

UNIVERSITY OF CALIFORNIA

REPORT ON 4-H PROGRAMS

This report is a followup to an agreement made during hearings before Assembly Ways and Means Subcommittee #2 on the University of California's 1978-79 budget. During those hearings, the University agreed to provide a report to the Legislature on new 4-H programs and other actions which seek to increase the participation of minorities in urban and rural areas of the State. This agreement is reflected in Assemblyman Vasconcellos' letter to President Saxon of August 23, 1978.

A new mission statement for California's 4-H Youth Program was adopted this year. (A copy of the Mission and Program Direction document in its entirety is attachment #1.) It includes several program priority statements which are intended to give direction to county staff efforts in the coming years. Recognizing the need to attract more minorities and disadvantaged youth groups to 4-H, the first program priority statement is, "Expand involvement of youth from underrepresented groups to result in enrollment at least proportional to the state's population."

A Statewide meeting of all county staffs was held in May 1978, to acquaint them with the new mission statement and program priorities. Subsequently, regional meetings have been held with county staffs to discuss methods of implementing these expansion efforts.

California has a total potential 4-H audience of 4,178,784 youth (1970 census ages 9-19). Of this number, 73.9 percent are White, 15.6 percent are Hispanic, 7 percent are Black, 2.8 percent are Asian, 0.5 percent are American Indian or Alaskan Native, and 0.7 percent are "other".

The ethnic makeup of the 1977-78 total 4-H enrollment of 118,672 indicates that a higher percentage of minorities is being reached than their representative percentage in the total population.

The ethnic makeup of 4-H enrollment is:

	CLUB	GROUPS	TOTAL
White	46,559 (87.6%)	34,826 (53.1%)	81,385 (69.0%)
Hispanic	2,965 (5.6%)	17,237 (26.3%)	20,202 (17.0%)
Black	623 (1.2%)	9,790 (14.9%)	10,413 (9.0%)
Oriental	758 (1.4%)	2,127 (3.2%)	2,885 (2.0%)
American Indian	903 (1.7%)	976 (1.5%)	1,879 (1.5%)
Other	1,328 (2.5%)	580 (0.9%)	1,908 (1.5%).

(This breakdown not available by sex but overall enrollment is 44% male, 56% female.)

These figures represent two kinds of enrollment -- traditional 4-H Clubs (meaning an ongoing body of members) and group(*) enrollments. Minority members are much higher in group enrollments than in the traditional 4-H Club structure. Special efforts are being made to move the group enrollees into the Club structure. The process of bringing youth traditionally underserved into the 4-H Club structure usually begins with a short-term group or special interest group. Those gatherings are used to introduce the clientele and their families to the entire program. As awareness of and confidence in the 4-H Youth Program develop, the desire for more program offerings increases, as does the willingness of the minority parents to participate, thereby setting up the basic, small group, volunteer-led 4-H Club structure. Awareness and confidence are the keys to increased minority participation.

As a further means of assisting county staffs, a County 4-H Program Review has been instituted. Using this process, State 4-H Specialists assist individual county 4-H staffs in evaluating their 4-H Program with the goal of developing plans to meet more fully the needs of the county's youth. The actual review process is carried out by a committee composed of volunteers, older members, teenage youth, and community representatives, in addition to county 4-H youth staff. A major concern of this review effort is to ensure that the 4-H Program is readily available to minority youth.

Another facet of 4-H involvement of minorities is the Career Exploration Program. Each county office has designated one of its professional staff to serve as Career Exploration Advisor. Aside from the important efforts of helping to provide a basis for properly choosing a career, the Career Exploration Program includes assisting the disadvantaged with education preparation by working cooperatively with the UC Partnership

* Meaning a body meeting over a period of 6 weeks or less.

Program (see attachment number 4), Expanded Food and Nutrition Education Program (EFNEP) staff, and Admissions Officers of the University of California, California State University and Colleges, and community and junior colleges of California.

One major element of the efforts to increase minority involvement is the affirmative action plan. Under this plan, each county establishes a 4-H Youth Expansion and Review Committee whose purpose is to assist the youth staff in expanding the 4-H Program to clientele not previously served. Committee membership on each of these county committees includes representatives of minority groups, non 4-H youth, as well as 4-H volunteers and 4-H members. This committee assists county 4-H staff in planning and implementing its written affirmative action plan.

As an additional part of each county's affirmative action program, the county staff, with the assistance of the Expansion and Review Committees, annually surveys the ethnic makeup of each 4-H Club and group. Where the 4-H Club or group serves an interracial neighborhood, efforts are made to integrate the unit to approximate the ethnic makeup existing in the neighborhood. If the 4-H unit does not become integrated as a result of these informal efforts, an intensive publicity program is undertaken to acquaint potential clientele with the availability of 4-H Programs. In addition to using available mass media, these publicity efforts include letters and personal visits to potential members and leaders. Cooperative Extension has also instituted on-site affirmative action reviews, with approximately one-fourth of all counties being reviewed annually.

In addition to these ongoing, across-the-board efforts, carried out by all counties throughout the State, there are numerous specific programs which have been designed to increase the availability of the 4-H Program to minority youth. These programs fall primarily into the following categories: EFNEP (Expanded Food and Nutrition Education Program), Community Gardening, Migrant Education, Handicapped Programs, PACE (Parenting and Childhood Education), Career Exploration, and Summer Camps.

These programs give the youngsters an educational experience, and in addition, acquaint them with the opportunities within the total 4-H Program. Whatever the length and nature of the project or program offered, the eventual goal is to involve these youths in the longer-run, in-depth, learn-by-doing educational experiences and socialization processes which can assist them to develop positive self-images and become responsible, self-directing citizens.

Specific examples of some of these programs, county by county, are enclosed (attachment number 2).

1

MISSION AND PROGRAM DIRECTION
California 4-H Youth Program

The mission of 4-H is to help young people develop their maximum potential by involving them in practical real-life experiences so they are better able to lead satisfying lives as responsible, self-directing members of society.

PROGRAM PRIORITIES

Expand involvement of youth from underrepresented groups to result in enrollment at least proportional to the state's population.

Assist organized groups and clubs to develop increased capability to maintain and service their own structures.

Develop a comprehensive, ongoing in-service training program to give staff increased competence and capability to administer an increasingly complex youth development program.

Regardless of funding sources, offer a single, unified youth program open to all segments of California's youth population.

COROLLARY ELEMENTS

Program

1. Recognizing our ties to the Division of Agricultural Sciences and the ready availability of program materials and staff expertise, we should continue to rely primarily on our successful programs involving production and use of food and fiber, and natural resources.
2. Increased efforts should be made to involve our nontraditional clientele in all phases of 4-H, including camps, fairs, conferences and award programs.
3. Four-H has relied on learn-by-doing as its central methodology and use of this experiential method will remain central in all efforts.

Corollary Elements, Program - continued

4. In order to balance the current emphasis on competition and win/lose programs, efforts will be made to increase projects and programs incorporating a cooperative philosophy and which involve groups of members working toward a common goal (such as community development).
5. To fill a largely unmet need of today's youth, our programs should, wherever possible, incorporate adventure, fun and risk-taking experiences.
6. In order to make sound program decisions in the future, academic and field research will be conducted by staff, particularly at the state level.
7. An effective and systematic program of evaluation, reporting and accountability will be developed.
8. A strong, comprehensive visibility program will be carried out to assist our expansion efforts and increase the public's awareness of 4-H.

Delivery Systems

1. Recognizing that the greatest benefit to youth comes from long-term educational experiences and association with a caring adult, short-term programs will be used primarily to introduce youth to 4-H with the goal of eventually involving them in longer term programs.
2. The project group or club provides opportunities for longer educational experiences, close contact between members and adults, greater in-depth learning, and socialization among members. Although the inclusion of project groups into community clubs provides some benefits, increasing emphasis should be given to project groups as our primary delivery system.
3. In order to maximize our efforts, we should cooperate with agencies and organizations which can provide delivery systems, leadership, or access to additional clientele.

Volunteers

1. To increase the ability of volunteers to maintain local programs, a comprehensive training and development program will be instituted.

COROLLARY ELEMENTS - continued

Volunteers - continued

2. Additional volunteer leadership will be developed with major efforts being directed towards reducing the number of first-year leader dropouts and increasing the use of older 4-H members.
3. Because youth needs exposure to caring adult models, we will continue to emphasize the family nature of our programs and the necessity for involvement with members.

PROGRAM CHARACTERISTICS

There are certain characteristics that make 4-H unique as a youth development program.

1. It is a voluntary, out-of-school, non-formal educational program for youth without regard to race, creed, sex, ethnic background or place of residence.
2. It is a family-community effort supplementing and complementing the mission of the home, church and school in the development of youth.
3. It is a fun, action-oriented and practical program involving youth in real-life experiences using the learn-by-doing method.
4. It provides individualized learning, allowing members to progress at their own initiative, as their interests direct them and in as much depth as they wish.
5. It teaches life skills in areas such as initiating inquiry, using science and technology, relating to change, enhancing mental and physical health, relating to others, verbal and written communication, and using time, talents, and money.
6. It helps youth achieve personal goals, assume leadership in their community and cope with their environment.
7. It provides youth with a close relationship with an adult, usually in small groups with an average of 1 adult to 5 members.
8. It allows members and volunteers to have a voice in local program decisions based on their interests and needs.
9. Its programs expose youth to the opportunities possible with a college or university education.

PROGRAM CHARACTERISTICS - continued

10. It provides a broad-based curriculum supported by the resources and expertise of the University of California's Division of Agricultural Sciences.
11. It provides a program which acquaints youth with the elements of good nutrition, vocational opportunities in the agricultural and consumer sciences, and the importance to society of food and fiber, and natural resources.

ALAMEDA COUNTY

Toad Corners Day Camp

The program began on June 20 and ran for three days a week until July 20. The supervisor was a paid 4-H staff member and the rest of the adult supervision was volunteer. Over a two-month period we enrolled over 80 youth of varying ethnic backgrounds (46 Caucasian, 10 Black, 7 Asian, 21 Mexican-American).

We provided arts and crafts, playground and organized field activities, and field trips to various community sites.

Palma Ceia 4-H Club

After merging with another 4-H Club in the area the Palma Ceia Club began to organize in September of 1978. Leaders for various projects such as Arts & Crafts, Cooking, Gardening, Automotive, Cake Decorating and various animal projects were identified. As of early December the enrollment stands at 14 with a healthy ethnic mixture (1 American Indian, 10 Caucasian, 1 Black and 2 Mexican-American). It is a small Club but the members seem to be interested in 4-H activities and are bringing others into the program.

Oakland Zoo Project

The project was initiated by the zoo but has been followed up and developed by 4-H. We had an interest in programs which would serve and be of interest to urban youth. To insure a strong program foundation and positive development we are starting with a small group of 4-H members with animal experience. As the program solidifies and becomes more easily maintained, more and more inexperienced urban youth will be involved.

The project revolves around basic animal keeping routines and other maintenance activities which will provide a basic knowledge of how a zoo runs and what is involved in keeping captive exotic animals alive in an atmosphere that can be both interesting and educational for the public.

EFNEP Program in Oakland

An athletic program is being put together for high school students. We will have 60 to 80 students, with four different activities going at the same time. We will also have some guest speakers and a film. All of this will be designed to teach the basic concepts of nutrition. We have also been contacting people and meeting with them on this program.

We visited with two teachers at Peralta Elementary School who were interested in our 4-H EFNEP materials. We have also been talking with them and planning dates to come into their classes.

BUTTE COUNTY

4-H Cooking School

Coordination with CAVE dietetic interns and CARD Chapman Center to provide introduction to 4-H and nutrition education in low-income area of Chico. Responsibility includes administration of program, in-service interagency coordination, publicity and evaluation of program. Involved 10 members.

Loafer Creek Day Camp

Work with EOC and Feather River Recreation District to provide week-long day camp to low-income children of Oroville. 4-H initiated the program. Involved 31 children: 19 Caucasian, 11 Blacks and 1 Mexican-American.

Adventure 4-H Club

Sell 4-H Program and identify leadership among Spanish-speaking community. Provide project support for existing group and evaluate program by growth. Coordinate with Migrant Education for support services. Utilize Migrant Education Specialist to coordinate strong, long-term goals. Taught home furnishings, crafts, fundraising. Involved 28 Mexican-American migrants and 1 Caucasian. Seven Mexican-American parents provided leadership. They also attended some county 4-H activities. (See Attachment 1.)

Tri-County Summer Camp Proposal

Coordinate Glenn, Colusa, and Butte County 4-H Camp Program with the goal of encouraging migrant children to enroll in 4-H. Provide junior leadership experience to migrant high school students through college courses, outdoor survival, biological instruction and camp counselor experience. Coordinate with Migrant Education, Mini-Corps, Outdoorsmen's and 4-H traditional leaders. There were 10 migrant Mexican-American children who attended the Butte County 4-H camp. They were accepted in the 4-H Program at camp.

CONTRA COSTA COUNTY

With assistance from a CETA grant, intensive work began on urban 4-H and outreach programs.

In order to reach all youth in Contra Costa County, 4-H brochures are being distributed to the various schools in our county. In addition, posters and brochures are being placed in community centers, businesses, and recreational facilities. To insure that all areas of the county will be equally informed, the staff has been assigned to the four major

geographical regions: East County, West County, Northwest Central, and South Central. Since adequate leadership will be needed to work with the expected membership increase, efforts are being concentrated on leader recruitment. An example of this effort is staff speaking engagements at the various PTA groups throughout the county. Other speaking engagements are scheduled for senior citizen groups, community organizations, and various church groups, countywide. Additionally, preliminary efforts have begun to involve community college students, as 4-H leaders. These students will be able to earn college credit for volunteer work experience while serving as 4-H project leaders. The response to these outreach efforts is extremely good in all areas of the county.

The 4-H Handicapped Program has also proven quite successful. In-school programs are ongoing in several county-run special education centers. In addition, those Centers having TMR students are integrating these youngsters into the existing community clubs. The purpose in integrating them into existing clubs is to provide the children with opportunities for interaction with non-handicapped youth and to assist them in developing living skills which the 4-H Program excels in teaching.

To increase the visibility of 4-H as an urban program, efforts have been made to provide newspaper coverage. (See Attachment 2.) Particular attention is being paid to the more urbanized areas in Contra Costa. We hope for more media cooperation in these efforts.

Special Education Schools

The garden project has operated in all facets of special education in Contra Costa County. Projects have operated in two schools for severely handicapped (George Miller Center East and Valley School Special Center), two facilities for the trainable mentally retarded (Jefferson and Harmon Schools) and a special school for the emotionally and neurologically handicapped (Treat Learning Center). All five of these Centers had garden projects individualized to meet their students' specific needs and levels of performance. Despite the restrictions placed upon the projects by Mother Nature, varying degrees of success resulted in all of these Centers. For example, at the Treat Learning Center, a fifth grade student, diagnosed as hyperkinetic, unable to adequately perform in the traditional classroom situation, was able to do grade level and above mathematics, when it was applied to garden activities. This young man was calculating area and perimeter as well as drawing the school's scale-plan garden drawing. This same youngster ultimately coordinated the school garden and was in charge of the maintenance of the site. His teacher remarked that this was especially important to the youngster since this was his very first success in a school related activity. This success was then carried into his performance within the traditional classroom.

It is our contention that providing these youngsters with positive reinforcement within the school setting is one of the most important

contributions 4-H can make to youngsters, especially those in special education centers.

Correctional Facilities

Garden projects have been conducted in all three of the major juvenile correctional facilities in Martinez: Boys Pre-Placement, Edgar Children's Center, and the Girls' Center. While the children were from extremely diversified socioeconomic backgrounds and depicting a variety of emotional problems, the gardens provided both a socialization and recreational outlet where these youngsters learned to work with others. Experience working within these facilities showed that that young people isolated themselves from staff and other youngsters, who were confined to the same facility. Coupled with their isolation from society the additional self-inflicted isolation was promoting antisocial behavior. As garden participants, these youngsters learned the necessity of working with others and the joys of group accomplishment. Hopefully, these things will follow with them when they return to their communities.

Upsprout Gardens

PARKMEAD is going on its third year with the Project. The first year we worked with six classes, but our productivity was very poor. We found that the area had been treated with herbicides for many years.

The second year, to overcome these poison problems, raised beds were built by county personnel and filled with topsoil (all costs were paid for by the children's recycling project). The garden came under the direction of one teacher and all the work was done by this teacher's 4th, 5th and 6th grade alternative education class. The garden was very productive and some of the children have been working the garden for all three years. One parent supervises some of the work, but the "seasoned veterans" who are now 6th graders are training their younger classmates to carry on.

In this, their third year, we find them to be practically self-sufficient.

BRENTWOOD ELEMENTARY is in its second season. Last year, the Fall and Winter months were spent in classroom instruction of teachers and students on the methods of successful school gardening. Also included were academic uses of the gardening information. In the Spring, the Project helped the teachers organize the thoughts on the garden layout and acquisition of materials. They then built the garden beds themselves, and made arrangements with Liberty High School to grow seedlings for their summer garden. We helped with the actual planting of the seeds and seedlings. Summer care of the garden was supervised by the custodial staff.

In Fall of 1978, an organizational workshop was held. At this time, beds were reassigned, and seedlings were passed out and they were on their way under the direction of the faculty coordinator. Ten different classes participate here -- all primary grades. Except for the workshops, held once every six weeks, and the seeds and seedlings we provide, they are responsible for themselves. This garden is self-sufficient, primarily due to strong leadership.

GEORGE MILLER EAST is a school for the multi-handicapped. Work here must be done on a one-to-one basis or at the most, two children per adult. At this time it is necessary for us to be in attendance at each work session (excluding watering) because the teacher turnover is such that no expertise in gardening skills has yet been accumulated. The rewards of seeing the enthusiasm of these students is well worth the time spent. For these students to learn gardening skills and usage of garden produce -- to live outside with the seasons and growing things -- is a very attractive and worthwhile alternative to folding laundry.

CONCORD CHILD CARE CENTER is a government project for low-income families. Last year we helped set up the garden plot and now the only support needed from us is planting materials and occasional troubleshooting aid. Because this Day Care Center is operating year-round, they have successfully had their garden through a full year's growing season.

A final comment on the entire project's success: those schools which are successful all have a strong faculty coordinator and have had a collectively enthusiastic and "charge onward" attitude, even in the face of a year of drought and then an extremely wet year. Hopefully, after two years of extremes they will be able to reap the rewards of their tenacity in successful, productive gardens which, in addition to being academic laboratories, are sources of nutritionally delicious food.

GLENN/COLUSA COUNTIES

Migrant Education Summer Camp Program

Considerable planning and training coordination went into the event. Augie Perez, Gabriel Terronez and Sam Alvarado were of great help in planning and training. We cooperated with Region II Migrant Education staff and Mini-Corps representatives, as well as Bruce Campbell, Butte County 4-H Youth Advisor and Butte College.

Some of the preplanning and training included: Augie and Sam meeting with our 4-H leaders' planning committee; a training meeting for our 4-H camp staff, our 4-H junior counselors and Mini-Corps staff and 20 Migrant Education high school juniors and seniors who served as junior camp counselors. Also helped plan one week of intensive training of

Migrant Education high school youth at Butte College. 4-H staff taught one day of this training.

The camp was a big success, though the attendance was less than what we had hoped for. About 76 migrant youth participated. We hope this will build next year.

We also had a very successful regular 4-H camp program with minority participation.

Migrant Education Garden Project

Bob Sailsbery spearheaded development of 4-H Garden Projects for Mexican-American youth in Hamilton City area and at Grindstone. He also headed the 4-H Sugar Beet Program. Bilingual meetings were held and material prepared. Some 20 youth participated.

Grindstone 4-H (Indians)

We are into our second year of a 4-H Club at the Grindstone Indian Reservation. We have 20 members and 6 leaders, all American Indians. They carry on projects in livestock, sugar beets, leathercraft and leadership. They have had several activities and plan to participate in the Glenn County Fair with a parade float, fair booth, and with the adults, put on the Grindstone Indian Days June 15-18, 1978. We also had a campout for them last summer.

Hamilton City 4-H (Mexican-American)

The leadership (Caucasian) of the Hamilton City 4-H Club has been very active in working with Migrant Education staff to enroll Mexican-American parents and members in their Club. Present enrollment is: 32 Mexican-American, 1 American Indian and 32 Caucasian -- 65 total. We have also started a Hamilton City Migrant Education Garden Project at Mexican-American homes with approximately 20 youth enrolled. Migrant Education also supports this effort.

Orland Area Quest Time

4-H serves approximately 200 youth as they cosponsor 4-H project learning at one school, one hour per week for four weeks. This is taught by volunteers.

Orland Area 4-H (Mexican-American)

We have been working closely with Migrant Education staff and have incorporated a 4-H and Migrant Education Advisory Parent group. We have held two potluck dinners and featured speakers. We have enrolled 23 Mexican-American youth, 4 Oriental and 4 Other; into standard 4-H in Orland and 2 adult leaders, both Mexican-American.

4-H Migrant Education Leadership Training

The same groups mentioned on page are sponsoring a leadership summer school for 50 Migrant Education youth who are juniors and seniors in high school. This will be one week at Butte College and one week of wilderness camp training.

Colusa 4-H Club (Mexican-American)

4-H Youth Advisor Gail Carron has worked with Migrant Education staff and started a new 4-H Club, enrolling about 30 Mexican-American youth and 10 Mexican-American parents as leaders. They have Home Economics and garden projects organized, all taught by parents.

4-H Farm Labor Camp Summer Program

This will be our third year to sponsor a one-week 4-H crafts and recreation program at the Williams Farm Labor Camp. We have cooperated with Girl Scouts and the County Superintendent of Schools. The camp is staffed by older Colusa County 4-H youth and has built a better rapport between Caucasians and Mexicans-Americans.

HUMBOLDT COUNTY

1978 4-H Youth Day Camp

The "Friends" 4-H Day Camp is our name and our goal is to give every child ages 6 to 13 from the Eureka Housing Projects and the Arcata Humboldt Plaza Apartments the opportunity to attend. This year we were closer than ever to that goal with an effective recruitment drive and a high enrollment. Our objectives were to give each child a new and fun recreational experience with a variety of activities in an outdoor setting, to identify with a group of peers, and to feel good about themselves and their camp.

Involvement for the past four years in Day Camp has given the head start we needed in determining how we would achieve those goals. We set out first in getting the best staff possible and doing the type of training we felt most pertinent. Then we did a complete recruitment drive and put together a program emphasizing small group learning experiences, camp unity and fun.

The Day Camp benefited from the increased 4-H involvement in the program this year. The most direct interaction came right from the beginning with a 4-H member becoming part of the camp staff. With a 4-H background this person was able to add many valuable and interesting ideas to the camp program. Some of the other direct 4-H involvement came when we had teen leaders from the surrounding communities come out to camp to

lead sessions in leathercraft and cake decorating. The small group emphasis really worked in these learning sessions. They were both very successful and we were able to have the cake decorator come back a second time. Another activity set up by 4-H members in Eel Valley was our annual trip to Ferndale for Farm Day. The kids really enjoy this trip where they can see farm animals and ride horses. The added 4-H involvement helped out our program, and also gave other 4-H members a chance to see what we are doing at Day Camp.

This year we added the State Summer Food Program for low-income children to camp. We needed to do this because we lacked the funds for food on overnights and snacks. In the past we had the children bring their own lunch to camp. This program added immensely to the whole operation of Day Camp. We could provide a nutritious snack and lunch to each camper every day of camp. It also brought the whole camp much closer together by having everyone eating together. We cut our trash down to one trash can liner a week, with the help of setting up recycling bins.

We had more variety this year than we have ever experienced. Some children were on their fourth summer at Day Camp and others were there for the first time. The ages ranged from 5 to 15, and everyone got along together, where they were from Eureka or Arcata. A lot of children were really working together to make this the best Day Camp possible.

Children who started off with some problems settled down and each day I could see campers developing a real camp spirit. We had a "Friends Day Camp" song that would echo out of camp everyday and became our theme for the whole summer.

We reached a total of 150 youth, broken down ethnically: 84 Caucasian, 21 American Indian, 18 Mexican-American, 12 Black, and 8 Asian.

4-H and Humboldt State University Cooperate in Nutrition Program

College age student volunteers from Humboldt State University located in Arcata, California, on the far northwestern California coast are teaming up with the 4-H Youth Program to bring nutrition education to youth living in two housing projects nearby.

While Humboldt County, California, certainly cannot be classed as "urban," it has two large HUD subsidy housing projects located within 10 minutes of the University, one in the county seat of Eureka (28,000) and the other in Arcata. Unemployment rates in the past decade since many acres of land were taken out of timber production and put into the National Redwood Park has traditionally soared to among the highest in the nation, sometimes exceeding 20 percent.

The 4-H Youth Program in the housing projects began its nutrition emphasis five years ago when the Youth Education Services (YES) of Humboldt State University, which acts as a volunteer coordinating bureau

for campus students, joined forces with the University of California Cooperative Extension program to provide what so far has been a happy marriage of the two people-helping projects. Student YES volunteers become 4-H youth leaders and are supplied with all the educational materials of the University of California Cooperative Extension.

Sessions for youth are held weekly in an apartment dedicated for community use in Eureka. Because no such facility has been available in Arcata, sessions there have been held irregularly at nearby churches and in homes of tenants, depending on what is currently available. Tenant groups in Arcata have requested a community facility and it was anticipated that such arrangements would be made for academic 1978-79.

In Eureka the number of 4-H youth members interested in attending the foods and nutrition meetings vary from six to sometimes as many as two dozen. Last quarter the nutrition sessions were so popular they had to be offered two times a week. At any one time there are about six college student volunteers serving as 4-H youth leaders. Some volunteers remain with the program throughout the entire academic year while others, because of conflicts in class schedules, remain only one quarter.

IMPERIAL COUNTY

4-H Club Set Up in the Corrections Department Residential Center

All the youth at the Imperial County 4-H Youth Facility for youth who have committed serious crimes such as attempted murder or robbery with firearms are enrolled in 4-H projects. The lamb feeding project has been most popular. Youth learn budgeting by obtaining their own loans at the bank to purchase their animals, feed and other materials. After the auction at the Fair, the youth pay off their loans, plus they have a profit. Youth change completely to productive young people who are respected by the entire community. Their affiliation with other youth and adults is a new world of experiences. Most youth are Mexican-Americans. The Director of the Facility says this is the greatest experience for the youth to develop socially acceptable behavior. One youth said, "I didn't know that loving and caring for an animal could be so great. Before all I knew was my friends around my house. I didn't know about 4-H." Several counties have 4-H programs at facilities for delinquent youth, but not for youth who are committed for serious crimes or for a year or longer.

Summer 4-H Programs -- Brawley and Calexico

Migrant Education -- EOC and Campesinos Unidos, Inc. -- granted special funds to sponsor a Summer 4-H Program.

City of Calexico and Housing Authority of Calexico combined special funds so that 4-H could sponsor a special Summer 4-H Program. (See Attachment 3.)

More than 200 youth were enrolled in the electricity project during summer programs in Calexico and for the Migrant Education Program in Brawley. These same youth exhibited at the County Fair. Most of the youth were Mexican-American targeted in low-income housing projects.

LAKE COUNTY

Middletown Garden Project

Set up for the Indian children in Middletown.

LOS ANGELES COUNTY

Minority Day Camps

Los Angeles County conducted day camps on health and physical fitness, including nutrition education, teaching the importance of rest and physical fitness. Sixty youth completed the program, 20 in each of 3 groups. University students, Health and Police Departments, and Parks and Recreation cooperated. The Presidential Test of Health and Physical Fitness was given. Each child had a physical examination by a doctor from the Health Department. Most of the participants were Mexican-American, targeted in East Los Angeles.

MARIN COUNTY

Marin County has established a 4-H Club in Marin City, which is predominantly Black. This Program includes bicycle, food and nutrition, and crafts. They have 50 members and 6 leaders.

In addition, they have a 4-H Program for the handicapped. This is primarily a riding program for 70 members. In addition to recreational riding they have designed and built saddles for the physically handicapped.

MERCED COUNTY

Migrant Education Program

During Summer 1978, Merced County Cooperative Extension 4-H Youth Staff held a 4-H Program in cooperation with the Migrant Education in Region III. Involvement initially began with planning in April. In May, the two 4-H Youth Advisors taught sessions at the Region III Summer School Workshop for Migrant Education teachers and community aides. One session presented an overview of 4-H and how it could be implemented into the program illustrating the flexibility of the projects to fit a variety of situations. The other session explained the 4-H Key Ideas Nutrition Education Project and how it too can be adopted to various situations.

Although the passage of Proposition 13 delayed the beginning of the Summer Migrant Education Program in Merced County, the program finally started at each of five Farm Labor Centers in late June. In retrospect we see this as having distinct advantages over the school sites. 4-H is not a formal school program but an informal educational program supplementing the school. The move to the labor centers brought the learning situation into the community and parents were more closely associated with their children's activities.

Because the typical migrant child changes schools several times each year, both the aim of instruction and 4-H was to supplement and compensate for any disadvantages. Merced's six-hour daily program (Monday through Friday) consisted of a focus on academic subjects in the morning and 4-H projects in the afternoon (approximately 1½ hours). During the afternoon 4-H meetings, the 35 Migrant Education teachers and community aides changed hats to become the 4-H Community and Project Leaders. Various projects were offered according to each Center's needs and resources. Those selected by the 250 boys and girls included Food and Nutrition, Leathercraft, Cultural Arts (folk dancing, pinatas), Earth Crafts (pottery and kites), Arts and Crafts (puppetry, ceramics, macrame) and Mini-Garden.

Migrant Education provided three project supervisors who worked with a 4-H Student Intern and the County 4-H Youth Advisors in administrative roles. Each Labor Center had a resource teacher who functioned as the 4-H Community Leader and was responsible for the coordination and implementation of 4-H activities within the Center. The teachers, community aides, mini-corps students and sometimes medi-corps students, were all involved in leading the 4-H projects.

The 4-H Student Intern offered expertise in 4-H organization and was in daily communication with the project supervisors and/or resource teachers. We provided them with resource manuals on the projects and offered information and help in obtaining other resources. The 4-H Student Intern visited the Labor Centers each week in a constant effort to make sure the clubs were meeting with success and to help them with any problems which might arise.

In this rural setting and because many of the children, due to their family circumstances, have not had much exposure to livestock and animals, the 4-H Student Intern arranged with many of the 4-H'ers with livestock projects to bring them to the Centers for the children to observe. The 4-H'ers gave demonstrations on all of the livestock species and the guide dog project. Both the demonstrators and the observers learned from this exchange. Although language translations were necessary, there was no communication problem when you see a young boy hugging a baby pig or a girl holding the milk bottle for the calf. There were many squeals of delight that needed no interpretation.

We made every effort to make sure the members know they belonged to 4-H. Each child received a membership card and member button. The 4-H Student Intern visited each site and helped the members silk screen a 4-H T-shirt for themselves. This proved to be a tangible means of identifying with the 4-H symbol and helped to establish a club comradeship among the members. This was also a way of presenting the meaning of the Symbol and the 4-H Club Pledge.

Near the close of the summer program an exhibit day was held at each Center as a finale to the 4-H activities. Members displayed their projects which were judged by 4-H Teen Leaders. Ribbons and project completion certificates were given. The exhibit days were held in conjunction with the Migrant Education Open House. These varied slightly but usually were a family potluck highlighted by a Mariachi Band and folk dances, songs and puppet shows being presented by the 4-H'ers. These exhibit days gave the members needed recognition for their work and aided in the development of self-esteem. Again, a proud smile overcame any language barrier.

We were very pleased with the success of the program. Cooperation and learning took place between many groups of people which had previously been very limited. Children had opportunities to set goals, develop skills, explore new subjects and start establishing personal values necessary to become responsible citizens. There are many ways the program can be improved. Parents can become more involved and learn from a 4-H experience too. 4-H can help them become more involved in their communities.

As the youth phase of the national education system known as Cooperative Extension, 4-H draws from a research and information base available through the United States Department of Agriculture, State Land-Grant Universities (University of California) and county governments. This unique arrangement allows for flexibility in the development of programs to meet the needs of each local situation while existing within an established organization of resources. This is what makes 4-H an appropriate organization for the development of youth from every socioeconomic background.

MODOC COUNTY

4-H Club on Fort Bidwell Indian Reservation

The Mt. Bidwell 4-H Club was reorganized this Fall on the Fort Bidwell Indian Reservation in Northeastern Modoc County. The community of Fort Bidwell contains approximately 200 people, of whom 135 live on the reservation.

There are 16 members -- 10 of these are Native Americans. There are 6 leaders -- 2 are Native Americans.

Projects carried are livestock, leathercraft, arts and crafts, foods and clothing.

The population of this community is quite transient, according to Bob Savage, 4-H Youth Advisor, which makes it difficult to maintain a stable enrollment.

ORANGE COUNTY

Barrio Club Development

During the first year of operation, the Barrio Club Development (BCD) Project has served approximately 250 youth from the four target neighborhoods designated in the contract. In addition, detailed evaluation records have been kept on approximately one-half of the total number of youth served. These forms are currently being evaluated by the project evaluator and the results will be included in the April evaluation. Examples of specific activities undertaken with youth participants include several mural projects, beach trips, snow trip, fundraising, cooperation with Santa Ana Police Department in putting on Christmas Party of younger children, employment training (approximately 20 actually placed in jobs), drug and alcoholism programs, individual counseling and tutoring in academic subjects, sports activities and others. Each of these activities was designed to increase the positive activities of the groups and/or individual youth members. In many instances, under direction of the BCD staff, members of the groups served organizers of community service or community development activities which involved and benefited members of their neighborhoods.

Several of the youth participants who were not attending school have, as a result of intervention by staff, returned to school and in some cases have completed high school. In terms of the type of youth being served by the project, a recent random sample of approximately 20 percent of the youth participants for whom records are maintained, indicated that over 80 percent had arrest records. This information was obtained through the Criminal Justice Index. A more detailed profile of youth

served will be available following the analysis of the data currently being evaluated by the project evaluator.

During the past 12 months, the BCD Project has developed a network of cooperation and support for its efforts from other agencies and groups. Such groups include the Juvenile Division of the Santa Ana Police Department, the Orange County Human Relations Commission and the Santa Ana Youth Services Program. In addition, working relations have been established with community centers, schools, churches, mental health agencies, local businesses and others. A Supervisor has taken an interest in the project and urged its continuation. The community support generated by the BCD Project provides a solid foundation for continued efforts.

Mural Painting

The 4-H Youth Program's experience in mural painting is an outgrowth of our Barrio Club Development Project in Santa Ana. The BCD Project has a total of eight staff members supervised by 4-H Youth Advisors and Staff Assistants. A male and a female team operate in four barrios in the city. Their objective is to work with adolescents in the area through any means they find effective. Murals are one of their most effective methods. Murals have been started in three areas upon the request of youth in the community:

Delhi: The mural in Delhi (Halladay and Central) is near completion. This mural is on private property, located in the center of the barrio. The mural was designed by an 18-year-old boy who had no formal training in art. He and his many assistants produced a beautiful mural appreciated by peers and the community in general. In this instance no community meetings were held. The 15' x 18' mural was completed for approximately \$108 for supplies. (Some of the supplies were donated and we received a 20 percent discount on all purchased supplies.) Labor was voluntary.

Westside: Three murals in the Westside area of Santa Ana are in progress. Intensive community input was solicited in the form of community meetings and a door-to-door survey. A joint adult/youth committee has been established to approve and oversee the project. Financial support has been provided by the City of Santa Ana, and the Santa Ana Police Department. Sketches were submitted to the committee by local youth. Crews of youth from the area will complete the actual work. (All volunteer -- no pay.)

Santa Nita: Two murals in this area are in the planning stages. Community input has been solicited in much the same manner as in the Westside area.

As an organization, we have worked with minority communities for many years. It is our intention to work closely with other service agencies in Stanton in the detailed planning and implementation of this project.

We anticipate using this project as a foundation for future youth work in Stanton.

Horseless Horse

The Horseless Horse Project is for 12 selected incorrigible youth who no longer can communicate with their families. All facilities, horses, and trainers were provided for the project. Three volunteer leaders were recruited by the Probation Department. The youth were taught how to feed, care for, and groom the horses and were trained in horsemanship. One youth decided to be a veterinarian, went back to school and applied himself. He organized and helped lead a second horseless horse group because it meant so much to him. None of the youth were rearrested and all learned to communicate and get along with their parents. The entire project was directed at developing a positive self-concept among the youth by experiencing success.

RIVERSIDE COUNTY

Enclosed is a list of our new programs (including EFNEP) that have significantly increased our minority participation. Our total enrollment this year is 5,811, of which 2,100 are "traditional" club members. The other 3,700 are enrolled in our new programs. It is estimated that 70 percent of the 3,700 are minorities.

We intend to continue these new programs and also develop methods to provide for better integration between the components of our total program.

Minority participation in our regular club program will take much time and effort before it substantially increases. As the image of 4-H changes, so will its ethnic makeup.

Good Earth Project

Community Garden Project headquartered at Emerson Elementary School. One community garden site with 80 family plots and three demonstration plots. Gardening classes and workshops for the public. Four new school gardening programs in progress. Cooperation with this Riverside Center for Food Preservation. (See Attachment 4.)

Youth Employment Skills (YES)

Training program for youth in cooperation with Riverside Teen-Hire. Job recruitment, placement, and training to be offered. Training to cover basic "how to get a job" skills, employer/employee relations, job attitudes, and skills preparation. Career development programs need to be developed. (See Attachments 5, 6 and 7.)

Parenting and Childhood Education (PACE)

Program to work with small groups of teenagers in the preparation for parenting. Includes: self-awareness, values clarification, group dynamics, child development, parenting roles, family lifestyles.

"WE ARE" Community Dance Theater

Community theater group for youth interested in any aspect of theater arts -- acting, dancing, directing, lighting, props, costumes, etc. Regular productions and summer workshops to be offered.

Peer Education -- Teen Alcohol Abuse

Program in cooperation with the Riverside County Health Department. High school students to be trained to conduct programs on alcohol abuse for their own peers. High school credit available.

4-H Summer Camp

Regular summer camp program for any young person 9 to 19 years old. Eight one-week sessions to be offered near Idyllwild.

Open Campus and Los Amigos

Summer recreation programs for youth in Palm Springs, Indio and Casa Blanca. Includes nutrition education, arts and crafts, sports, field trips, and lots of fun.

Coachella Valley, Riverside County, was funded \$34,000 to expand the Nutrition Education Program and in combination with a mental health program. The program was called the "4-H Open Campus" and has reached about 400 youth. The "4-H Open Campus" was held at two sites for a duration of six weeks. Each site was open from 1:00 to 6:00 p.m. each day. In addition to nutrition and mental health, arts, crafts, and dancing were taught.

School Enrichment -- Nutrition Education

Special nutrition education programs in cooperation with elementary schools. Includes "Of California Foods and People," "Mulligan Stew," "Key Ideas," and "Mr. Peanuts". Separate educational series for different grades. This program is also being conducted at three local Indian reservations.

SACRAMENTO COUNTY

Thirty-five Interagency Youth Training Program teenagers working for four agencies with young children in summer activity programs were trained in project work, understanding young children, and community awareness and enrichment activities. Agencies represented were: Housing, Youth Authority, Community School and Curbstone Youth Foundation. Paraprofessional staff members attended the classes on management, human relations, and leadership skills with the 35 teenagers.

Following the week-long workshop conducted by Sacramento County Youth Advisors, the teenagers conducted programs at playgrounds, community centers and extended camping trips. The workshop was a first time experience for the majority of the teens in youth organizations. They found the activities fun, stimulating and most importantly gave them much insight into their own skills, patience and ability to work with children. Several of the young people identified a desire to gain further training in college to become professional youth workers and teachers as a result of this one-week experience. Throughout the week representatives from other community agencies gave presentations at the workshops for the teen leaders on health services, emergency care, nutrition practices, crafts and gardening. A post workshop visit was conducted six weeks later to determine how the youth were performing in their paid jobs. All paraprofessional supervisors reported the program as invaluable, extremely helpful, and were asking for continuation of this activity, not only from summer to summer but on a year-round basis. A number of the teen leaders were also asking for more 4-H activities.

SAN BENITO COUNTY

Professional Development of Children of Migrant Laborers Through Home Vegetable Gardening

About 70 families reside in the San Benito County Migrant Labor Camp from June to October most years. There are about 60 youngsters from these families between the ages of 8 and 12. These young people are too young to work in the field, and consequently, are limited to activities at camp except during the time when they are at school under the Migrant Education Program.

Some are handicapped by a limited understanding of the English language. Many lack self-confidence and pride as they have had few experiences of accomplishment. Few have an understanding of the management of time, money, property or other resources, either from the viewpoint of a consumer or a producer. The idle hours spent by these children do not enhance constructive or productive attitudes.

All residents of the Labor Camp, between the inclusive ages of 8 and 12, have been enrolled in 4-H Vegetable Garden Projects. In addition, from one to three resident-volunteer adults were enrolled as counselors and advisors to assist the young people. The parent of each child approved the child's participation. In addition, a CETA bilingual employee was hired to develop, maintain, and manage the garden area.

Goals

To provide subject matter and/or experience for migrant youth in:

1. Consumer Education -- management of time, property, resources.
2. Social Science -- self-esteem, language development, group relationships, citizenship, community pride.
3. Health -- nutrition, safety.
4. Plant Science -- soils, plant environments, cultural practices, plant nutrition.

A CETA person was employed in April. The garden area, about one-third of an acre, was disced and beds were prepared and pre-fertilized. About two-thirds of this was set aside for a community garden; the remaining one-third was set aside for individual garden assignments.

During April and May the community garden area was planted by the CETA employee to sweet corn, tomatoes, peppers, cucumbers, radishes, head lettuce, leaf lettuce, summer squash and pumpkins.

Due to contamination of drinking water, the opening of the camp was delayed until July 29 this year. As a result, radishes and lettuce were past harvest maturity when migrant families arrived, and were replanted. Some summer squash and chile peppers were ready to start harvesting when they arrived.

Due to the short time left, no individual garden areas were assigned, as the camp would close before members could harvest from their individual plots.

The program was described to parents at their first camp council meeting on August 3 and 4-H enrollment forms were distributed. Enrollment forms were then accepted for the next two weeks.

Educational meetings of one-hour duration on plant science topics were held weekly throughout August and September prior to going to the garden to weed and to harvest crops. Members could also get additional gardening experience after school three times a week. Attendance and participation by members were good. Parents occasionally were present to observe and assist.

Participating children had good exposure to all subjects listed under the Social Science, Plant Sciences and Health Goals. Experience in consumer education was limited because individual plots could not be grown. However, the supply of produce was good and nutrition was upgraded for many families in the camp in addition to families of participants.

SAN BERNARDINO COUNTY

The San Bernardino County 4-H staff plan to implement an outreach program similar in nature to the one developed in San Diego.

Our staff has identified recruitment and involvement of the previously unreached as top priority. Likewise, documentation of activities in the affirmative action file will be emphasized.

Plan to attempt to develop a 4-H Center in San Bernardino to service inner-city youth with the support of communities, agencies and volunteers. Will be similar to the Detroit Case (Michigan Cooperative Extension Program).

Los Padrinos (Chicano Youth Group)

Developed with Checkmates of National Council of Negro Women and Interns of Kutania People (teens) awareness of the 4-H Program with their experience in the Overnight Experience which involved nutrition, crafts and general camping activities.

The 4-H staff will be working extremely closely with this group to develop a cooperative leadership program for their volunteers who, in turn, will provide leadership for the youth.

Involving San Bernardino City Speedy CETA Program in the 4-H concept by having the youth act as volunteer leaders for low-income community groups.

Worked with the Redlands Recreation Department and Community Center to develop and implement a summer program. Trained Speedy staff (teens) in the 4-H concept and in the areas of foods and nutrition.

The 4-H Black Hawk Indian Camp, composed primarily of Native Americans, Mexican-Americans and a few Caucasians, learned how to prepare Native American foods, crafts and dances.

SAN DIEGO COUNTY

Project Outreach

Project offered to experienced 4-H leaders and/or teen leaders to involve "other" youth in their community in 4-H. (See Attachment 8.)

4-H STEP Program

4-H STEP is part of the 4-H Outreach Program dealing with handicapped, but is also directed at inviting handicapped agencies or schools to start their own 4-H Club. Program offers \$25 to \$100 mini-grants for program materials to start 4-H Clubs or groups involving handicapped youth. (See Attachment 9.)

Vegetable Garden Projects for Schools

4-H EFNEP Youth Assistants are offering this project to low-income area schools. (See Attachment 10.)

4-H Exhibit Booth

At least seven times, the past year, 4-H Youth Assistants have set up our 4-H Exhibit Booth in low-income urban areas to promote 4-H and secure volunteer leaders. Handout "4-H in the City" is used.

Losing Weight With a Little Help from Your Friends

Has been added to the 4-H Staff Assistants' work with school nurses to conduct this program.

4-H Sports Project

Developed to help low-income youth participate in 4-H project of their interest. Project emphasizes health and nutrition. (See Attachment 11.)

Cooperative 4-H Clubs

We have developed a Cooperative 4-H Club Agreement to allow other agencies to utilize the 4-H Program Project Manual and materials to conduct 4-H activities. (See Attachment 12.)

4-H Home Wiring Project

Purchased ten kits for locally-based agencies working with low-income youth to conduct a 4-H electric project dealing with developing skills to wire a home.

4-H Community Garden Project

A \$69,000 CETA grant that hired seven CETA workers to conduct a garden and nutrition program for 700 senior citizens and almost 2,500 youth. Approximately one-third of the total participants were minorities.

The CETA staff developed garden manuals and nutrition information in both English and Spanish. Spanish Garden Manuals were mailed to several other counties working with Mexican-Americans. A monthly newsletter with information to help community and school gardeners is being sent to garden coordinators. (See Attachments 13 and 14.)

National City Country Fair

Youth Assistants worked with National City Country Fair which allowed urban youths to exhibit 4-H projects.

Just Starting

Contact with local colleges and community colleges to secure volunteer students who will receive course credit for conducting 4-H projects with youth in low-income and minority areas. Program will also recruit students to work with handicapped youth. Students to be oriented by 4-H staff and assigned to locally-based agencies.

Los Colinas Jail for Women

At present, we are cooperating with the Los Colinas staff to provide a raised bed garden and cold frame greenhouse for maximum security young women, most of whom are minorities.

SAN JOAQUIN COUNTY

Migrant Camps

One of the objectives of 4-H in San Joaquin County is to expand the program and truly make it a program that is available to all boys and girls. This sometimes presents a problem in areas or communities that have not had a history of participating in the 4-H Club program. Sometimes it requires special efforts on the part of staff and the 4-H organization to come up with something that will enable boys and girls to become involved in our program.

In cooperation with the Department of Migrant Education and the local 4-H Program, we are pursuing 4-H Club and Project Work in the Migrant Camps. In the preliminary stages, we have developed an outline for projects and resources for funds. Our primary goal is to establish a large garden in each of the migrant camps so that the youngsters can

experience the garden project. This garden project will begin in May with their selection of plants, vegetables and field crops that they would enjoy growing. Through the growing year they will learn to grow the plants and to process them for eating. Also, they are planning to show their results at the local San Joaquin County Fair in August.

Preliminaries have shown a great deal of excitement that these youngsters have over the garden project and beyond that we felt that possibly we should offer other projects, and as of right now we do have enrollments for knitting, foods, leathercraft, and other craft projects. Our enrollment for the first evening has produced 62 youngsters ranging in age from 9 to 16, and also 8 volunteer leaders. We felt this is exceptionally good since the 4-H name is new to most of these youngsters.

Originally our major concern was to enable these members not only to do two or three months of 4-H work, but to experience what 4-H youngsters accomplish over the course of a year. However, we are limited to possibly four or five months.

Communications -- the Spanish speaking, for the majority of these youngsters, is a difference that our local leaders encounter; therefore, we use a translator when we approach parents and youngsters.

The recovery, or return rate, of these families is close to 75 percent, so what we are expecting is a majority of this year's members to enroll upon their return the following year. We feel this will strengthen the program. The continuity here will carry on year after year and also we are hoping that these youngsters continue 4-H when they leave San Joaquin County and return back to their home base. (See Attachment 15.)

It is estimated that about 10,000 youth participated in some type of camping experience in California in 1978. San Joaquin County alone had over 1,000 4-H residential campers and a large number in day camps. Special 4-H camps have also been conducted for the handicapped, and over one-half of all the campers were from low-income families or were minority youth.

SAN LUIS OBISPO COUNTY

School Nutrition-Plant Science Program

For the past four to five years, Cooperative Extension has conducted an in-school nutrition and plant science program utilizing county-paid CETA employees and volunteer student interns from Cal Poly. They have utilized 4-H curriculum and teaching methods under the direct supervision of professional 4-H staff in low-income areas with high minority population.

SAN MATEO/SAN FRANCISCO COUNTIES

Review Process

The Federal Extension Service conducted an affirmative action review on February 15 and 16 of the San Mateo and San Francisco county programs. It was very gratifying to hear them state that the two counties ranked among the top ten of the counties reviewed in 40 states. They were very impressed with affirmative action compliance and recordkeeping.

Migrant Education Grant Proposal

Worked with Cooperative Extension staff and representatives of Migrant Education to develop a grant proposal. As outlined in the proposal, program aides will be hired by Migrant Education to conduct 4-H type projects with migrant farm children on the Coastside and Redwood City area. Assistance will also be provided by the aides in the summer outdoor education activities.

Plant Materials for Nairobi Day Care Center, East Palo Alto

Two Half Moon Bay nurseries were visited and plant materials were obtained at reduced costs for this Center. The purpose was to raise money through the sale of the plants. Funds will be used for children's activities and projects in East Palo Alto.

Poplar Center

The Poplar Center in San Mateo was visited recently. This is a private organization that works with retarded children and adults. Participants work at meaningful jobs with the private sector. Members of our staff have already conducted educational programs with the Poplar Center. We have been asked by their administrators to investigate the possibility of a small farming enterprise for the Center.

Irvine Foundation Grant

Donors recently advised us that our application to the Irvine Foundation had been approved in the amount of \$50,000. The money will be administered for us by the San Mateo Foundation. The latter has already appropriated \$10,000 to the project. When sufficient funds have been accumulated, we plan to build a Youth Service Center, bunkhouses, and sanitary facilities at the Elkus 4-H Ranch.

Ruppert Award

Over 150 students have received awards from \$250 to \$1,000.

Eight of our referrals have received awards, five of them Hispanic youth from the coast of San Mateo County. Next January we pass out applications to all staff members so that additional referrals can be made to the Foundation.

Migrant Education Dental Project

Our affirmative action efforts with the children of migrant farmworkers continue in 1978. The 1977 project resulted in dental care for 45 children. We plan to treat at least another 45 children. Funds will come from a Cooperative Extension-donated account (\$1,000 from an endowment given to the University) and Migrant Education, Region I.

Migrant Education - Various Efforts

A meeting was held to plan the strategy for enrolling more migrant farm youth in the county 4-H Program. We are preparing a proposal to obtain two staff positions from migrant education to assist us. If this help comes, we should be able to reach 300 to 400 more children.

A small group of girls got started on their sewing project. Once a week with only one machine has made it kind of difficult to make much progress. But starting next month we will have the use of the Home Ec room at the elementary school and things should start moving then.

The first meetings with the migrant youth at Cunha and Hatch School were held this month. We will be starting the project next month but the bulk of the program will start after school is out for the Summer.

A new person has been hired by Regional Migrant Education funds to carry out the 4-H Program here on the coastside. Due to Proposition 13 we were a little late in getting started but things have started to move now. The new person is very capable and will be a great help for the summer program.

Met with the Director of Special Programs for the Redwood City School District, for purpose of informing them that Cooperative Extension would be participating in the Migrant Education Program in the Redwood City area. While they were attentive, they didn't seem to be too enthused. This really tells us why this program, in its second year, is so slow to get off the ground. Staff now consists of a Migrant Resource Teacher, and a Migrant Health and Statistical aide, plus eight migrant instructional aides who are placed throughout the school district. A good group but hardly enough to meet the Health and Family Services, plus attend to the instructional activities whose emphasis is on supplementary instruction in the classrooms. Presently 300 children are enrolled and 125 families are recipients of this program. It has been estimated by community workers, that this number could easily be doubled. We will make every effort to work with this program. Weekly in-service training sessions are presently being led at the District Administration Office.

The summer school for this program is well underway at Hoover School. We have 235 children enrolled, 8 certified teachers, 10 aides, 3 mini-corps teens and, of course, our 4-H Program Aide, who is a nutrition major in college, is bilingual and just adapted herself to the

program beautifully. The aide was "trained" along 4-H lines for two weeks and the projects that will be coordinating and integrating to the math, reading and language Migrant Education format are nutrition and cooking classes, sewing, gardening, home arts and sports and recreation. What makes this all so easy and fun is the enthusiasm and willingness to adapt to our 4-H projects. Part of this could be that ours is the only program for children this summer. It was so very difficult to explain to so many why all children can't attend this program. Some parents got pretty ugly, but it's the children we feel sorry for. Good news department: the funding for next year's Migrant Education Program has been approved. Anticipating this, we wrote and got approval for \$500 worth of materials. This includes a sewing machine and materials, kitchen utensils, gardening supplies, and arts and crafts materials. This was time-consuming, but well worth it, and now we're also ready for the Fall.

Youth

In spite of or because of Proposition 13, the only summer school in session in our area is the 4-H Migrant Education Program. It is presently running under the best of condition, perhaps because we were able to get top quality teachers and aides and good funding. Summer program will end August 11. We are presently doing research for continuation of 4-H role for fall Migrant Education Program.

The Migrant Education Mini-Corps is also shaping up. Forty qualified teenagers have been enrolled. They will be setting up 4-H classroom and after-school projects when school starts. Under the auspices of the Multicultural Arts Council, several 4-H EFNEP and 4-H Migrant Education students are painting a mural on the handball courts of the Fair Oaks Community Center. Also, at FOCC Child Care Center play area, some young artists are assisting with another mural.

Mexican-American Efforts

For the past two years we have been very concerned about Hispanic youth dropouts from the Parks and Recreation Career Youth Guidance Program at Sequoia High School. Some high school officials have discussed possibilities of presenting teens a 4-H Leadership Workshop. The Youth Activities Director and a science teacher have met with us and are very excited about the format that we have adapted from the standard 4-H Leadership Program to specifically meet the cultural needs for this particular group of teens. This special project will be presented on a pilot basis the second week in May.

Sequoia High School Leadership Project

A leadership project was presented to approximately 45 Mexican-American Sequoia High School students. It was felt by a teacher at the school that these particular students needed this type of training. Most of the material presented was taken from "Me, You, Us & Them" project. The response from the young people was positive.

The MAISO (Mexican-American International Student Organization) group from Sequoia High School held elections for next year's school program and chose their youth counselor. This past year the youth counselor covered a nutrition project and gave a career education program, and also presented this group with a 4-H leadership and participation three-day workshop. Next year MAISO students will be participating on a 4-H Community Pride Project.

The Multicultural Arts Council Youth Mural project at Garfield School is completed and the youth really did a professional job. The same group of young artists is now taking a still life course.

Have made several classroom nutrition demonstrations as a bonus to the many teachers who have so faithfully taught the Basic Four during the past year. The children were given recipes to take home and a few parents have requested additional nutrition information, especially the Mexican-American families.

Community Center

We are having serious youth problems here at Fair Oaks Community Center (as was well anticipated). These target area youth here have no summer school and no recreation programs, and with the elimination of the Center's Coordinator's position, the Center has become most vulnerable. Here is an irony of ironies: a tough young adult group, known as Low-Riders of Redwood City, have made FOCC grounds their weekend headquarters. (Some Low-Riders are ex-4-H'ers!) Several times this group met for the purpose of compromising. We have meetings scheduled with the Assistant City Manager and with the Advisory Board at the Center. The group will seek official permission to meet at the Center (and of course, abiding by our regulations), and to also help us solve the problems of dealing with mean youngsters and outsiders.

Family Planning Clinic

This group was interested in our PACE materials and a series of training sessions. The first two of a series of four sessions was held this month. The group is really receptive to our materials and very enthusiastic to the program. They meet with many young people through their clinic program and hope to initiate a PACE Program with their clients. Next month we will finish up with their training and will continue working with the group when they get the program underway.

Project Street Work

Contacted by Youth Employment Program to do Project Street Work again this Summer. Eight youth will work the streets and teach younger nutrition to younger youth. They were trained in Key Ideas and given Job Descriptions and other material from Summer 1977. We shared with them some of my games and makeshift nutrition tools for implementing their programs. Meet with the teen staff once a week for staff conference and

throughout the week for other training and material handouts. Also, spent some time writing a proposal for \$500 for the youth to have a barbeque with their individual groups; as the project ends we will all get together for this big event. We have also planned a trip for the teen staff and a trip to the Elkus Ranch for a day by chartered bus. The second proposal worked on was for a community beautification project. This work will be done by teens hired through summer programs and the tools needed for planting trees will be paid for by the \$500 grant.

Project Insight

Started back with this group, which was originally affiliated with California League for the Handicapped. The group did nutrition and made salad, learned new vegetables by feeling, because these children cannot all see. Will continue working with this group during the Fall year. We went on a field trip to East Palo Alto 4-H Farm. The children had a great time; they felt the chickens, rabbits, goats, and sat on the steer's back. It must have been difficult for those who had not seen an animal to feel and hear one so big and with such a great moo!!

Log Cabin School

This month, had a conference with the Director of Juvenile Hall and the Manager of Log Cabin School in La Honda (a San Francisco County Juvenile Detention Facility). Arrangements have been made with Big Creek Lumber Company to conduct a timber cruise at the Log Cabin Ranch (600 acres) to see how much Redwood and fir lumber could be harvested. The idea is to raise sufficient funds to finance 4-H farm operations at the ranch. The boys who are housed at this detention facility are 16 to 18 years old and are at the ranch for 6 to 12 months.

June Leadership Training Course

The Backcountry Leadership Training Course scheduled for late June is coming along fine. We spent considerable time this month working out a number of details with the various groups involved in this course. We are providing the training for youth and teachers who will be operating a day camp program during the summer for San Francisco disadvantaged youth between 8 and 12 years old.

The day camp program will be sponsored through Campfire, but a number of local agencies are involved in the planning and operation of this program. Together we have worked out many problems with the Mayor's Summer Youth Work Program which will pay the teen counselors; San Francisco Unified School District which will pay the summer school teachers; ENERGY, OMI Community Association, and Visitacion Valley Community Center who are providing the youth counselors; and securing the funding and food needed to put on the 12-day training in the Sierra Nevada Mountains. We have submitted a proposal to the Mayor's Office to procure partial funding for this training and are working on getting commodities

through the State Food Program. This should be a very good program if all the elements come together as planned. We are very pleased with this project because we have broken much new ground in the area of interagency cooperation.

Horsemanship for Handicapped Children

Contacted by an individual from the Animal Therapy Foundation, regarding the development of a horsemanship project for handicapped youngsters. This has been done successfully in Southern California with many different types of handicapped children. We would like to assist in the development of a project that utilizes junior leaders and other youngsters working along with the handicapped youth.

This project continues to develop in spite of minor setbacks. We have been able to develop a volunteer leader, who is beginning to really take some leadership in bringing this project into consistent operation. Scouts, and Recreation Centers for the handicapped youth have been involved in this project along with 4-H'ers. Involving handicapped youth with "normal" (whatever that is) youth is one of the areas of highest potential benefit for this program. The horse and its care, keeping, and handling, provide the medium for the growth of awareness, acceptance, and understanding of one's self and others. After we work out a few more of the "bugs" in this project, I don't think we will have any problem finding local support and assistance to continue and expand.

This project continues to develop with the care and guidance of a very dedicated volunteer leader. We have been trying to find a horse to use in this project since the use of the Golden Gate Park horses was discontinued. Contacts have been made with a number of local ranches and breeders looking for a donation of an old or injured horse for use in this project. There are several groups "champing at the bit" to begin exposing their youth to this project. Slowly we are progressing in this area. We have made several good contacts through the San Francisco Horsemen's Association and are sure this project will be flying soon.

We had the first project session on a Saturday morning at the Cow Palace for the new Horsemanship Project. We had 10 youth and 10 adults present to begin this program, it was a very gratifying experience. This program is very promising but there is much to do in clarifying the roles and responsibilities of the individuals involved. Some materials developed by a staff member of the Recreation Center for the Handicapped will help in the clarification of the goals and operation of this project but we are still looking for a volunteer leader who can coordinate the scheduling and training components of this program. It will take some time to get this program running consistently and smoothly.

Bay View Crispus Attucs

Conducted two training meetings for the staff of this organization which is a program for teenage mothers (ages 14 to 18) in the Hunter's Point area. Although they have hired a professional staff, they seem to lack ideas, skills, and know-how in putting a program together. In addition to staff training, we conducted a nutrition "workshop to end all workshops". We did put quite a bit of effort into this workshop for directors, teachers, and parents of Coop Nurseries in the State. Enthusiasm, comments and written evaluations indicate that the participants gained a great deal from our workshop.

Expansion and Review Advisory Committee (ERAC) Meeting

We had a fairly good turnout for the first meeting, and the energy of the group is very encouraging. We hope to really make this committee a useful and effective force in the San Francisco 4-H Youth Program. We do have a responsibility to get input from our clientele about the nature of our program and the ERAC members can help us fulfill our duty in this area. We formed a Safety Committee as a subcommittee of the ERAC which will be involved in developing safety policy and checklists for many of the 4-H projects and activities.

Our second meeting of this committee began to focus in on some specific action that the ERAC members can take in assisting us in the development of a more visible and accessible 4-H Program here in San Francisco. A technique recently learned was employed to guide the ERAC members through a process which resulted in concrete action plans. One of the plans is to develop a brochure to explain our program and the other is the production of a leader directory which would list all the San Francisco 4-H leaders and what skills they have to offer 4-H groups. We are very pleased with the progress of this committee and feel that we can really gain some assistance from the ERAC members. Once again, the committee members wanted to get back together soon -- so we have another meeting planned for May.

PACE

Aptos Junior High School is a special interest group. We took a field trip and had a guest speaker in to do some of the PACE Program. All of this is to give back what these girls seem to have lost. There are 6 in the group. Five are potential truants and "troublemakers". We seem to be able to have some sort of influence on them, so we encourage where we can and teach when we can. We're a close-knit group. We would like to motivate them to care about themselves. What better way to do this than through nutrition, PACE for self-awareness and that of others, and most of all a sharing and giving relationship with others in our group. Then they have a better outlook on the rest of the world.

Community Agency Wilderness Workshop

Considerable time was spent recruiting, planning, and running pre-trip meetings for the Wilderness Leadership Development Workshop we will be holding in March for several individuals working for various local youth groups. So far we have people from Recreation and Park Department, Camp Fire, Community Streetwork Center, Eddy Street Boys Home, Visitacion Valley Community Center, San Francisco Unified School District, Neighborhood Foundation, and Langley-Porter Clinic. The first two meetings went well. There is an energetic and professionally motivated group that is involved. Many of the people were recruited through contacts made at the San Francisco State University Conference in January. The assistance from the Northwest Outward Bound School has been very helpful since this is the first session I have planned for adults. Our program is top quality and compares favorably in numerous ways with the Outward Bound School courses.

Adventure Ropes Course

A group of 8th grade boys and girls from the Convent of the Sacred Heart School visited La Honda for a day at the Adventure Ropes Course built by some students. The ropes course is an outstanding example of how teenagers can be used in very responsible and constructive ways to teach and lead other youth in educational activities. The CEEP students are trained to run all the events in the ropes course. They do a tremendous job of explaining events and then supporting and guiding the groups that are participating in the ropes course. We hope to bring a group from Log Cabin Ranch to the ropes course in the Fall. The possibility has been discussed of 4-H outdoor adventure program and the ropes course with the Director of the Log Cabin Ranch and they are very interested in implementing these projects for the boys at the Ranch.

Bell Haven Community Center

Staff are to be complimented for excellence of efforts in organizing and participating in the program sponsored by the American Red Cross Senior Citizens and Bell Haven Community Center. It is a pleasure to see how the community has accepted our staff members. Approximately 150 people turned out for the luncheon and awards ceremony held on August 25.

Field Trips

During the month of February we were involved in the selection of a CETA coordinator for the City of San Jose. We also had a field trip with Nairobi Day School out to Cooly Landing to show them the plant life and another trip with Brentwood Elementary kindergarten afternoon class out at the East Palo Alto 4-H barn. This was the first time the kindergarten class had a chance to be around farm animals and touch them. We are planning to use the barn more in showing young people the relationship of the barn and the food they may get from the store. We have also been involved in the VA Hospital greenhouse getting some plants started for the Container Garden Fair.

Alemany Projects Community Garden

Met with the Alemany Tenants Association and got their support and approval in the development of a community garden at this Housing Authority site. Met with Housing Authority people and determined the best area to begin this project as well as obtain the approval of the housing authority to use their property for this garden. If all goes well, we will actually begin work in this garden site sometime in May. We are also forming a new 4-H Club at Alemany. This Club will begin with gardening projects and hopefully branch into other project areas as the Club becomes established.

Summer Day Camps

Wrapped up the 4-H Day Camp Program at "The Farm" with two all-day field trips this month. This project has turned out very well serving 35 youngsters in the Mission District. We were pleased to see a far amount of parental participation in this program. There is a good chance that an ongoing group of 4-H'ers will evolve from this program.

The Camp Fire Day Camp Program also finished up this month as a successful summer activity for more than 300 young people. We have worked closely with the Camp Fire staff and a number of other agencies in the training of staff and development of activities for this program. It was a fine example of interagency cooperation in San Francisco.

Outdoor Adventure

Assisted in the planning and implementation of outdoor experiences with the Yue Yin 4-H Club (Self-Help for the Elderly -- Chinatown), Eddy Street Boys Home, Visitacion Valley Community Center, and the Alvarado Arts Summer Youth Work Program this month. The summer is when our equipment and expertise are most heavily taxed for camping and backpacking trips. New equipment, especially sleeping bags, will be needed soon.

We lost the most competent and outstanding equipment manager we've ever had this month, who graduated from high school and moved on to bigger and better things. He has done a tremendous job managing the camping gear and maintaining it all in top condition.

SANTA CLARA COUNTY

4-H Day Camp

OBJECTIVES:

To provide planned activities for inner-city and urban youth from low-income areas of San Jose in an outdoor setting, bringing together both an educational and fun learning experience.

Activities include cultural arts, environmental awareness, outdoor cooking and nutrition, creative arts and crafts and outdoor recreation and physical fitness.

Eighty youth participated in day camp. Youth members came from downtown San Jose and East San Jose, two areas where club programs are nonexistent to these youth.

The camp was planned and carried out by teen leaders, who live in the inner-city.

Mosquito East Side Action 4-H Club

The goal was to work with a youth club in downtown San Jose, to provide 4-H activities for participating youth.

We set up a day camp situation, at a rural farm home in Morgan Hill. With about 30 youth from 7 to 18 years old participating from the Mosquito Club. With the help of teen and adult leaders the youth did woodworking and leathercraft projects. We also had outdoor cooking and recreation. There were some farm animals on the site for the youth to learn about. This was a new experience for many of the youth and a good one for many of the inner-city youth who participated.

Homemakers Group

OBJECTIVE: To teach nutrition to low-income group.

GOALS: To reach nine identified homemakers and recruit them as volunteers.

To begin nine project groups that could be transferred into the traditional 4-H Club.

Six homemakers and groups were recruited, enrolling 37 members. Each received a minimum of 10 weeks and a maximum of 15 nutrition lessons.

Independence

Worked with Project Independence where eight students worked at the site during the summer.

Forty-three children were enrolled from Rancho Verde Apartments and area. The high school students under the supervision of a program coordinator brought children to Independence High School daily and offered different projects -- foods, safety, home arts and recreation. The children participated for 12 weeks.

River Street

Twelve youth from River Street are participating in a weekly nutrition session from the St. John and River Streets area. One San Jose State student is volunteering and carrying the project out.

Milpitas

This program has started slowly, but surely.

Twelve youth and one volunteer from the community and one volunteer from Alpha Beta. (See attached letter.)

Youth Services Bureau is helping to coordinate.

Haunted House

Attracted over 200 youth who were exposed to 4-H. (See Attachment 16.)

Karate Class

Just in formation, in cooperation with the American Indian Center and West Valley College. (See Attachment 17.)

SISKIYOU COUNTY

American Indian

One objective of our Affirmative Action Plan is to involve more Native Americans in our 4-H Program because they constitute the largest minority group in Siskiyou County (2.9 percent of the population -- 1970 Census). Most are concentrated in the Happy Camp area, so our objective has been to establish a 4-H Club in that area. Our method has been to get acquainted with the Johnson-O'Malley representative in Yreka to make them aware of 4-H, and in turn to enlist their help in publicizing 4-H among the American Indians. We encouraged them to start a newsletter, and with the help of a secretary showed them how to put one together and produce it. As a result, 4-H is regularly listed in each edition, and a story about one American Indian's participation in 4-H has appeared in the newsletter. Probably as an outgrowth of this newsletter participation, we were invited to Happy Camp to talk with the J.O.M. representative there and give a pitch for 4-H. We talked for two hours with

this person, who was a sharp and capable representative member of the ethnic group (as is the J.O.M. representative in Yreka), and had good indications of interest in 4-H as an educational method for American Indians in Happy Camp. We learned recently that the Happy Camp J.O.M. representative quit for a better paying job elsewhere, so we're back to square one again.

Other spinoffs from this Good Faith Effort have been reports of activities of the American Indians from the J.O.M. newsletter that we have used in our 4-H WAY to develop better understanding of the American Indians by our 4-H'ers, and an invitation to meet with high school age American Indians to tell them about 4-H (and particularly about our Hi 4-H trip last summer).

Mexican-American

The Mexican-Americans constitute 0.5 percent of the population in Siskiyou County, with the largest concentration in Weed. Our 4-H Youth Advisor Intern undertook an interesting campaign in the Weed area during National 4-H Club Week to acquaint the Spanish-speaking people with the bilingual and Spanish publications available from Extension and with the 4-H Program. The Intern set up a card table in the store most used by the Mexican-Americans, Groppi's Market, with bilingual signs indicating the Intern's presence and samples of the Spanish publications. A total of eight hours was spent over a period of several days, and about 30 people were contacted about 4-H and bilingual publications of Cooperative Extension. Of the 30, 10 were bilingual, 5 spoke Spanish only, and the remaining 15 were white.

The Intern prepared a bilingual order blank for publications which were distributed at Groppi's and subsequently gave some to the Siskiyou County bilingual librarians. The two librarians have assured the Intern of their cooperation in distributing the publication order blanks, and so far three have come back to the office. The library program is just beginning and offers promise of furtherance of our programs among the Spanish-speaking people of Siskiyou County since these librarians are working mainly with these people.

We are also conducting a campaign with a Spanish letter to a Spanish-speaking mailing list using the bilingual order blank, and are hopeful of more contacts coming out of it. We are working on our Good Faith Efforts to involve more minorities, and I think we will eventually see some results.

SOLANO COUNTY

4-H Day Camp

The entire month of August was spent coordinating a low-income 4-H Day Camp. The Day Camp consisted of three one-week sessions, each five days in length, for low-income youth, ages 8 to 13, in Suisun City. Cooperating agencies included Solano County EOC, who granted the 4-H Program \$800 to present the Day Camp; the Suisun City Parks and Recreation Director, who provided Todd Park for the Day Camp; the Suisun City Housing Director, who publicized the Day Camp and made available to the Day Camp the Solano Yacht Club's dock; and the SPEDY Low-Income Summer Youth Employment Program, which provided us with seven full-time counselors.

The program included making fishing poles, fishing, cooking pocket stews and hamburger patties, and roasting hot dogs. The day campers were involved in new games: kickball, soccer, softball, volleyball, and crafts. Each week they had a field trip to Lake Solano Park and an afternoon at Crystal Pool in Suisun City.

Each of the three-week sessions had 40 to 45 youth for a total of 120 youth for the three-week period. We found most of the youth had either social, emotional, or educational handicaps which really required more than two camp counselors per 15 campers. We also had problems with youth coming and going as they pleased since low-income housing was adjacent to Todd Park, and most of these youth were independent and on their own. They would arrive late if the morning was cold, or leave early if the afternoon was hot, but everyone would be at the program for the noon meal. Next year we hope to do the program again, but we hope to bus the youth to a different location to allow better control of the program. We would have two camp counselors for each group of ten youth, plus additional counselors for recreation, crafts, and meal preparation. Next year we hope to provide one-day camp sessions for 4-H Club members who were unable to participate in our annual resident camp.

Migrant Education

County staff have met with Migrant Education Advisors and teachers at Dixon and Rio Vista High Schools to plan and cooperatively develop a 4-H Program for youth in Migrant Education programs. We are talking in terms of developing a lamb project, home furnishings, clothing, community pride, money management, and the 4-H Wheels program. We also hope to acquire the aid of resource people in both communities to help teach these activities. The resource people need not be bilingual as there are students in the program who can translate and have already translated for our staff. This effort is a cooperative thrust by Yolo County, Solano County, and Sacramento County, along with the Regional Migrant Education Office and the UC Cooperative Extension 4-H Youth Migrant Education Specialist.

Gardening -- Youth and Adult

A Child Development Center is planting a fall garden at the Fairfield Community Garden Site. This has been a goal since the inception of our Community Gardening Program in Fairfield. We have also been working with one of the local schools to develop and design a youth garden for the physically handicapped. During this next year, the City of Suisun will be developing their community garden similar to those in operation in Fairfield with the aid of the Extension Office.

To promote the value of gardening as a hobby, recreation, therapy, and social activity, a group of Northern California garden professionals are establishing a statewide nonprofit sponsoring body whose goals will be to aid in the communications between professionals in Northern and Southern California, develop Community Training Centers for plant and animal science, and ecology.

Community Gardening

Over the past three years the Community Garden Program has expanded from one small (20' x 20') senior citizen plot to a 100-plot Community Gardening Center in Fairfield. In the community of Vallejo we are finally able to put together two sites this Spring. One is at the Community Action Headquarters on school property in Vallejo. The second is a privately owned site managed by the Seventh Day Adventist Church in Vallejo.

We are becoming more and more concerned for the need to involve the young gardeners in a plant science educational program. Our original intent was to primarily organize youth community gardens; however, the gardens have developed into primarily adult and senior citizen gardens. We are planning this summer to provide field days, tours, and workshops for the youth involved in the community garden program.

Delinquency Task Force

Jobs -- the big commitment for the task force this year. The committee has been successful in securing a number of positions in the community for this summer. The idea of matching funds was suggested by the task force and potential employers seemed to favor the concept. Over 80 jobs have been solicited.

Child Care Center -- Vallejo Unified School District

A request for out-of-school programs and activities prompted the development of two staff workshops for Farragut and Loma Vista Child Care Centers. Focus was placed on Nutrition Education Projects and as a result, two 4-H Clubs were formed. 4-H age children who attend the Centers after school will initially participate in the Foods Projects but may choose other short-time projects later in the year or move on to more involved projects.

Vocational Education

A two-hour workshop on "Snacking for Preschoolers" was presented to a Vocational Child Development Class at Fairfield High School. Nutrition as well as food as a medium for learning colors, shapes, textures, math, and muscle development was discussed. Games and learning experiences were shared and everyone enjoyed nutritious snacks of crunchy bananas, cool shakes, peanut butter cookies, and cheese crispies.

SONOMA COUNTY

Nutrition Program

Sonoma County organized a Garden and Nutrition Program for low-income and minorities in Santa Rosa. This was a summer program of about three months' duration. They hired 1 person, had 6 volunteers and 65 members.

4-H by Mail

Have developed a project by mail for members too poor to have transportation to regular 4-H meetings.

KAIROS

At the KAIROS Community Center in Cotati older 4-H members taught nutrition to low-income boys and girls during the summer months.

Valley Oaks

In Valley Oaks, which is a federally-funded housing area that is primarily Black, they developed a summer gardening program that ran successfully for three months.

STANISLAUS COUNTY

The project plan speaks for itself. We currently have two paraprofessionals furnished by CETA funds aiding us in implementing this program. To date, results have been quite successful and most gratifying. We reached nearly 250 migrant children in labor camps this summer and have retained Clubs for Spanish-speaking people in those areas. (See Attachment 18.)

Also, other minorities are being reached within the urban areas of Modesto, mainly the small Black community, through the King-Kennedy Center.

Gateway Projects, an organization for the handicapped, has allowed the 4-H Program to explore the possibility of working together. This special group of people (9 boys and 14 girls) will be involved in projects such as vegetable gardening, woodworking, food preparation and clothing. It is hoped that they will participate in some of the 4-H events such as Dress Revue, Exhibit Day, Fair and Achievement Night.

SUTTER/YUBA COUNTIES

Yuba County Schools

4-H leaders helped carry an outstanding program in woodworking and arts and crafts into bilingual classrooms in one of the Yuba County Schools. The accomplishments were then displayed at the Bi-County Exhibit Day. This not only gave these children the opportunity to see what takes place at a 4-H event, but also opened the eyes of leaders and members as the special display presented what 4-H can do outside of the traditional 4-H Club. Special efforts to reach non-English speaking parents were accomplished by writing personal letters in Spanish to the families, and by translating other material for their information.

Since most of the 28 children (17 boys and 11 girls) involved in this project came from low-income families, it was questionable whether this program would continue. Through some research and effort, we were able to convince our local Marysville Kiwanis Club to financially help. The donation was enough to carry us through this coming year.

Butte Vista Tri-County School

Butte Vista Tri-County School for the handicapped opened its doors to the 4-H Program in 1977. Foods and nutrition projects involving EFNEP material and arts and crafts projects were incorporated during the summer school session. Those able to participate ranged from ages 8 to 24. We had a total of 14 youngsters receive certificates of completion at the summer school graduation ceremony. A most rewarding feeling was when a mentally handicapped youngster commented to his teacher with a huge smile, "I never gotten anything like this before".

Migrant Education

Expanding 4-H to the Migrant Education Program in Sutter and Yuba counties began this past year. Work began with planning a summer camping program for Glenn, Colusa, Butte, Sutter, and Yuba counties.

Sutter and Yuba utilized the Yuba County 4-H Campgrounds to accommodate approximately 130 boys and girls and 26 leaders and junior leaders for a one-week camp experience.

The camp session was part of the summer school program. Migrant Education teacher aides recruited leaders and participants by having special parent meetings and by making home visits explaining the nature of the program. The one-to-one communication method was very effective in recruitment. The trust and respect the parents have for these teacher aides is incredible.

VENTURA COUNTY

Special 4-H Expansion and Review Committee

Committee composed of adults and youth, minorities and Caucasians, 4-H leaders and members, persons from other institutions and agencies, and geographically distributed throughout Ventura County. Advisory to 4-H Youth Staff. Recommend ideas and areas for 4-H Program expansion and review Council and Club procedures and activities with regards to meeting affirmative action compliance.

Migrant Education

Four Migrant Education Centers involved over 700 youth in semi-traditional, summer school and short-term 4-H projects. Projects ranged in subject matter from vegetable gardens, livestock, small animals to food and nutrition, arts and crafts and sports.

COLONIA PROGRAM

A 4-H Program in a seriously disadvantaged area of Oxnard (85,000 population) that dealt with problems of delinquency, unemployment, drug addiction, lack of positive self-image, inadequate vocational counseling and almost total absence of an organized, constructive recreational program. Over 129 volunteer adults served in leadership capacities involving over 700 youth. Examples of programs successful over the three-year period: high school and college interns, foods and nutrition, clothing, arts and crafts, developed library for prisoners in Federal Penitentiary, volunteer probation officers program, on-the-job training, individual and group clinical counseling, senior citizens clinic, and employment placing.

SPEDY Program

Two nine-week summer programs located in disadvantaged areas of Ventura County involving 2 supervisors, 8 counselors, and over 100 4-H youth, all of minority ethnic background. Positive aspects: supervisory skills development, human relation encounters, program planning training for supervisors and counselors, summer employment for 17 youth, and positive enrichment in nutrition, biology and recreation for over 100 minority, disadvantaged youth.

YOLO COUNTY

East Yolo 4-H Soccer Club

Over four years of effort, the 4-H staff in the East Yolo area has organized the East Yolo 4-H Soccer Club with 70 leaders and 90 members. It has become a strong community organization for youth of this low-income area. Soccer is the major project but sportsmanship, community pride, leadership and cooperation are constant learning situations.

The success is credited, not only to the 4-H Staff being very supportive of the Club with a "resident" 4-H Staff Assistant, but also knowing the appropriate time to give responsibilities to the leaders. The 4-H staff must let the group set their own goals and feel independent. But the leaders know the 4-H staff is always available to help. Another key point is that a 4-H Staff Assistant needs the total support of the professional staff.

With Proposition 13, the 4-H Staff Assistant position was eliminated. This will affect the expansion of 4-H in Yolo County. The Staff Assistant position was to begin efforts in other low-income areas to acquaint these communities with ways in which 4-H is willing to help them.

The East Yolo 4-H Soccer Club is presently a success. But the 4-H Staff Assistant position gave it a strong beginning.

LIST OF ATTACHMENTS

"Parents: Education Will Protect Their Futures," pamphlet describing UC's Partnership Program. (Bilingual)

La Comunidad, October 1978. Community news magazine. (Bilingual)

Various newspaper clippings on expansion of 4-H activities.

"Calexico 4-H Summer Program, 1977." Program description and evaluation.

"The Good Earth Project," workbook designed to teach children about nutrition. (1977)

"Gobs of Jobs to Be Found in Riverside," pamphlet designed to assist young people in finding and holding jobs. Youth Employment Skills (Y.E.S.) organization, Riverside. (July 1978)

Riverside County News, news flyer on various aspects of employment. Y.E.S., Spring and Summer 1978.

"Entry Level Jobs in Riverside," April 1978, Y.E.S. brochure expanding on "Gobs of Jobs."

"4-H Outreach," descriptive flyer and group formation application, San Diego County 4-H Youth Programs, September 1978.

"4-H STEP: Special Training and Education Program," brochure on activities for handicapped (San Diego).

"4-H Vegetable Garden Project for Schools." (Flyer, San Diego Co.)

"Individual or Group Sports Project," flyer on programs designed to link sports and physical fitness. (San Diego)

Cooperative Agency 4-H Club Statement (re: sponsorship).

"10 Easy Steps to a Young Person's Garden," gardening brochure for children.

Community Garden News, November 1978. (San Diego Community Gardens project)

San Joaquin County Farm Bureau News, articles on 4-H programs for children of migrant families.

"Haunted House" and "Self Defense" flyers for 4-H "get-acquainted" events.

CETA application from Stanislaus County for 4-H Club Development and Recruitment Project.