UNIVERSITY of CALIFORNIA
Division of Agriculture and Natural Resources

4-H Youth Development Program

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California 4-H Youth DEVELOPMENT PROGRAM

"The University of California 4-H Youth Development Program engages youth in reaching their fullest potential while advancing the field of youth development."

The California 4-H Youth Development Program

Directions for the Decade Ahead

Prepared by
The 4-H Mission and Direction Committee
University of California
Division of Agriculture and Natural Resources

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Executive Summary

The 4-H Mission and Direction Committee was established by the UC/ANR Vice President to develop a 4-H Mission Statement and a series of priorities and recommendations to guide the California 4-H Youth Development (4-H YD) Program for the next decade. The State Director of the 4-H Youth Development Program and eleven (11) 4-H Youth Development advisors and specialists representing a range of experiences and perspectives from around the state considered a variety of data sources in developing a new Mission Statement and recommendations for the future of the 4-H YD Program in California. These data sources included the ANR mission, core values, and long term planning assumptions; 4-H historical and enrollment data; California demographics and socio-economic indicators; research from the field of youth development; and stakeholder input.

The following recommendations of the 4-H Mission and Direction Committee were approved by the UC/ANR Vice President in April 2002:

New 4-H Youth Development Program Mission Statement:

"The University of California 4-H Youth Development Program engages youth in reaching their fullest potential while advancing the field of youth development."

4-H Youth Development is the brand-name identity for ANR youth development efforts.

The following core values will guide actions and decisions at all levels of the 4-H Youth Development organization:

- Support the UC/ANR mission and strategic planning assumptions.
- Recognize that UC/ANR professionals provide the youth development framework for volunteers and other cooperators who bring the knowledge, experience and passion to work with youth in their communities.
- Appreciate, respect and value diversity through a commitment to inclusion of diverse Californians.
- Respond to local needs within a context of statewide criteria, practices and priorities for 4-H youth development programming.
- Innovate to maximize impact and resources while documenting the unique youth development contributions of our 4-H Youth Development Programs.

The following statewide California 4-H Youth Development (CA 4-H YD) Program criteria will guide actions and decisions at all levels of the organization:

- The CA 4-H YD Program is focused on addressing significant environmental, economic and social issues affecting California's youth, families and communities.
- The CA 4-H YD Program is based on a proven experiential education model that creates an educational climate through planned learning by exploring, doing, and receiving feedback.
- The CA 4-H YD Program is conducted with content and delivery systems consistent with a statewide 4-H youth development framework offering Citizenship, Leadership and/or Life Skills Development.

- The CA 4-H YD Program is consistent with research in youth development, education, or other appropriate fields.
- The CA 4-H YD Program is a contributor to research and/or the extension of knowledge in youth development.
- The CA 4-H YD Program is able to demonstrate, or likely to demonstrate, through research and/or evaluative data, a positive impact on youth served.
- The CA 4-H YD Program is connected to, or has the potential to connect to UC or other campus-based faculty, programs and/or resources.
- The CA 4-H YD Program is accessible and open to diverse audiences.
- The CA 4-H YD Program is balanced in terms of assessing, managing, and monitoring potential problems to ensure program safety and achievement of key objectives defined by ANR's risk management program.
- The CA 4-H YD Program is balanced so as to optimize the impact for clientele and the field of youth development. The impact achieved will be weighed against the resources invested at the statewide and local level.

Specific recommendations for implementation were reviewed by UC/ANR Administration, who identified several top priority objectives to be assigned to the State 4-H Office and the 4-H Center for Youth Development. Among others, these objectives included:

- Develop and deliver a consistent, coordinated statewide communication, education and training (CET) campaign to educate 4-H YD Program staff, extenders and youth about the new focus and criteria in order to move toward a cohesive, consistent and high quality statewide program.
- Develop statewide 4-H YD Program processes, systems, and tools to assist and support staff and other stakeholders in transitioning to the new mission and direction.
- Engage all UC, ANR and 4-H YD Program stakeholders in resource development efforts to create sustainable support for 4-H YD programming statewide.
- Commit to conducting an evaluation of this effort in five years to document successes, identify barriers and plan mid-course corrections that can continue the process of positive organizational change.

Through a wide variety of delivery methods, county and state 4-H Youth Development staff will work cooperatively with volunteer extenders, other youth serving agencies, youth organizations and community-based programs to provide effective youth development opportunities that will address critical California youth issues over the next decade.

Introduction

California is a state facing great challenges and opportunities for its youth, families, and communities. With more than nine million young people representing greater diversity than any other state in the country, California is facing challenges in youth development and education that must be addressed. Given these challenges, the University of California, Division of Agriculture and Natural Resources' *(ANR)* 4-H Youth Development *(4-H YD)* Program is uniquely positioned to make a significant contribution through the delivery of 4-H YD programs that help youth reach their fullest potential, and through research that advances the field of youth development and extends the impact of those programs.

Several trends have impacted our programs over the last decade. The state's youth population has significantly increased in both numbers and diversity, while the Division's youth development workforce has diminished and staffing patterns have remained relatively static. The size and diversity of our state, including geographic diversity, has resulted in a wide range of programs that are responsive to local needs and unique to their area. At the same time, this flexibility – without a statewide, cohesive focus – has allowed us to spread ourselves too thin in an attempt to meet all of the needs that our public asks us to fill. The result of this attempt to be all things to all people has meant the dissipation of the program's impact and resources.

Simultaneously, as ANR strengthens its focus on research and tightens the link between our research and extension efforts, 4-H Youth Development professionals have found significant competing demands on their time. County-based 4-H YD academics are severely disadvantaged in their own professional advancement as they try to make an academic footprint while providing program management and oversight. As a result, the overall quality of the program (not the quality of individual programs) and its ability to provide appropriate levels of oversight and control has been compromised.

The challenge of balancing innovative academic work with high quality program delivery and management, given the increasing demands of California's demographics, required that the California 4-H Youth Development Program set new priorities and articulate a more focused vision of what we can accomplish in this context. ANR Vice President W. R. *(Reg)* Gomes gave the charge to form a "4-H Mission and Direction Committee" to address these issues and develop a series of priorities and recommendations for the 4-H Youth Development Program.

The Charge

Specifically, Vice President Gomes charged the Committee to develop a 4-H Mission Statement; a vision for directions and priorities; and a set of realistic, high-impact goals and objectives for the California 4-H Youth Development Program for the next five to ten years. The guiding question for the Committee was:

> "How can the 4-H Youth Development Program make a unique, measurable and significant difference to California's youth and to the field of youth development?"

The unique difference meant that the Committee would need to articulate the 4-H YD Program's "niche" in the field of youth development; how could we continue to innovate as an organization? The measurable difference meant that as the Committee looked forward, it needed to consider how we would be able to articulate our goals and objectives and measure our impact in achieving them. Finally, the significant difference meant that the Committee needed to look at the current resources of the program and consider how we could leverage those resources most strategically to make the biggest difference in the lives of California's youth, families and communities, and in the field of youth development.

In order to respond to the charge, the Committee was also asked to address the following questions:

- What are the appropriate areas and feasible scope for 4-H YD activities, assuming steady levels of funding and personnel over the next several years?
- How would the scope of the 4-H YD Program be enlarged if funding resources (internal or external) were to increase?
- What criteria should be adopted to ensure that proposed new projects are aligned with the mission and direction of the 4-H YD Program? How do current activities fit within those criteria?
- What actions need to be taken to bring current activities in line with the Committee's recommended Mission Statement and priorities?
- To fulfill the mission, goals and directions developed by the Committee, what is the appropriate role of advisors, program representatives, other 4-H staff and volunteers? How can we support those roles?

These questions guided the work of the 4-H Mission and Direction Committee throughout the entire process.

4-H Mission & Direction Committee Process

Committee Member Selection

In identifying the charge for the Committee, Vice President Gomes suggested that a small group of 4-H Youth Development (4-H YD) advisors and specialists be selected to serve on the Committee. The following criteria were developed to identify committee members. The Committee members, collectively, would be able to provide a range of experience and perspectives, based on:

- Distribution among UC/ANR administrative regions;
- Geographic diversity (rural, urban, suburban settings);
- Experience in a range of 4-H YD programs (including clubs, after-school, school enrichment, etc.);
- Diverse length of time with 4-H YD/ Cooperative Extension and experience with other youth-serving organizations.

With input from the Assistant Vice President-Programs, the Regional Directors, and the State 4-H Program Director, Vice President Gomes named the Committee in August 2001 and asked them to address the above questions in a report to be submitted by March 1, 2002.

The Committee Included:

Carole MacNeil *(Chair), Statewide Director, California 4-H Youth Development*
Jim Brenner *(Facilitator), Coordinator, Strategic Planning and Organizational Development*
Marc Braverman, *4-H YD Specialist, 4-H Center for Youth Development*
Evelyn Conklin-Ginop, *4-H YD Advisor, UCCE-Sonoma County*
Charles Go, *4-H YD Advisor, UCCE Alameda County*
Peggy Gregory, *4-H YD Advisor, UCCE Kings County*
Sharon Junge, *County Director, UCCE-Placer/Nevada Counties*
Mike Mann, *4-H YD Advisor, UCCE Orange County*
Fe Moncloa, *4-H YD Advisor, UCCE Santa Clara County*
Carole Paterson, *4-H YD Advisor, UCCE Solano County*
Richard Ponzio, *4-H YD Specialist, 4-H Center for Youth Development*
Stephen Russell, *4-H YD Specialist/ Director, 4-H Center for Youth Development*

Role and Function

When the Committee first convened, they defined their role as facilitators of a process that would collect and analyze input from a number of different sources. The Committee recognized that, even with the diversity represented in the group, there were many voices not included in the discussion. Thus, it was critical to develop strategies for gathering a broader range of input. The Committee identified the sources of data that would be needed to respond to the charge, including:

- The ANR Mission, core values, and long term planning assumptions;
- 4-H historical and enrollment data as well as discussions of national 4-H trends;
- California demographics and socio-economic indicators;
- Research from the field of youth development;
- Stakeholder input.

The Committee then identified stakeholder groups, and they outlined a process for gathering input and feedback from these stakeholders. Two concepts were used to guide the work of the Committee: "transparency" and "multiple points of entry."

The concept of "transparency" required the Committee to make the process, not only the results, visible to any and all stakeholders. It meant creating a system so that anyone invested in the 4-H YD Program could get updated on the Committee's progress, recent decisions, and upcoming topics of discussion. A "button" on the state 4-H YD website was created to link stakeholders with several options: background information on the committee, information about upcoming discussions or results of prior meetings.

The concept of "multiple points of entry" required thinking about the decision points of the Committee and creating multiple opportunities for stakeholders to ask questions or provide input, feedback or ideas. The process allowed for stakeholder input to be considered prior to decisions, rather than only getting feedback about decisions that had already been made. The 4-H website was used as a tool for gathering stakeholder input; surveys were posted to the web with timelines and instructions. Those without Internet access were able to get hard copies of the surveys and fax them into the state office, where they were entered on the web so they could be analyzed with the other responses. Results of surveys were compiled, analyzed, used by the Committee and then posted back to the web so participants could read the responses. Other stakeholder input was gathered at a session at the State Leaders' Forum in November 2001; during various Sectional 4-H Leader Council meetings; through discussions with the 4-H Program Advisory Committee and other statewide 4-H YD groups; and through special email communications with staff, volunteers, ANR administrators, and the 4-H Foundation Board of Directors. These efforts resulted in a relatively high level of awareness and participation throughout the 4-H YD Program.

As stated above, stakeholder input was only one source of data used by the Committee to formulate its plan and recommendations. Summaries of other data sources that informed the work of the Committee are discussed in the next section.

ANR Mission, Core Values and Long Term Planning Assumptions

Several internal documents of the Division were reviewed by the Committee for the purpose of utilizing existing organizational planning documents as a data source. The documents included:

- *ANR Program Priorities*, 2001
- *Strategic Planning Assumptions and Plan for Statewide 4-H Units,* 1998
- *The Challenge of Change: A Strategic Plan for the University of California Division of Agriculture and Natural Resources,* 1997
- *Pride in a Past – Vision for a Future: An Action Plan for the 4-H Youth Development Program,* 1991

The 1998 4-H Youth Development (4-H YD) Program strategic planning document contained a summary and analysis of eighteen additional planning and recommendation documents created by various 4-H staff groups and committees between 1985 and 1997. In addition, national documents and those from other states were reviewed to determine national trends and issues in youth development and in the role of 4-H.

The committee discovered several common themes emerging from the documents reviewed. Some of the major themes include:

- Evidence of positive benefits of 4-H Youth Development in the lives of youth, adults volunteers and communities
- Commitment to diversity
- Demand for adequate staffing to expand the program's reach and the depth of academic work
- Need for a strong and coherent statewide program structure to support the work of local programs
- Opportunity to increase the visibility and expand the image of 4-H Youth Development in communities and within the University of California and the field of youth development
- Value of collaborative work between campus-based faculty and locally-based academic and program staff
- Value of volunteers and other extenders in implementing the mission of the 4-H YD Program

California 4-H Youth Development Program History

In 1912, the University of California helped school districts form youth agricultural clubs in rural areas. In 1914, 84 high school agricultural clubs were active in California. The initial objective of the clubs was not to train youth in skills, but to influence the farm and home practices of their parents. Extension staff outlined and delivered project work.

With the passage of the Smith-Lever Act by Congress in 1914, all Cooperative Extension work, including boys' and girls' clubs, became an official function of the United States Department of Agriculture directed through the land-grant college system. During the 1920's, agricultural club work grew. More than 5,000 youth were enrolled by mid-decade, and more than 400 volunteers contributed their time to club work. In 1928, the title "4-H" appeared in California reports of youth work. In the 1930's more than 10,000 youth in California 4-H clubs learned skills through individual projects, and developed leadership and civic responsibility through community improvement projects. As totalitarianism threatened Europe toward the decade's end, 4-H leaders placed new emphasis on training for citizenship, the history of democracy, government processes, political parties, and voting.

The Smith-Lever act was amended and then consolidated in 1953. Discussions on the floors of both houses of Congress on May 21, 1953, clearly established that Cooperative Extension was to continue conducting 4-H Youth Development work. The Smith-Lever Act and subsequent amendments state that "Cooperative Agricultural Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or resident in said colleges in the several communities." 4-H Youth Development programs were reorganized to include a broader audience. Projects were offered in rural electricity, tractor maintenance, entomology, and home economics. Projects were no longer required to show an economic return.

During the late 1960's, the 4-H Youth Development Program received new stimulus. Congress appropriated funds for programs in low-income, urban areas, and state funds were allocated for urban youth work. Some counties developed experimental 4-H Youth Development programs, adopting projects and methods for new groups with special needs. In 1964, there were 37,000 4-H members in 1,000 clubs. By 1969, the 4-H YD Program had grown to 50,000 members, with 20 percent of the members coming from low-income areas.

In the 1970's and 1980's, federal legislation focused on equal opportunity for women, the disabled, and ethnic minorities. The 4-H YD Program sought to attract minorities with short-term projects, in-school and after-school programs, and special urban and migrant outreach efforts. Because some of the traditional 4-H YD programs and delivery methods were ineffective with inner-city youth, 4-H YD specialists and advisors expanded the program by seeking grants and private funds for special projects.

During the 1980's, dramatic demographic and social changes occurred in California, spanning the dimensions of race, ethnicity, language, and socio-economic status. Many immigrants from Asia, Latin America, Russia, and the Caribbean settled in California. Family patterns that included single-parent households and working mothers made an impact on youth needs.

In response to these changes, the 4-H YD Program fostered new ideas to revitalize existing programs and start new ones. In urban areas, the 4-H YD Program pioneered programs in low-income housing projects to offer education in drama, arts and crafts, cooking, math, and reading. To reach large and heterogeneous populations in urban

areas, the 4-H YD Program collaborated with urban community organizations, school districts and city agencies and became a partner in federally funded programs designed to help children catch up in school, get health care, and adapt to their community. In 1999, collaborative partnerships served 82,922 children.

Youth development experts expressed concern about the growing number of latchkey children. These are children who are given the key to let themselves into their house after school and are expected to remain alone until an adult comes home. The 4-H YD Program began working with schools and community organizations to establish before- and after-school programs to help latchkey youth. In 1999, 4-H after-school programs served 4,608 children.

Recent 4-H YD Program enrollment data demonstrates that the participation of children and youth in programs conducted during and after school makes up 66% of total enrollment figures. Each year the total enrollment in these programs grows. In addition, Advisors developed innovative programs to meet the changing needs of youth and families and these figures are not captured in present enrollment data. Enrollment in the 4-H Club program has been declining since the 1980's, reaching 45,074 youth (34 percent) in 1999. This significant decline in 4-H Club enrollment in California is consistent with the national 4-H Club enrollment trend. Nationally, 4-H Club enrollment represents 20 percent of total youth enrollment.

In the next decade, changing trends in demographics, economy and resources will continue to challenge Californians. 4-H Youth Development staff will continue to adapt to the needs of an ever-changing society by redesigning programs and projects to serve a more diverse audience. Innovative methods of program delivery will not serve all youth and families in California with the current resources. Therefore, we must identify issues and delegate resources to focus on areas in which we can have the greatest impact.

California Demographics and Socio-Economic Indicators

California continues to be a state of change, contrast and diversity. The sheer size of California, both in terms of geography and population, adds to its complexity. California is the third largest state in the nation. If superimposed over the east coast of the U.S., it would cover 10 states. The nearly 700-mile drive from the Oregon border to the Mexico border showcases California's geographic diversity. California has some of the most rural and highest producing agricultural counties in the nation. In contrast, Los Angeles and San Francisco metropolitan areas are ranked 2nd and 5th respectively in the nation in terms of the size of their populations (U.S. Census Bureau, 2000).

California, the most populous state in the nation, is home to over 34.5 million people (U.S. Census Bureau, 2001). To put this in perspective, California has a greater population than the combined populations of 22 other states. Furthermore, California has the largest youth population in the U.S., 9.2 million youth under age 18 (U.S. Census Bureau, 2001). Over 1 in 8 of America's children live in California.

California is the most ethnically diverse state in the Union. It has 35% of all Latino children in the U.S., 30% of all Asian and

Pacific Islanders, and 14% of all Native Americans (Children Now, 1992). Approximately 62% of California's youth under age 18 are children of color. Additionally, California leads the nation in the number of new immigrants. In fact, in 2000-01 there were 343,693 new immigrants to the state, nearly matching the net natural increase in the population (U.S. Census Bureau, 2001).

California has some of the most affluent communities in America. Per capita income in the state exceeds the national average. However, not all of California's children have an economic advantage. Even in counties whose median income is significantly above the state average, substantial numbers of children live in poverty. Surprisingly, more than one in four California children (ages 0-17) live in poverty. California, in fact, has the 6th highest rate of child poverty in the nation. An estimated 47% of California school-age children live in families whose income is under 185% of poverty (US Census Bureau, 2001). These statistics raise concern because childhood poverty is an indicator of possible significant challenges in a child's life including inadequate nutrition, poor childcare, exposure to child abuse and neglect, and lower academic success.

Children in California show a wide range of performance in the academic realm. Academic performance indexes in large urban counties show great discrepancy between the scores of low and high performing schools, with gaps of up to 654 points out of a possible 1000. Overall, California school children are not keeping pace with their national cohort. California ranks 36th out of the 39 states reporting reading skills of its fourth graders (Children Now, 2001). At the fourth grade level, 59% of the students were not reading at grade level. This serious reading failure cuts across all ethnic and socio-economic variables. Over 81% of Hispanic, 71% of African-American, 44% of White, and 23% of Asian students were reading below grade level. Furthermore, 49% of the fourth graders reading below grade level were from homes where the parents had graduated from college. In fact, children from college-educated parents scored the lowest with respect to their national cohort (Lyon, 1998). The good news is that the high school dropout rate continues to decline in the state. But the gaps between white students and Latino or African American students' graduation rates have not diminished. This same divergence is seen in the proportion of white students who are taking required coursework for a four-year college entrance compared to Latino and African American students. Asian students outperform all ethnic groups, but there are important differences among Asian sub-groups. Unfortunately, California's rate of high school graduates entering a four-year college (50.5%) is considerably lower than the national average of 62.9% (Children Now, 2001).

The enormous number of youth from diverse backgrounds, many without sufficient economic resources and spread throughout a diverse landscape, challenge our organization to provide appropriate youth development strategies that make significant improvements in the well-being of California's youth and that assist them in reaching their fullest potential. These demographic factors were influential in the discussions of the Mission and Direction Committee. Given the mission of the land-grant system "to serve the people

of the state" we have to first understand who those people are, and what challenges they face. These data are reflected in our core value that directs us to "appreciate, respect and value diversity through a commitment to inclusion of diverse Californians," and in the criterion which emphasizes the importance of a program that is open and accessible to diverse audiences.

It is obvious that with the limited resources available to Division youth development programs, we cannot influence or impact directly all nine million California youth with our services and programs. Therefore, it is all the more important that we target our efforts; involve volunteers and community collaborators; implement community initiatives; ground all our programs in a solid research base; generate new knowledge in youth development; and widely disseminate our findings to inform the field.

Research from the Field of Youth Development

The Committee considered recent research on youth development in the determination of the list of priorities and the Mission Statement. A wealth of research exists over the past decade that attests to the value of youth programming for young people and their families, and provides guideposts about valuable characteristics for youth programs (e.g., Braverman et al., 2000; Russell, 2001; Roth et al., 1998). Attention to the developing scientific field of youth development has increased in recent years, making this a strategic time for discussions of the mission and direction of the 4-H Youth Development Program. The National Research Council and the Institute of Medicine have just published (2002) a comprehensive report on youth development. Last fall, the National 4-H Council commissioned a National Youth Development Research Response Task Force to define a national research agenda in youth development for land-grant universities. Graham Spanier, the chair of the Board of Directors of the National Association of State Universities and Land-Grant Colleges, will lead a national effort to promote the recommendations of this Task Force within NASULGC, USDA, and the US Congress. In addition, the Elementary and Secondary Education Act (2002) and the Younger American's Act (2001) have placed national attention on the formal and non-formal educational needs of youth. Our conversations about the mission and direction of the 4-H YD Program come at a strategic moment given this growing attention to the academic field of youth development.

Community Programs to Promote Youth Development (National Research Council and the Institute of Medicine, 2002) is the most recent and comprehensive report on the youth development field. The report is authored by an ad hoc committee made up of prominent developmental researchers, and has received a great deal of attention in the research community as well as the popular media. The committee undertook a review of evaluations and field studies involving youth programs; the report documents numerous ways in which these programs, when implemented well, provide measurable benefits and strengthen families and communities. Therefore a primary conclusion from this work is that the potential value of 4-H Youth Development programming is supported by the research community. Furthermore, it confirmed the 4-H YD Program's responsibility, as part of the University of California, to contribute to research and extend knowledge.

More specific lines of research involve the value of out-of-school programs for developing initiative in youth (Larson, 2000) and the success of youth-adult partnerships that allow for meaningful participation from young people. Such partnerships benefit both the participating youth and the organizations in which they serve (Camino, 2000; Zeldin, 2000). The research on developmental assets (Scales & Leffert, 1999; Scales et al., 2000), spearheaded by the Search Institute in Minneapolis, also provides strong empirical support for the broad benefits of youth programs and other community assets for promoting healthy youth outcomes, leading to the emphasis over the past decade on "positive youth development," as a refinement of the problem-oriented focus implicit in the concept of "prevention research." As Zeldin (2000) states in a recent article on strengthening communities for adolescent development: "It is hard to believe how quickly the phrase 'positive youth development' became ingrained in the language of research and practice." The availability of this research, and in some cases its specificity, provides a basis for requiring that programs are able to demonstrate, or likely to demonstrate, through research and/or evaluative data, a positive impact on youth served.

In addition to the research on youth programs, a good deal of educational research has emphasized the value of actively engaging youth in their learning activities (e.g., Carver, 1998; Enfield, 2001; Ponzio & Fisher, 1998). The educational benefits of contextualized learning, that is, learning that is rooted in the real world, are discussed in a recent report commissioned by the National Research Council (Olson & Loucks-Horsley, 2000). This approach is highly consistent with existing 4-H YD programming priorities and supports the development and implementation of program activities which are experiential in nature.

A good deal of research also supports the view that high-quality programming can provide valuable benefits in the form of leadership development (e.g., Camino, 2000) life skills development (e.g., Botvin, 1998), and civic development (e.g., Flanagan & Faison, 2001; Flanagan & Van Horn, 2001). Studies confirm that these general skill areas can have numerous positive benefits for youth and their communities (e.g., MacNeil, 2000). These findings support the high educational priority assigned to these goals for 4-H YD Program activities.

In early 2002, President Bush signed the reauthorization of the Elementary and Secondary Education Act (ESEA). Although ESEA pertains primarily to schools rather than community-based education programs there are aspects that are of interest and importance to the California 4-H YD Program. Of particular interest is the repetition of the phrase "scientifically-based research" which appears more than a hundred times in the reauthorization document. "Reflected in that repetition is a desire to base school improvement efforts less on intuition and experience and more on research-based evidence" (Olson and Viadero 2002). The ESEA, cornerstone of the Bush administration's "No child left behind" pledge to education, fits well with the ANR commitment for determining the "academic footprint" of 4-H education efforts. Whereas school-based education research on effectiveness is geared toward assessing academic "achievement," much of the research about 4-H YD effectiveness is tied to participants' development of life skills and "accomplishments." This complementary approach, balancing

achievement with accomplishment, reinforces one of the core values (non-duplication of youth development efforts), and further reinforces that the program should be consistent with research in youth development, education or other related fields.

Stakeholder Input to 4-H Mission and Direction Committee

The Mission and Direction Committee intentionally created multiple opportunities for stakeholders to provide input. At early stages of the process, Committee members attended Leaders' Council meetings, the State Leaders' Forum, and various other statewide groups and/or committee meetings to describe the Committee's charge, explain the process, encourage involvement and answer questions. As the Committee continued its work, stakeholders were invited to give directed feedback at each "decision point." Most of the feedback was gathered through two web-based surveys.

The first of the two surveys asked respondents to provide feedback about critical content and essential process elements, and asked open-ended questions to identify what values people associate with the 4-H Youth Development Program. More than 400 UC administrators, 4-H staff, volunteers and youth responded to the first survey. Responses confirmed support for the critical content elements (Leadership, Citizenship, and Life Skills Development). Results from this survey also identified some key areas needing attention, including diversity training, general volunteer training, the need for improved administrative processes and the importance of youth-adult partnerships.

A second survey reported on the first draft of the new 4-H Mission Statement and new program criteria. This survey utilized open-ended questions to get general feedback on the Mission Statement, and suggestions for implementation of the criteria. The Committee incorporated the feedback about the Mission Statement into the final version. The Committee also used feedback on the suggested criteria from both the survey and from a "focus group" discussion with the 4-H Program Advisory Committee. This feedback resulted in a revised, reorganized and somewhat shorter list of program criteria, which are described later in this document. A secondary, unintended result of both surveys was that they helped the Committee to identify issues needing further explanation and education. One of these areas was the role of research in youth development programming; responses reflected confusion about the importance of research and about the role of academic staff in youth development programs. Another area was diversity; open-ended responses to the surveys indicated a lack of understanding about the definition of diversity and confusion about the need for examining issues of representation within the program. These findings were used by the Mission Committee in formulating implementation plans including communication, education and training components.

New 4-H Youth Development Program Mission Statement:

"The University of California 4-H Youth Development Program engages youth in reaching their fullest potential while advancing the field of youth development."

Two components of this Mission Statement specifically delineate the ways in which the California 4-H Youth Development (4-H YD) Program can make a difference. First, we serve youth through processes of active engagement. In this way we aim to make a difference in individual children's lives, as the 4-H YD Program has done across the country over the past century. An additional component makes it clear that our activities must also advance the field of youth development, which means that we are committed to innovation, the creation of new knowledge, and the dissemination of new forms of program practice. The intersection of these two ambitious goals is the area in which the California 4-H YD Program is unique from other youth-serving programs and organizations, and justifies why it is a part of the University of California.

It is also important to note the use of the word "engage" in the Mission Statement. Rather than "helping" youth or "supporting" youth, the program engages youth. Rather than creating and implementing programs ***for*** youth, the 4-H Youth Development Program creates and implements programs ***with*** youth. Consistent with the research on youth development best practices, our program develops youth-adult partnerships, and sees youth as resources, not problems; as program partners, not simply participants.

Figure 1. *The two components of the 4-H Youth Development Program Mission, advancing the field of youth development, and engaging youth in reaching their fullest potential, are mutually beneficial and serve to strengthen each other.*

Rationale:

Before drafts of a new Mission Statement were considered, the Committee spent several days discussing the 4-H YD Program's priorities, goals, underlying program values and directions. Through this process we developed the list of program criteria, presented later in this report. Following this process of organizational self-analysis, the Committee reviewed existing Mission Statements from a number of sources, including UC/ANR, CSREES's nationwide mission for 4-H, and the youth development programs of a number of other land-grant institutions. We recognized that our new Mission Statement needed to be consistent with the Division mission. Beyond that, we also decided that consistency with the Mission Statements of CSREES and other land-grants would also be generally desirable, but only if the concepts expressed clearly reflected our own organizational philosophy. As it turned out, the final product differs substantially from the initial examples that we examined.

Based on literature from organizational studies, we kept certain goals in mind relating to our statement of mission:

- It needed to be simple and straight forward. A Mission Statement should have an immediate impact, and it needs to make clear what characteristics set an organization apart from its peer organizations. It needed to be clear and unambiguous; we wanted to be sure that different people didn't come away with different interpretations of the statement's meaning.
- Finally, it should be brief enough for stakeholders to remember it fairly easily. We wanted to assert what we are trying to be as an organization, not describe the details of how we accomplish it.

After much discussion, we developed a draft Mission Statement. We posted the draft as well as the list of program priorities on the web and invited comments from the California 4-H YD Program community. Numerous comments were received, which we reviewed carefully in the process of revising the first draft of the statement. As a result of this process we made a number of important changes, involving both the concepts expressed and the choice of wording. Finally we arrived at the statement presented in the 4-H Mission and Direction Committee Recommendations.

4-H Youth Development is the brand-name identity for all ANR youth development efforts.

Rationale:

Constructing a contemporary identity that reflects the depth and breadth of ANR's current and future youth development efforts has resulted in the recommendation that 4-H Youth Development be used consciously and consistently to define and brand all aspects of ANR's youth development programs, applied research, and public service activities. A single identity creates a unifying force among the various ANR youth development efforts across ANR units, regions and counties.

With emphasis on *youth development*, we can capitalize on the wide recognition of the 4-H name and the strong connection, ownership and sense of belonging of current youth and adult participants. At the same time, the opportunities for expanding the image of 4-H Youth Development to new areas and new clientele are limitless. Furthermore, this decision can be viewed as a uniting force that values a full range of models and efforts that support the overall mission, vision and core values of the 4-H Youth Development Program and allows us to more richly capture the impact of the entire Division's work.

Expanding the image of 4-H Youth Development can have other benefits. It strengthens our historical linkage between research and practice. This connection can be made more seamless, responsive and mutually reinforcing when 4-H Clubs and other deliveries are viewed as a base for disseminating innovations learned through applied research and as important venues for identifying emerging issues needing further examination. This unique strength to construct a continuum of discovery, program implementation, evaluation, and study that leads to new knowledge and an informed field should be recognized as a unique contribution of ANR's 4-H Youth Development programs.

A set of core values will guide actions and decisions at all levels of the 4-H YD organization.

Values are deeply held views of what is important in an organization and a critical

element in developing a commitment to a new direction. Shared values help enlist all stakeholders in a common mission and direction for California's 4-H Youth Development Program.

The following core values will be adopted immediately to guide the planning, implementation, management and evaluation of all 4-H YD activities, events and programs statewide by a committed team of California 4-H YD programming partners. These core values direct the Program to:

- Support the UC/ANR mission and strategic planning assumptions
- Recognize that UC/ANR professionals provide the youth development framework for volunteers and other cooperators who bring the knowledge, experience and passion to work with youth in their communities
- Appreciate, respect and value diversity through a commitment to inclusion of diverse Californians
- Respond to local needs within a context of statewide criteria, practices and priorities for 4-H Youth Development programming
- Innovate to maximize impact and resources while documenting the unique youth development contributions of our 4-H Youth Development Programs

Rationale:

A commitment to conduct all 4-H Youth Development work based on a set of common core values will help ensure successful adoption of a new mission and direction in California's 4-H Youth Development Program. The proposed core values are based on the following rationale.

ANR is the major land-grant arm of the University of California, a system built "on behalf of the people" (Morrill Act, 1862) "...to develop useful and practical information ...and to promote scientific investigations and experiments" (Hatch Act, 1867), with a Cooperative Extension system to "aid in diffusing ... useful information" (Smith-Lever Act, 1914). ANR's mission is "to serve California through the creation, development and application of knowledge in agricultural, natural and human resources" (*The Challenge of Change,* 1997).

Implementation of a new 4-H YD Program mission and direction involves recognizing that 4-H has a role and responsibility to fulfill the national land-grant university and ANR mission and to uphold the Division's strategic planning assumptions.

As part of the land-grant system, 4-H Youth Development is a publicly supported institution that has a responsibility to provide access and service to the people that live in California in a non-discriminatory manner. Adopting and embracing diversity adds value to 4-H Youth Development programming, bringing creativity, cultural appreciation, different perspectives/skills and sustainability to the organization. Diversity helps attract and retain quality staff and volunteers while promoting acceptance and tolerance. Diversity reflects the reality of the state of California where the demographics are shifting rapidly to include more Hispanics and Asian-Pacific Islanders as well as other ethnic and racial groups through immigration and changing birth trends. We will identify and eliminate socio-economic barriers for California youth who are from economically disadvantaged families. We respect and value sexual minority adults and youth as well as adults and youth from various family

contexts. We will develop, implement and study programs that are responsive and attractive to diverse communities.

From its beginnings, working with partners within and outside the University, the 4-H YD Program helps connect the local communities of California with research-based youth development and other information that can help people improve the quality of their lives and enhance the environment for all. Working with youth, families and communities at the local level, the 4-H YD Program staff team has the flexibility, opportunity and responsibility to address critical issues utilizing a statewide system provided by the University, Division, State 4-H Office and the 4-H Center for Youth Development. Adherence to a common set of criteria, practices and priorities ensures that local 4-H YD Program efforts are guided by proven, safe policies and procedures, and stay within the capacity of and have the full support of the organization.

4-H's tradition and commitment is to innovation, and, as a public institution, the 4-H YD Program has a responsibility to maximize its resources and not duplicate youth development efforts that are already being done well by other organizations. At the institutional level, the University and ANR cannot invest their limited resources in activities, events or programs that duplicate other things already being done well. Duplication, in this context, refers to youth development efforts available to the same clientele in the same local area. Decisions about duplication should be made by youth development program academics in charge of the program. The statewide program criteria, discussed below, help prevent duplication of effort without being subject matter specific.

A set of statewide 4-H YD program criteria will guide actions and decisions at all levels of the organization.

A clearly stated and consistently applied set of criteria will guide the actions and decisions at all levels of the 4-H YD organization about what to include and support as a 4-H YD program both locally and statewide. Adoption of the criteria will help ensure a consistent, cohesive statewide program. The following administrative and programmatic criteria will ensure effective planning, implementation, management and evaluation of all California 4-H YD programs and activities. These criteria are in harmony with University and Division policies and procedures.

Criterion 1

The California 4-H Youth Development *(CA 4-H YD)* Program is focused on addressing significant environmental, economic and social issues affecting California's youth, families and communities.

Rationale:

As part of UC/ANR, the 4-H YD Program shares "accountability to a mandate common to all land-grant universities: to generate and deliver to the public new knowledge relevant to the needs of society" (*The Challenge of Change*, 1997). It is essential that the 4-H YD Program focus its limited resources on those issues where we can have the greatest impact on the most critical needs. It is part of 4-H's role to identify critical environmental, economic and social issues at the local level that can be addressed through a statewide network of UC, ANR and 4-H YD Program collaborators. Local 4-H YD Program staff, volunteers, youth and

community members can engage in both local and statewide initiatives.

Objectives:

One component of an overall communication, education and training plan will need to be education for clientele and staff about current youth issues and opportunities using current state and regional 4-H YD venues (e.g., statewide staff development and training conferences, State Leaders' Forum, website, *Updates*, the state 4-H YD Program newsletter, Sectional Leaders' Council meetings, etc.). For example, Committee members and other 4-H Youth Development academics and staff might conduct sessions on the recommendations of the 4-H Mission & Direction Committee (e.g., Criteria, new Mission Statement, Core Values, etc.).

Criterion 2

The CA 4-H YD Program is based on a proven experiential education model that creates an educational climate through planned learning by exploring, doing and receiving feedback.

Rationale:

While "Learn by Doing" is the historical motto of the 4-H YD Program, it is also a core tradition and research-proven educational strategy for effective learning. This unique niche is consistent with "best practices" in youth development and continues to engage youth in meaningful learning experiences in communities around the state. This core practice needs to be carried forward in the future and applied more comprehensively in the 4-H YD organization from county to state level activities, events and programs.

Objectives:

The experiential learning model will become a standard component of volunteer training efforts (it is currently a component of many existing 4-H YD Program training programs). Staff will be supported in incorporating experiential learning strategies in all 4-H YD programming. Template training materials will be created and posted to the web to facilitate this effort.

Criterion 3

The CA 4-H YD Program is conducted with content and delivery systems consistent with a statewide 4-H Youth Development framework offering youth opportunities for Citizenship, Leadership and/or Life Skills Development.

Rationale:

Proven areas in the 4-H YD Program include Citizenship, Leadership and Life Skills Development. Research indicates that essential developmental tasks for full and healthy development of all children are carried out within these three areas. All the content and delivery systems of the 4-H YD Program need to be consistent with a statewide 4-H Youth Development framework that offers educational experiences which promote development in these three key areas in order to optimize the youth development experiences that we offer. Further, this content focus narrows the scope for curriculum development and training needs.

Objectives:

The 4-H YD Program will develop a consistent state framework for youth development to guide planning and implementation of all 4-H YD activities

and programs. Other California youth development professionals will be recruited to help develop the framework. Access to the framework, all 4-H Center for Youth Development (4-H CYD) monographs, and similar materials will be provided through a web-based system.

Criterion 4

The CA 4-H YD Program is consistent with research in youth development, education or other appropriate fields.

Criterion 5

The CA 4-H YD Program is a contributor to research and/or the extension of knowledge in youth development.

Criterion 6

The CA 4-H YD Program is able to demonstrate, or likely to demonstrate, through research and/or evaluative data, a positive impact on youth served.

Rationale for Criteria #4-6:

Criteria #4-6 all reflect our connection to research and they mirror the UC/ANR mission in the creation, development and application of knowledge in youth development. 4-H Youth Development is one of many organizations that deliver high quality youth programs. Our unique role in youth development is that our programs are based on scientifically valid research. We analyze and document our efforts to demonstrate an impact on youth and then disseminate our findings to further the field of youth development. We use our science base to anticipate problems and develop practical solutions in the communities we serve. By sharing our efforts with other professionals, we leverage additional resources and expand our impact.

Objectives:

The 4-H CYD will disseminate the results of the National Youth Development Research Response Task Force to all academic staff and other stakeholders. The 4-H Statewide Evaluation Committee will create template evaluation tools for 4-H YD Program staff and county partners to use to start assessing local program impact. The 4-H CYD will coordinate the development of teams of 4-H YD Program Advisors and Specialists to conduct research and evaluation on programs now in existence and in the future.

Criterion 7

The CA 4-H YD Program is connected to, or has the potential to connect to UC or other campus-based faculty, programs and/or resources.

Rationale:

Collaboration among county-based 4-H Youth Development professionals, Cooperative Extension Specialists, AES and other campus faculty is essential to ensure that programs are research-based. The link between research and practice in youth development is exemplified by the growing partnerships among 4-H YD Program county-based, state office and campus professionals throughout the state. Collaborations with campus-based professionals outside of ANR are equally important in strengthening the research base of our 4-H Youth Development Programs (e.g., UCOP Outreach, School-University Partnerships, and other colleges and universities).

Objectives:

Through collaborative projects, the 4-H CYD will provide research skill capacity building for county-based academics and

help identify campus partners for county-generated applied research projects. The 4-H CYD will facilitate county-based staff publishing through access to the Center's monograph series.

The ANR directory should be set up so that county-based staff and partners can search by subject matter to facilitate finding campus connections for 4-H YD programming. Information about faculty and their work across all campuses should be added.

Linkages with other campuses and institutions beyond ANR campus resources should be explored. As one example, possibilities with the ANR VP's office and Joint Policy Council should be examined.

Criterion 8

The CA 4-H YD Program is open and accessible to diverse audiences.

Rationale:

As outlined in the Core Values Rationale section, the 4-H YD Program is part of a publicly supported land-grant institution that has a responsibility to provide access and service to the people that live in California in a non-discriminatory manner. Californians are diverse in terms of race, color, national origin, religion, sex, physical or mental disability, medical conditions, ancestry, marital status, age, sexual orientation, citizenship, status as covered veteran, socioeconomic level, family situation and location, and we would expect that these facets of diversity will be represented in the program. A diverse program also helps all youth develop the skills they need to live in an increasingly diverse and interconnected world.

Objectives:

Education and training will be provided around issues of diversity, including understanding various forms of diversity, the benefits of diversity and specific strategies for effectively reaching diverse audiences. A state 4-H Diversity Task Force will be established to develop a state plan to increase diversity in the 4-H YD Program. Educational and information/promotional materials will be translated at low or no cost to county-based staff. At the state level, the State 4-H Office will coordinate these efforts.

Education and training efforts will be connected to current workgroup research efforts and related information for insights into how to eliminate barriers and make programs more relevant and appropriate for diverse audiences. Research findings will be disseminated related to working effectively with diverse audiences, as well as education on the value of engaging a diverse clientele population.

Criterion 9

The CA 4-H YD Program is balanced in terms of assessing, managing and monitoring potential problems to ensure program safety and achievement of key objectives defined by ANR's risk management program.

Rationale:

Ensuring a healthy and safe experience for youth and their families who participate in the 4-H YD Program is a key responsibility for all 4-H stakeholders throughout the state. 4-H YD Program professionals and UC/ANR administrative leaders provide the framework for assessing, managing and monitoring potential problems that prevent

the 4-H YD Program from being safe and successful. It is impossible to eliminate all risk from 4-H Youth Development programs, and some 4-H endeavors may have more risk than others. That does not mean that we should not conduct these 4-H Youth Development programs. It is, however, essential to have a systematic plan to identify and manage risks and ensure that the risk-benefit of 4-H YD programs is appropriate and balanced. The 4-H YD Program must be a part of ANR's overall risk management program as developed and overseen by the ANR Controller and Business Services Director.

Objectives:

The State 4-H Office will work closely with ANR's Risk Management Office and will coordinate with Risk Assessment processes currently under development. Through this process, a state risk management plan for the 4-H YD Program can be developed, and the Program can move towards standard procedures across counties and state.

All OCBS Risk Management activities will be coordinated with or through the State 4-H Office. Duplication of risk assessment efforts should be avoided by sharing work completed at the county level through statewide information sharing facilitated by the State 4-H Office.

Criterion 10

The CA 4-H YD Program is balanced so as to optimize the impact for clientele and the field of youth development. The impact achieved will be weighed against the resources invested at the statewide and local level.

Rationale:

Similar to risk, it is important that the costs and the impacts/benefits of 4-H YD programs are assessed to maximize impact achieved as compared to the local and state resources invested in a given 4-H YD endeavor. There are limited human and financial resources, so investments in the 4-H YD Program need to be proportional to the potential benefits to the clientele, the 4-H YD Program, the field of youth development and the state of California. It is the responsibility of ANR program and administrative leaders (4-H YD Advisors, County Directors, Regional Directors, Program Leaders, State 4-H Director, Assistant Vice President-Programs, etc.) to incorporate the consideration of cost and benefit in their 4-H YD Program resource allocation and program planning decisions.

Objectives:

4-H YD Program administrators must clearly articulate and communicate what we mean by "cost" and "benefit," and explain that this is a judgment to be made by academics in their programs. For example, they will need to make it clear that "benefits" means a benefit to youth development not just impact on youth. Also, local programs may identify particular areas of maximum benefit as a focus for their area. In other words, local comparative advantage may vary from place to place.

Community mapping tools will be disseminated to help 4-H YD Program staff identify where there is potential duplication of programs and/or services.

General Implementation Objectives

The implementation of the new 4-H Youth Development Program Mission and Direction will be a gradual process, phased in over the next several years. The first critical step in implementing the plan will be to develop and deliver a consistent, coordinated statewide communication, education and training *(CET)* campaign. It will be important to carry forward the principles of "transparency" and "multiple points of entry" to educate our staff, extenders and youth about the new focus and criteria in order to move toward a cohesive, consistent and high quality statewide program. This can be accomplished by providing training, tool development and improved processes and/or systems.

The Mission and Direction Committee identified many possible components of a coordinated statewide communication, education and training campaign. A few of these possible components are described below.

Training:

- Coordinate with existing statewide CET planned for the coming year, to communicate the message that we are "raising the bar" in the 4-H Youth Development *(4-H YD)* Program and that the mission, values and criteria establish a new standard for all our 4-H YD Program efforts.
- Provide communication and training tailored for County Directors to facilitate rapid transition to new mission, values, criteria, and recommended actions.
- Conduct working conferences where 4-H Youth Development Advisors and Program Representatives will explore implementation issues and opportunities, and evaluate their programs against the 4-H Youth Development program criterion. Link to Volunteer Leaders Forum dates and Sectional 4-H Leaders meetings and invite volunteers to participate in the conversations.
- Demonstrate the application of 4-H Youth Development program criteria through video conferencing, satellite presentations and/or interactive CD and web resources.

Tools:

- Create standard resource templates for web-based dissemination to all counties; these templates (for example, job descriptions, check-sheets for evaluating programs against new criteria, etc.) would be used for county-based communication and training efforts. Clarify that all criteria are required and that one of the three content areas *(Citizenship, Leadership, and/or Life Skills Development)* is required to ensure appropriate level of standardization across the state.

General Implementation Objectives

- Provide tools that will help County Directors demonstrate value and benefits for stakeholders in their counties including county Boards of Supervisors.
- Revise the current enrollment form to match the new foci.
- Commission a series of reports/monographs on critical issues in youth development and recruit advisors to help write the series. The 4-H CYD will take the lead in this effort.
- Integrate all of the criteria and core values into the California 4-H Policy Handbook.
- Identify existing high-quality curriculum *(or develop new curriculum)* that is focused on Life Skills, Leadership, or Citizenship Development, rather than curriculum that focuses on only specific content areas such as Agriculture or Home Economics.

Processes/Systems:

- Establish a place and process to ask for assistance in implementing the new mission and criteria, and a mechanism by which county staff, volunteers and youth can have their questions and concerns addressed. The State 4-H Office will take the lead in developing this process.
- Create a system to share "success stories" among counties (e.g., effective strategies that counties have developed to implement the new mission, core values and criteria). Communicate consistent messages regarding the adoption of the new mission, 4-H YD Program identity and criteria. VP Gomes will take the lead in this, but it will require coordination among all offices and units *(Program Leaders, Regional, County, State 4-H Office, 4-H CYD, Volunteer Management Organizations, etc.)*. This consistency is critical to the success of this plan.
- Complete a 4-H Youth Development Program assessment over the next five years to identify program areas that need strengthening, enhancing or gradual reduction of staff investment of time and resources. The staffing plan would allow advisors to identify and address high priority human resources issues and focus on areas in their counties in which the University could impact youth development. In addition, counties would need to secure staff of one or more program representatives to manage the day-to-day maintenance of existing programs. A combination of university, county, and private funding support will be necessary. Encourage 4-H YD Advisors and Program Representatives to share programs, where relevant, across county lines while still maintaining focus on county-based programs.

Conclusion

The great challenges currently facing California's youth, families and communities present tremendous opportunities for the UC/ANR 4-H Youth Development *(4-H YD)* Program and all its stakeholders. The 4-H YD Program has unique capabilities to make significant contributions to a diverse cross-section of California youth. California 4-H YD Program efforts need to focus on delivering programs that help youth reach their fullest potential by promoting Citizenship, Leadership and Life Skill Development, three proven research and practice areas critical to healthy youth development and areas of comparative advantage for UC/ANR 4-H YD Program academics. The timing is right for the Division to follow through and complete the process of holding all its youth development academics responsible for innovative academic work that makes a measurable difference with California youth, families and communities. Essential infrastructure and paraprofessional staff need to be put in place to effectively manage and oversee high quality ongoing 4-H YD programs in California's rural and urban communities.

With the limited Division resources available for 4-H YD work, we will not be able to directly impact all nine million California youth with our programs. We will need to target our efforts; involve volunteers and community collaborators; implement community initiatives; ground all our programs in a solid research base; generate new knowledge; and widely disseminate our findings to inform the field of youth development.

Through a variety of delivery methods, counties will continue to work cooperatively with volunteers, other youth serving agencies, organizations and community-based programs to provide effective youth development experiences that will address critical California youth issues. We must identify issues and delegate resources to focus on areas in which we can have the greatest impact. 4-H YD staff will continue to adapt to the needs of an ever-changing society by redesigning programs and projects to serve a more diverse audience. A collaborative effort of the State 4-H Office, 4-H Center for Youth Development and ANR administration will provide a strong, cohesive statewide program structure to support local 4-H YD Program work.

All this will require a concerted team effort at all levels of the UC/ANR 4-H YD organization. The operating principles outlined in this report, including the new 4-H YD Program mission, identity, core values and program criteria, provide the philosophical foundation for a more relevant, research-based and vital 4-H YD Program. The principles provide a framework for county-based academics to limit their program management activities and take on more academic roles. This shift is intended to carry forward key elements of 4-H's history, traditions and successes over the past 90 years while moving into better alignment with the current mission and direction of the University and the Division.

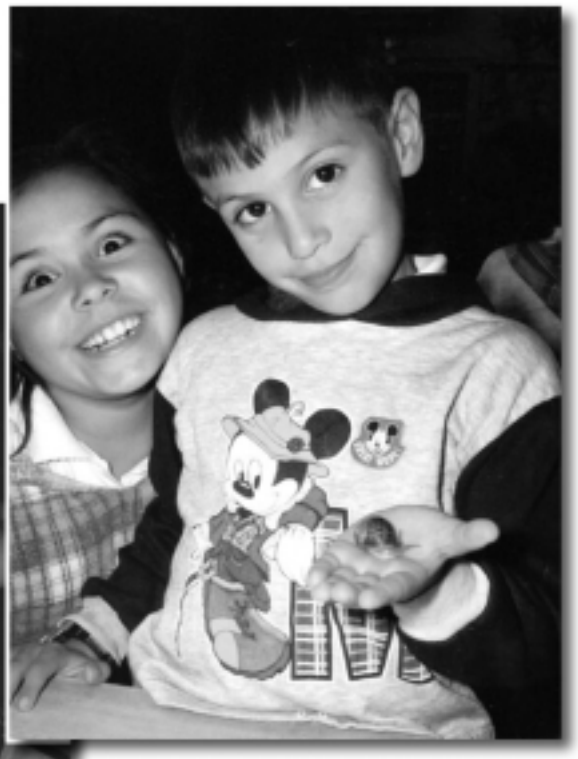
The 4-H Mission and Direction Committee members struggled with reaching consensus on many of the recommendations embedded in this document. Each individual had an opportunity to share their views and those of their clientele. Input received from 4-H YD Program stakeholders indicated strong and divergent concerns and feelings about some of the Committee's proposals. All input

Conclusion

was carefully reviewed and considered by Committee members at each decision point. In the end, Committee members found common ground in recommendations that everyone believed were in the best interest of the overall 4-H YD Program and its stakeholders.

Some stakeholders may disagree with the recommendations in this report and will likely express their concerns that the 4-H YD Program will be weakened or even destroyed through this change process. The Committee believes that proactively moving ahead is the only realistic option. With no action now, the program will drift and gradually lose its effectiveness and relevance.

Moving forward requires the buy-in, support and active involvement of a critical mass of 4-H YD Program leadership, including UC/ ANR administrators, academics, staff, volunteers and youth. The Committee encourages continued sharing of information and meaningful dialogue from all levels and all parts of the organization to help build broad understanding and support. Moving forward in distinct phases will maximize opportunities for carrying forward the best that 4-H YD programming offers around the state, strengthening some 4-H YD Program efforts, and gently "letting go" of 4-H YD Program activities that are not aligned with the new 4-H YD Program mission, core values and program criteria. The Committee hopes that everyone is up to the challenge and has the courage and compassion to move forward. The time is now – now is the time.



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