immediate starting point as we continue to develop more extensive proposals for other governmental agencies.

Margaret J. Frazee
4-H Youth Advisor

7/29/76
Refugio A. Gonzalez, 4-H Youth Advisor  
Imperial County, California

**LIST OF RESOURCES**

<table>
<thead>
<tr>
<th>Cooperating Agency</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamber of Commerce</td>
<td>Make contacts with youth oriented business persons facilities obtaining money and services.</td>
</tr>
<tr>
<td>Catholic Women Organization</td>
<td>Will offer volunteers and financial support for group activities.</td>
</tr>
<tr>
<td>Welfare</td>
<td>Provides a county-wide directory of all agencies providing services to residents of the county.</td>
</tr>
<tr>
<td>Police Department</td>
<td>Offers volunteers and new programs.</td>
</tr>
<tr>
<td>Service Clubs</td>
<td>Money and volunteers for short term group activities.</td>
</tr>
<tr>
<td>Schools</td>
<td>Offer facilities and volunteers.</td>
</tr>
<tr>
<td>Farm Bureau</td>
<td>Facilities, money, newsletter, livestock insurance.</td>
</tr>
<tr>
<td>T. V. Stations</td>
<td>T.V. programs to recruit members and leaders.</td>
</tr>
<tr>
<td>Regional Migrant Education</td>
<td>Money for programs.</td>
</tr>
<tr>
<td>FFA Instructors</td>
<td>Livestock grooming, trimming and spraying.</td>
</tr>
<tr>
<td>Community College</td>
<td>Volunteer leaders for college credit - work study summer camp help.</td>
</tr>
</tbody>
</table>
RESOURCES DEVELOPMENT PLAN
COUNTY WIDE

I. The philosophy of Cooperative Extension is to teach people "how" to think, not "what" to think. Extension also teaches people to help themselves, not do things for people. The county's philosophy is to use every tool and teaching skill that is available and constantly look for new ways to reach the low-income youth in the county as long as subject matter is nutrition.

II. Additional resources are needed in the county if we are to reach the four target areas in expanding 4-H.

III. The professional staff must take a more active role in the responsibilities of development, administration, supervision and public relation needs:

PROGRAM DEVELOPMENT

--Establish process for rural and urban program.
--Coordinate methods used.
--Design more curriculum materials suited to need.
--Determine success of programs
--Involve both professional and para-professional in Cooperative Extension plans.

ADMINISTRATION-SUPERVISORY ROLE

--Represent USDA, State, Land-Grant University Cooperative Extension Service and 4-H.
--Analyze organizational structure and policies.
--Establish a pattern to work by.
--Obtain and relocate resources as needed.
--Recruit professional and para-professional staff.
--Manage office including satellite facilities.
--Maintain positive mental attitudes.
PUBLIC RELATIONS

--Maintain open and direct lines of communications with community.
--Establish rapport with mass media.
--Involve other agencies in program efforts.
--Establish rapport and involvement with influentials.

IV. The county is funded for 4-H ENEP on a federal budget system at present time. However before 4-H ENEP can expand to meet the needs of reaching a larger youth audience there must be additional resources.

Hopefully additional resources will include:

Human - Volunteers
Physical - Manpower
Financial - Cash
Inkind - Services rendered to program

V. We will obtain resources through:

Other youth agencies
Government agencies
Civic agencies
Social agencies
Religious institutions
Other volunteer agencies

This will be done through:

Personal contacts
Direct mail
Publicity

VI. Plans will be to increase learning skills of low-income youth with short term projects as:

1. Career Development.
   (a) Electricity
   (b) Small engines
   (c) Gardening
   (d) Fix-it activities
   (e) Clothing
   (f) Food and Nutrition
2. Understanding of yourself and others.
   (a) Rap sessions on:
       Drug abuse
       Crime
       Other youth related problems
   (b) Community Pride and Development
3. Heritage and Cultural.
   (a) History
   (b) Cultural appreciation
4. Safety
   (a) Personal and home safety
5. Health
   (a) Sanitation
   (b) Communicable diseases

VII. Hopefully we will be able to succeed in these various projects by using funds that already exist and the resources that we are able to receive from the community agencies, using adult and youth volunteers and paid neighborhood youth corp. All volunteers and paid youth will receive training to carry out these projects.

NOTE:
These are plans that I hope to research and get approved by my County Supervisor and Director and put into action in our county. I have gained a much broader concept of my own job since coming to this workshop and hope to be able to put it into action over the next few months.
RESOURCE DEVELOPMENT PLAN

1. State/County Philosophy and Policies Toward Resources

The state 4-H office feels a very definite need for additional resources as a means to expand 4-H. At a time when Alaska is experiencing rapid growth due to the pipeline, the staff size remains the same. Additional resources for 4-H development could help build the program to help keep up with population increases. Many rural communities remain inaccessible due to high cost of travel and poor communications, with these problems, we see a special effort needs to be done to reach these communities.

2. The Need for Additional Resources

The 4-H program could use additional resources in several ways. The 4-H staff could use some paid leaders and youth staff to assist with the Youth Leadership Workshop in the summer. Additional resources could provide partial scholarships for youth to attend this leadership development program.

3. Roles and Responsibilities of Professional Staff

It is the responsibility of the state 4-H office to try to get a grant and set an example of what can be done with additional funding. After this has been successful, it will be easier to sell it to the district staff. Ideas on grant writing, program ideas, and possible resources will be presented to the district staff at the annual staff meeting and they will be encouraged to expand the 4-H program in this manner.

4. Resources Available to 4-H Program

The 4-H program as of now has not tapped community resources other than special prizes. Possibly one of the large contractors for the pipeline will be able to fund this proposal for Youth Leadership Workshop.

5. Process of Obtaining Resources

Initial contact has been made with the public relations director for Alyeska. He has taught at the Youth Leadership Workshop and is familiar with the program. Personal contact will be made to discuss the proposal.

6. Accountability/Involvement Plans

The company which accepts the proposal would receive written reports and personal contact to report on the program. They would be invited to participate at the Youth Leadership Workshop and would receive the schedule for the program and the newspaper which the delegates produce.

7. The Methods of Joining Resource Development Technology

When the proposal is accepted the approach used will be discussed with the district staff. The 4-H staff will have a session on resource development and applying for grants at the staff conference. They will be encouraged to submit grants for program development in their district.
RESOURCE DEVELOPMENT PLAN

INTRODUCTION

As an Area 4-H Agent, my job position entails functioning on three levels of the 4-H program in Wyoming: statewide; southeast district; Laramie county (traditional and expansion). I am considered state 4-H staff, located off campus. Therefore my comments will refer to all three levels.

I. PHILOSOPHY AND POLICY

The state 4-H staff is actively involved in expanding the 4-H program in Wyoming. Closely related is their concern of expanding resources to meet new program demands. In the past year, they have been heavily involved in establishing a Wyoming 4-H Foundation to assist in directing the resource expansion effort. One county has a 4-H Foundation.

Recently county staffs have been encouraged to seek out local resources to expand staff. The role of the University is to be a supportive one in assisting counties with procedures to realize this goal. At present, one para-professional is on staff in the state, and a second position will be funded for the next fiscal year. At this point the policy stands to keep the University informed of all resource expansion efforts. In cases where additional staff will be employed by the University, they ask to be totally involved from the start.

Prior to this time, I have not been involved at all in extension or 4-H budgeting matters at any level. As a result of this training, I can see areas where I can become involved to strengthen relationships between our program and its financial supporters.

Our Assistant State 4-H Leader has been instrumental in the recent establishment of a State 4-H Foundation. In his process, he worked closely with UW Development Fund officials exchanging ideas and information, so no conflicts would arise. Likewise he has worked closely with county staff and 4-H Leader Councils to keep them informed of proceedings.

II. NEED FOR ADDITIONAL RESOURCES

At this point, Wyoming needs to conduct stringent county and state 4-H program reviews to assess and evaluate what youth are presently being reached for what expenditures of time and money. Closely connected should be a survey of needs of all youth in each county. Analyzing and evaluating the results of both efforts should reveal potential new audiences and program needs in all counties. Currently program direction and needs assessment are identified by local and state 4-H Advisory committees and Leader Councils. Because of the nature of these groups, the majority of results and actions relate to the traditional club program. The only other delivery mode that has been explored on a statewide basis is the special interest school program. It was introduced in the last 6 months, and several counties experimented with it this past spring. We intend to continue expanding project materials in this category.
In the past year, the state 4-H staff has begun conducting program reviews in a few counties. Also the staff has identified some statewide long-term needs, with appropriate financial resources necessary to reach these goals. Some county staffs are just beginning this process with their local officials. Presently only sparse cooperation and coordination with other youth serving agencies is occurring throughout the state. This is a totally untapped area that needs to be explored.

III. ROLES AND RESPONSIBILITIES

Included in my staff responsibility as an Area 4-H Agent, is to explore needs for additional resource development with county staffs in my district. This includes conducting 4-H program reviews in the four counties. Depending on results of these, my role could change slightly to more training and/or supervision of additional paraprofessional staff.

IV. RESOURCES AVAILABLE

Currently the State 4-H Fund operates over a $70,000 annual budget comprised of over 300 individual or business donors. Each county operates county 4-H Council budgets comprised of similar donors for local programming. Basically all of this support deals with traditional 4-H programming.

We are beginning to get familiar and involved with funding available through public agencies. With the recent rapid energy development in Wyoming, the state 4-H staff has been intent on exploring resource development through the industrial community. Only one state foundation has been identified and tapped to date.

We are weak at understanding organization objectives and accomplishments and in turn, having organizations familiar with those of 4-H. At present 4-H receives an occasional memorial gift but no organized recruitment system has been developed.

V. PROCESS OF RESOURCE OBTAINMENT

We are just now recognizing the need for developing staff skills for proposal writing. The state 4-H staff feels it does have adequate communication channels necessary to know when resources are available. These will need to be expanded as the industrial community changes throughout Wyoming. A base is being built to communicate our message of cooperation with other organizations. We hope this will strengthen once the Wyoming 4-H Foundation begins functioning. Hopefully a system of cooperating at state, cross-county and county levels can be established for resource development.

Involvement of donors and potential donors in existing 4-H programs occurs but it could be improved and made more consistent. One of our weakest points probably is our link with media contacts on delivering an organized statewide informational program regarding the Wyoming 4-H program.

VI. IMMEDIATE PLANS I HAVE FOR RESOURCE DEVELOPMENT

- Become familiar with Youth Serving Agencies in Cheyenne
- Develop resource file of civic organizations - objectives and how might support 4-H programming
- Become acquainted with power figures in Cheyenne - inform of 4-H expansion
- Become acquainted with business executives in Cheyenne - " "
- Locate any possible Foundations available for Wyoming 4-H proposals
- Investigate internship avenues
- Investigate public funding sources
- Share knowledge with other staff members
- Suggest resource people to bring for training of Wyoming University Extension Agents
The county philosophy towards resource development is quite clear. Staff and volunteers have worked together for two years developing overall philosophical objectives. There is general agreement, understanding, and commitment of staff and volunteers to reaching these objectives. It is completely understood that these objectives cannot be reached without additional resources and a sound and aggressive development plan. These objectives are listed in the enclosed proposal on creating the position of 4-H Special Programs Assistant which should be considered to be a major part of this resource development plan.

Resources will be sought after at all levels from local to national and from both public and private sources. When possible other agencies or organizations will be involved and be co-proposers in requesting grants.

In addition to the present University requirements regarding review and approval of county initiated proposals, other local and state linkages will be necessary. At the local level, the County Director and Youth Program Coordinator will review proposals to insure they are organizationally supportable at the county level. The Youth Program Coordinator will utilize the 4-H Club Council, 4-H Foundation and Advisory Committees to arrive at a means of giving direction to the efforts of the Special Programs Assistant and determining basic needs and priorities. Direct communications will be maintained with the State 4-H Youth Program Director and/or State 4-H Foundation Executive Director to insure that county resource development is not in conflict with activities or future plans of the State Foundation.
STAFFING FOR RESOURCE DEVELOPMENT
AND YOUTH PROGRAM EXPANSION ON THE COUNTY LEVEL--
AN ALTERNATIVE TO UNIVERSITY POSITION INCREASES

EXTENSION'S CONCERNS

The major decisions facing the 4-H Youth Program involve developing the ways and means by which the following can be accomplished.

1. How to expand the 4-H program to reach a significantly larger and more diverse audience.

2. How to develop the resources to implement and sustain this expansion.

3. How to staff to accomplish these goals without continued increases in University youth staff positions.

CONCEPT

Staffing to accomplish organizational objectives is a sound and logical approach in meeting expanding needs and the necessity of acquiring specialized professional skills.

PROPOSAL

For an initial investment of $5,000, San Joaquin County will establish a permanent self-supporting position of Special Programs Assistant that will enable the 4-H program to:

1. Expand 4-H participation by 5000 the first year.

2. Develop resources to meet the additional needs of the total program as well as sustaining continued program expansion.

3. Provide a model that can serve other counties to permit expansion resource development and provide additional staffing without creating permanent University staff positions.
SAN JOAQUIN COUNTY 4-H YOUTH ORGANIZATIONAL CHART

County Dir.
San Joaquin

Youth Program Coordinator
Responsibilities:
- Coordinate act. of staff
- Plan, initiate prog. for non-traditional audience

Youth Advisor
Responsibilities:
- Recruit low income members & leaders
- Organize groups
- Training & development of leaders

Youth Staff Assistants
Co. Key Leaders
Responsibilities:
- Conduct events & activities
- Train Leaders and Members
- Assist in Program Direction

Office Support Staff

4-H Club Council
- District Councils

Special Programs Staff
- Resource Development
- Plan, initiate prog. for non-traditional audience

4-H Foundation

Advisory Committees
Responsibilities:
- Advise & support total program

Other E and R Sponsoring

Special Programs Assistant
Responsibilities:
- Coordinate act. of staff
- Action, Pub. Relations
- Fund Raising, New Com.

(1)
LONG RANGE COUNTY PLAN

SANTA CRUZ COUNTY 4-H YOUTH PROGRAMS

4-H Club work exists because Congress enacted the Smith-Lever Act in 1914 and rewrote it in 1953. The charge of this legislation is "...to aid in diffusing among the people of the United States useful and practical information on subjects related to agriculture and home economics and encourage the application of same."

It is difficult to separate home economics and agriculture from other activities as social programs, recreation, pets, etc., and not try to be all things to all people, but it can be done.

In Santa Cruz County we interpret the Smith-Lever Act to mean our primary responsibility is education. Our charter does not mandate recreation and leisure time program activities, nor are we a social service agency. We may use recreation to teach, and we may need to do service before we can educate.

OBJECTIVE:

Within the mandate of the Smith-Lever Act and with the University's resources available, the Santa Cruz County 4-H will provide and promote an educational youth program flexible enough to help meet the needs of interested families. These needs are:

--to learn and use knowledge,
--to cope with and relate to change,
--to work and cooperate with others,
--to understand and develop one's self,
--to assume and delegate responsibility, and
--to become an active, effective citizen.

Projects and activities are the primary tools used to meet these needs.

SITUATION:

Santa Cruz County has a population of 160,000 with approximately 25,000 boys and girls of 4-H age.

University resources available to develop a program in the county are: 1½ FTE, plus the agricultural and home economic subject matter expertise of the University.

Our present program consists of 1,500 members, with 750 volunteer leaders in 41 Clubs.*

In Santa Cruz County, 4-H Community Clubs have been established on a geographic base.

Historically 4-H has been family oriented, functioning through project groups.

Most members are enrolled in one or more of ten projects: bicycle, clothing, dog care, foods and nutrition, horse, junior leadership, leathercraft, sheep, rabbits and woodworking.

The County 4-H organization consists of seven to nine areas. Each area, consists of three to nine clubs which plan and run area events such as Dress Revue, summer camp, and demonstration contests.

*1975 figures. 1976 figures not available.
A five-year plan for Santa Cruz County would see expansion to an enrollment of 7,500 using present CE resources -- 2,500 traditional program, 5,000 others.

To do this we would further develop area concept, giving people more opportunities to help themselves.

Because success in 4-H is going to be in relation to subject matter learned, we will re-emphasize the learning aspects of the program.

By working with a portion of the population, we hope to have a positive and desirable impact on the total population.

STEPS TO ACHIEVE OUR LONG-RANGE GOALS:

1. Develop a strong, self-sustaining traditional program.

2. Recruit a 4-H youth advisor replacement. (Hopefully someone with experience in expanding 4-H programs.)

3. Work out with new staff a resource development plan to expand current program exploring:
   A. Short term 4-H project groups.
   B. School enrichment opportunities.
   C. Expansion of traditional clubs.
   D. Cooperative programs with other groups and agencies.

4. Plan and procure sources of funds to finance ideas developed in 3.
PRACTICUM REPORTS

This is a compilation of studies or practicums conducted by professional 4-H staff during the 4-H seminar-workshop held at the University of California in Davis. The practicums covered possible resources available in local urban areas. Teams of 4-H staff studied the following resource possibilities:

- Business and Industry
- Volunteer Organizations
- Youth Serving Agencies
- Wills and Memorials
- State Department of Education
- Volunteers in Careers
- Direct Mail
- Civic Service Organizations
Ron Baker
4-H Youth Advisor
Orange County, California

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Report-Direct Mail-A Potential Funding Source For 4-H?

This project was undertaken in an attempt to determine the feasibility of utilizing direct mail solicitation as a method of securing additional funds to expand 4-H. Because of time limitations, the research is not exhaustive. Consequently, the conclusions are tentative.

Many non-profit organizations are currently involved in raising funds through direct mail solicitations. In securing information for this project, six non-profit organizations in the Sacramento area were contacted. Each of the organizations contacted utilized direct mail as one method of raising funds. Surprisingly, none of the individuals interviewed could provide much information about the use of direct mail by their respective organization. How, for example, did a particular organization become involved with direct mail. Or, how much does it cost your organization to conduct a direct mail campaign and how much is raised, are questions that were asked and went unanswered. None of the groups could (or would) provide information on how much of their operating budget was the result of direct mail efforts. Contact with the non-profit groups resulted in the conclusion that such groups, at the local level, tend to conduct their direct mail solicitations in a very haphazard fashion. None of the groups utilized demographic data to develop their mailing list. None relied on a professional advertising agency, or an individual with talent in that field, to develop their mailer. If 4-H is to become actively involved in direct mail solicitations, it would seem that a sophisticated approach, based on mass marketing principals, would have more positive results.

In consulting the literature pertaining to charitable fund raising, little could be found on direct mail solicitation. One example of a direct mail campaign conducted by the Salvation Army under the direction of a retired advertising executive does, however, provide some interesting information. In this particular case, demographic data was gathered, target audiences delineated and a mailer was designed to appeal to that audience. A total of 34,021 solicitations were mailed, 4843 contributions, totaling $29,895.50, were received. It was estimated that with postage and printing costs each mailer cost 20¢ or a total of less than $7,000. Utilizing sound marketing principals, a net profit $22,895.50 was received by the Salvation Army.

In addition to contacting non-profit groups that utilize direct mail solicitation, two marketing firms in the San Francisco area were consulted. Although neither of the firms were actively engaged in developing direct mail campaigns for non-profit groups, both felt that if the principals of marketing used to sell commercial products were applied by charitable organizations, significant funds could be generated. Their advice was to seek professional assistance, to utilize demographic data and maintain accurate records on cost and profit.

*The professional advertising man, directing the fund raising effort volunteered his time and talents. That resulted in a very low cost.
As a result of this investigation, I recommend that local 4-H staffs consider the following items when determining whether or not to utilize direct mail.

**Develop a qualified mailing list.** Utilize demographic data which tells you something about the people who are going to receive the solicitation.

**Seek professional assistance.** Recruit a volunteer that can provide the talent to interpret the demographic data and can design a mailer that will appeal to the individuals receiving it. Consider if you want to solicit funds from households, business or civic clubs. In each instance your mailer will most likely be designed differently.

**Follow-up.** Keep accurate records of those individuals who contribute. Send them an annual report of how the funds were utilized. In most cases this does not have to be specific. It should provide the contributor with an overview of 4-H accomplishments and future plans at the local level.

**Check legality.** Some areas have very strict laws and/or regulations pertaining to direct mail solicitation. You should consider the use of penalty mail instead of purchasing postage. This will have a direct bearing on what your mailer can and cannot say.

**Keep accurate records.** There may be a more profitable form of fund raising in your county. Determine how much cost is involved in developing and conducting direct mail solicitation. Consider dollars generated in relation to staff time, printing costs, volunteer time and other cost factors.

**4-H alumni.** If your county has a list of 4-H alumni, it may be the most accessible and qualified mailing list available to you. If you do not have such a list, begin to develop one for future use.

In conclusion, it would seem that direct mail solicitation is a potential source of funds for 4-H. The topic does deserve further consideration and investigation. Many questions remain to be answered. For example, is it more effective to conduct direct mail solicitation at the national, state or county level? Or, if direct mail solicitation is utilized on a large scale, could it result in damage to the 4-H image? These and other factors should be considered before moving ahead with direct mail solicitations for 4-H.
PRACTICUM REPORT
(Business Survey)

AREA OF CONCERN

The inter-relationship between Business and Service Clubs as it affects Resource Development in the 4-H Program.

The first encounter was not typical of what I would expect in the cooperative experience. However, it does typify what is possible in resource development if the right combinations of approach timing and mutual concern/interest are present.

The survey instrument was never used nor were the direct questions asked because the common interest areas were so quickly uncovered that mutual cooperation seemed to be understood by both parties.

The interview took place in the Greenbriar Garden Center office at 10 a.m. By 11 a.m., the following facts were uncovered and several areas of cooperation had been agreed upon.

I discovered that the owner was an active member of Rotary, was active on the Agribusiness Committee of Chamber of Commerce, was the organizer and chairman of the campaign to qualify the City of Stockton as a Green Survival City and was promoting a tomato growing contest for children through his business.

The owner discovered the relationship of 4-H to the University of California Cooperative Extension and particularly the Extension Ornamental Horticulturalist who the owner knew. He discovered that 4-H had some expertise with vegetable growing contests, and that we had underway a large community garden program which was new to the area.

I believe he was the first to ask if 4-H could help him with his tomato contest. I gave him the names of two 4-H junior leaders and offered to make the arrangements for them to help him. I then asked if the Community Gardens could be a part of the Green Survival Program.

Following a visit to a Community Garden site and a luncheon with four Rotarians and two Chamber of Commerce Representatives, I was asked to make a presentation and proposal to the Rotary Board of Directors. I said I could not, but would they be interested in a written proposal that could be presented by the Garden Center owner. They assured me this would be fine and began proposing members to be on the working committee. (Proposal enclosed.)

RESULTS

A new, yearly funded garden site will be organized, operated and funded by the Rotary Club for senior citizens. One or more demonstration garden plots will be planted and maintained by Rotary members to serve as models for the 4-H and community garden programs as well as any interested individuals. Approximate value of funds and services, $1,000 +.
IMPLICATIONS

The tie between the businessman and his service club is a powerful influencer of actions of both the club or the businessman. The practical explanation of the success of this highly productive experience leads to several hypothesis.

1. Businessmen who are active members of service clubs are truly motivated toward community service or value their standing in the organization which is enhanced by community service activity.

   Application:
   Approaches to the businessman that acknowledges or involves his service club interest are more apt to be successful.

2. Service clubs that are approached by one of their members on behalf of your organization are more apt to give a favorable response.

   Application:
   By learning as much as one can about a specific service club and its particular interests, one can design proposals more effectively as well as enlist the aid of individual members in presenting them.

Enclosed is one weekly program printed by a Rotary Club. A great many things can be learned about the club and the interests of its members. This particular club is heavily weighted toward education and agriculture. Its officers and committee chairmen are listed along with their occupations. This program would be of great value in developing a strategy for approaching this club.
PRACTICUM REPORT
(A brief review of potential resources available to Cooperative Extension)

I. Foundations

Three "local" foundations were investigated along with one foundation with headquarter in Flint, Michigan but which funds on a national basis. This latter foundation, The Mott Foundation, currently has a Grant with the Western Regional Center For Community Education located at California State University, San Jose. This regional center in turn has turned over $10,000.00/year for a five year period to a Cooperating Center For Community Education on the U.C. Davis Campus administered by Jim Grieshop. Mr. Grieshop was interviewed as a grant recipient.

The three local foundations studied all are excellent sources for potential financial resources available to Cooperative Extension. Examples of programs funded and application procedures are outlined in the attached information from each foundation. The primary draw back which appears to exist with each of these foundations is the tremendous number of applications they receive for relatively limited moneys. It seems however that a staff member who would devote the time to studying a foundations history and past grant recipients could with the proper training develop proposals with a "relatively" high success rateing. This might be an excellent project for volunteer staff and/or youth participating in Extension programs.

Aside from the financial resources available from foundations I noticed that they have a wealth of experienced personnel who are experts at grantsmanship, evaluation and writing educational and/or measurable objectives. These individuals are a human resource that Extension staff can utilize to sharpen their skills in the various aspects of grantsmanship and resource development.

The foundations studied (and most foundation as a rule) publish newsletters and annual reports which Extension staff can receive as a printed resource to identify new programs, clientele and other potential resources.
II. Youth Serving Agencies

Two youth serving agencies were investigated; The California Junior Statesman of America (Jr. Statesman) and the Novato Boys Club. Literature regarding the goals, objectives, programs and organization of each of these agencies is attached. Below are a few observations which I feel have important implications for 4-H youth programing.

NOVATO BOYS CLUB

Boys club is a "building centered program" so that funds being generated (primarily through local donations) are for the most part earmarked for capital expenditures. The Boys Club Executive Director described his role primarily as that of generating and administrating financial resources. They have very little expertise in program design, implementation and evaluation and this provides and excellent linkage for Cooperative Extension. This Boys Club was currently utilizing the programming resources of the Department of Parks and Recreation in Novato and a private camp. The Novato Boys Club (as with many smaller boys clubs) has no vehicle of leadership development, another possible linkage for Cooperative Extension. Chris Georgrades, the Executive Director with whom I met seemed eager to find program expertise and yet appeared quite concerned that he did not want to share his financial resources. The Boys Clubs fund raising efforts centered around:

- Fountain of Youth - a sponsoring membership program (see leaflet attached)
- A Boy's Club Thrift Shop in Novato
- $5.00/year membership fees
- Sale of T-Shirts and other emblem items
- Substantial costs for each activity (1 week camp $90.00)

JUNIOR STATESMEN

This is a Palo Alto based organization which began in 1934 and has had the support of a wealthy and influential group of individuals since its inception. It is an Educational Corporation with a private foundation serving as a
financial provider and administrator. It has Junior Statesmen Clubs organized on many high school campuses. Richard Prosser whom I interviewed serves as Executive Director with his wife Karen as Program Director.

Junior Statemen have a sound financial foundation so that Mr. Prosser deals primarily with program development, administration and public relations. They are heavily involved in the political process and orient all of their programs in the same vains. As can be seen from the attached program brochures they address their workshops to specific "issues" of current social economic and thus political interest.

The organization has two excellent potential tie in points with Cooperative Extension. First despite their objectives they do not have a strong leadership development program and secondly they are in search of a national affiliation and a citizenship oriented experience in the National Capital as well as the State capital.
VOLUNTEERS IN CAREER EDUCATION
(a practicum, I think)

This exercise was initiated to investigate the use of community volunteers in small, rural secondary schools for the purpose of teaching career education. The idea arose from a personal discussion with the principal of a little high school in the northern part of Mono County.

Many school systems in small rural communities cannot offer the advantages of a large school system as a result of meagre enrollments and limited budgets. Consequently, low priority curriculum, such as career education or vocational arts are often minimized or left out completely. It is often impractical to hire a teacher who specializes in career education when the school has a small student enrollment. This is particularly unfortunate in rural schools where a large percentage of the students aspire to the career arts.

One possible solution required the use of community volunteers in the classroom, people skilled in their trades. As suggested by the principal of the school, 4-H volunteer leaders would be obvious recruits since many of these are already performing similar opportunities for children in a nonformal environment. The solution posed two particular problems which demanded research: first, could such an endeavor be integrated into the school curriculum and sanctioned by the State Department of Education; and, secondly, could a student receive credit in the formal educational system? Confronting the State Department of Education seemed a massive undertaking for the two of us and it is only recently that there appears to be light at the end of the tunnel.

The emergence of the RISE Report yielded our plea a good deal of credibility. Recommendations made in the Report of the California Commission for Reform of Intermediate and Secondary Education call for such reforms as: extensive opportunities for career exploration, awareness and preparation; including resource people and experts from the community on the instructional staff; broad and effective use of human and physical resources in the community and the use of incentives to promote such community participation. Thus it seems that the State Department of Education is beginning to recognize the obvious benefits of nonformal education whereas Cooperative Extension is striving to incorporate the formal concept of education into its program. Obviously, both organizations have much to share.

The idea for this practicum began last winter but headway was made in Sacramento fairly recently. Beginning with some obscure office on the 6th floor of the State Department of Education, I eventually worked my way (after numerous referrals) to the 4th floor and a man known as Paul Peters, Manager of the Career Education Unit. Mr. Peters appeared excited over the prospects of working with our problem. After some discussion, we agreed that the first method of attack involved an interview with the county superintendent of schools, followed by a joint meeting of the principal, the superintendent, Paul and myself. Often, the curriculum of such a project is determined and sanctioned by the superintendent.
Consequently, the initial groundwork has been accomplished and whether we succeed is dependent on follow up by Paul Peters, our local school authorities, and, of course, this writer. Should this exercise prove worthwhile, the prospects for integrating the school system and 4-H is, to say the least, exciting. Based on the RISE Report and Mr. Peter's attitude, there appears to be as positive reception to integration in the State Department of Education as in Cooperative Extension. And why not, we're both in the business of educating kids.
VOLUNTEER RECRUITMENT

Boy Scouts - (Golden Empire Council, Sacramento, Ca.) Their recruitment is highly organized by committees composed of volunteers which recruit five new people who in turn, recruit five more. It is a highly methodical system requiring much coordination. Recruitment at the higher levels for Board of Director membership is targeted at top executives. Volunteers at the intermediate committee levels are recruited for very specific jobs in the corporate structure. Troop leaders are recruited by area committees in conjunction with the sponsoring institution (a church, local PTA, etc).

Planned Parenthood - This organization does not have an organized recruitment program. Interested and qualified persons are recruited informally by the speakers who lecture in the community.

Big Brothers - Volunteers are recruited through mass media. An intensive television campaign, aimed at younger men, is launched three or four times a year. The volunteers are then screened, interviewed, and matched with the little brother carefully. Women are now being recruited in some areas for Big Sisters.

Washington Street Community Center, Sacramento - Five volunteers are used at the center presently. However, the need for them is great. There is no active recruitment campaign. Work of mouth seems to be the only method used.

Girl Scouts - Local volunteers are recruited by the volunteer neighborhood chairperson or her assistant. Recruitment is being aimed at young single women, and parents through television, posters, and word of mouth.

Camp Fire - Recruitment of volunteer leaders is done concurrently with the recruitment of youth. Parents are asked to check areas of willingness to help when their child fills out the membership application. However, recruitment is beginning to be aimed at young single persons and childless couples. Many volunteers are college students. Recruitment is becoming more selective as the organization attempts to increase the status and quality of volunteer leadership. A new system is being launched which requires the volunteers to submit an application listing two references, and to be interviewed by a committee of other volunteers. Recruitment for members of advisory boards is aimed at companies which require volunteer service of their employees.

Juvenile Probation Department, Sacramento County - The department has a volunteer services office and a Volunteer Coordinator Supervisor who works with the Juvenile Service Council. The Council recruits volunteers, depending heavily on word of mouth. No special type of person is sought. Volunteers each bring their special skill to the program. They are utilized in teaching situations in Juvenile Hall, and in the operation of special events. More volunteers are needed.

Comprehensive Youth Center - This federally-funded youth employment and training program does not utilize volunteers except on the Youth Advisory Committee. The committee is composed of citizens, often from other agencies, and guides the program along the guidelines of the Manpower Training Act.
VOLUNTEER TRAINING

Boy Scouts - The Boy Scouts hold monthly training meetings at which one level of area volunteer coordinators must attend. They in turn train troop leaders. The national organization develops monthly themes which are taught nationwide. The person who was interviewed felt that leaders stayed with the program because of the security in the highly structured organization.

Planned Parenthood - The volunteers are carefully trained by staff to become community lecturers and counselors.

Big Brothers - After careful selection and matching, the volunteers are given two and one-half hours of training including role playing. Rap sessions are available for big brothers every month. The case worker follows up with a telephone call once a month.

Washington Street Community Center - Government employed staff persons are utilized instead of volunteers. There is no organized training program.

Girl Scouts - New leader training is done at an overnight retreat by a training team composed of four volunteers and one staff person. Training in the future may have to be done on two Saturdays instead of overnight. Informal training sessions in subject matter are given periodically by staff.

Camp Fire - In conjunction with the new emphasis on upgrading the status and quality of leaders, the organization is now requiring training for all volunteers. The training is done by other experienced volunteers.

Juvenile Probation - Very little training is done for volunteers. They are trained with the basic information on law and the Justice System. Basically, the volunteers bring their own skills to the program.

IMPLICATIONS OF THE INFORMATION DISCOVERED IN THE INTERVIEWS

It was discovered that there is a changing trend in the type of people who are volunteering. Several agencies indicated that they are aiming their recruitment campaigns at the young singles or young childless couples. College students are also a strong source of volunteers, even though they often serve only for a short time while receiving credit for their volunteerism.

It seems to be a general trend that volunteers recruit and train other volunteers. Agencies are becoming increasingly concerned with the quality of the volunteers and several are requiring training. It was interesting to find that Camp Fire is requiring an application with references and an interview before accepting volunteers. The philosophy behind this, in addition to improving quality, is to upgrade the status of volunteerism. They want to make it an honor to be a volunteer. This concern was also expressed by the Girl Scout director. She feels that the role of the volunteer in society has been degraded in recent years. As we have found in 4-H, the trend for all volunteer agencies may be to treat the volunteers as professionals.
I chose to interview businesses in Davis and Sacramento because I felt I could transfer the process to Alaskan communities. I feel that we have a need for additional resources in the Alaska 4-H program and felt the experience gained in the interview process would be beneficial.

The interview process is certainly a good opportunity to learn about Davis and Sacramento and I think it is interesting to know something about a community which one is visiting.

The first day we decided to all four go to Sacramento and decided to approach businesses in pairs. We introduced ourselves to the business people and explained that we were taking a course at the University of California at Davis and that the survey was part of our class. We identified the type of survey and asked to have about 15 minutes of their time. We surveyed a couple of businesses in a downtown section of town. One was Firestone and they said everyting was decided nationally and that the local business did not get involved in financial contributions to the community. They did say that perhaps someone could give a talk to the 4-H automotive program sometime, depending on the local dealer.

Our two classmates visited the Volvo dealer and received a most unreceptive response to their survey and the idea that they were students at the University.

We walked around this particular section of town and decided not to try any more businesses because they did not look interesting.

We then decided to approach businesses in a shopping center. We found this much easier because of the cluster of businesses, evidently everyone else does also. We did not have any appointments. One store manager was very busy and rather rude. We tried to pick stores that were not having sales or especially busy. We were received well at the other businesses. Our survey questions indicated community involvement, we found that those businesses that are involved and do contribute to the community were the most receptive and willing to visit, which is important if actually seeking resources.

The people at the Sears store in the shopping center were busy and said that we could leave the questionnaire, however it worked out that no one got back to the store when they were open.

I did three interviews alone in Davis. Since I did not have appointments, I found some managers out, some busy with customers, and some stores to busy. One store where the manager was only going to be in while I was in class it was suggested that I leave the questionnaire. Some items were filled out but most were not answered. It is very impersonal and very ineffective to leave the survey form to be filled out to be picked up at a later time.
I interviewed one single owner, one person in partnership and one local Davis corporation.

The person in partnership has been in business in Davis for 30 years. He has a local program he likes to support. This year they did not approach him so he went to them.

The single owner felt everything he and his family did reflected on the contributions from the business, example Lions involvement.

I did have an appointment at the corporation. The person I was to see was so busy I had to wait a little. So I did not save more time by having an appointment. I do feel when you know the community and plan to seek actual resources an appointment would be important and more businesslike.

On the questionnaires I did two people said they liked written proposals, two said they did not, one did not fill that out, one said they insist on the Chamber of Commerce permit to allow soliciting in Davis.

The answer to the question, "If someone were to approach you in request of resource support, who would you prefer that person to be?" were answered in the following way:

Two liked to be asked by professionals
One liked to be asked by volunteers
Two had no preference
One had no comment

One person said after a person has contacted them they insist on a followup letter to verify the contact.

At the shopping center a comment was made about the enormous amount of people soliciting money, so the store commented they insist on a written proposal. Their comment was that only 20% of the people making requests will follow through with a written proposal. The shopping center has so many requests that they are discussing having a proposal review committee to serve the entire mall.

Of the six questionnaires that I have four said they contribute to the United Fund, three said they contribute to Boy Scouts, one mentioned 4-H, other places of contributions varied. One did not complete that section.

On all the six questionnaires people indicated that they contributed in a financial way to their community.

Recommendations:

Call for an appointment and identify yourself and reason.
Approach businesses which you may not know alot about, those that seem unlikely.
Be positive in approach.
Contact small business for small support, they contribute and can write 1/3 off the top for taxes.
When the economic climate is good people contribute more, so if you know business is good, then approach them with a proposal for 4-H.
PRACTICUM SUMMARY AND GUIDELINE

This practicum was undertaken as an exercise in uncovering resources available to 4-H within the community. Our task was to deal in human resources by interviewing personnel in agencies using volunteers to accomplish their goals.

Agencies visited:

1. **Volunteer Bureau of Sacramento**
   
   **Purpose:** To recruit, screen, and place volunteers with agencies in need. Deals with nearly 6,000 volunteers and 200 agencies in a year.
   
   **Implications for 4-H:**
   (a) Tremendous source of volunteer assistance.
   (b) Provides recognition of volunteers by writing letters of recommendation based on voluntary job experience.
   (c) Summer Teen Program places youth in job experience situations for which youth receive school credit. Many urban youth request placement in positions involving contact with animals.

2. **Office of Career Planning and Placement - UCD**
   
   **Purpose:** To provide students with job experience relevant to degree programs, in cooperation with government agencies, corporations, and other employers. Program emphasis is to provide volunteer experience tailored to the needs of the volunteer.
   
   **Implications for 4-H:**
   (a) Potential source of volunteer assistance.
   (b) Provides recognition through academic
credit for work experience. (c) Assistance in development of grant proposals.

3. Women's Center - UCD

Purpose: Various programs of assistance to UCD women, including peer counseling, rape crisis counseling, career counseling.

Implications for 4-H: (a) Workshop for 4-H teens on the role of women in society and new careers for women. (b) Possible sponsor for project in women's self-defense.

4. Children's Receiving Home of Sacramento

Purpose: To provide temporary care for children ages 2-18 who have been deprived of parental care due to family crisis. These are children who have been abandoned, neglected or abused; they are kept pending referral to foster parents or other action.

Implications for 4-H: (a) Excellent resource for child care project, in-leader training or in providing a ready-made project for older 4-H'ers.

Guidelines

Available in many communities is a community services directory which provides a brief description of public and private agencies dealing with community problems. This booklet, where available, is a valuable tool in finding resources in the community.

It is a good idea to ask agencies to recommend other potential sources of assistance or cooperation.

Use a problem-solving approach when researching community resources. Are you trying to expand your volunteer base? Get help with leader training? Set your objectives before you start, and have in mind some questions designed to glean relevant information.
1. I first sat down, thought awhile and wrote a goal statement for myself:

   Goal statement for practicum:
   To learn what kind of resources at the state level are available to 4-H in Orange County in the development of 4-H units for handicapped youth.

   #Suggestion:
   Write a goal statement to clarify what you are about.

2. I called a Unex friend at University of California Davis, Lura Middleton, Continuing Education Specialist in Education, who advised me to contact Gabriel Gurski, Director of Special Education for Sacramento Schools District, if I needed input, but she is available for next few weeks only in late afternoon as she is teaching a course for University of California - Unex.

   #Suggestion:
   Call anyone you know for advice to save time; contacts have contacts.

3. On Thursday I went into Sacramento to State Office of Education. There were four of us and more time was spent waiting for each other than researching. I used a directory for State Education to see who is in charge of what, but it was a 74/75 edition and turned out to be full of outdated information.

   #Suggestion:
   Get a copy of latest directory or equivalent for names of heads of departments.

4. I went directly to 721 Capitol Mall and headed for the 6th floor where special education is clustered. All the people I asked for were out. However, a secretary suggested Allen Coltharp (down the hall), Administrator of Special Education Programs for California State Department of Education.

   #Suggestion:
   Call first before going to offices.

   #Suggestion:
   Secretaries know who to see and will save you time.

5. Coltharp was gracious and interested in what I said. He had seen a presentation of 4-H just weeks before and was expecting to be in touch with Ed Schlutt.

   #Suggestion:
   Get input from your colleagues.
6. Coltharp gave me some names of people in Sacramento County Schools, but no telephone numbers, and name and telephone of some in Davis. However, when I checked them, one had just retired and the others were out of town.

   *Suggestion:  
   Leads aren't always what they seem to be. Double check.

7. Coltharp gave me copies of the 14 "key point" summary sheets describing the areas of special education recognized and mandated in California. Someone else, a secretary I approached, gave me a copy of the Master Plan for Special Education. The 14 "key point" areas of special education are:

   1. California's Educationally Handicapped Program  
   2. Visually Handicapped Programs in California  
   3. Services for Preschool Visually Impaired  
   4. Programs for Pupils with Language, Speech, and Hearing Disorders in California  
   5. Private Schooling for Handicapped Pupils  
   6. Educable Mentally Retarded Programs in California  
   7. The Clearinghouse Depository for Handicapped Students  
   8. Orthopedic Handicapped or Other Health Impaired Programs in California  
   9. Other Physically Handicapped (Pregnant Minors) Programs in California  
  10. Deaf and Severely Hard of Hearing Programs in California  
  11. Development Centers for the Handicapped  
  12. Multihandicapped Programs in California  
  13. Programs for Severe Language Handicapped Minors in California (Aphasic)  
  14. Other Physically Handicapped (Drug Dependent Minors) Programs in California

   *Suggestion:  
   There is often good information available through government agencies. Be articulate so they understand what you want.

8. After returning from Sacramento, I had another "think." I decided:

   a. I would go alone or with only one other on my next trek to Sacramento because too much time was wasted "re-grouping."

   b. I would use my assignment for preparing a situation statement as a means for thinking through what I really was after. (At this point I needed a new goal statement.)

   *Suggestion:  
   Be flexible. Change your plans quickly if a change is indicated.

9. After writing a detailed situation statement for developing 4-H units for handicapped kids, I decided this was too broad for practical purposes. Better to develop programs one at a time for each area of handicapped, and do it well, than to attempt too much. I selected EH as my target area.
10. To examine the challenge of 4-H for EH I prepared a detailed mini-proposal and the mini-proposal I wrote became my new goal statement, objectives, etc. I think I can do it without extra funds and I think I already know the people in Orange County who can help me. I refer you to my mini-proposal for my plan.

11. I saw three people and talked to four more on the telephone. These contacts gave me all the information I needed to develop an action plan. It is too hot to tear around Sacramento and Yolo counties when, after all, my best resource, in this instance, turned out to be my own head.

*Suggestion:
Don't overlook the bluebird in your own backyard.
PRACTICUM REPORT

DETERMINING LOCAL PRIVATE BUSINESS INVOLVEMENT IN COMMUNITY IMPROVEMENT.

DIFFERENCE IN ATTITUDES.

Our committee decided rather than make a group report on our findings of administering the questionnaire to businesses in Sacramento and Davis, that we each take a specific element of things we noticed as a result of this practicum. Therefore, this report will deal strictly on the difference in attitudes that I sense while questioning various businesses.

I Who was visited?

Since none of us were really familiar with the area, it was decided that we would start in Sacramento because of its size and number of businesses and corporations. Our team visited Firestone, and a local Volvo dealer in the downtown district.

Our next stop was to the large shopping center in South Sacramento, located within a residential area. My final visit was to a small grocery store, within a predominant black community.

a) Stores:

Roos Atkins  
J. C. Penney Company  
Firestone  
Lee's Market

Many others were visited but gave little or no cooperation.

II Difference in attitude:

After visiting the downtown merchants we quickly noticed a difference between those and the merchants in the shopping mall and in the community. Mr. Sonafink, store manager of Firestone was very cooperative, but could not supply too much information. Because of the size of this corporation (national), we did not get a feeling of what Firestone was doing at the local level. He indicated to us that Firestone contributed millions of dollars at the national level and that each store manager has some funds they can give to local organizations. He did not indicate how a local agency could obtain these funds.

The Volvo dealer would not cooperate with us at all, as well as a few other business stores in the downtown section.

Perception and Observation

Because of their location in the city, I didn't get a feeling of community involvement in the downtown sector. Although there are probably many merchants actively involved in community support, we did not find any.

III Florin Shopping Center

Within the shopping center we found many merchants who were actively involved in community support. Some of these were large corporations, such as Roos Atkins, J. C. Penney Company, Sears as well as some local merchants.

Observation

There appear to be a greater participation in community improvement with these merchants as compared to the downtown sector. Donations ranging from contributing
to youth groups, churches, to interested parents, who wanted to provide some activity for the neighborhood children. Because of the number of requests the merchants had to form a review committee to weed out all applications. There was an 80% decline, because a written request was required.

IV Small Community Business

I approached a small grocery store in the black community owned by a husband-wife team. They would not agree to answer the formal questionnaire but did agree to talk to me. The amount of their involvement was very limited and was restricted to providing small amounts of merchandise as door prizes, etc. They indicated that they do not receive many requests for support, but were concerned about community improvement because they live in the community.

Perception and Observation

The feeling I received from talking with these owners is that they will support community improvement and can be a valuable resource. Although their contribution would not be large, the support from them can go a long way in getting the community behind your program.

IMPLICATIONS TO 4-H

Because of the number of other agencies also requesting funds, it will be very tough to obtain large amounts of monies. Most businesses indicated that merchandise and small amounts of monies are available.

If 4-H wants to tap the resources of the business world in Sacramento, chances are better in the outlining sections of the city. For proposals for large amounts of money Firestone, Sears, J. C. Penney, are good prospects.

Most businesses when asked who they wanted to present proposal or written request for donations, most indicated that they would rather have a volunteer present the request.
I. WILLS
   A. Communicating the Idea
      1. Publicity
         a. Announce 4-H can accept funds.
         b. Announce where it can be delivered.
         c. Publicize when received.
      2. Visibility
         a. A good 4-H image is helpful.
         b. Involvement of people is important.
      3. Direct Contact Information
         a. Alumni -- by mail
         b. Agriculture community -- farm organizations - remind that 4-H teaches their values.
         c. Business community -- service organizations

II. MEMORIALS
   A. Same procedure as for wills.
   B. Additional Information
      1. Have envelopes printed with name and address.
      2. Place envelopes in mortuaries.
         a. These will be placed out at funerals where families request.

III. VEHICLES TO HANDLE WILLS AND MEMORIAL DONATIONS
   A. National 4-H Foundation
   B. California State 4-H Foundation
   C. University of California
   D. Local foundation has advantages
      1. Local control
      2. Local visibility
      3. Local return
IV. ORGANIZATION OF LOCAL FOUNDATIONS

A. Purpose
1. To hold individual memorials.
2. To hold gifts.
3. To hold collective monies.

B. Needs to build into the foundation
1. Provide for election of board of directors
   a. Limit term of office
2. Build in continuity
   a. Stagger directors' terms
   b. Upon dissolution, funds must revert to U.C. --designate usage if this occurs.
3. Establish rights of board
   a. Determine if they will or will not have certain rights
      --To buy or sell property
      --To invest funds
      --To determine use

C. For Maximum Returns
1. Utilize local financial resources
   a. Examples
      --Bank Trust Officer on board
      --Investment counselor on board.
2. Do not make rules too restrictive
   a. Leave room for change.

Wills and memorials are long ranged wish money. It can be 20 years after the campaign before the rewards arrive. The typical donor is someone who has been "touched" by 4-H. Certainly we do touch many people, but we in 4-H have simply not capitalized on this funding potential.

Before launching a campaign of seeking wills and memorials, care should be taken to determine which way the monies will be held and what choice will be given donors--regarding earmarking their gift. Problems can arise if the gift's use is too specific and donors may be reluctant to donate an open ended gift unless they can see a well run vehicle.
YOUTH SERVING AGENCIES
PRACTICUM REPORT

"Planning For Progress"
University of California, Davis
July 6-16, 1976

Participants
Elizabeth Sandlin
Margaret Frazee (Peggy)
Carol Freeman
Diane Seimer

Nine agencies in the Sacramento area were interviewed to explore the following categories: VOLUNTEER RECRUITMENT; VOLUNTEER TRAINING; FUNDING and INTER AGENCY COOPERATION

VOLUNTEER RECRUITMENT

Boy Scouts - (Golden Empire Council, Sacramento, Ca.) Their recruitment is highly organized by committees composed of volunteers who recruit five new people who, in turn, recruit five more. It is a highly methodical system requiring much coordination. Recruitment at the higher levels for Board of Director memberships is targeted at top executives. Volunteers at the intermediate committee levels are recruited for very specific jobs in the corporate structure. Troop leaders are recruited by area committees in conjunction with the sponsoring institution (a church, local PTA, etc.).

Planned Parenthood - This organization does not have an organized recruitment program. Interested and qualified persons are recruited informally by the speakers who lecture in the community.

Big Brothers - Volunteers are recruited through mass media. An intensive television campaign, aimed at younger men, is launched three or four times a year. The volunteers are then screened, interviewed, and matched with the little brother carefully. Women are now being recruited in some areas for Big Sisters.

* Washington Street Community Center, Sacramento - Few volunteers are used at the center presently. However, the need for them is great. There is no active recruitment campaign. Word of mouth seems to be the only method used.

Girl Scouts - Local volunteers are recruited by the volunteer neighborhood chairperson or her assistant. Recruitment is being aimed at young single women, and parents through television, posters, and word of mouth.

Camp Fire - Recruitment of volunteer leaders is done concurrently with the recruitment of youth. Parents are asked to check areas of willingness to help when their child fills out the membership application. However, recruitment of leaders is beginning to be aimed at young single persons and childless couples. Many volunteers are college students. Recruitment is becoming more selective as the organization attempts to increase the status and quality of volunteer leadership. A new system is being launched which requires the volunteers to submit an application listing two references, and to be interviewed by a committee of other volunteers. Recruitment for members of advisory boards is aimed at companies which require volunteer service of their employees.

* Washington Neighborhood Center is a self-development project located in the heart of Sacramento's Mexican-American barrio.
Juvenile Probation Department, Sacramento County - The department has a volunteer services office and a Volunteer Coordinator Supervisor who works with the Juvenile Service Council. The Council recruits volunteers, depending heavily on word of mouth. No special type of person is sought. Volunteers each bring their special skill to the program. They are utilized in teaching situations in Juvenile Hall, and in the operation of special events. More volunteers are needed.

Comprehensive Youth Center - This federally-funded youth employment and training program does not utilize volunteers except on the Youth Advisory Committee. The committee is composed of citizens, often from other agencies, and guides the program along the guidelines of the Manpower Training Act.

VOLUNTEER TRAINING

Boy Scouts - The Boy Scouts hold monthly training meetings at which one level of area Volunteer Coordinators must attend. They in turn train troop leaders. The national organization develops monthly themes which are taught nationwide. The person who was interviewed felt that leaders stayed with the program because of the security of the highly structured organization.

Planned Parenthood - The volunteers are carefully trained by staff to become community lecturers and counselors.

Big Brothers - After careful selection and matching, the volunteers are given two and one half hours of training including role playing. Rap sessions are available for big brothers every month. The caseworker follows up with a telephone call once a month.

Washington Street Community Center - Government employed staff persons are utilized instead of volunteers. There is no organized training program.

Girl Scouts - New leader training is done at an overnight retreat by a training team composed of four volunteers and one staff person. Training in the future may have to be done on two Saturdays instead of overnight. Informal training sessions in subject matter are given periodically by staff.

Camp Fire - In conjunction with the new emphasis on upgrading the status and quality of leaders, the organization is now requiring training for all volunteers. The training is done by other experienced volunteers.

Juvenile Probation - Very little training is done for volunteers. They are trained with the basic information on law and the Justice System. Basically, the volunteers bring their own skills to the program.

FUNDING

Boy Scouts - United Way; dues; have staff member "Director of Finance" in charge of resource development through foundations, trusts, wills and memorials. Council operates $750,000 annual budget.

Planned Parenthood - Over $250,000 annual budget. Funding from HEW grants and individual contributions. Mass campaign to obtain reimbursement from agencies using their services; i.e. jail.
Washington Street Neighborhood Center - United Way; donations from Community.

Big Brothers - United Way; funding contract through county welfare; additional funding through weekend sports tournaments, organized by Board of Directors.

Youth Opportunity Center - Agency was privately funded by Rex Air Corporation, trained youth in sales and management.

Girl Scouts - United Way; Product Sales (cookies, calendars); program fees; sustaining membership where parents are contacted for contributions.

Camp Fire - United Way; Product Sales (mints, magazines); special events.

Comprehensive Youth Program - Federally funded employment and training program through Manpower Training Act.

Juvenile Center - Funded through county budget to Probation Department.

INTERAGENCY COOPERATION

Boy Scouts - Has corporate structure and is very autonomous. Not receptive to cooperation.

Planned Parenthood - Desires to expand program to more youth and needs an audience as staff prefers to function in the consultant role.

Washington Street Neighborhood Center - Uses 4-H nutrition projects and cooperates with local 4-H Youth Advisor through his position on the La Familia Board of Directors.

Big Brothers - Wants referrals from other agencies and would distribute 4-H information to its clients and their families. Organized on a one-to-one structure.

Youth Opportunity Center - Employs youth for its own benefit, not purely youth serving.

Girl Scouts - Currently cooperating with Colusa County 4-H teen leaders on a recreation program for migrant camp youth. Very receptive to more cooperative ventures.

Campfire Girls - Unaware of any previous 4-H cooperation, but very receptive as sees collaboration of all youth-serving agencies as essential. Proposes joint volunteer training for college credit.

Comprehensive Youth Program - Apprehensive about placing youth workers in 4-H or any youth-serving agency as the experience is not considered learning a marketable skill which is ultimate aim of Manpower Training Act.

Juvenile Hall - Has cooperated with 4-H in a one-day recreational program at the boys' ranch and needs volunteers to provide enrichment experiences for institutionalized youth.
IMPLICATIONS

Over-All:

- Agencies are re-evaluating and re-organizing to meet change.
  - Staff viewing themselves as directors and managers.

Volunteers:

- Competition for volunteers increasing with fewer people volunteering. Women are volunteering less. Inflation has forced them into job market and the Women's Movement has depreciated woman's role as a volunteer. Agencies seeking singles and young marrieds. College age is popular target, often receiving credits for their voluntarism.
  - Schools and government agencies are seeking volunteers.
  - Emphasis on volunteer's identity; treat like "professionals". Structuring role through written job description. Trend toward mandatory training program.
  - Becoming more careful in selection of volunteers--requirement of applications, personal references, interviews, and even signed contracts.

Program/Membership:

- Loss of youth membership, especially among 6-8 graders.
  - Offering co-educational programs to all age levels, yet structuring different programs for each age level.
  - Moving toward more short-term programs. Find difficulty in working in the inner-city.

Funding/Future:

- Requiring membership dues or payment for services.
  - Searching for additional sources of funding as United Way and other funding sources diminish. Perfecting the art of grantsmanship.
  - Developing community resources.
  - Seeing interagency cooperation as essential to continued existence with the possibility of a merger in the future, hopefully with each organization's identity preserved.
PRACTICUUM - VOLUNTEER SYSTEMS & ORGANIZATIONS

Survey team: Josephine Grider, Mike Miller, Kathleen Bell

Objectives: to investigate volunteer systems and organizations to determine techniques used by agencies and to relate techniques to the 4-H Youth program; to investigate how 4-H can collaborate with other agencies.

Recommendation: Survey team should meet together and decide together what the objectives are that will be satisfactory to each survey team member.

Planning: Survey team developed a series of interview questions; decided which agencies would provide the best results for this project; set appointments determined roles; and worked out transportation needs.

Recommendation: Survey team should understand the need to be flexible and that the interview questions may need revision; if team is new to the area it is suggested that the first agency to approach should be one that is well known and who may help you future contacts or publications which contain listings of other credible agencies. Once the appointments are set, survey team must act responsibly to keep appointments and to treat the agency with professionalism. Clarification of rules is important to the process of the team.
Therefore, determine: Who will interview, who will take notes and who will compile notes and write final report on agency.

Interviewing: The following were set as target agencies: Volunteer Bureau of Sacramento, University of California, Davis Career Planning and Placement—Bixby Work-Study, Women's Center University of California, Davis, Girl Scouts of America, American Red Cross and Children's Receiving Home.

Our first interview was with the Volunteer Bureau of Sacramento, which proved to be an excellent choice. We met with the Executive Director who was knowledgeable about other agencies, enthusiastic, had good ideas for organization and implementation of volunteer programs. She aided us in making future appointments through her suggestions and advised us to purchase 1976 Community Services Directory, Sacramento, California, a booklet containing listings of all volunteer service agencies in this area. She further advised that she would appreciate more collaboration with the 4-H Youth program, she has worked with ENEP.

Career Planning and Placement, University of California, Davis, proved very fruitful. Joe Stosilot, Cooperative Extension representative for Bixby Work-Learn Intern program had been invited to attend this interview. The survey team was introduced to the concept of interns from the University of California, Davis campus working in any of our counties, if county had a program to meet the intern's needs.

The American Red Cross, Girl Scouts and the Children's Receiving Home proved less fruitful but all had their own unique merit. The survey team became aware through interviewing that all agencies could and do utilize youth volunteers, that their training programs are available to the 4-H Youth program and some agencies are interested in using 4-H project materials.
The following interview questions are some of the more pertinent questions asked all of the volunteer agencies:

1. What is your purpose?
2. How do you recruit volunteers?
3. Who do you recruit? Youth?
4. Do you have a job description for volunteers?
5. What recruitment methods do you use?
6. How do you screen volunteers
7. Do you use a matching system for volunteers?
8. What questions do you ask potential volunteers?
9. What questions do you ask agencies who request volunteers?
10. Do you train volunteers?
11. Who trains and what kind of training is provided?
12. Is training mandatory?
13. Do you have a centralized (city or county department) who makes training available to your volunteers?
14. Do you have a system of recognition for volunteers?
15. What is the average life expectancy of volunteers?
16. How is this agency funded?
17. In what ways can the 4-H Youth program serve your agency?
18. In what ways can your agency serve the 4-H Youth program?

Recommendation:
Agencies differ and the questions listed must be adapted to each situation, interviewer must remain flexible and adjust the interview to the situation. Interview should be kept lively and interesting by interviewer and ended when needed information has been obtained. This was a productive, rewarding, stimulating exercise. The agencies that were contacted proved to be a windfall in human resources. The 4-H Youth program personnel needs to avail themselves of this rich community resource. It was a two-fold treasure:

1. The agencies all have information and services available to 4-H and
2. The agencies need the support of 4-H program. In a variety of ways 4-H Youth could volunteer for service in most of the agencies. Other youth serving agencies need 4-H project materials and agency personnel could provide excellent input on 4-H Advisory Boards.

The exercise was so stimulating that a new era for volunteering will be undertaken by this writer on return to the county.
VOLUNTEER BUREAU OF SACRAMENTO, CALIFORNIA

Telephone: 441-HELP
Person to Contact: Ms. B.J. Christensen, Director
In a one year period: 4,000 on-going and 1,850 new volunteers

I. Purpose of Agency:
   To recruit, screen and place volunteers.

II. Recruitment
   Volunteers for the Volunteer Service are obtained through:
   Mass Media: Newspapers, other agencies' newsletters, feature articles, television and radio public service spots. General message for all of above: "Help"
   Agencies contact the Volunteer Service as their need arises.

Screening of Volunteers
--After a volunteer has been in contact with the Volunteer Bureau, has been registered he/she is required to be present for an interview. The interview is part of an orientation-training period and with special emphasis on "ego up-lift."

--Prerequisite for volunteering: The prospective volunteer wants to help another human being.

--Screening interview may be the responsibility of:
   Director of Volunteer Bureau
   Secretary of Volunteer Bureau
   Statistician of Volunteer Bureau
   Volunteer*

* Volunteers who interview must have had a commitment--contract with the Volunteer Bureau for a one-year period.

Key question for prospective volunteer who is unsure of his/her talents or where they wished to be placed:
"Tell me your secret desire."

Note: Agencies requesting volunteers are responsible to the Volunteer Bureau.

The Volunteer is responsible to the agency after placement.

Profile of volunteers: There is no typical volunteer - they come from all walks of life, Blacks, Asians, transitional**, Juvenile Delinquents (difficult) court referrals - 28% of Volunteer Bureau's volunteers are male.

III. Training of Volunteers
   Training is the responsibility of paid staff and volunteers who have qualified. (See item #II - "Screening")
   Minimum amount of training by Volunteer Bureau = 6 hours.

** has had mental problems - has been referred by Social Worker
mental health, etc.
IV. Placement of Volunteer

Matching of volunteers with agency.

A job description must be provided by agency requesting volunteer. Agencies must provide the following information:

1. Are you a non-profit organization?
2. Does agency have a Board of Directors?
   (The Volunteer Bureau wishes to know how strong their non-profit status is.)
3. Will volunteer be covered with insurance?
4. What type of volunteer does the agency need?
5. Will agency provide training?
6. Will volunteer be involved in actual handling of money?
7. Does the requesting agency understand the volunteer, once placed, is the responsibility of the agency?

V. Recognition of Volunteer

A. The Volunteer Bureau provides letters of recommendation as recognition of volunteer experience for job applications.
B. The Volunteer Bureau has been instrumental in getting "Volunteer Experience" as a category on most job applications.
C. After a successful term of volunteer service a volunteer may be "promoted."

The Volunteer Bureau does not have a follow-up evaluation system due to the volunteer being responsible to the agency in which he/she is placed.

VI. Youth Volunteers

A. Summer Teen Program (STP)

1. Youth volunteers are placed by Volunteer Bureau after youth agrees to substitute classroom experience for volunteer experience. Students receive: 5 credits for 10 hours of volunteer service and up to 10 credits for 20 hours of volunteer service.
2. Youth may now give volunteer service on weekends (hospitals, etc.)

B. Volunteer Bureau has requests from these youngsters for urban/agricultural experience especially, from youngsters wishing to be in contact with animals.

Sacramento Volunteer Service has cooperated with Sacramento County ENEP. Volunteer Bureau director appreciates the efforts of ENEP advisor who is "super," but wishes 4-H would be more imaginative.

Note: STP is planned in March by Volunteer Bureau; public relations strategy established; other agencies that will function are involved in planning; letters are sent to youth who served in the prior year. Principals of schools, counselors, are all apprised of the Volunteer Bureau's plans, strategies and progress. (It is very important to get the school principal's "OK" on everything - take nothing for granted.)

Remember: Competition for the youths' participation is extremely keen.

VII. Volunteer Longevity

The Volunteer Bureau does not keep a record of longevity. Longevity is the responsibility of the agency. The Volunteer Bureau represents 216-218 agencies.
VIII. Funding

--United Way
--Board of Directors - raise certain other $'s.
--Cooperates with other agencies in grants -- but, does not initiate grants. Director of Volunteer Bureau believes that "grants are in diminishing allocation"; does not want Volunteer Bureau tied up with the business of grantdom; grants require a program.
--Volunteer Bureau of Sacramento once applied for a R.S.V.P. grant--Board of Directors refused the grant - after it was approved!
UCD - WOMEN'S CENTER

Telephone: 752-3372
Contact Person: Donna Moore, Director
               Chris Hoover, Administrative Assistant

I. Purpose of Agency: The Women's Center is a clearing house for information and programs concerning women; a support unit, providing students' services which make student life survivable; a 24 hour Counseling Center in the following areas, personal, career, goals, Affirmative Action, rape, reentry or continuing education, academic research, legislative, etc.; maintain a referral file for community and campus.

II. Recruitment:
   A. Drop-In - Referral - Work/Learn
   B. Students interested in legislative measures seek the Women Center's volunteer program so they may become known in the legislative world.
   C. Applied behavioral science and education majors use Women's Center for needed experience and act as peer counselors.
   D. Posters - in dorms, ethnic study department.
   E. City of Davis volunteer bureau
   F. Farm Circle Organization

III. Training:
   A. Peer Counselors are only volunteers who are screened - professional trains volunteers.
   B. Are now in process of developing a slide set which will provide orientation and will take only one staff member's time for inquiries.
   C. For those genuinely interested, inquiries an annotated training session will be provided.
   D. For undetermined interests - students are assigned to Women's Center library.

IV. Placement:
   Service is limited to University of California, Davis -- student volunteers may use Women's Center to help establish their own goals, eg., legislative volunteers may later become assistants to Senators, etc.

V. Recognition:
   Credit from academic and depends on department.

VI. Youth Volunteer:
   Not discussed.

VII. Volunteer Longevity:
   80% retention of volunteers.

VIII. Funding:
   Registration fees University of California, Davis; Associated Student Body fees; Revenue Sharing (no longer agreeable to University of California, Davis); Affirmative Action - for ethnic minority women; gifts in kind.

IX. Description of Volunteer:
   A. Student (because of funding)
   B. Female
   C. Women reentering school and work market.
Representative: Bob Richards, Sacramento

Purpose: American Red Cross is mandated to provide two services: disaster and service to military families. The following training programs are also provided by the American Red Cross: (1) Safety (2) First Aid (3) Cardio-Pulmonary Resuscitation (4) Water Safety (5) Small Craft (6) Nursing.

Recruitment: The American Red Cross uses every form of mass media to fulfill their need for volunteers. A campaign is designed and produced for radio, TV, newspapers, fliers, other agencies' newsletters, bulletins posted, direct mail, etc. A person-to-person campaign is also used to recruit volunteers. Youth are involved in recruitment campaigns.

Training: Every volunteer that is recruited is provided an overview of the program's goals, needs and the volunteer's skills or interest matched to provide benefits for both agency and volunteer.

Volunteers who teach classes for the American Red Cross or drive American Red Cross vehicles have mandatory training in First Aid and Cardio-Pulmonary Resuscitation.

Volunteers are involved in planning, expansion and program organization, e.g., volunteers analyze budget needs, planning council organizes group rallies for fund raising; projects plans on a 5 year basis. The professional staff guides and supports volunteers. The entire American Red Cross budget is directed to supporting volunteer's efforts the American Red Cross professional staff exists only to support their volunteers who make the program work.

Youth Volunteers: American Red Cross utilizes the services of all ages of persons. Youth are making a significant contribution to the program.

Volunteer Longevity: The life expectancy of volunteers in this program is between 2-3 years (approximately). Volunteers in the American Red Cross are typical of the changing life styles emergent in today's world. More women work; transient population, moving in-out-around in the city, county or nation.

Funding: United Way - even though the American Red Cross is responsible for military service families and disaster - they receive no government funding; grants.

Placement: A system of matching volunteer's interest to need is used (generally, an interview).

Recognition: A system of recognition has been built into American Red Cross program and each year certificates or pins are awarded to volunteers for years of service, outstanding achievement, etc.
American Red Cross (Continued)

Recommendation: Utilize the training courses offered by the American Red Cross for 4-H volunteer leaders eg.,

Safety - Water Safety - Cardio-Pulmonary Resuscitation
-- or,

incorporate this training into already existing 4-H projects
-- or,

make the American Red Cross training classes self-determined projects, utilize their training (as we do with the Toastmasters' International), who lead our 4-H Toastmaster project.
Representative: Linda Chew, Coordinator of fund raising, San Francisco Bay Area

Girl Scout membership in Bay Area: 30,000
Girl Scout Volunteer leaders in Bay Area: 6,000

Purpose: Girl Scouts are responsible for offering services and program delivery to girls in each community.

Recruitment: Recruitment of volunteers is the responsibility of professional staff, volunteers. Volunteers administer program structure. Each position - professional or volunteer, has a job description. Screening is handled by volunteers through an interview process, specifically designed to match volunteer's interest with a job that needs to be done in the Girl Scout program. Following the interview placement period -- volunteers are required to have training. Training programs: aimed toward leaders of Girl Scout troops, covers a broad spectrum; the Girl Scouts have training courses on every aspect of the Girl Scout program; training courses are presented to volunteers in geographic areas within close proximity of the volunteer's home.

Recognition: A system of recognition for volunteers is built into the Girl Scout program. Each area varies the system to fulfill local needs and is the responsibility of local community leaders.

Youth Volunteers: Teenage leadership is encouraged and teen leaders within the program are given positions of responsibility. The Girl Scout program utilizes the leadership of Junior and Senior High School students. The teenage human services of 4-H and Girl Scouts could be pooled for greater program effectiveness.

Funding: Primary funding: United Way 38%
Secondary funding: Product Sales
Contributions from parents
Grants
Foundations
PRACTICUM GUIDELINES
Committee: Mike Miller
         Josephine Grider
         Kathleen Bell

Purpose of Committee:
Survey and interview volunteer agencies in given locations to determine what resources are available and how they can be utilized to expand the 4-H program within our counties.

Contact person -
Agency Director
Volunteers

Functions of Agency:
1. What is agency's specific purpose?
2. How is agency funded?
3. How do agencies recruit volunteers?
4. Is there a screening process of volunteers?
5. Is volunteer training mandatory, if so, what kind of training is given? For how long a period?
6. How is the placement of volunteers handled?
7. Do agencies use youth volunteers?
8. Could agencies utilize 4-H youth volunteers?
9. What is time length of most volunteers?
10. Do agencies have volunteer job descriptions?
11. Do agencies have any form of volunteer recognition?

RECOMMENDATIONS:
That 4-H know what they want from agencies before they make contact so as to save time.
CIVIC-SERVICE ORGANIZATIONS, VALLEJO-FAIRFIELD

The Interview Survey Guide

We designed a survey guide sheet so that interviews could be conducted more efficiently and so that information obtained would be consistent and more readily summarized in a comparison-contrast manner. The civic-service community resource may be utilized better with rather complete information on local, national and international levels. Local knowledge is especially vital with respect to local needs, local activities, and availability of human resources.

We intended the survey sheet to be used only as a guide and found some modification necessary with practically every interview. Practically every individual interview tended to take a different direction, forcing us to face the constant need to re-structure and control the informational flow (depends on requirements of the interviewer).

Here is the original survey guide with additional suggested points necessary:

I. Name and Organization
   Position
   Other Affiliations (and personal data if pertinent)

II. Survey Objectives (brief explanation)

III. Explain 4-H Program (local emphasis)

IV. The Organization
    Youth Component
    Aims
    Implementation (How?)
    Basis of Origin
    Funding
    Leadership
    Ages Served
    Outreach
    Community
    What do youth do for community?
    What does community do for youth?
    Uniform or Other Identification (patch, badge, etc.)
    Membership Recruitment

V. How may 4-H help you and how may we be of mutual assistance?
   Programs, funding, personnel, materials, facilities, other.

VI. Most effective and fruitful contacts locally?
    Industry, business, government, school, church, other.
VII. Other pertinent information which might benefit the study.

Additional suggested items not included on the original survey guide:

1. Membership members and characteristics
2. Reasons for joining (e.g. political, business, service, etc.)
3. Budget summary
4. Major emphasis or guidelines (local, national, international)

The exercise produced valuable information for community involvement and cooperation and revealed techniques for dealing with this community resource to serve better the needs of youth. We were able to improve the interview procedure and our own expertise as we matched our requirements with the resources within civic-service type organizations.

Community Youth Services + Activities

Of the seven organizations interviewed (plus Vallejo Chamber of Commerce) five had youth components. Three are locally active at the present time. The two most active are affiliated with high schools. All of the active youth components have functional community service type activities.

All organizations interviewed support endeavors by young people to improve themselves and their community. Support takes various forms but is commonly financial. Most organizations like to provide recognition for youth services (e.g. traffic patrol), academic scholarships, awards for excellence in athletics and music, sponsorship of athletic programs (youth baseball, basketball teams, soap box derby, Police Activities League), activities for underprivileged handicapped children, and career exploration (e.g. business experience days). When these needs can be revealed and justified, there is excellent opportunity for financial support.

The second most valuable potential from civic-service organizations is probably community public relations. Since members usually represent a good cross section of the business and professional community, providing them with first-hand knowledge of the 4-H program (esp. local) will produce many future benefits including a definite positive image for 4-H.

Human resources (time and work) are more difficult to obtain, but organizations with a good percentage of vigorous young adults (e.g. Jaycees) afford good potential for help in conducting events or fund raising activities as well as project or activity leadership.

#  #  #  #
Participants in the 4-H Workshop-Seminar had an opportunity to develop and write proposals for a particular youth program need in their county. The knowledge and skills of proposal writing is an important part of the needed competencies of a 4-H staff person in order to seek out and obtain the resources required for dynamic 4-H programming. More resources could be obtained for 4-H programs if a well thought-through proposal were prepared before requests were made of specific donors.

Knowing what type of programs donors prefer funding and matching proposals to their desires is essential.
Proposal: Environmental Youth Involvement Project (E.Y.I.P.)

Situation

Problem:

Proper management and/or use of our natural environment is one of the most critical issues facing American society. Yet in many urban areas, such as Orange County, there are few opportunities for youth (or adults) to become aware of the dimension of environmental issues. In addition, many urban and inner-city youth lack the exposure needed to develop a fundamental appreciation and concern for the natural environment.

Role of Extension:

The University of California, through its 4-H Youth Program, has become increasingly aware of this educational need in Orange County. Consequently, 4-H has developed educational materials designed to create environmental awareness among youth. 4-H is also providing training in the use of this material for concerned educators and adult volunteers.

Until recently, 4-H had limited its role to classroom type presentations. It has become apparent, however, that efforts to educate youth on environmental issues could be greatly expanded and enhanced if an environmental education center was established. Therefore, 4-H has decided to utilize 62 acres of land, which it leases from the Irvine Corporation, for that purpose. The primary goal of this effort is to create an awareness of environmental issues among urban and inner-city youth.

Objectives:

The project objectives include the following:

1. Provide opportunities for a minimum of 5,000 youth per year to participate in environmental education programs.
2. Develop an understanding among youth participants of the complexity and significance of the relationship between the natural environment and human existence.
3. Develop an understanding among participants of their individual and collective responsibility to protect and enhance the natural environment.
4. Provide youth participants with motivation and skills which will result in them taking an active and effective role in the decision making process in their community.

Project Operation:

The primary operational unit for this project will be the individual elementary classes in Orange County schools. The project will be conducted in four phases.

Phase I will be the training of selected elementary classroom instructors. Training will be conducted by a University of California Cooperative Extension Wildlife Specialist, through the Orange County 4-H Office. College credit will be available to participating teachers.
Phase II will be in classroom projects for elementary students. Educational materials will be supplied by 4-H. Teachers that have undergone training in Phase I will conduct this phase.

Phase III will involve those elementary school students that were involved in Phase II in field trips to the environmental educational center.

Phase IV will be completion of community projects by students either as individuals or groups.

In order to put this project into operation the following resources will be needed:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portable classroom for education area</td>
<td>$10,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>3,000</td>
</tr>
</tbody>
</table>
Ron Baker  
Proposal: Youth Employment Project (Y.E.P.)  

Situation Statement:

One of the major problems facing low-income youth in Orange County is the inability to find appropriate employment. Many factors, such as lack of training, skills, transportation, and in some instances motivation, contribute to the problem. The problem can have detrimental results for the individual youth as well as the community. Studies indicate that in many cases juvenile delinquency, youth crime and vandalism are linked to the lack of youth employment in low-income areas. The ability of youth to develop proper work attitudes is also negatively affected.

Extension's Concern:

For over seventy-five years, Cooperative Extension, through its 4-H Program, has provided educational activities designed to contribute to youth development. Many 4-H educational activities include the development of skills that contribute to the employability of the youth participants as well as providing youth with career guidance.

Objectives:

The objectives of this project are:

1. Provide skill training and career counseling to 150 low-income youth in Orange County.

2. Establish a network of referrals that will result in employment opportunities for the youth participants within their respective neighborhoods.

3. Provide a variety of necessary services to residents within low-income areas that they would otherwise be unable to afford.

Project Operation:

Youth participants for the project will be indentified and recruited through community centers, school counselors and youth components of various manpower agencies. Participants will be divided into ten groups of fifteen youth each. Each group will undergo a six-week (approximately 12-hour) training course in basic home repair. Such training will be designed to develop basic skills in areas such as plumbing, painting, gardening, electricity, window glass replacement, and others. In addition, a certain portion of the training will be devoted to career exploration and counseling.

Upon successful completion of the training session, youth will be assigned to teams that will operate out of ten community centers or churches in different geographic areas of the county (these centers will be within the low-income areas in which the participants live). The community center or church will handle referrals on jobs which residents in the area wish to have completed. A cost scale will be established for the various services which the teams perform. Those team members who participate in completion of a job for a resident, will
receive compensation directly from that resident according to the cost scale. Residents requesting services and team members agreeing to provide such services will both sign a simple memorandum of understanding stipulating the work to be completed, time for completion and the cost.

Training for the youth participants will be conducted by a part-time, temporary employee, who will be payed from Manpower funds. The individual hired to conduct the training will be employed for a period of six-months and will be trained and supervised by a permanent 4-H Staff Member.

Each team of youth that complete the training program will have a basic set of tools provided for their use. These tools will be the property of 4-H and will be maintained at the various centers or churches from which the teams operate.

**Conclusion:**

This project will provide skill training, career counseling and practical experience to a group of 150 youth at a cost of less than $24.00 per participant. In addition, it attacks a major problem facing youth in the community.
### Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Rate</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 4-H Permanent Staff to supervise and train project employee</td>
<td>Total of 80 hrs. at $5 per hour. 5x80=$400.</td>
<td>$400.00*</td>
</tr>
<tr>
<td>2. Temporary part-time employee</td>
<td>20 hrs. per wk. $3 per hour $3x20 hrs.=$60. $60 per wk.x26 wks.=$1560.</td>
<td>$1560.00</td>
</tr>
<tr>
<td>3. Promotional materials to make community aware of services youth can provide</td>
<td>Printed flyers, etc.</td>
<td>300.00</td>
</tr>
<tr>
<td>4. Basic tools for youth to work with</td>
<td>10 sets at $150 each</td>
<td>1500.00</td>
</tr>
<tr>
<td>5. Basic training aids</td>
<td></td>
<td>200.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3960.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 400.00*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3560.00</td>
</tr>
</tbody>
</table>

* No cost to Project - Will be supplied by 4-H
Ron Baker
Proposal: Mass Media Campaign

Situation Statement

Introduction

For seventy-five years 4-H has provided meaningful educational and developmental programs for our nation's youth. Until recently, 4-H youth development efforts were focused primarily on rural America. Today, 4-H is reaching out, with its tested know-how, to involve thousands of youth from urban communities and inter-city areas. The projects may have changed from cows and pigs to rocketry and citizenship, but the objective of youth development through education remains constant.

Problem

Several recent surveys have confirmed that the general public has good feelings about 4-H. However, the same surveys indicate that only a small percentage of the public recognize that 4-H is no longer restricted to rural America and agricultural projects. The overwhelming majority of those surveyed continue to associate 4-H with farm youth, not city youth.

This problem is particularly acute in large urban areas such as Orange County. Perhaps, most tragically, the problem seriously limits thousands of disadvantaged and urban youth from participating in 4-H programs designed specifically to deal with their educational and developmental needs. In other urban areas, like Louisville, Ky., New York City and Indianapolis, Ind. which have faced similar situations, it has been learned that the most effective way of overcoming the problem is through a well planned professional mass media campaign designed to educate the public as to the opportunities offered urban audiences by 4-H. Therefore, this proposal has as its primary goal the implementation of an advertising campaign which will inform Orange County residents of the broad spectrum of opportunities provided by 4-H.

Specific Objectives

1. To organize an Ad Hoc 4-H Advertising Committee.

2. To solicit the support of advertising firms and other mass media communication outlets.

3. Design and implement a mass media advertising campaign that will:
   a. Inform a significant portion of the general public in Orange County that 4-H is available to them.
   b. Recruit new youth participants from selected target groups such as minority, disadvantaged and handicapped.
   c. Recruit additional adult volunteers to work with new youth participants.
   d. Increase the level of community support for the total 4-H program in Orange County.

Budget

To be determined by Ad Hoc Committee.
Situation:

The expansion of 4-H in Orange County is limited by the lack of volunteers. Many youth are denied the opportunity of the 4-H Youth program in which they could develop leadership skills, subject matter skills and exploring career choices because of inadequate adult support. With the establishment of a system (a bureau) for volunteer recruitment, screening and placement this situation could be relieved and the retention of volunteers increased.

For fifty years the University of California has been involved in adult volunteer staff training, recruitment and placement. Their expertise is recognized in helping adult leaders develop roles of leadership.

There is an obvious need in Orange County for adult volunteers who can work with urban youth who are leaderless. The staff would, initially, plan and implement a public relations drive through TV, radio, leaflets, newspapers, other agency's newsletters, to obtain adults interested in 4-H volunteering. These persons would be screened, trained and placed, matching volunteer's interest to youth needs.

After a reservoir of volunteers is established, the program would be maintained by volunteers assisting staff in recruitment and training -- a self-perpetuating program. This effective volunteer system (a bureau) would provide adequate leadership for the participation of youth in the 4-H program who want the involvement but lack leaders. To insure the development of a volunteer bureau, additional funds are needed for office supplies, training and a "selector" system.

Objectives:

--To design a system in which interested persons (adults and teenagers) may become aware of opportunities for volunteerism with the 4-H Youth program.

--To provide short term orientation-training sessions for persons organizing the 4-H volunteer bureau.

--To select and place volunteers.

--To provide recognition for volunteer service.

--To develop an advisory board for continuing a 4-H volunteer bureau on a self-perpetuating basis.

Program Description:

1. Adults and teenagers will be the target groups.

2. Orientation-training will be provided by the 4-H staff to the initial group volunteering their services; in the future, volunteers will be trained by volunteers and monitored by 4-H staff.

3. Volunteer's skills and talents will be matched with needs in the 4-H Youth program.

4. Certificates or letters of recommendation will be available to volunteer participants.
Program Procedure:

1. Enroll at least 3,000 volunteers, ages 16-90, in the 4-H volunteer program.

2. Provide one staff assistant adequate time to train and orient initial group of volunteers.

3. Select and place volunteers in the 4-H Youth program.

4. 4-H Youth advisor/staff will provide appropriate recognition for individual volunteers.

5. Appoint an advisory board for the continuance of the volunteer bureau.

Budget:

1. Supplies and equipment
   Selector system . . . . . . $350.00
   Training supplies, refreshments, newsprint, felt pencils, etc. $100.00

2. Recognition Program
   Facilities for program $100.00
   Certificates $75.00

3. Leadership-training
   Will be provided free of charge by the 4-H Youth staff assistant who trains the initial group of volunteers and monitors the volunteer bureau who will be responsible for future training of volunteers.
Situational Statement:

Positive educational activities for non-achievers outside the regular school curriculum are lacking for the students of Modena Junior High School. The student body population of this school reflects diverse socio-economic levels: an old barrio section and a new upper-income residential development. The lack of organized positive educational activities is a major reason why faculty members have appealed to the 4-H Youth program for 4-H projects and support for students with a record of no-academic success. The non-achieving, no-academic success students at this school have a record of being heavily involved in the increasing rate of school vandalism, widening the chasm between the two residential factions and lowering the school's spirit. Faculty members are willing to initiate 4-H project work but need support and volunteers to make their efforts effective.

Extension's Role:

The 4-H Youth program of the Cooperative Extension Service has been concerned with non-achieving students for many years. It has provided positive educational activities for non-achievers outside the regular school curriculum for youth to develop into responsible young citizens through 4-H project work as an introduction to career exploration and citizenship development programs. The following 4-H projects are suitable activities: photography, silk screening, grooming, development of skills for leisure and profit and animal science projects.

Extension's Concern:

Extension can provide an attractive program for youth in this school, utilizing the school's facilities, however, the 4-H Youth program is designed to work through volunteer leaders. One part-time staff member is needed in order to work with faculty recruitment of volunteers and to provide training. The past record of 4-H shows capability of providing positive educational activities but trained volunteer leadership must be available for the program.

Program Procedure:

Faculty members will identify target non-achievers from grades 7, 8 and 9. Hire one 4-H part-time staff assistant (an experienced 4-H'er) to make out-of-school contact with these youth and to provide guidance to faculty and recruit volunteer leaders. Extension Advisor will coordinate and provide guidance to part-time assistant and volunteer leaders.

Program Objectives:

Youth to have supportive and success oriented opportunities.
Youth to develop leadership in program management.
Youth to gain understanding and skills in group participation.
Youth to gain knowledge of life skills.
Youth to develop healthy attitude about themselves.

Budget:

Leadership - 1 part-time 4-H Youth assistant. $4 per hour; 40 hours per month x 10 months ........................................ $ 1600.00

Supplies, equipment and activities (Includes art supplies, crafts, supplies photographic kits) ........................................... 500.00

$ 2100.00
Kathleen Bell
Expanding the 4-H Youth Program in Orange County
Additional Clerical Help Needed

**Situation:**

Orange County has developed a plan of expansion based on County data, to strengthen our effectiveness in reaching youth in our county. Within a five year period we anticipate reaching 30,000 youth and 3,000 volunteers. We have moved toward these goals by expanding our operations into increasing the 4-H staff and assigning geographic areas to each staff person. In 1970 there were two 4-H Youth advisors. In addition we now have: three full-time county funded staff assistants, one urban (USDA) funded staff assistant and three CETA workers. Two Bixby 1976 fall semester work/learn interns are expected to join our staff in September. At this time, our staff will have more than quadrupled in size.

While the 4-H staff has quadrupled, the clerical staff has diminished through the loss of a clerk funded by Revenue Sharing; and a clerical supervisor who was moved in the county's reorganization plan. Therefore, we now have only two clerks to handle a staff who will soon be more than four times the size it was. The two clerks spend most of their time typing reports, newsletters, fliers for meetings, upcoming event notices, letters, orders for supplies; shelving educational project materials and processing educational materials and information to the volunteer leaders.

This increase in staff and the anticipation of more staff has fomented many problems: decreased the staff's efficiency in getting paper work processed by deadline dates; prohibited the staff assistants from having access to clerical skills; correspondence neglected and often late and created internal personnel problems.

**Extension's Role:**

The University of California's Cooperative Extension Service 4-H Youth program has provided educational assistance, guidance and information to youth and volunteer adult staff for over 50 years. 4-H Youth has helped youth to identify individual, group and community needs; to understand public decision making processes; to become effective participants in the economic system; to prepare for career and job opportunities and to acquire knowledge of scientific principles and application of technological skills.

**Extension's Concern:**

Expansion of the 4-H Youth program to previously unserved audiences means additional responsibilities for the clerical staff. To reach projected expansion goals the clerical staff must be increased to complement the staff's efforts.

**Objectives:**

To expand the existing 4-H clerical staff.
To equitably distribute the current clerical work load.
To increase the effectiveness of the total 4-H program.
To make information, publications and data readily available to 4-H members and volunteer staff.
To allow staff to try new methods of information distribution.
Kathleen Bell--Additional Clerical Help...

Program Description:

Additional clerk will work directly with staff's expansion efforts:

1. To prepare all written reports for 4-H Youth assistants.
2. To prepare all expansion fliers and publicity.
3. To establish and maintain a 4-H resource library.
4. To process 4-H enrollment and membership for data processing.
5. To keep an up-to-date community resource file.
6. To set up a filing system for categorizing volunteers.

Program Procedure:

The 4-H staff will:

1. Outline the objectives and goals for hiring additional clerical help to the County of Orange.
2. Develop community resources necessary for hiring additional clerical help.
3. Comply with affirmative action guidelines, advertise and hire an additional 4-H clerk.

Budget:

Salary -- $8500.00
Proposal I

Proposal II

Potential Donor - These two mini proposals or concept papers are designed to be formally funded by three donors.

- Tehama County Department of Education
- University of California Cooperative Extension
- Mott Foundation

Considerable additional support and in kind services will be obtained by other agencies, organizations and individuals brought into the program.

Delivery - Mini proposals or concept papers will be presented at a joint meeting of key representatives from the three sponsoring agencies. The meeting will be held in the target community and will involve a brief presentation followed by response to questions.

Follow Up and Donor Involvement - Pending sponsor reaction to the concepts presented initial follow-up steps would include initially a meeting between sponsoring agency representatives and key figures from the consortium of agencies to be involved in implementing the complete proposal.

Subsequent follow-up would be handled through written quarterly interim reports prepared by Cooperative Extension staff but written and put together by program leaders and participants. Pertinent program progress, success, failures and budgetary allocations shall be included.

Proposal III

Potential Donor - This mini proposal or concept paper is not local in nature however, I believe it addresses itself to a real need of both formal and nonformal educational programs. Proposed donors are:
U.C. Cooperative Extension

U.C. Department of Applied Behavioral Sciences

The Mott Foundation

California State Department of Education

Delivery, Follow Up, Donor Involvement - Similar to that outlined for Proposals I and II.
Proposal:  - Community Education Program
          - An Integrated Approach to Life Planning and Career Development

Problem:  - Tehama County is located in a rural area of Northern California with a population of 35,000 in an area of 3200 square miles. The major industries within the county are forest products and agriculture. Due to the seasonal nature of these two industries unemployment within the county is higher than that of the state average frequently reaching 12.5% or above. As a result, there are many low-income families in the area. Children from the low-income families frequently receive little exposure to the many life and career alternatives available to them. Instead they most frequently follow the employment history and life-style of their parents. This creates a low-income cycle which is difficult for any one organization or agency to penetrate. The high school "drop out" rate (%) and relatively low number of graduating seniors who go on to higher education also reflects this trend.

Situation:  - Within Tehama County there is a wealth of potential resources available to assist adolescent youth in planning their future lives, discovering their own needs, exploring careers and at the same time, obtaining employment which will add relevancy to their education and economic credibility to their immediate needs. These resources, operating through a community based youth counselor could cooperatively pursue an aggressive campaign to assist youth in developing and fulfilling their life plans. Existing resources could be tapped through a cooperative effort involving a consortium of agencies and individuals. (Tehama County Department of Education; Tehama County Branch of the California Employment Development Department; Local and Business and Industry; U.C. Cooperative Extension, and others.)
Through a joint effort a program made up of Life Planning and Career Development could make many contributions to the community as a whole and to youth individually.

- Break the low income cycle which exists within the community.
- Expose youth to opportunities in educational potential careers not ordinarily thought of in this small rural county.
- Expose youth to alternatives available in life styles.
- Employ youth in full and part-time employment for experience and to meet existing economic needs.

These achievements would have important effects within the community:

- Decrease unemployment or underemployment.
- Increase the number of youth going to technical school or other forms of higher education following high school.
- More efficient use of human resources.
- Lower welfare case loads.
- Decrease in referrals to the juvenile justice system.
- Contributions to a healthier tax base.
- Stimulated interest in local business and industry.
- More responsible youth.

Objectives: - Develop in youth an appreciation of Life Planning.

- Develop in youth a realistic understanding of work, employment, the business world, careers and their relation to life planning. Special emphasis would be placed on developing ongoing contact with the working community to break through the media distortion of various careers.
- Allow youth to organize a corporation for the purpose of developing jobs, placing youth in employment, and organizing educational programs in life and career planning.
- To employ 100 youth in full and part-time employment.

PROPOSED PROJECT AND OPERATIONAL FRAMEWORK

Through a consortium of private organizations and government agencies a youth coordinator would be retained using seed financing from this grant. This coordinator would work with the consortium local youth adults in developing an organizational framework for the educational programs and youth employment service to be established. Seed financing would also be utilized to purchase, develop and prepare educational material, and also obtain office supplies and equipment.

Educational programs would reach out to youth in elementary, intermediate and high school levels. During the pilot year, 1977, 5 schools in two communities within the county would serve as the target area. 300 youth would be served by educational programs and 100 employed in part- and/or full time employment.

Projected Budget

Youth Coordinator Salary

$600/month for 12 months $7200

Transportation Costs for Youth Coordinator

500 miles @ $.15/mile $ 75

Transportation Costs for Youth Participants

School bus lease @ $.90/mile $ 450

Educational Materials Expenses $ 600

Miscellaneous Supplies $ 200

Evaluation

- Questionnaires\(^1\) would be developed to do pre- and post-test studies on the students taking part in the educational programs and job experience. These tests would measure growth of students' knowledge.

with regard to the world of work, life planning and career development and would also measure attitudes with regard to work, employment and careers.

- Employers of youth participants in the field experience phase of the program would complete questionnaires regarding changes of behavior of youth during employment. Employers would also complete pre and post employment questionnaires on their own feelings and opinions regarding youth employment.

- Actual members of youth involved in field work programs would be a further evaluative tool.
1. Complete Individual Power Worksheet
2. Place leaves (potential power) on tree with identified source
3. Place apples (actual power) on tree with identified source
4. Analyze your power effectiveness.

The Power Tree Game was adapted from materials being developed by Miriam Ritvo under a grant from the Sears Roebuck Foundation.
PROPOSAL II

Proposal:  - Community Education Program
           - Intercultural Awareness Curriculum and Youth Exchange

Situation and Problem:  - Tehama County is a small rural county in Northern California with a population of 35,000 spread over 3,200 square miles. A considerable percentage of the population could be classified as economically and culturally depressed.

In terms of economics the major industries in the county evolve around forest products and agriculture. These two industries being seasonal tend to result in periods of high unemployment reaching 12.5 - 14% during winter months. Many of those who do maintain year round employment do so in unskilled positions which places medium-size families in poor economic conditions. Over 3000 people in 450 families within Tehama County receive direct welfare payments.

From a cultural standpoint Tehama County could also be considered to be depressed. Social, cultural and intellectual experiences within the county are extremely limited. With no community college located within the county and current cutbacks in community college extension programs, there is little opportunity for citizens to pursue cultural interests. These conditions coupled with a population possessing limited ethnic group representation (over 97% caucasian population) has led to considerable misunderstanding by youth of other cultures and the role they play throughout the world. The Tehama County Youth Council, a formal organization of youth serving agencies within the county feels that local youth are developing with cultural misunderstandings which could hamper their socialization, economic mobility and personal growth.
Project Objectives:
- Develop in youth a knowledge, understanding and appreciation of different cultures.
- Have youth learn those characteristics of a life style which make up cultural patterns.
- Expose youth to the concepts of cultural geography and anthropology.
- Allow youth the firsthand experience of living in a different culture.
- Develop a model program within Tehama County which would become an integral part of the educational curriculum for all high school seniors.
- Enroll 500 youth in the Intercultural Awareness Curriculum with 50 youth taking part in the intercultural exchange during the initial year.

Project Proposal and Operational Framework:
- Cooperation of a consortium of existing local agencies under the leadership of Community Education Specialists would serve as the core planning unit developing the program format. Curriculum responsibility would rest with the local departments of education using specialists and resources of the State Department of Education's Bilingual-Bicultural Task Force. The exchange concept of the program would utilize the resources and contacts of the University of California Cooperative Extension. Classroom implementation of the Intercultural Awareness Curriculum would be accomplished through the use of student teachers from California State University - Chico and the University of California - Davis. Student teachers would be screened and selected by the Core Planning Consortium working with the Community Education Specialists. Personnel for the
Intercultural Youth Exchange would come from the University of California - Bixby Work Learn Program and would be screened and selected by the Community Education Specialists and U.C. Cooperative Extension staff. The exchange would take students to four major cities on the Mexican mainland and in Baja, California. Students would spend two months living and working in these Mexican communities involved in local community improvement projects. One volunteer staff coordinator would assume leadership for each group of students accompanied by the staff assistants provided through the Bixby Work Learn Program.

**Budget - 1 Year:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Education Specialist Salary</td>
<td>$10,000/year</td>
</tr>
<tr>
<td>Expense reimbursement for Student Teachers</td>
<td>$1,500</td>
</tr>
<tr>
<td>Stipend for Exchange staff Assistants</td>
<td>$2,400</td>
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<tr>
<td>Expense reimbursement for Volunteer Staff Coordinators</td>
<td>$1,600</td>
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<tr>
<td>Transportation Costs for Youth Participants</td>
<td>$7,200</td>
</tr>
<tr>
<td>Educational Materials</td>
<td>$1,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$600</td>
</tr>
</tbody>
</table>

**Evaluation:**

Internal - Evaluation internal to the Intercultural Awareness Curriculum would be developed as an integral part of the curriculum.
during its design. The Tehama County Department of Education would establish effective instruments of evaluation for the in-school phase of the total project.

External - Evaluation external to the agencies and individuals designing and implementing the project will be done by 2 graduate students from the University of California. One student from the Applied Behavioral Sciences Department and one from Cultural Anthropology.
Proposal: Community Education Program

Educational Interface

Education

Formal and Nonformal

(A joint venture between the California State Department of Education and the University of California Cooperative Extension. Other cooperating agencies: California Community Colleges, Mott Foundation, State Personnel Board.)

Situation: The California State Department of Education with its employees has responsibility for administration of the public schools in California reaching pupils of the elementary, intermediate and secondary levels. (elementary enrollment, ; intermediate enrollment, ; and secondary enrollment, .) The Department of Education under the leadership of Wilson Riles assumes ultimate responsibility for the design and destiny of formal education in California. In addition to its responsibility for administration and curriculum development of the elementary, intermediate and secondary levels the Department also has divisions dealing with: Adult Education; Community Education; Early Childhood Education; Compensatory Education; Special Education; and Vocational Education.

Outside of the formal education system in California there exists a broad cross section of nonformal educational programs (YMCA, YWCA, Girl and Boy Scouts, Boys Clubs of America, 4-H, etc.). While these nonformal educational programs frequently contact large numbers of youth and adults with programs in some respects similar to those of the formal educational system, there is little being done to coordinate the formal and nonformal systems so that they compliment each other and reinforce the total learning experience.

Current trends in educational philosophy seem to point to a less formal, more personalized approach to the formal education process. At the same time nonformal educational programs appear to be leaning toward greater structure in their educational activities, materials and curriculums.

Duplication of educational activities, programs and curriculums by formal and nonformal educational systems seem imminent unless cooperation can be achieved at the state level. Both the formal and nonformal educational systems operating in California have unique educational skills, programs, materials and staff to offer California citizens. A cooperative venture in reinforced learning is the aim of this proposal.

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Objectives:

- Development of greater understanding, communication and cooperation between the various segments of formal and nonformal education.
- Reduction of duplication of efforts of nonformal and formal educational programs in providing learning experiences for youth.
- Through economics of time and financial resources achieved through this cooperative effort great thrust would be directed to areas of education with the most critical needs.
- Development of alternative Educational Delivery Modes which utilize the resources of the formal and nonformal educational systems to identify and meet the real needs of California communities.

Attainment of the aforementioned objectives will have the following effects on youth:

- increased student participation in the entire education system and increased ADA in cooperating schools;
- decrease in drop out rates and truancy problems;
- decrease in discipline problem with in-school programs as measured by principal referrals;
- decrease in juvenile justice referrals;
- increased youth interest in community and more responsible attitudes on the part of youth.

In turn the attainment of these objectives would have important results for the community as a whole:

- greater economic and programmatic efficiencies in education eventually leading to a less costly and more effective educational program;
- decreases in juvenile delinquency and resulting efficiencies in programs designed to handle delinquents. Program efforts of these agencies can then be channeled into more positive educational or motivational efforts;
- development of a more effective total educational program developing youth with a stronger community identity, sense of responsibility and understanding of themselves and the society in which they live.

Program Description and Procedures

Year One - Development of a jointly funded position within the State Department of Education which would be filled by a Youth Advisor from the University of California Cooperative Extension.

Development and distribution of information packets on:

<table>
<thead>
<tr>
<th>Information</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonformal Educational Programs operating in California.</td>
<td>To all school districts in California to be distributed to classroom teachers at all levels including special education classes.</td>
</tr>
</tbody>
</table>
The Formal Education System in California with an outline of curricula operating at elementary, intermediate, and secondary levels and brief descriptions of broad programs in special education.

Development and implementation of 8 regional workshops offered throughout the state for personnel from formal and nonformal educational systems. Workshops would be aimed at further developing lines of communication, cooperation and understanding between local formal and nonformal educational systems with the specific objective of initiating steps toward the establishment of pilot programs in the 8 regions.

**North Coast - Eureka**  
**Central Coast - San Jose**  
**Southern Coast - Oxnard**  
**L. A. Basin - Los Angeles**  
**Northern - Redding**  
**No. San Joaquin Valley - Stockton**  
**So. San Joaquin Valley - Fresno**  
**South - San Diego**

**Year Two -** Implementation of at least 8 pilot activities which solidly link formal education or schooling with nonformal educational programming in different geographic settings with youth at different developmental stages. At least two of the activity areas would be in "Special Education."

Follow up programming would involve close observation and evaluation of these pilot activities with expertise pulled from the State Department of Education and the University of California Department of Applied Behavioral Sciences.

**Budget**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Position - salary</td>
<td>$16,000/year</td>
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<tr>
<td>Material Development (1 time only)</td>
<td>4,000/year</td>
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<tr>
<td>8 Regional Workshops (1 time)</td>
<td>10,000</td>
</tr>
<tr>
<td>Equipment, supplies, overhead</td>
<td>16,000</td>
</tr>
<tr>
<td>Evaluation Component</td>
<td>1,000 plus in-kind services</td>
</tr>
<tr>
<td>Evaluation Component</td>
<td>2,000 plus in-kind services</td>
</tr>
</tbody>
</table>

**Sponsors and Budget Breakdown:**

- University of California Cooperative Extension  
  1 staff person - salary & expense  
  $20,000/year

- University of California Department of Applied Behavioral Sciences  
  1/2 Evaluation Component  
  $ 1,000

- Mott Foundation  
  Material development & workshops  
  $26,000

- California State Department of Education  
  Equipment, supplies, overhead and 1/2 evaluation component  
  $ 2,000 plus in-kind services
Evaluation

The evaluation of this program would be broken into two components:

1. The staff person placed in the State Department of Education would prepare interim (end of first year) and terminal (end of second year) reports covering the structural and systematic objectives of their program. (e.g., filling of staff position; development of information packets; implementing regional workshops; establishing pilot activities; etc.)

2. Staff from the office of the Deputy Superintendent for Programs - Adult and Community Education - State Department of Education working with staff from the University of California Department of Applied Behavioral Sciences would handle the evaluation dealing with cognitive and affective changes occurring in field staff and teachers as well as youth involved in the eight pilot activity areas.
MINI PROPOSAL

CONCERN: THE INABILITY OF HIGH SCHOOL DROP-OUTS TO GET JOBS

Stockton, California, has consistently been on or near the top of the list of the unemployed. This may be partially due to the agriculture base and its built-in seasonal labor needs; however, this also makes it most difficult for the young person looking for a job. The high school drop-outs frequently leave school at the end of the first quarter in the fall. Suddenly they find themselves in a dilemma, with no experience and with the farm laborers as their direct competition. The frustration leads to personal unhappiness and then on to a variety of problems such as alcoholism and vandalism, drugs and crime. If these youth could learn how to get jobs, perhaps they could turn around the downward thrust of their lives, saving the community: welfare, health and law enforcement dollars.

The University of California Cooperative Extension Service through its 4-H program could, by hiring one staff assistant, set up a continuing series of "How to be Employable" workshops to which these youth could be directed. Community involvement would be achieved by utilizing business, professional and blue collar representatives as volunteer instructors.

OBJECTIVES:

Provide the high school drop-out with needed information at a critical point in their lives.

Give them an image model with the contact made with volunteers.

Use the resources of the community to eliminate a major problem.

PROGRAM DESCRIPTION:

The hiring of a staff assistant for nine months or one full school year would provide a good pilot program. By coinciding with the school year, the workshops would be set up by the end of the fall quarter when the greatest number of students drop out. The staff assistant would be responsible for setting up and implementing the program, including the involvement of community resources and seeking out and enrolling the drop-outs.

PROGRAM PROCEDURE:

The staff assistant would plan a series of workshops, including information on appearance, attitude, choosing a field of work, how and where to look for a desirable job or find alternatives, such as trade schools, etc. The staff assistant would also be responsible for seeking out community resources available and volunteers to conduct workshops or speak to the groups. As one workshop series is concluded, another would be started.
COST OF THE PROJECT:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of one staff assistant @ $600.00 for 9 months</td>
<td>$5,400.00</td>
</tr>
<tr>
<td>Travel expenses @ $20 for 9 months</td>
<td>180.00</td>
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<tr>
<td>Office expenses @ $20 for 9 months</td>
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<tr>
<td>Workshop expenses</td>
<td>250.00</td>
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<tr>
<td>Administrative cost 10%</td>
<td>601.00</td>
</tr>
<tr>
<td>Fringe benefits 15%</td>
<td>901.00</td>
</tr>
<tr>
<td></td>
<td>$7,512.00</td>
</tr>
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</table>
MINI PROPOSAL

CONCERN: THE BREAKDOWN OF THE FAMILY UNIT AND ITS RAMIFICATIONS

As the family unit breaks down, the children suffer for a lack of a male or female image, whichever is missing. The remaining parent may be so involved in survival from day to day that he or she lacks time to devote to the children. This neglect and family turmoil adds emotional stress which may show up in the children as poor physical and emotional health. The lack of recognition for good behavior will lead to poor self esteem and failure in school, which in turn can lead into trouble with authorities, drug abuse, crime or the welfare rolls.

The needs of children from broken families or even families with two working parents have to be met by other means, and to avert disaster to the child must be met early in life. The California educational system recognized this need and is attempting to provide a low adult child ratio in grades K-3 with the Early Childhood Education program. In many cases this has proven to be so successful that children are learning faster and there is time for enrichment programs to provide the recognition needed for good emotional health. However, the Stockton Unified School District is fighting financial burdens of cross-town busing, rising costs and the complete rebuilding of most of the schools. In 1975, a fact-finding panel of experts from outside the area was called in after a two-day teachers strike. This group determined that the district could not afford a cost-of-living raise for its teachers and urged the district to ask voters for a tax increase. This was done with only a portion planned for teachers' salaries. District Superintendent Wm. C. Carey stated, "We have things we just need desperately to restore. I'm not talking about buses. I'm talking about preparing instructional material. There's no question in my mind that the money is needed, desegregation or not." However, the tax increase was voted down during the June 1976 primary. Many programs have been cut back and more are anticipated.

Youth organizations could provide the needs of some of these children, but only one in every four belong to a youth organization and the rate is much higher in one-parent families. The problem is twofold -- the schools do not have the money, and the youth organizations do not have the children. The University of California Cooperative Extension Service has long been successful in providing enrichment programs; so why not combine the two? Placement of the 4-H Green Thumb Indoor Gardening Project in the third grade classroom could provide a pilot program of enrichment and introduce the children to a youth organization.

OBJECTIVES:

To give children the special attention they may not be receiving at home.

To give children an opportunity to learn self worth through a successful experience.

To give children an understanding of a life science in a meaningful manner.

To utilize University of California Extension Service in developing 4-H material to support the curriculum of many schools, thus enriching the schools' education programs without additional tax dollars.

To involve more adults in the classrooms.
PROGRAM DESCRIPTION:

The 4-H office will provide the teaching manuals for each child. A service organization would pay for a package that contained the major expense items needed in the classroom. They would also be encouraged to provide volunteers. The children in the classes would provide discarded containers (milk cartons, cups, etc.) and share plant cuttings and would take home growing plants to enrich their surroundings. They would learn a life science in a meaningful way and the teacher would build in additional skills. The school would account to the 4-H office for every child enrolled.

PROGRAM PROCEDURE:

A staff assistant would secure permission to place the project in the schools. The organizations would be contacted and matched with classrooms. The 4-H office would collect money from service groups and prepare kit. A 4-H leader would be hired part time to do this and train teachers or classroom volunteers. Teacher or volunteer would pick up the Green Thumb kits and manuals from the Cooperative Extension office. The schools would account for those who participated in the program.

BUDGET

The entire budget for one Green Thumb kit would be provided by a service organization at a cost of $50.00.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Three month's time for one staff assistant @ $600.00</td>
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<tr>
<td>Hire part-time leader for 9 months @ $300</td>
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<tr>
<td>Travel expenses for both of above</td>
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<tr>
<td>Leader training expenses</td>
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<tr>
<td>Office expenses</td>
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<td><strong>TOTAL</strong></td>
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<td>Administrative expense 10%</td>
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<td>Fringe benefits 15%</td>
<td>747.75</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$6,231.25</strong></td>
</tr>
</tbody>
</table>
MINI-PROPOSAL

CONCERN - THE LACK OF OPPORTUNITY FOR CHILDREN TO DEVELOP WORK SKILLS

Because of the shift in this nation's population from rural areas, where children learned to work with their parents, to settings where children do not have the opportunity to develop skills and work habits that make them good employment material. The University of California Cooperative Extension Service through the 4-H program can help solve this problem. There is well tested teaching material available that can give the urban child a real life experience that will prepare them for the job market, enabling them to become self-sufficient adults and not members of the army of unemployed. The 4-H organization recognizes that all youth organizations have the same goals in their concerns for all young people, so it proposes a coalition between the 4-H program and other youth organizations.

OBJECTIVES

To further the education of as many children as possible.
To help children develop skills and self-sufficiency.
To satisfy the goals of all youth organizations
To eliminate the duplication of resource material.

PROGRAM DESCRIPTION

The 4-H program would offer beginning foods, beginning woodworking, and the green thumb project teaching material to other youth organizations to use in their programs, with the understanding that each child would know that it was a 4-H project even if they get credit in their own organization. The participating organizations would receive leaders training if they so desired. They would also provide the 4-H office with the name and address of every child who received the material.

PROGRAM PROCEDURES

A 4-H staff member would contact the local headquarters of each youth organization and offer the above proposal. Participating organizations would have an opportunity to utilize the University of California developed 4-H teaching material. The leaders of said organization would be welcome at 4-H training sessions conducted by staff or volunteer leaders. The cooperating organizations will provide the 4-H office with the name of each child who utilizes the material.
COST OF THE PROJECT

The University of California Cooperative Extension Service through the 4-H office would provide the project manual for each leader and leader training if desired. The participating organization or the parents of the child would provide the expense of reproducing manuals and project materials, according to the way each organization operates. Any material that has a cost to the full term 4-H member would have the same cost to the mini-4-H members.

The project would cost two months of time and expenses for a para-professional staff member in the beginning. Office expense and the expenses of volunteer leaders in conducting training meetings would also have to be paid as well as administrative cost and fringe benefits.

Cost of staff para-professional for 2 months $1,264.00
   Expenses travel etc. for 2 months 60.00
Cost of leader expense 10 @ $25.00 250.00
Office expense for 9 months 450.00
Materials cost-
   Administrative cost 10% 209.15
   Fringe benefits 15% 314.85

$ 2,623.00
PROPOSAL: SIERRA CAMPS & INNER-CITY LIVING

Situation Statement

Inyo & Mono Counties are and have been a recreational spa for the outdoor tourist and yet there are few facilities and activities for youth oriented summer camps. Although 90% of the populace reside in small towns, the region can be accurately described as rural. There are a limited number of jobs available to the population and, once school is out in June, many a teenager finds he has three months of time on his hands and no work. The region is located a minimum of four hours from any metropolis; consequently, our youth may develop to adulthood without exposure to inner-city cultures.

Inner-city youth are rarely exposed to the camping experience, particularly a secluded mountain area. Camping programs are a positive factor in child development. Inner-city young adults also experience a lack of jobs during the summer months.

A cooperative summer camping venture between inner-city and rural youth could be instrumental in attempting to expose youth to a totally different environment. The Cooperative Extension Service of the University of California has demonstrated its ability to coordinate, plan and successfully implement all kinds of summer camping and inner-city experiences for youth.

Objectives of the Venture

- To expose youth to different environments.
- To employ rural and inner-city young adults.
- To expose young adults to a career in recreation.
- Expose different youth cultures to the problems and benefits of different life styles. To cooperate for a common good - kids and humanity.
- To decrease delinquency in youth cultures.

Program Description

This program envisions a cultural exchange between inner-city and rural youth. Inner-city youth would be transported to Inyo and Mono Counties for a camping experience in the Sierras, while rural youth would be transported to the inner-city for a good hard look at inner-city living. Young adults from both backgrounds would be employed as counselors and mediators.

Program Procedures

A board of directors would be chosen by Cooperative Extension to consist of volunteer adults from rural and inner-city residence. Board members will set up camping and inner-city visitation time schedules. The board will recruit and arrange to train young adults (from both settings) in the specifics of camping recreation and exposure to innercity culture. An overall manager will be recruited by the board to coordinate all exchanges, secure transportation, camp settings, city housing, etc. The manager and board will be responsible
for all budgetary items and handling thereof. Cooperative Extension will be responsible for training of counselors, securing grant monies, establishing contacts in both cultures, recruiting youngsters.

Program Evaluation

Due to lack of adequate tools and methodology, the evaluation will be contracted out to college student interns, thesis candidates, etc.

Budget

Manager wage $10,000  
Student help @ $200/month;  
    50 youth at 3/months each 30,000  
Transportation 10,000  
Training 5,000  
Misc. supplies 10,000  
Evaluation 1,000

Donors, Delivery, Follow-Up, Etc.

Inner-city sources of funds are thought to be more likely than rural. Likely sources would be Los Angeles Times Camping Fund, other youth groups like YMCA, Boys Clubs, etc. Campers would be recruited by councilors. Donor involvement is guaranteed if donor is another youth agency. Progress reports prepared by the manager will be sent to donor with appropriate P.R.
PROPOSAL: OUR HERITAGE

Situation Statement

The eastern side of the Sierras is not without its share of early folklore. From the ancient Indian Petroglyphs to the arrival of the white man, from the miner and his burro to the rancher and his horse, from mountain to desert, the heartbeat of the past abounds behind every rock, bush and tree. But life goes on and those who have migrated to these parts and reared their children are unaware that the last remaining link to the past will soon be gone. The ancients are dying, those that forged trails through the Sierras, moved mountains, hunted for pronghorns and grazed their sheep on mountain tops will be taking the past with them. Little has been done to record the past and very little communication exists between our children and the people who watched Bodie burn.

Objectives

- To recreate a link between early Eastern Sierra inhabitants and local youth.
- To instill in our elderly a sense of worth and need in a society that seems not to care.
- Rediscover the crafts, talents and life of the early settler, rancher, miner, tribal council.
- To educate youth in folklore and heritage which is theirs - and to be proud of that which seems so ancient.
- Provide youth with an adventure in preparing, writing, editing and publishing a periodical dealing with the above.

Description

The idea is not new. In fact, much of what follows has been done very successfully in a place called Rabun Gap, Georgia, where high school youth put together a fine piece of literature called "Foxfire".

Using the many resources presently existing, such as high schools and tribal councils, a number of young adults could be recruited by Cooperative Extension whose interest could be fired up by the project idea. With their journalistic interests and creativity, material for the periodical could be obtained by interviews, photographs, poetry, drawings, etc. A board of advisors should be formed of adults from various professional walks of life. The proposal would be seed money for equipment, since sale of the publication should finally result in the project being financially independent. Should the idea become highly successful, a strategy for incorporation could be worked out by the youth and the board of advisors.

Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera Equipment</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Audio Equipment</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Misc. supplies, type-writers, paper, office space, etc.</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Publication costs</td>
<td>20,000.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>4,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$42,000.00</strong></td>
</tr>
</tbody>
</table>
Possible Funding Sources & Evaluation

State Department of Education, local school districts, Indian tribal council, local civic organizations, various mass media outlets, journalistic associations, local museum association, private donors and businesses, boards of supervisors.

Perhaps the best evaluation is not how much is made from sales but how fast the group of youth expands. Documentation is built in with the publication; similarly reports to donors are self-evident in the publication.
NEEDED! SUPERVISION!

Situation----

The small community of Kettleman City in Kings County is made up of farm workers who work for the large land owners. It is an outlying community with a transportation problem, and because of this many of their children who are not permitted to work with them in the field are left behind with little or no supervision while their parents are working.

Extension Concern----

The Cooperative Extension's concern is that without meaningful activities and direction it could become an area of potential trouble. The Extension Service has program direction to also work with other agencies to involve them in a learning or citizenship type situation to give them interest and pride in their community.

Objectives----

1. Supervision during the day.
2. A meaningful experience in a learning situation.
3. Realize working with a group can be constructive.
4. Participation as a group to beautify their community.
5. Reward by a better community and self confidence in themselves.
6. Take pride and realize delinquency is not necessary to receive attention because it gives youth and community a bad name.

Program Description----

1. Cooperative Extension working with other agencies and through 4-H projects to give direction.
2. Involve the youth into taking pride in their community.
3. Encourage participation by the whole community at all functions.

Procedure----

1. Involve C.E.S. and other agencies in a plan of action.
2. Coordinate a schedule for community and school facilities.
3. Train volunteers and youth to help in the program.

Budget----

Recreation supplies and supervision -- $500.00.

Other agencies and C.E.S. will work together to supervise the total program.
GOVERNMENT AWARENESS

Situation--
Teenagers lack necessary "life skills" as citizens to function effectively in their local government--especially in low income areas of the county.

Extension's Roll--
Cooperative Extension can provide the young people through 4-H with opportunities to learn such concepts of democracy, representation, cooperation, resources and decision making.
They are encouraged to learn by observing and participation.

Extension's Concern--
The implementation and planning of citizenship educational programs made available learning resources and experiences to all young people.

Educational Objectives
Teenagers who:
1. Understand their rights and responsibilities as a citizen of the community.
2. Are aware how local government works.
3. Get to know elected and appointed county officials.
4. Are able to exchange ideas with community officials.
5. Become aware of opportunities available in county government through all channels of school and youth agencies.

Program Description--
1. Discussion panels between youth and community officials.
2. Tours of places where officials are located.
3. Youth talking to youth about panel discussions.
4. Involve as many youth as possible using combined agencies.

Program Procedure--
1. Arrange for panel made up of youth and officials.
2. Work with schools and youth agencies in education planning.
3. The actual implementation of citizenship education.
TROUBLED YOUTH

Situation

Juveniles at the detention center need occupational therapy in their free time. The need for an educational learning experience while at the center will cut down the numbers of juveniles returning to the center after their release. The probation department has expressed the need for help in this area.

Extension Concern

Cooperative Extension and Hi 4-H'ers realize that these juveniles are part of our community. Under the direction of the Youth Advisor, Juvenile Justice Commission, Superior Court Judge and Probation Department want to work together to help solve this problem.

Objectives

1. Give juveniles new knowledge and skills.
2. Learn how to work as a group and a feeling of belonging to a group.
3. A better understanding of others in the community.
4. Give troubled youth a base for joining a 4-H group upon release from the center.

Program Description

1. Involve youth working with youth.
2. Involve youth with learning experience to help change their behavioral attitudes.
3. Get as many people as possible involved in this community project.
4. Project to include all phases of animal care.

Procedure

1. Hi 4-H and Extension to provide technical assistance.
2. Probation Department provide direction.
3. Coordinate local service clubs and organizations to support the project.
4. C.E.S. to provide training for all involved.

Budget

Building facilities, equipment, supplies and animals -- $2,000.00.

The sale of the pigs and lambs will bring enough income to keep the project in continued operation.

Cooperative Extension and the Probation Department will have complete supervision over the project.
PRESENTATION PLANS FOR PROPOSALS

Juvenile Probation Clothing Program

In cooperation with the volunteers in Probation, the 4-H staff will present the written proposal to the local Law Enforcement Assistance Association. Prior to presentation, the director of the association will be contacted personally. A follow-up will also be made.

The alternate source for this proposal will be local department stores. A personal presentation will be made requesting the donation of equipment and supplies. The donors would subsequently be asked to participate in the presentation of awards and recognition at the fashion show, and included in publicity.

Friendship House 4-H Grounds Improvement and Gardening Program

Initially this proposal will be presented to the local Standard Oil Office or other large corporation. The proposal will be accompanied by photographs of the existing, as well as photographs of other 4-H community gardens. Possibly a tour of the facility will be conducted also, thus acquainting potential donors with the location. A slide set will be established of the development of the site and the participation of youth. Donors will be invited to participate in the planting of shrubbery and will be presented with sample produce from garden in conjunction with publicity drives.

4-H Community Awareness And Career Education Program

Local businesses and service clubs will be asked to donate to this program. Presentation will be made to meetings of memberships and business associations. Displays will be placed in cooperating businesses and publicity will concentrate on donors.

Margaret J. Frazee
4-H Youth Advisor
JUVENILE PROBATION CLOTHING PROGRAM

SITUATION:
A poor self-image contributes to the behavior leading many youth to the Juvenile Justice System. Teenagers' self-images and the resulting behavior are greatly influenced by how they feel about the way they look. In addition, young people on Probation need successful learning experiences to increase their feeling of self-worth and to make constructive use of their time.

In June, 1976 the Volunteers In Probation completed a six-week personal grooming and improvement clinic with teenage girls on Probation. University of California Cooperative Extension can offer a follow-up program with these and other such young people in which they will learn to plan and sew their own wardrobes, thereby improving their appearances and giving them practical skills. Extension has already succeeded in a similar program conducted in the Kern Youth Facility (Juvenile Hall) as part of the 4-H Youth Program.

The new program is designed to work with teenage probationers outside of the Facility by utilizing a neighborhood center and volunteer leadership. The 4-H program can provide educational information and leader training. However, equipment, supplies, and volunteer leadership must be secured.

OBJECTIVES:
Young people who:

a) have experienced a successful group learning situation.
b) have improved their behavior through confidence in their appearance and skill.
c) are able to sew their own clothing.
d) can plan and construct a wardrobe using resources wisely.
e) know how to improve their appearance through dress.

PROGRAM DESCRIPTION:

1. Teenage girls (and possibly boys) on Probation will be in organized sewing groups.
2. Instruction will be given in wardrobe planning, sewing, buymanship, clothing care, and modeling.
3. Youth will be given an opportunity to present a fashion show.
4. Youth will receive recognition and identification.
5. Youth indicating a desire or potential will receive leadership training and an opportunity to assist leaders in a future sewing program with younger youth.
PROGRAM PROCEDURE:

1. Involve volunteer adult leaders and youth through cooperation with the Volunteers In Probation.
2. Arrange a location to hold classes.
3. Hold leader training workshop.
4. Purchase equipment.
5. After meeting with youth once or twice, determine what further supplies will be needed and purchase them.
6. Maintain regular contact with leaders.
7. Plan fashion show and recognition reception when the group is ready.
8. Offer leadership training to interested youth.

BUDGET:

Leadership and training  NONE
Two sewing machines  $250.00
Other supplies and equipment  $200.00
Awards and recognition  30.00
Gasoline for field trips  20.00

$500.00

Margaret J. Frazee
4-H Youth Advisor
FRIENDSHIP HOUSE 4-H GROUNDS
IMPROVEMENT AND GARDENING PROGRAM

SITUATION:
To insure that young people develop into useful and contributing members of society, they need constructive activities to occupy their time, give them confidence in themselves and to teach them useful skills. Southeast Bakersfield is a highly neglected area of the total community. The poverty level is at least thirty-nine percent of the population. There are virtually no businesses in the area and the five thousand residents are scattered in small sub-standard homes, in some cases without even indoor plumbing. Transportation into town is very difficult as it is too far to walk to any commercial areas or recreation centers. The young people of this neighborhood need to pursue activities which will help them become productive members of their community.

Friendship House is a private community center attempting to serve this area. But with improvements to its grounds and the organization of 4-H projects there, its services to the youth of the community would be greatly increased. The University of California can offer constructive youth activities through such 4-H projects as community gardening, grounds beautification, livestock and many others.

This new 4-H program is designed to allow the youth to take an active part in the improvement of their neighborhood. With the installation of water lines and a sprinkler system, the young people will be able to cultivate a garden and landscape the grounds as part of their 4-H projects. The 4-H program can provide educational information and leader training. However, equipment, supplies, a salaried project leader, skilled labor or consultant, and volunteers must be secured.

OBJECTIVES:
Young people who:

a) have experienced a feeling of accomplishment through work on a group project.

b) have taken pride in their community center.

c) have learned skills in gardening and/or landscaping.

d) have a better appreciation for plants and how they grow.

e) have found a constructive use for their time.
PROGRAM DESCRIPTION:

1. Water and sprinkler systems will be installed to allow for a garden plot and landscaping deemed appropriate by the director of Friendship House.

2. The youth will be taught the basic skills of gardening and landscaping.

3. They will actively participate in the landscaping of the grounds.

4. At the appropriate time, the youth will plant a garden which may be done in conjunction with other members of the community.

PROGRAM PROCEDURE:

1. Consult with the director of Friendship House concerning his development plan for the facility and its programs. Cooperate with him on the writing of the proposal and implementation of program.

2. Secure the services of a qualified person to design water systems and basic landscaping, including an estimation of cost.

3. Hire a paraprofessional 4-H Assistant as project director. Aid the paraprofessional in recruitment and training of volunteers and use of project material.

4. Project director will organize youth and volunteer adults to work with skilled labor on installation of water and sprinkler systems.

5. After systems are established, project director will form 4-H Grounds Beautification and/or Gardening projects with youth and volunteers.

BUDGET:

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Consultant</td>
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<tr>
<td>4-H Assistant - Project Director</td>
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<tr>
<td>Supplied and Equipment</td>
<td>$3,000.00 $10,000.00</td>
</tr>
</tbody>
</table>

Margaret J. Frazee
4-H Youth Advisor
4-H COMMUNITY AWARENESS AND CAREER EDUCATION PROGRAM

SITUATION:

Unemployment is a critical problem in many low-income sections of Kern County. Adults have not been trained properly for employment, and the youth are not receiving the information they need to plan careers for themselves. They have not had the opportunity to become acquainted with job possibilities in both the private and public sectors. If they were able to become more familiar with their community they could identify potential sources of employment.

Community Resource Development and Career Education are two major functions of the 4-H program as part of the University of California Cooperative Extension. Four H has the potential for providing opportunities for youth to become more familiar with their community, its operation and possibilities for employment in it.

OBJECTIVES:

Young people who:

a) have acquired a better understanding of their community.

b) have acquired knowledge about the function and operations of local government agencies as well as private industry.

c) have visited several agencies and businesses to observe them in action.

d) have identified potential sources of employment.

e) have acquired a better understanding of various jobs in the community.

PROGRAM DESCRIPTION:

1. Youth will visit various governmental agencies and private businesses to learn their functions, purpose, and employment potential in the community.

2. Youth will observe their local courts and/or legislative bodies in session and become acquainted with public officials.

3. Speakers will inform youth of educational and job requirements.

4. Youth will be encouraged to participate in their community through display, exhibits, attendance at community activities, and writing letters to governmental representatives.
4-H COMMUNITY AWARENESS AND CAREER EDUCATION PROGRAM

PROGRAM PROCEDURE:

1. Hire a 4-H Assistant as Project Director to organize program.
2. Contact schools and community centers to recruit young people.
3. Contact agencies and businesses to arrange visits, speakers, and information.
4. Purchase supplies for use in preparing displays.
5. Have youth prepare displays on what they have learned for exhibit at community functions and businesses.

BUDGET:

4-H Assistant
  (20 hours per week at $5.00 per hour for 12 weeks) $1,200.00

Supplies and equipment $300.00

Total $1,500.00
Refugio A. Gonzalez, 4-H Youth Advisor
Imperial County, California

TWENTY-DAY 4-H RECREATION PROGRAM FOR THE KENNEDY GARDENS

SITUATION

The children in the City of Calexico are extremely vulnerable to drugs and violence. The city borders Mexicali, a city of approximately 750,000. Calexico can be considered a suburb of Mexicali. The youth of Calexico is confronted with the same problems that confront youth in urban centers. The Kennedy Gardens housing project is of particular concern due to the high population of low-income youth.

The 4-H program of the University of California's Cooperative Extension is concerned and prepared to serve the youth between the ages of 9-19.

4-H can coordinate a 20-day recreational program for 50 children in the Kennedy Gardens Housing Project. Currently 4-H sponsors 6 clubs in Calexico: Dool, Mt. Signal, Jasper, Rockwood, Mains, and United Jeffs. 4-H needs support to expand its services to the youth of Calexico.

OBJECTIVES

For 50 boys and girls from the Kennedy Gardens Housing Project to:

- gain self confidence and feeling of worth through individual accomplishment;
- have the training to participate in acceptable social recreation;
- gain from socializing with other youth;
- develop a positive attitude toward community activities and programs;
- understand how to make use of available resources;
- develop physical skills relating to various recreational activities.

PROGRAM DESCRIPTION

- Enroll participants in city-sponsored swimming sessions for 3 weeks.
- Cooperate with the city to provide transportation and supervision of participants during all phases of the 20-day program.
- Offer seminars and films relating to community services, citizenship, and the role of the individual.
- Utilize local community facilities such as schools, churches, parks, community center, swimming pool, etc.
- Take the members camping for 3 days and 2 nights at Cuyamaca State Park.
- Enroll all participants in the University of California Cooperative Extension 4-H program.

BUDGET

2 college students (work study students?)
@ $3.00/hr. x 4 hr./day x 18 days = $432.00
2 - 10 hr./days - camping 60.00
Camping Fees
Food, transportation, educational materials $15/camper
Swimming Fees (donated by city - $150 in-kind) --
Transportation (donated by city) --
Film rentals $100.00
Miscellaneous $153.00
Total $1500.00

Budget Implications: $1500 total cost for 20 days = $75.00/day
$75 for 50 participants = $1.50/participant/day
SHORT TERM PROJECTS FOR MIGRANT CHILDREN (School Enrichment Period)

SITUATION

Migrant children in California do not always receive the full benefits of our educational system because they move from school district to school district as their parents follow harvest jobs. Imperial County has a high number of migrant children in its schools during the winter months. Calexico Unified School District has the highest percentage of migrant children.

The 4-H program of the University of California's Cooperative Extension Program is concerned and prepared to serve all youth between the ages 9-19.

4-H can coordinate short term project activities in electricity, woodworking, sewing, cooking, etc., to enhance the learning situation for the migrant children of the Calexico Unified School District. The children's sense of success can be boosted by entering the completed projects in the California Mid-Winter Fair. 4-H needs support to expand its services to the youth of Calexico.

OBJECTIVES

For migrant children to:
- gain self confidence and feeling of worth;
- explore career opportunities;
- prepare themselves to face adult and economic problems;
- better relate their school studies to everyday situations;
- understand how to make use of available resources;
- learn basic nutrition and develop better eating habits.

PROGRAM DESCRIPTION

- Arrange for school enrichment period during regular school hours for migrant children (winter quarter).
- Enlist the aid of trained volunteers to teach the enrichment period.
- Provide the materials and equipment needed to complete the projects.
- Enter all completed projects in the California Mid-Winter Fair.

BUDGET

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical, woodworking, sewing, cooking supplies</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Paper, pencils, pens and other school-type supplies</td>
<td>200.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>50.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1750.00</strong></td>
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</tbody>
</table>
A PROPOSAL FOR A GARDENING PROJECT IN
THE LEMOORE SELF-HELP HOUSING PROJECTS

SITUATION:
Youth in the Lemoore Self-Help Housing Projects have nothing constructive to do other than school sports participation which reaches only a small number. The community is made up of 25 families of Blacks and Mexican-Americans with 3-8 childrens in each home, ranging in ages 0-19. However each house is on a plot, ½ acre, of ground that could be utilized for gardening projects with some volunteer help. There is definitely a need for a 4-H type program in this community to help the people to help themselves. For 4-H to expand into this area additional funds are needed to:
1. Reimburse volunteers for mileage.
2. Provide supplies for projects.

EXTENSION'S ROLE:
Cooperative Extension with its many Farm Advisors and gardening materials could provide expertise to this program.

EXTENSION'S CONCERN:
The training of adult and youth volunteers could bring about some new learning experiences as well as an economical change in this community.

OBJECTIVES:
1. To give youth some new skills in learning.
2. To make youth aware of what can be done in the community.
3. To encourage productivity.

DESCRIPTION:
1. Youth 5-19 years old will be target group.
2. Learning skills will be provided for entire community.
3. Group meetings will be provided for teaching sessions for all ages.
PROCEDURES:
1. Enroll youth 5-19 years old in 4-H Gardening Project.
2. Enroll adults as volunteer trainees.
3. Secure volunteers to work with youth and adults.
4. Cooperative Extension to hold training regularly for volunteers.

BUDGET:
1. Six volunteer project leaders 12 months
   12 hours/week @ $4.00/travel $24.00.............$1152.00
   2 hours/week each
2. Seeds/plants - $100.00.......................100.00
    Total.............................$1252.00
A PROPOSAL FOR A TARGET AREA FIX-IT-SHOP - Kings County

SITUATION:

There are many needs in the county for job skills in low-income areas. In the Gardenside area one volunteer and his helper have been working with a small group of boys in Electrics and Automotive. They have made a little progress, but with enough money to provide hand tools these leaders could help these boys to be able to start a fix-it-shop and finance more projects to improve their skills further.

This project could become a Community Pride Project.

EXTENSION'S ROLE:

Cooperative Extension with its experts in Electrical, Engineering and Mechanical fields could provide much help to these leaders.

EXTENSION'S CONCERN:

To train this leader and other volunteers and help expand the total 4-H program.

OBJECTIVES:

1. Youth to develop useful job skills.
2. Youth to build pride in self accomplishment.
3. Youth to become helpful to the community.

DESCRIPTION:

1. Youth 9-19 years of age to be target.
2. Volunteer leaders to provide teaching skills.
3. Youth will be able to advance at own pace.
PROCEDURES:

1. Enroll youth, ages 9-19 in project.
2. Recruit more volunteer leaders.
3. Cooperative Extension to provide guidance and volunteer training.

BUDGET:

Hand tools..............$500.00

Total....................$500.00
A PROPOSAL FOR A RECREATION PROGRAM IN KINGS COUNTY

SITUATION:
The youth in the HomeGarden area have no facilities for recreation and guidance. This has resulted in gambling in the streets at night, school dropout, theft, social problems and lack of respect for public officials and general public.

EXTENSION'S ROLE:
Cooperative Extension has been concerned about these problem areas for some time.
In 1971 the ENEP Staff were successful in enrolling 50 some youth (age 8-15) in a 4-H Club but because of not being able to secure volunteers, staff had to do all teaching using some of the teenagers enrolled as helpers.
The youth were involved in Food and Nutrition classes including cooking and games. We have been able to see some results over the past 5 years. We also were able to involve some of these youth in overnight camping experiences.
To be able to do a more effective job in this area, funds are needed to:

1. Secure a building for recreation.
2. Hire an assistant with a Recreation Major who has the desire and ability to work with youth.
3. Provide supplies and equipment needed to carry out a recreation program.
EXTENSION ROLE:

The 4-H program of the Cooperative Extension can provide the experience of participating in 4-H projects like:

Cooking, Arts & Crafts, Gardening, Woodworking, Electricity and many others.

EXTENSION CONCERN:

To work in cooperation with recreation program to expand the 4-H program through training volunteers to set up a wide variety of 4-H projects.

OBJECTIVES:

1. Youth to gain understanding of group participation.
2. Youth to develop leadership in recreation and other areas.
3. Youth to have wholesome and satisfying learning experiences.

DESCRIPTION:

1. Youth (5-18) years of age in HomeGarden will be target group.
2. Recreational facilities for all age levels will be provided.
3. Assistant and volunteers will assist in providing guidance and information.

PROCEDURES:

1. Enroll at least 80% of the youth (ages 5-18) in the recreational program.
2. Hire one assistant with recreational major to provide guidance and leadership.
3. Work with existing county recreational programs.
4. Cooperative Extension to provide guidance to assistant and volunteers.
BUDGET:

1. One assistant - June 1 to September 1 (3 months)
   40 hours/week @ $3.00/hour = $120.00/week ........... $1440.00
   September 1 to June 1 (9 months)
   15 hours/week @ $3.00/hour = $45.00/week ........... $1530.00

2. Supplies, Equipment, Facilities:
   Building - $100.00/month ................................ $1200.00
   Equipment - $1000.00 ..................................... $1000.00

3. Project materials - $300.00 ................................ $300.00
   Total ....................................................... $5470.00
Situation Statement

The Youth Leadership Workshop is an annual leadership development and citizenship building program sponsored by the University of Alaska, Cooperative Extension Service.

The program is aimed at giving high school students from across Alaska an opportunity to learn to be a better club member and citizen in their community.

High school students representing various youth groups learn and practice leadership skills, learn parliamentary law, communications, parent-teen relations, building their self image, human relations, and getting to know themselves during a week's stay on the University of Alaska campus - Fairbanks. Youth learn about living in a dorm and get a touch of campus living in preparation for college. Youth learn about other youth groups and meet people from across Alaska.

As the cost of transportation and costs of the workshop increase, many youth are finding it difficult to meet expenses to be able to attend.

Some BIA scholarships are available for native youth, but other youth do not have an opportunity to attend.

Objectives

1. To help more youth understand leadership processes and development.
2. To have youth realize the benefits of good leadership and citizenship.
3. To gain leadership abilities and an insight into better human relations.
4. To understand the effects of being a better leader and citizen at school and in the community.
5. To appreciate their roles and responsibilities in becoming a better club member or leader.
6. To appreciate the value in working with peers from across the state.

Program Description

High school youth from across Alaska are invited to participate in the workshop.

The program is designed to develop leadership skills and gain better citizenship.

Various educational classes are taught during a four day period. The youth are selected to serve on planning committees to help with activities during the week.

The youth learn about the University of Alaska and experience University life.
**Program Procedure**

Have committee of youth and adults plan the Youth Leadership Workshop.

Advertise program to high school youth.

Hire 4 former delegates as teachers, chaperons, and assistants.

Hire two adult chaperons. Cooperative Extension Service staff will also teach, chaperon, and help with the program.

Some teachers will teach free of charge.

Plan the leadership program.

Identify program teachers and seek assistance.

The University will be used for classes, housing, and meals.

**Budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 youth assistants</td>
<td>$135 \times 4 = $540</td>
</tr>
<tr>
<td>2 adult leader assistants</td>
<td>135 \times 2 = 270</td>
</tr>
<tr>
<td>Transportation for 4</td>
<td>125 \times 4 = 500</td>
</tr>
<tr>
<td>Partial scholarship for 12 youth to attend Youth Leadership Workshop</td>
<td>60 \times 12 = 720</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2030</strong></td>
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</table>
A 4-H NATURE STUDY PROGRAM FOR SALINAS YOUTH

Situational Statement:
Youth in urban areas such as Salinas have few opportunities to gain an appreciation for nature. Ramifications of this include disregard for surroundings, littering and vandalism, and an inability to reach logical decisions on pressing environmental issues.

A 4-H nature study group involving 18 Salinas youth was formed during Easter vacation, 1976. A creative and stimulating program package developed by the University of California was utilized. Response to the activities, delivered by three volunteers, was enthusiastic.

Because of the success of this group, Monterey County Agricultural Extension wishes to reach out to more Salinas youth with the program. Extension personnel would assist in program planning and obtaining resources necessary for effective program delivery.

Objectives:
1. To instill in youth a greater appreciation for their environment.
2. Youth to gain in ability to reach rational decisions on environmental issues.
3. Youth to improve their powers of observation.
4. To enhance the natural curiosity of youth.
5. Involved in providing alternatives for community decisions on environment, etc.

Program Description:
1. 1000 Salinas youth (ages 9-15) to be involved in nature study workshops. Each workshop will run three days a week for two weeks.
2. Volunteer adults and teens will deliver the program.
3. The University of California nature study package will be used.
4. The program will involve youth in learn-by-doing activities.
5. Field trips will be taken to appropriate sites. Some activities will be carried out in urban settings.
6. Youth will be encouraged to enroll in year-round youth programs.

Program Procedure:
1. Secure buses and drivers to provide transportation to and from field sites.
2. Obtain necessary financial assistance.
3. Hire a director to administer the program.
4. Director, with assistance from AES, to recruit and train 100 volunteers.
5. Obtain sites for workshops.
6. Recruit youth through a publicity campaign.

Budget:
A. Personnel
   (1) Director - six months, March-August, estimated 20 hour week at $4.00 per hour
       $2000.00
   (2) Volunteers - average 56 hours each \( \times \) 100 = 5600 hrs.
       ---
B. Administrative costs - phone calls, stamps, others as itemized by director
   250.00
C. Supplies - 10 program kits at $7.50
   75.00
   materials for activities
   525.00
D. Transportation - 180 hours of bus/driver time
   (absorbed by Office of Education)
Situation:

Mulligan Stew, an instructional TV film on six reels which run for 1/2 hour each, is probably the most effective tool for teaching nutrition to children that has been developed in recent years. Accompanying instructional materials are designed so that people with no background in nutrition are able to teach it effectively and a comic cook is given to each child to take home for reinforcement of the educational experience. Statewide Extension owns only three (3) copies of Mulligan Stew, one of which spends most of its time in Orange County where we are not able to keep up with the demand for the film series. Since the films cost $915.00 for the package and Orange County doesn't have this much, things look grim. Orange County is in a real stew.

Extension's Role:

The films are introduced into a new setting by a staff assistant with Home Economics training who instructs the "teacher" in proper utilization of the materials. Comic books for each child are purchased at 12¢ each from us and the films are provided by appointment, with a long waiting list always on hand. In return for use of the films, a 4-H group enrollment form is completed and returned to us.

Extension's Concern:

We need, at the least, our own copy of Mulligan Stew in Orange County and we could keep several copies in circulation. We understand that one school district has bootlegged a copy because their teachers got tired of waiting for ours and they use it without the comic books and without our office getting the group enrollment. If a less expensive method of securing copies of the films could be found, we could get more mileage out of Mulligan Stew before it becomes so dated it provides more comedy relief than instruction (it is already five years old). Most Orange County schools use TV and video tapes, so the best way to go might be to have Mulligan Stew copied on video tape.

Objectives:

1. To investigate costs for dubbing onto video tape.
2. To locate a local source for doing the work.
3. To find the money we will need for one or more copies for Orange County use.

Procedures:

1. Find out possibilities and costs for dubbing Mulligan Stew onto video tape.
2. Locate the nearest place in Orange County to have this done.
3. Present project to County Club Council. Ask them to develop an ad hoc committee to locate necessary funds as quickly as possible or appropriate the money from funds on hand.
4. Aim at getting several copies.

Budget:

1. University of California Davis, Instructional TV costs for dubbing a 30 minute film onto a 3/4" cassette, includes labor, equipment and tax. .......... $ 40.00
   (Cost is on July 1976 price list.)

2. Cost of 30 minute 3/4" TV cassette .......................... 18.25

3. Total cost of one tape ........................................ $ 58.25

4. If costs at University of California Irvine are comparable, the total cost for copying Mulligan Stew would be $349.50. Three copies would cost a total of $1,048.50 as compared to cost for one set of 16 mm films, $915.00.

5. We might be able to locate a better price by shopping.
Situation:

That our "Press" in Orange County has consisted of a series of club meeting announcements and award winners is probably because relations between 4-H and the press is the responsibility of the 4-H clubs. Each club has a member who prepares regular press releases for his/her local paper and occasional news releases out of Berkeley are issued from the 4-H Office. This modus operandi takes Public Relations completely out of the hands of professional staff and gives them neither control nor knowledge of what is being sent for publication. Only a few gaffs have occurred because the press has been extremely kind. However, since the news items published come mostly from traditional units, the image of "cows and cookin'" tends to be perpetuated. To change the concept of 4-H to include new perceptions, to define new roles for the organization and to create amicable relationships with the press at every level, a carefully planned and executed public relations thrust needs to be developed for Orange County 4-H.

Extension's Role:

During the recent changes in administrative responsibility in Orange County Cooperative Extension, Public Relations has been lost in the shuffle as a viable mechanism for creating support for 4-H. With the existing county 4-H operational plan about to be changed to strengthen the organization, a Public Relations component built into the new model is the best way at the best time to instigate a productive Public Relations strategy.

Extension's Concern:

It is desirable to use volunteer staff, professional staff and specialists from the community in developing a comprehensive plan for Public Relations with the expectation that the results will be increased visibility in local media and an evolved change of image of 4-H to the comprehensive model which incorporates urban outreach and traditional programs.

Objectives:

1. Give 4-H units maximum press/media exposure.

2. Include 4-H members in the public relations process for career education training.

3. Devise an efficient way to handle regular press releases that will require minimum staff time and will become a standard operating procedure.

4. Involve local media people in the 4-H process.

5. Change the 4-H image in Orange County to a more comprehensive model.

Procedures:

1. Develop an ad hoc Public Relations committee for Orange County 4-H to consist of:
a. Two 4-H members interested in Journalism.

b. Two 4-H leaders.

c. One 4-H County Club Council member (possibly the chair of Public Relations Committee in CCC).

d. 4-H Youth Advisor.

e. Two members of local press; one from North Orange County, one from South Orange County.

f. A retired promotion man from Unex University of California (known to me).

g. Someone from advertising department of a local business.

h. Faculty member, University of California Irvine or California State University Fullerton, in Communications.

2. Charge the committee with:

a. Devising an efficient, simple method of handling Public Relations involving club members and 4-H Office.

b. Recommending best ways to develop good Public Relations.

c. Suggesting the most effective means for changing our 4-H image to include new concepts.

d. Designing a plan to increase community support for 4-H through a Public Relations campaign.

3. Once recommendations and plans are ready, the Public Relations Committee will submit them to the County Club Council and the 4-H staff for consideration, advisement and action.

Budget:

The committee will need no special funding until the total plan is developed.
Situation:

A strength of the 4-H/University of California/USDA affiliation is the availability of hundreds of simple-to-complex projects, designed for youngsters, with "learning while doing" success and achievement built into the learning process. These educational materials have had great, positive impact upon the development of those who have used them. However, some of the children who need these materials are unable to use them because the existing material is beyond their capability. It is paradoxical that the group of youngsters with the greatest difficulty in achieving success in everyday activities has, perhaps, the greatest need for the small successes. These are the young people who are disadvantaged because of a diagnosed learning disability, the Educationally Handicapped (EH). A natural outreach of the 4-H program is toward these children.

Extension's Role:

At present EH children are incorporated into existing 4-H units whenever possible, a good condition that must be reinforced as the new program grows. Yet, the specialized support and training needed by EH children, the predictable problems created by the hyperactive behavior of some and the social immaturity of many often preclude traditional approaches. After 70 years of successful experience working with youth, 4-H is a natural vehicle for the development of materials, the training of adult leaders and the dissemination of new programs for use by public and private schools where EH children are located.

Extension's Concern:

Cooperative Extension, using advisement from University of California specialists in Education and Human Behavior, will develop a training program that will create special publications detailing techniques for leaders working with EH children and projects designed to enhance educational experiences for these children. The 4-H staff will develop institutional support in local school districts, private schools and treatment centers and will seek financial support for the project from State or Federal funds allocated to projects for the educationally handicapped. Further, the staff will create liaison with organizations working in the field to instigate agency cooperation in seeking, securing and dispensing funds in support of 4-H units for EH children, either institutionalized, at home or in special classes.

Objectives:

1) To develop projects, simple yet challenging, that will encourage a pattern of success for EH children.

2) To give opportunities for social contacts to children who have experienced problems in ordinary social settings.

3) To teach rudimentary skills that can be the foundation of career patterns.

4) To expose the EH child to varieties of experience that will increase their awareness of their own potential.
5) To facilitate the socialization process with their peers (who may or may not be EH).

6) To make available to teachers/leaders new, supportive materials for working productively with the EH child.

7) To create a simple manual for leaders with specific directives for facilitating work with EH children.

Procedures:

1) During Winter quarter, 1977, the University of California Irvine Office of Education, Dr. Kenneth Bailey, director, will be contacted to:
   a. Recruit two interns (graduate students) for a field work experience to begin Spring quarter, 1977, and conclude at the end of Winter quarter, 1978.
   b. Arrange with the Office of Education for evaluation of the 4-H for EH project; to be a project for an M.S. Candidate.

2) The 4-H Youth Advisor will develop an Ad Hoc Advisory Committee for Development of 4-H for EH. The committee will be called to meet together in February 1977, and will consist of:
   a. Two experienced 4-H Leaders familiar with EH children.
   b. Two 4-H Youth members who are EH (as diagnosed by a school district) and who understand 4-H.
   c. Three graduate students (two of whom will be the interns in 1.a. above) from Education, UCI.
   d. Two school psychologists from Orange County school districts.
   e. Two EH teachers from local schools.
   f. Two members of California Association for Neurologically Handicapped Children, Orange County Chapter.

3) The committee will develop the program using or adapting existing material or preparing new guides. The interns will be responsible for the actual preparation of written materials.

4) The committee will supervise introduction of one pilot program in an Orange County school, to be selected by them, to test the effectiveness of the new materials in a classroom setting, which will be a 4-H unit with the teacher(s) as 4-H leader(s).

5) Beginning in February 1977, it is expected that six months of development and six months of experiential investigation will produce the information and the measurement needed for application for State or Federal funds to support expanding the program and making the materials generally available.
6) The final steps, after securing funds, will be the dissolution of the committee, the offering of the materials through National 4-H and, in Orange County, the development of 4-H units by 4-H staff in as many locations as possible.

7) In addition to actual 4-H units of EH kids, wherever possible, the materials will be used where these children are members of 4-H groups to facilitate their assimilation into normal settings.

Budget:

Insofar as practical, there need be no expenditure of funds outside of normal expenses covered by existing monies for development of this project in this manner.
PROPOSAL FOR NUTRITION PROGRAM - CONTRA COSTA COUNTY

Nutrition is one of the most important things affecting our health and well being. Since nutrition is a major factor in health, a community youth center which neglects nutrition is serving only part of its purpose.

The concern is poor nutrition in youth. The eating habits, quality and quantity of food intake, balance and correct intake of the basic four food groups, which contain essential nutrients for growth and development, these are what we are talking about. Vitamins, minerals, protein, carbohydrates and fats have not been consumed in a healthful manner by many Contra Costa County youth regardless of social-economic status. This problem has resulted in stress, which has led to poor health, low resistance to disease and a poor performance in school, athletics, at home and in the community.

EXTENSION ROLE

The Cooperative Extension Service has a total commitment to the people of the state of California to provide educational information. It has long been concerned with nutrition and the health of its clientele, especially with the quality and quantity of food used in human consumption.

The Contra Costa County 4-H Advisors have received in depth graduate level training in many areas of nutrition, health and personal development.

The staff is reinforced by Specialists in nutrition at the University of California at Berkeley.

EXTENSION CONCERN

Through the 4-H Advisor and with the assistance of the Specialists of the University of California and of local resources, including the medical doctors of the county, the Contra Costa County Extension Service could provide professional support for educational programs and inputs to help alleviate and correct poor eating habits through a coordinated effort.

OBJECTIVE

Youth from 7 to 19:

1. to understand effects of poor eating habits.
2. to develop better eating habits.
3. to understand benefits of good eating habits.
PROPOSAL FOR NUTRITION PROGRAM - CONTRA COSTA COUNTY continued:

4. to have better physical and mental health.
5. to understand why one has stamina if his eating habits are good.
6. to have an overall awareness of classroom, home and community.
7. to make positive impact on the food buying and selection of their parents.

PROGRAM PROCEDURE

1. Program is to be offered to all youth 7 through 19 years of age in the County.

2. Program to be based on demonstration methods of awareness and preparation of foods.

3. Program is to last 8 weeks.

4. 4-H assistant and volunteers will coordinate the program with community leaders and classroom teachers.

5. 4-H Youth Advisor will help teach basic nutritional information.

PROPOSED BUDGET

1. 4-H Field Assistant - $3.00 per hour (320 hrs.) $960.00

2. Printing of additional nutrition information 100.00

3. Secretarial help - telephone, etc. 200.00

TOTAL $1,260.00

Ken Rowland

Request Proposal for Nutrition Program
Today there is an effective movement afoot that is helping thousands who don't own land to grow their own food through community gardening. A recent Gallup Poll showed that 73% of American families had some kind of vegetable garden in 1975, mostly to help stretch food budgets. More important, the same survey revealed 12,000,000 more families would grow their own food (vegetables). We found that more than half of Richmond's population (93,000) would like to take part in a gardening program if they had the land.

For example, community gardens in San Francisco, Sacramento and San Diego are serving over a quarter of a million less affluent youth and adults.

COMMUNITY GARDENING WORKS!

It has been working since prehistory when man first shared the good earth on common farms. It worked during World War II in the form of "Victory Gardens". Today in Richmond, the University of California Cooperative Extension, through its 4-H Program, believes it will work again in the fight against double digit food inflation. Community gardening means providing neighbors with an opportunity to meet each other and work together during their leisure time. Also, it could be a valuable entity in helping to bridge the generation gap.

EXTENSION ROLE

The Cooperative Extension Service, through its 4-H Program, has been concerned with the development of community and back yard gardening for sometime. Last year, Contra Costa County's 4-H Program took part in the Urban Program. We enrolled 35 new adult leaders and 431 youth in our County's special interest program.

EXTENSION CONCERN

Through the organized groups of 4-H youth and adult volunteers the Cooperative Extension Service can provide leadership in developing community gardens throughout the low income areas of Contra Costa County. Also, Cooperative Extension Service can provide expertise from its Agricultural Department in establishing and developing the garden sites.

OBJECTIVE

1. Youth and adults to have wholesome and satisfying gardening opportunities.
PROPOSAL FOR AN URBAN GARDEN PROGRAM IN CONTRA COSTA COUNTY continued:

2. Youth and adults to develop leadership in areas of gardening.
3. Youth, including girls, and adults to gain understanding and skills in group participation.

PROGRAM DESCRIPTION

1. Teens and adults from economically disadvantaged areas will be involved in as many educational activities as possible in order to change their behavioral attitudes for constructive living.
2. Paraprofessionals, teens and adult volunteers will focus on deviant teens and pre-teens and provide the security one needs to overcome his or her life style and difficulties.
3. Several projects will be provided, including both individual and group projects, such as: special gardening project, basic nutrition, food preservation, food storage, field trips, canning workshops and career exploration.

PROGRAM PROCEDURES

1. Hire two paraprofessionals (adults with experience in gardening and youth work and/or local community leaders).
2. Coordinate community leaders into an ad-hoc advisory committee to identify causes of problems and possible solutions.
3. Local facilities, like schools, churches, homes, etc. will be used in relation to the size of the activity. Transportation will come from volunteer organizations and/or parents.
4. Several training sessions will be held for paraprofessionals and volunteers.
5. The Advisor will serve as coordinator and will provide leadership necessary for the ad-hoc committee, training of volunteers and overall supervision of the program with the County Director.
PROPOSAL FOR AN URBAN GARDEN PROGRAM IN CONTRA COSTA COUNTY

PROPOSED BUDGET

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Paraprofessional - 20 hours per week, $3.00 per hour</td>
<td>$3,120.00</td>
</tr>
<tr>
<td>1 Paraprofessional - 20 hours per week, $3.00 per hour</td>
<td>3,120.00</td>
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<td>1 Secretary</td>
<td>2,500.00</td>
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<tr>
<td>Travel - mileage - 10¢ per mile for Paraprofessionals</td>
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<tr>
<td>Office Space and Rental (heat, water, phone, etc.)</td>
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<tr>
<td>Office supplies, postage, freight</td>
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<tr>
<td>Program and teaching aids</td>
<td>500.00</td>
</tr>
<tr>
<td>Equipment purchase and repair</td>
<td>1,000.00</td>
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<tr>
<td>Printing and photo supplies</td>
<td>400.00</td>
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<td>Miscellaneous</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$13,440.00</strong></td>
</tr>
</tbody>
</table>

Ken Rowland

Request Proposal For Garden Program
PROPOSAL FOR GIRLS TRACK TEAM

Hill Top Girls Track Team

Fitness is the word today. Everybody is trying to do something or they are thinking about doing something for their bodies. With today's emphasis on physical fitness, most people have gotten themselves involved in some kind of physical program, be it jogging, swimming or an overall conditioning routine for total body fitness.

In the City of Richmond's northeast district known as Hill Top, there are 2½ young girls ranging from 9 to 16 years of age. These girls are involved in AAU track and field competition all over California, but it looks like this road is fast running out because of the lack of transportation to get to and from track meets. Also, there have not been funds for a much needed balanced diet. Sometimes the team has to leave as early as 6 A.M. to arrive on time for registration. Some of them do not eat breakfast, thus, some performances are poor because of the lack of energy that it takes for the acquired capacity (the top limit at which you can perform).

EXTENSION ROLE

The 4-H program has been aware of the lack of a proper physical fitness recreational experience and has exerted major efforts toward providing these experiences. Major efforts include: physical fitness in school, community centers and playgrounds, activities, jogging, bowling, bicycling, dancing, and other organized fitness programs.

EXTENSION CONCERN

By using the expertise available to the University of California Extension Division and through coordination with city agencies and organizations, many necessary physical fitness experiences could be provided by 4-H programs and should reduce the time and money spent outside the city by youth. This in turn would help youth to become more aware of and have more respect of their city.

Youth to:  a. become aware of the different physical fitness training programs available.

b. become aware of the professional careers open to them.

c. become aware of career opportunities in the city of Richmond and Contra Costa County.

d. develop a positive attitude about Richmond and Contra Costa County and their future here.
PROPOSAL FOR GIRLS TRACK TEAM continued:

PROGRAM DESCRIPTION

1. Organize a once a day physical fitness program for youth.

2. Offer recreational activities and demonstrations that are currently available through local facilities in the County (Health Clubs, Colleges and other Physical Fitness Programs).

3. Offer seminars and informational films related to physical conditioning.

PROGRAM PROCEDURE

1. Hire one 4-H physical fitness educator in Richmond, California. This educator with a volunteer will operate the physical fitness program in Richmond.

2. Spread the word of the new program and find out what the city needs and wants.

3. Agents and other resource people will conduct training sessions for volunteer adult and volunteer youth.

4. The 4-H agent will provide overall leadership of the program, which will include procurement of volunteer, training sessions and initiation and evaluation of surveys.

5. Local community facilities such as schools, churches, parks, open spaces and available facilities will be utilized for the community physical fitness program.

PROPOSED BUDGET

1. Leadership - 4-H agent, June 31 - August 15 (6 weeks)
   9 hours per week, $4.00 per hour $216.00

2. Materials, miscellaneous (track shoes, T-shirts, shorts, socks, etc.) 500.00

3. Entry fees for AAU 300.00

4. Food and energy products (honey, protein & vitamins) 550.00

5. Mileage 400.00

TOTAL $1,966.00
IMPROVING LEARNING EXPERIENCES THROUGH PROPER NUTRITION

STERLING STEVENSON

THE PROBLEM

Many studies have proven that when children are properly fed their educational achievements are higher as compared to a child who is hungry. Non-alertness, aggressive behavior, low attention span are some of the symptoms scientists have associated to children who do not eat properly. Poor eating habits also affect the health of the child. Without consuming the proper nutrients each day, enough sleep and exercise, leads to poor health as well as absentism from school.

Many children attending school in Oakland Unified School District are from low-income families and are not receiving a balanced diet each day. Based on information obtained from the 1970 census of population and housing, 50% of the 89,000 families living in Oakland had income less than the median level of $9,626 per year. The total number of persons in poverty was 16.6%. The near poor (income less than 125% of the poverty level) totaled 21.7% of all persons of poverty families; 54.1% were headed by women. Because of inflation and the economic situation our country has been in the past 3 to 4 years, one can easily assume that these figures are higher now than in 1970.

Further information from the school district research department collected for school year 1975-76 indicates that 63% of all elementary school children, 48% junior high and 51% of all high school students are eligible to receive free lunches at school. These figures are even higher if one would eliminate the school located in the hill areas and other upper and middle class areas and look solely at the schools in the flat lands. Example: Hoover Elementary, 100% eligibility, Golden Gate Elementary 99%, Clawson Elementary 89%, as compared to Montclair 2%, Chabot 10%, Thornhill 27% eligibility.

Providing youngsters a free lunch is only one part of the solution of developing healthy Americans. The child and their parents both have to be educated on why certain foods are important and their effects to their health if we are to contribute to the development of our society. When school is out and the youngsters are not in school, everything is lost because most tend to go back to old habits.

Oakland Park and Recreation Department in an attempt to keep the lunch program going provides free lunches to low income-youth during the summer that participate in their recreation program and other agencies programs. From participating in summer program for the last five years I've observed how the children misuse these lunches. On any given day you can see discarded portions of the lunches on the ground or in trash cans, especially the vegetables and sandwiches.

The University of California 4-H Nutrition Program has been for the past 5 years trying to educate youngsters and adults in Oakland and Union City on better nutrition eating
habits and understanding the relationship between what you eat and what it does for the body. Most of our efforts were placed in developing community 4-H type programs with interested adults as volunteer leaders and making guest presentations at schools. We found this task very difficult because it is hard to find adults who are low-income to volunteer their time to working with children and secondly, youngsters are not that interested in learning about nutrition.

In trying to seek out different approaches to teach youngsters nutrition the University of California, Cooperative Extension awarded the nutrition program a grant to conduct a summer gardening program for low-income youth. With the addition of two garden aides, programs were conducted at Lazear, Melrose, Highland, Jefferson Elementary and Hamilton Junior High schools to teach children basic gardening techniques and nutrition. With the assistance of an agency whose expertise was in developing unused vacant lots, each school was provided land to raise their garden on. Each school developed a garden, but each had its individual problems ranging from planting on the wrong lot at one school to vandalism at two others. Two of them were very successful and taught us a lot about the benefits of utilizing gardening as a medium for teaching youth nutrition.

The Lazear school project was located in a community comprised of Mexican-American, Blacks, Portugese and Italians. Students and teachers from four (4) classes received in classroom instruction on tool safety germination of seeds, how to start a garden, nutrition, etc. Because of the size of the lot the community was surveyed to see if there were any adults interested in raising a garden in the lot. Seven men from the community signed up for a plot, along with the students class plots. Throughout the remainder of the school year and during the summer the interested children, who were organized into a garden club, and adults worked well at caring for their gardens. This garden was one of our most productive gardens in terms of yield. (see appendix#)

The Lazear project taught us several things:

1. That some adults are supportive of community gardening
2. That children and adults work well when there is a common goal
3. A community garden can bring a community closer together
4. The school develop a better image when it is involved in community activities
5. Nutrition concepts are picked up better by youngsters and adults when they can take part of raising and seeing the objects.

The gardening program at Jefferson Elementary school was conducted during their summer session for slow learners of the metric system. Two classes were involved in raising gardens in 6' x 9' containers. Each class was divided into teams of six students and were assigned a container. Each team was asked to give themselves a name and elect a president to develop group identity as well as responsibility for the care of their

(158)
container.
The 4-H garden aide worked through the president and gave them responsibilities, such as being responsible for his team's tools, conduct while in the garden, seeds, etc. Each team was responsible for figuring out how much space they each had to plant their vegetables, using the metric system, designing their garden, cultivate and care for it. Realizing that the students would grow tired of just gardening, each team was allowed to paint a mural on the sides of the containers, identifying their club name, their names and anything of their own design. The children worked hard and seem to enjoy their experience.

At the awards program at the end of school, one parent told me that her child would tell her about the garden every day and was proud that he was elected president. To culminate the awards activities the children were permitted to harvest and take home those vegetables that were ready. Needless to say the destroyed their garden. From this experience we found that:

1. Children are interested in planting and watching things grow
2. Other school subjects such as math, reading, etc. can be easily tied into gardening.
3. Nutrition is more understandable if the child can relate to something visible.
4. Children work well in groups if closely supervised.
5. The leadership ability of a child can be drawn out if prestige and responsibility is assumed by the child.
6. Children will protect things that they are actively involved in.
7. Children enjoy eating what they grown themselves.

EXTENSION'S CONCERN
The need for inner city youth and adults to learn the relationship of plant life to man, the nutritional value of food and to understand where our food comes from are the concerns of Extension. With its long history of working in agriculture, and the resources of USDA and the University of California, the 4-H Program, sponsored by USDA, The University of California and Alameda County, can provide the technical know how to develop such a program if funds were available to obtain the supplies and staff needed.

PROGRAM OBJECTIVES
1. To teach youth nutrition education by providing them real life situations where they can see and assist develop some of the food necessary for good health.
2. To provide a real life activity which brings each child into contact with almost the whole range of school subjects.
3. To teach conservation of soil, water, plants and people.
PROGRAM OBJECTIVES (continued)

4. To provide practical knowledge and skills in gardening.
5. To develop appropriate work habits and an appreciation for the value of work.
6. To provide opportunity for contact in an area of future occupation.
7. To provide fresh vegetables for family consumption

PROGRAM DESCRIPTION
- Two elementary schools in the Oakland Unified School District will be selected as target schools.
- Two fourth grade classes in each of the schools will participate.
- One full time program coordinator will be hired and given training during month of January.

February and March
- Workshops conducted at both schools to teach curriculum, and give out necessary materials.
- Teachers with assistance of program coordinator will conduct in-class program to include nutrition, tool safety, basic gardening techniques, germination of seeds.
- Garden sites to be cultivated by program coordinator or hired out.
- Classes will be divided into teams with presidents and team names.

April and June
- Students will transplant and plant their gardens in teams.
- Each team in garden twice a week.
- Team presidents to meet once a week for leadership development training.
- Exhibition day... each school will have judging contest where vegetables will be judged and awards given.

June thru September
- Garden clubs meet during summer with program coordinator and interested teachers to continue their gardens.

October thru December
- Training workshop at each school for teachers on how to conduct embryology program.
- Fourth grade class that was involved in garden program will be involved in embryology program.
October thru December (continued)

- Land covered with cover crop for spring use.

January and March

- One part-time garden aide hired and trained to work with 4th grade garden program.
- Training for teachers of 4th and 5th grade that will be involved in program.
- Fifth graders involved in advanced gardening, such as compost, insects.

April and June

- Same as first year

Summer

- Same as first year

Program will terminate on September 1, 1978, unless refunded.

BUDGET NARRATIVE

I Staff and Benefits:

a) Staff

One fulltime Program coordinator
$800 per month for 20 months $16,000.00

One part-time aide $4.00/hr, 5 days/week for 9 months 2,880.00

b) Fringe Benefits:

Figures based upon 14% of salary for 20 months, includes Workman's Compensation, Social Security, Unemployment Insurance and Liability Insurance - 14% of $18,880 2,632.00

II Supplies and Material

a) Gardening tools

- Shovels (10 @ $8.00 ea) 80.00
- Hoes (10 @ $5.00 ea) 50.00
- Rakes (10 @ $5.00 ea) 50.00
- Wheelbarrows (2 @ $45.00 ea) 90.00
- Hand trowels (10 @ $2.00 ea) 20.00
- Garden hose (2 @ $15.00 ea) 30.00
b) Miscellaneous Equipment:

- Seeds (variety of vegetable and flower
- Fertilizer
- Stakes, String
- Compost, potting soil $100.00

c) Training Material

- Two reams 20 lb paper $10.00
- Cost of printing $30.00

TOTAL BUDGET COST $21,972.00

BUDGET SUMMARY

I  STAFF AND BENEFITS $21,512.00
II SUPPLIES AND MATERIALS 420.00
III TRAINING MATERIALS 40.00

$21,972.00
INCUBATION AND EMBRYOLOGY PROJECT FOR INNER-CITY YOUTH

THE PROBLEM

Traditionally, live animal projects have been very popular with 4-H members. Throughout its history, 4-H has always involved youth in large and small animal raising projects, ranging from beef, sheep to poultry. As a member learns how to care for his animal he also learns about its life cycle. Because of the space required, members enrolled in these projects generally live in rural or sub environments.

Because of city ordinances and housing restrictions, inner city youth do not have the same opportunity of personally observing the life cycle of animals. For those who have the opportunity, it is generally in animals such as cats, dogs, hamsters, etc. Unless a youngster lives in a house, chances are that the apartment or public housing complex they live in prohibit animals. Without the benefits of real life experience and personal observations, our urban youth are at a disadvantage in developing an accurate concept of nature and how it effects the life cycle of animals.

EXTENSION'S ROLE

Through the resources of the University of California, contacts with other 4-H Programs which have developed successful programs, the 4-H Youth Program, sponsored by U.S.D.A., has the resources available to take leadership in developing an embryology program for youth in Oakland, if funds were available to obtain staff and supplies needed.

EXTENSION'S CONCERN

Many of today's youth do not have any concept of embryology because of city ordinances and housing regulations, inner-city youth have to rely on learning about this subject either by what they read in books or see in the movies. To be a more meaningful and educational experience, real life experiments would not only enhance the youth's ability to learn, it might also inspire some to go beyond this initial exposure.

GOALS

To provide 6th grade youth attending school in Oakland Unified School District a program that will:

1. Provide an opportunity to work with living, growing chick embryos.
2. An opportunity to stimulate young minds to think about these observations and the marvel of nature.
3. To make valid decisions based on these observations and to use the resources (teachers, scientific reports, libraries, etc.) to confirm their findings.
4. A basis for others in the school district or outside, to expand on to provide similar type curriculums.

PROGRAM DESCRIPTION

The program will consist of a (21) day special interest project in three (3) selected schools with six grade students.

Teachers will participate in a 2 to 3 hour workshop that will explain their role and teach them how to conduct the program in their classrooms.
PROGRAM DESCRIPTION (continued)

Teachers and students will build their own incubators and take care of eggs during incubation. Areas covered in the program will be:

1. What is an egg
2. How to make a stillair incubator
3. Embryology of the chick
4. Incubation schedule for chick embryo
5. Displaying living chick embryos - whole mounts, solution of embryo preservation.

Baby chicks will be dispersed by either selling to local chicken farmers, donating to 4-H club with poultry project or giving to students who live in areas where they can be raised.

BUDGET

Supplies and equipment:

1. Incubator, egg candling $60.00 each x 3 $180.00
2. Fertile eggs 1.50 per doz x 5 7.50
3. Material for display
   a) tweezers 1.00 each x 3 3.00
   b) manicure scissors 3.00 each x 3 9.00
   c) eye dropper
   d) Saran wrap .50 each x 3 1.50
4. Paper and printing cost of teachers guides
   a) one ream of 20 lb paper 5.00
   b) printing cost - Alameda County 10.35
5. Miscellaneous:
   a) replacement of light bulbs at 40¢ each
   b) extra eggs at 1.50 dozen 10.00

Approximate total budget $230.00
A PROPOSAL FOR 4-H OUTDOOR VEGETABLE GARDENING AND ORCHARD CARE PROJECTS WITH INSTITUTIONALIZED YOUTH

SITUATIONAL STATEMENT

Institutionalized youth have special learning and emotional/social adjustment problems. The 4-H youth program, sponsored by the University of California and County of Marin, has had great success in its individualized approach to helping young people grow and develop through learning practical skills. We want to use these successful 4-H methods in making vegetable gardening and landscaping projects available to the following institutionalized youth: (1) 40 delinquent girls and boys living at Marin County's Juvenile Hall who require custodial care pending their court hearings and (2) 60 boys living at the Roman Catholic Archdiocese of San Francisco's St. Vincent's School who are being prepared for return to the general community or next placement.

This proposal is made with the approval and cooperation of Edward Stanton, Superintendent of Juvenile Hall, and Joseph Bracco, Executive Director of St. Vincent's School.

In order to initiate and conduct these 4-H projects, we need financial resources to (1) hire a project director with outdoor gardening expertise who possesses leadership and teaching abilities and a knowledge and desire for working with youth and (2) obtain necessary supplies and equipment.

OBJECTIVES

For youth to:

1. gain a basic understanding of plant biology and develop practical skills in outdoor vegetable gardening and orchard care;
2. gain a basic understanding of nutrition through the growing, cooking, and preservation of fruit and vegetables;
3. make a positive contribution to the general health through fruit and vegetable production;
4. develop pride in improving their temporary environment through grounds beautification;
5. develop self confidence and feelings of individual worth by experiencing of positive results in their own accomplishments;
6. gain social skills in group action and interaction.

METHODS

Juvenile Hall

1. Three hours per week will be scheduled for an instructional meeting with the youth who reside at Juvenile Hall for an average of a few weeks. Due to the rapid flux, a comprehensive program of instruction will not be attempted. Rather, learning will happen in the context of dealing with the immediate needs of the garden.

2. A demonstration garden (15' X 30') of various vegetables and ornamentals will be established.
St. Vincent's School

1. Youth at St. Vincent's School are long-term residents (stays average about 2 years). Therefore, a comprehensive program of education can be attempted. Meetings will occur twice a week. Gardening, per se, will be stressed at one meeting, and plant biology will be stressed at the second one.

2. Over the course of a year, three gardens will be established: a varied demonstration garden (15' x 15'), a corn plot (30' x 30'), and a tomato plot (10' x 20'). Particularly interested students will cultivate individual plots. Revitalization of an orchard which has fallen into decay will begin.

Juvenile Hall and St. Vincent's School

1. A key staff person or volunteer in each institution will be given information and instruction so that he/she can supervise youth in the care of gardens and orchard and preparation and preservation of their produce. This person would continue working with youth after termination of the grant.

2. Arrangements will be made for youth to exhibit their produce at 4-H fairs for recognition.

BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Salary for outdoor gardening director</td>
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<tr>
<td>20 hours/week @ $9.00/hour for one year</td>
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<tr>
<td>Supplies and Equipment</td>
<td>350.00</td>
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<tr>
<td>2 sets of tools (pick, shovel, trowels, hoe, pronged hoe, pruning shears, and rack pitchfork)</td>
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</tr>
<tr>
<td>2 soft-spray sprinkler heads</td>
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<tr>
<td>2 soaker hoses</td>
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<tr>
<td>2 sprinkling cans</td>
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<tr>
<td>soil testing kit, redwood soil conditioner, and fertilizer, gopher traps, materials for cold frames</td>
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<tr>
<td>miscellaneous ($100)</td>
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<tr>
<td>Fiscal Administration</td>
<td>300.00</td>
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<tr>
<td></td>
<td>TOTAL $10,010.00</td>
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</tbody>
</table>

Ground preparation: Roto-tilling will be done at Juvenile Hall by the Parks and Recreation Department. A tractor is available for this purpose at St. Vincent's School.

Additional tools: Will be donated by the Court Auxiliary and Optomists Club for Juvenile Hall and purchased by St. Vincent's School.

Seeds: Will be donated by the California Seed Growers' Association.
PROPOSAL TO SEEK SPONSORSHIP FOR CREATING A SPECIAL 4-H PROGRAMS ASSISTANT POSITION IN SAN JOAQUIN COUNTY

SITUATION

There are 63,924 potential members of 4-H age in San Joaquin County. Fifty-two percent of these are in urban areas. The 4-H program presently is reaching 3.92% of eligible members. Clearly, the need and the opportunity exists to significantly expand the program.

GOALS for the 4-H program in San Joaquin County as identified by volunteer leaders and 4-H staff are as follows.

.... Maintain the strong program in the traditional 4-H educational club work involving community centered 4-H Clubs, individual ownership projects and the close relationship of the member and the volunteer leader.

.... Continued expansion to serve more youth and adults in more communities throughout the county.

PROBLEMS

1. The growth of the 4-H program in size and complexity has placed increasing burdens upon staff and volunteer leaders.

2. Results of staff efforts to maintain present services, relationships and communications become increasingly difficult with each increased growth increment.

3. Present alternatives are to decrease services and/or emphasis in one or all of the areas determined as major goals of the program.

EXTENSION'S ROLE - in San Joaquin County

.... Provide volunteer leadership with the knowledge, supplies and the resources to be effective leaders.

.... Provide an unique and valuable educational experience for boys and girls.

.... To prepare youth to be useful citizens, leaders in the community and responsible contributors in the world of work and business.

To continue and expand this mission, Extension and the volunteer leaders of San Joaquin County must develop additional resources to provide better alternatives in reaching our goals.
Proposal to Seek Sponsorship for Creating
A Special Program Assistants Position
in San Joaquin County (Cont'd)

OBJECTIVES

This proposal is designed to provide the initial funds to employ a Special Programs Assistant for a period of not more than five months as thereafter the position will be self-supporting. The Special Programs Assistant will:

A. Identify and seek out resources needed to reach program objectives.
B. Plan, develop and supervise special programs that service present program needs.
C. Plan, design, develop, supervise and publicize special programs that meet needs of youth and communities that are not now being served.

PROGRAM PROCEDURE

A. The Special Programs Assistant will work under the direction of the Youth Program Coordinator.
B. Priority will be given to the following items which are aimed at servicing and stabilizing present programs.

... The development of an adequate visual aids library to service all volunteer leaders.

... Establish a method of maintaining two staff assistant positions on an annual basis instead of the present temporary and indefinite status.

... Development of resource information for volunteer leaders that is not now available and is not provided by the statewide 4-H program.

... Expand the 4-H program through the development of additional resources.

BUDGET

A. Five months salary or its equivalent ($5,000) for Special Programs Assistant.
A COMMUNITY GARDEN PROJECT
FOR
SENIOR CITIZENS

SITUATION

Stockton has a large and growing population of senior citizens. Many are on fixed, modest incomes and live in close proximity of other retired persons. Although otherwise healthy, many senior citizens share the same problems of boredom, inactivity and lack of appropriate recreational type programs. We as a community are allowing the mental and physical health of elderly to be jeopardized because of the lack of programs and activity.

Gardening of all types has proven to be a useful and productive activity that is interesting and provide a social recreational outlet for the senior citizen. A community garden site within walking distance of most participants would be a valuable contribution to this often neglected segment of our population.

OBJECTIVES

1. Provide a vegetable gardening activity for the elderly that is suited to their needs and interests.

2. Provide a source of fresh produce that can supplement the diet as well as income of participant.

3. Encourage an activity that benefits the total community as a part of the Green Survival Program of Stockton.

PROGRAM DESCRIPTION

1. Senior citizens will be the target audience.

2. A suitable site will be selected (20,000 sq. ft.)

3. A volunteer organization will be recruited to provide the basic leadership, minimum supplies and materials and enrollment of participants.

4. One or more demonstration garden plots within the site will be established to serve as models for participants.

5. This site will also serve as a continuing gardening model for community in general.

COOPERATING GROUPS

North Stockton Rotary Club
The Green Survival Committee of the Stockton Chamber of Commerce
The 4-H Clubs of San Joaquin County
The University of California Cooperative Extension
BUDGET

Assumptions:
1. The use of suitable site can be obtained without cost.
2. Water can be purchased from an existing meter.
3. Site will be approximately one-half acre.
4. Initial ground preparation can be donated.

Water:
1" meter 7.43/month ............ $ 89.16 (12 months)

5 acre ft. water 43,560 cu ft 
@ 28.7¢/100 cu ft ............ 312.54
Pipe, fittings, faucets ........ 65.00
10 water hoses ................. 25.33

Fertilizer:
1 - 16-20-0 10.40/80# 
3 - 21-0-0 4.60/80# ........... 24.20

Tools can be provided by the 4-H Club Program

Seeds and plants 5.79/ind x 20 ... 115.80

TOTAL $632.03
PROPOSAL FOR EQUIPING A 4-H VISUAL AIDS LENDING LIBRARY

SITUATION

4-H project work plays an increasingly important role in supplementing young people's education by providing practical application and experience while utilizing class room basics such as written and oral expression, written language comprehension, and mathematics. Students tell us they see very little use for subjects taught in classrooms while employers complain that job applicants cannot spell or write, add or multiply, and lack practical skills and judgment. The 4-H project and the volunteer leader play a significant role in bringing the classroom and real life experience together in a "learn by doing" situation.

With 1,000 volunteer leaders performing the service, it is vital that they have the technical resources necessary to teaching subject matter. One of the best and least expensive most available aids are subject matter slide sets with tape cassette recordings.

PROBLEM

The 4-H Club Council has purchased one projector with a cassette attachment. This presently serves 1,000 leaders in 50 clubs. The 4-H office has many slide sets and tapes available but not used because the one projector is in continuous use. A long wait is required to secure its use.

OBJECTIVES

1. Provide four additional projectors with cassette attachments.
2. Utilize visual aids now available.
3. Provide a significant teaching tool for project leaders to improve the quality of 4-H project experience.

DESCRIPTION

a. These projectors will be made available on loan to all 4-H leaders.

b. Additional slide sets will be purchased by the 4-H Council.

c. Members and leaders will be encouraged and assisted in developing additional educational sets to be available in the 4-H library.

PROPOSAL

To provide one of the four slide projectors and cassette recorders needed by the 4-H program to equip a 4-H visual aids lending library.

BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price</th>
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<tbody>
<tr>
<td>#10-3901-04 Sound-O-Matic I Optisonics Programmer-Recorder</td>
<td>@ $215.13 x 4</td>
<td>$860.52</td>
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<tr>
<td>#760H Kodak Carousel Projector</td>
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<td>679.80</td>
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<tr>
<td>Cost for one complete Projector-Programmer</td>
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<td>385.88</td>
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</tbody>
</table>

(171)
HOME FOOD PRODUCTION AND PRESERVATION PROPOSAL

CONCERN OR PROBLEM:
Improper handling of garden chemicals and careless canning have caused deaths.

Home gardens and home canning have increased—many people are undertaking these projects with very limited experience.

EXTENSION'S ROLE:
For many years Extension has been engaged in research and public education in home gardening and home canning. With the cooperation of the USDA and the University of California, excellent home food preservation bulletins have been developed.

Because local garden conditions are different, a local home gardening booklet for Santa Cruz County has been developed based on local test plots.

EXTENSION'S CONCERN:
Education could help eliminate home gardening and canning accidents and insure many productive results. The Cooperative Extension could reach many more people than they presently do (about 50% of the inquiries at the Watsonville Cooperative Extension office are on these subjects) with a field assistant to prepare mass media releases, present workshops, and train leaders and junior leaders.

OBJECTIVES:
To help home gardeners and home food preservers
1. Improve their garden's productivity by
   a. Adapting proven methods of bed preparation, fertilization (organic and chemical), cultivation, irrigation, and pest control.
   b. Using plant varieties which develop well in Santa Cruz County.
   c. Planning year-round production.

2. Plan their food preservation activities to
   a. Best suit their families' needs.
   b. Use safe methods.
   c. Explore alternative methods of food preservation.

DESCRIPTION AND PROCEDURES:
To extend Cooperative Extension's information to the home gardeners and home food preservers of Santa Cruz County, a field assistant should be hired.

The duties and responsibilities of this assistant would be under the direction of the staff advisors to:
1. Prepare educational mass media releases.
2. Plan, promote and present workshops on various aspects of garden preparation, care, problems, and canning, freezing and drying methods.
3. Train 4-H garden and food preservation leaders and junior leaders.
4. Answer public service questions.
PROCEDURES:

1. Hire and train a field assistant.
2. Identify areas of need
   a. Subject matter, as methods
   b. Geographic or population not presently being served.
3. Develop cooperative programs with other groups, agencies and schools.
4. Field assistant would, with the help of staff, develop teaching materials, programs, and methods to reach interested home gardeners and food production people throughout Santa Cruz County.

BUDGET:

Personnel
- 1 full-time field assistant, Salary range 42, $878/mo $10,536

Services & Supplies
- Transportation, 2,500 miles @ 15¢/mi 375
- Supplies 1,000

$11,911
PROVIDING 4-H EXPANSION WORKSHOP
AT WYOMING YOUTH AGENTS CONFERENCE

SITUATION

The Wyoming 4-H program is a well established informal educational program reaching over 9500 youth and 2700 adult volunteers throughout the state. The program offers youth the opportunity to develop life skills and leadership qualities that will benefit them the rest of their lives. University Extension Agents representing are facilitators of the 4-H program at the local level. A Wyoming Youth Agents Association has recently been formed to promote professional improvement for these youth workers. Their first training workshop is being planned for November 22 and 23, 1976. The priority need expressed by agents is to seek ways to maintain ongoing 4-H programs while expanding to reach additional youth in their counties through school and community enrichment programs. The workshop planning committee is designing a workshop to meet this need.

EXTENSION'S ROLE

For over 60 years, the Agricultural Extension Service representing the University of Wyoming has been actively involved in reaching youth and adults across the state through the traditional 4-H club program. Recently the State 4-H staff has introduced a series of short term special interest school programs to further reach the needs of youth in each county. Additional expansion efforts continue to be explored. Implementation of these expansions efforts on the local level require a high degree of management skills in the part of each agent.

EXTENSION'S CONCERN

The Agricultural Extension Service administration and the Wyoming Youth Agents Association are both concerned with: providing agents proper training in program management, program development and resource development; to better enable agents to manage, maintain and expand quality 4-H and Extension programs in each county.

OBJECTIVES

A training workshop will be designed to provide University Extension Agents skills to implement 4-H expansion efforts through:

- program development plans
- program management skills
- resource development
- maintenance of methods for traditional 4-H program

PROGRAM DESCRIPTION

The one day workshop designed for agents will be open to:

1. All University Extension Agents
2. Area 4-H Agents
3. Nutrition and 4-H Youth Program Aides
4. State 4-H Staff Members
5. State Extension Specialists
6. Extension Administration
7. Extension Youth Agents from other states
The workshop will be conducted by a team (4-H agent and program aide) from Sonoma County California who have been successful in developing and implementing a 4-H expansion in their county.

PROGRAM PROCEDURE

Details will be worked out with the resource team to provide a "hands on approach", training package to Wyoming agents meeting the objectives outlined above.

The program will be aimed at identifying reasons why a county 4-H program should expand, followed by alternative expansion methods that could be implemented at the local level.

BUDGET

Expenses for Resource Team:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
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<tr>
<td>Round trip Air Fare for 2</td>
<td>$186.00</td>
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<tr>
<td>San Francisco to Riverton</td>
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</tr>
<tr>
<td>Registration Fee for Conference</td>
<td>$35.00</td>
</tr>
<tr>
<td></td>
<td>$70.00</td>
</tr>
<tr>
<td>Honorarium</td>
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</tr>
<tr>
<td></td>
<td>$100.00</td>
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<tr>
<td>Program Materials</td>
<td>$58.00</td>
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</table>

PRESENTATION PLAN

Potential Donor:

To locate funds to reach the goal of inviting W. Dee Whitmire and Berdie Akey to provide training at the Wyoming Youth Agents Conference, the following resources will be investigated:

- Training funds allocated in the Agricultural Extension Service annual budget
- Shared expense agreement with University of California for Dee Whitmire's expenses
- Private donor
- Percentage from registration fee at Conference

I plan to approach the Extension administration, State 4-H staff and the program planning committee for the workshop soon regarding details of this proposal. If the concept is approved and in fact this resource team is invited, I will proceed with the plans I have outlined to make it happen.

Diane Seimer
Area 4-H Agent
Room 403, City-County Bldg.
Cheyenne, Wyoming 82001
307/634-4415

(175)
EXPANDING THE SCHOOL
4-H PROGRAM IN CHEYENNE

SITUATIONAL STATEMENT

In response to a need expressed by teachers, principals and administrators for supplemental education in the classroom, special interest short term 4-H projects were introduced into Cheyenne elementary schools recently. The concept was piloted for 2 years in one Title #1 grade school. As a result of the success of this program, a series of three projects have been developed. Initial ground work has been laid to introduce the program to the additional 32 public and parochial elementary schools in Cheyenne. The county 4-H program representing the University of Wyoming is excited to meet this challenge. The only limiting factor to realizing this goal is the need for additional staff time to coordinate and implement the programs. Therefore this proposal is requesting a fulltime worker to function as 4-H School Coordinator for the 4-H school program in Cheyenne.

OBJECTIVES

The School Coordinator will facilitate the following goals:

1. To have youngsters:
   - develop skills in mini gardening, hatching baby chicks and nutrition education
   - have meaningful life-like experiences
   - experience a sense of accomplishment

2. To have faculty:
   Use 4-H program materials as supplemental educational resources

PROGRAM DESCRIPTION

The following program has been adapted from a successful similar program in a rural California County. See the attached supplement describing the program.

School Coordinator will:
- Establish an advisory committee of teachers to give advice on the direction of the school special interest 4-H program
- Investigate school 4-H programs throughout Wyoming and out-of-state for ideas that are working
- Make short term 4-H projects available to every elementary school teacher in Cheyenne
- Provide project training workshops for teachers
- Devise a district wide schedule for rotating equipment used in projects
- Act as a liason with the Area 4-H Agent, University Extension Agents and local school 4-H program.
PROGRAM PROCEDURE

1. Area 4-H Agent will hire, supervise and train the 4-H School Coordinator
2. University Extension Agents will acquaint staff member with history of county and services of local extension office
3. The 4-H School Coordinator will approach all elementary administrators and faculty to promote and implement the program described above.
4. Explore ways of expanding the program:
   a. additional projects, staffing and participation by teachers

BUDGET

Annual

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<th>Item</th>
<th>Amount</th>
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<tr>
<td>Travel</td>
<td>800.00</td>
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<td>Supplies, equipment, recognition, publicity</td>
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<tr>
<td>Total</td>
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PRESENTATION PLAN

Potential Funding: Investigate resources including procedures and implications of each:

1. VISTA Program
2. Action Volunteers
3. County Funds through Commissioners
4. City Funds through City Government
5. Educational Funds through State Department of Education
6. CETA Workers through Manpower Planning
7. AARP - American Association of Retired Persons

METHOD OF DELIVERY

I intend to meet with the power figures in the agencies administering the funds listed above. Hopefully through the search, I will be able to fund the proposal I have outlined. In the process I should be able to identify other funding avenues for other proposals.

Once the program gets rolling, I can see several additional expansion areas developing:

- intern programs with local Community Colleges
- intern programs through local high schools
- involvement of civic and community resource leaders

Diane Seimer
Area 4-H Agent
Room 403, City-County Bldg.
Cheyenne, Wyoming 82001
307/634-4415
ESTABLISHING INTER AGENCY
YOUTH COMMISSION FOR LARAMIE COUNTY

SITUATIONAL STATEMENT

GENERAL CONCERN

There are 16,575 youth between the ages of 6-21 in Laramie County. Only 6% are located in the rural areas of the county, leaving 94% located in the greater Cheyenne area. There are numerous youth serving agencies located in Cheyenne, all of whom are concerned with expanding and improving their services to youth.

EXTENSION'S ROLE

The Laramie County 4-H program representing the University of Wyoming is an informal educational program aimed at development of the individual. Presently 725 youth and 264 adult leaders are organized into 51 4-H Clubs. Recently the program has expanded to include short term special interest projects in the elementary schools throughout the county involving an additional 121 youth and 7 adults.

EXTENSION'S CONCERN

Numerous other public and private youth serving agencies are located in Laramie County. Many share the years of experience as an established agency with the Agricultural Extension Service. If we knew what each other's agency's objectives were, what each respective program contains and had the opportunity to explore inter-agency cooperation, Agricultural Extension could play a more meaningful role in the community. It is believed that generally other agencies are not familiar with the 4-H objectives and resources available, and that duplication of programs services is now occurring across the county.

EDUCATIONAL OBJECTIVES

1. Agency directors will identify and understand the objectives of all youth serving agencies in Laramie County
2. Agency directors will explore avenues of cooperative efforts between agencies to strengthen existing programs and create new programs.
3. To expand and improve services of Laramie County youth serving agencies, by reaching a greater number of youth through cooperative efforts.
4. To establish a channel through which youth can take an active role in voicing concerns and developing programs to meet the needs of youth throughout the county.

PROGRAM DESCRIPTION

1. An Interagency Youth Commission representing youth serving agencies in Laramie County will be organized.
2. The Youth Commission will:
   - design an organization structure for the organization
   - outline functions of the commission
- develop a communication system between agencies
- survey the needs of youth in Laramie County
- strengthen existing programs and develop new programs to meet these needs
- explore ways of cooperating on joint efforts between agencies
- receive and act upon issues relating to the youth of Cheyenne

PROGRAM PROCEDURE

All youth serving agencies (public and private) in Laramie County will be identified.
A survey will be made to determine the following:

1. Objectives of Youth Serving Agencies
2. Types of Ongoing Programs
3. Feelings Towards Establishing a Youth Commission
4. Interest in Cooperating on joint programs to meet needs of youth
5. Degree of familiarity with 4-H program and program resources it offers
6. Clients reached
7. Needs of youth in Cheyenne

Results will be tabulated and analyzed and appropriate action will be taken.

IMPLEMENTATION

I intend to spearhead this effort of defining needs of youth in Cheyenne by identifying the agencies that are currently serving youth. I intend to use a team approach on this, utilizing the new University Extension Agent expected to arrive soon, who will be ultimately responsible for the total 4-H program in Laramie County. Also two VISTA volunteers now working in the community would be available for joining on this effort. No dollar amount is needed at this time. I intend to start with the Mayor.

Hopefully a cooperative atmosphere will result, with agencies wanting to share programs and work together to provide the best possible programs for the greatest number of youth in Laramie County.

Diane Seimer
Area 4-H Agent
Room 403, City-County Bldg.
Cheyenne, Wyoming 82001
307/634-4415