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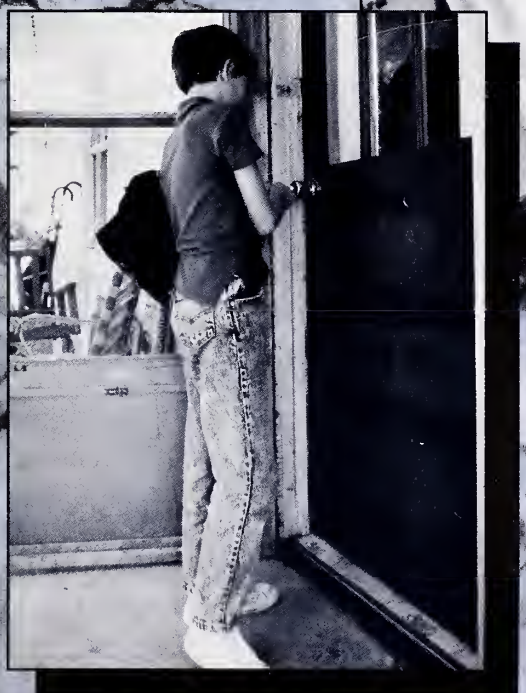
extension review

United States Department of Agriculture Spring / Summer 1990

Our world is changing.



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The *Extension Review*, quarterly publication of the Extension Service, is for Extension educators throughout the Cooperative Extension System in county, state, and USDA agencies. The Cooperative Extension System, a national educational network established through legislation, is a partnership of the U.S. Department of Agriculture, state land-grant universities, and county governments.

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INTRODUCTION

CHANGE — in our attitudes, our beliefs, our values.

CHANGE — in our economic and social structures, in our environment.

CHANGE — some of it is predictable, most of it is not!

CHANGE — no longer the exception, fast becoming the norm of our action-packed American lifestyle.

CHANGE — it's exciting...exhausting...exhilarating!

The Berlin Wall comes tumbling down and freedom of speech becomes our global language...Hurricanes and oil spills re-emphasize the fragility of Planet Earth...Our national agenda swings toward concerns of the family, the homeless, the growing gap between "the haves and the have-nots"...We are moving from a "mass society" to a "mosaic society."

GLOBAL CHANGE — NATIONAL CHANGE — LOCAL CHANGE. It's all around us, altering how we work...we communicate...we live.

Collectively, these "change drivers" present serious implications for the Nation and the Cooperative Extension System. Our Extension predecessors were risktakers—and so are we, as we continue to meet the challenges and opportunities of change—and value them as pivotal to our organization's future.

This photographic issue of *Extension Review* presents an impressive panorama of Extension staff across America in 1990, the System's 75th Anniversary Year. Nationwide, we are working on the significant issues of the day, ever responsive to the constant change that typifies today's world.

Our world is changing ...

and so are we!

4

GOING GLOBAL

Agriculture and rural America must make major readjustments to survive in today's global marketplace. Our vision in Cooperative Extension is to kindle an entrepreneurial fire in rural America that results in capable people operating diversified and competitive businesses in a global marketplace. Our goal is to put in place the technical assistance, education, and training programs and services necessary to help agriculture and rural businesses participate in the global economy and community. Extension is also working to develop an information exchange system, an international marketing package, and a national resource network of other federal agencies, and a series of international awareness forums. From Poland... to the Soviet Union...to Japan...and West Africa, Extension staff are involved in "going global."

1

1 At o meeting of Cooperatives of the USSR and the USA in Sochi, Dmitri Yesipenko (right), Department Head of All Union Council of Collective Farms, USSR, discusses USSR's wish to understand how U.S. cooperatives function. Pabel Fedirko (Left), Chair of the Board of Centrosoyus, the major Russian state cooperotive responsible for distributing food to consumers, ond David Thomas, president of the American Institute of Cooperation which sponsored this international meeting to forge new ties and investigate global trade possibilities, contributed as well. Also attending was Vivan Jennings, Deputy Administrator, Agricultural Programs staff.


2

2 New street markets like this one in Warsow, Poland, are springing up daily. In the past, goods were sold only through state stores. Extension Service, USDA, was asked by the Polish government to provide educational expertise on a free market economy.


3

3 Tony T. Nakozowa (right), Extension community development progrom coordinator, University of Alasko, Fairbanks, lectures on America's Cooperative Extension System to members of the Extension and Education Division, Agricultural Production Bureau of Japan's Ministry of Agriculture, Forestry, and Fisheries in Tokyo.

4 Discussing caaperatives while crassing Red Square after passing thraugh the gates af the Kremlin are (far right) David Thomas, president, American Institute af Caaperatian, and (left) Alexander Leukhin, caardinatar af Centrasayus, state caaperative af the USSR.

5 David Thamas (center), president, American Institute af Caaperatian, accepts award fram Saviet harticulturist at the garden af the Friendship Tree in Sachi, USSR. The phatagrapher is Sergei Gurdjian, seniar afficer, Fareign Relatians Department, Centrasayus, the majar state caaperative in the USSR. Observing (left af David Thamas) is Alexandr Evdakimav, ecanamist with the All Unian Scientific Research Institute Cansumer Caaperative, USSR, and (an his right) Charles A. Walker, Chancellar, University af Arkansas at Pine Bluff, and (far right) David E.Hahn, Extensian ecanamist, Ohia State University.

6 Going Global

6 At final debriefing meeting, Extension's team meets with Poland's Vice Minister of Agriculture, Extension, and Science Anna Potok. Team leader Myron D. Johnsrud, Administrator, Extension Service (second from left), provided guidance in analyzing the Polish extension system and making recommendations for its restructuring.

7 Washington State University (WSU) Animal Physiologist Ray Wright, left, and WSU Animal Scientist Jerry Reeves examine Wagyu cattle purchased last fall in Texas. The scientists are studying the prospect of producing Wagyu beef for the lucrative Japanese market. The Wagyu are a native Japanese breed prized for their highly marbled meat.

8 At a farmers' market in Sochi, USSR, Vivan Jennings (middle), Deputy Administrator of the Agricultural Programs Staff, ES-USDA, and member of the board of trustees of the American Institute of Cooperation, representing the Cooperative Extension System, talks with a striking Russian miner (left) and Alexandr I. Evdokimov, economist, from the All Union Scientific Research Institute Consumer Cooperative, USSR. The miner began by asking Jennings whether people in America knew about the striking miners in the USSR and was startled to hear about America's media coverage of the event.

9

9 Marlin Johnson (left foreground), Extension agent from Croakston, MN, and Bob Stauffer, agricultural agent and Extension director, Cass County, MN, work with a local resident in repairing a village water pump in Senegal, West Africa.

10 Mike Reed, executive director of the Center for Agriculture Export Development, University of Kentucky, and Yonchun He, Chinese graduate student in the Patterson School of Diplomacy, review American agricultural products to be included in gift baskets exported to the Orient. Reed anticipates the baskets of products will sell well in the Orient during the December giving season.

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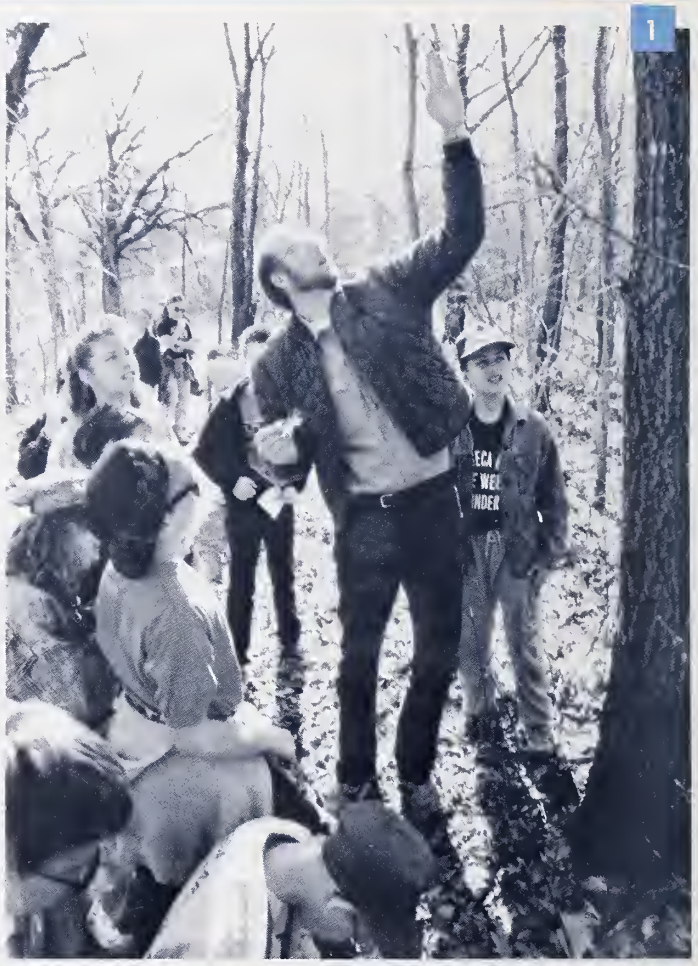
RENEWABLE RESOURCES AND THE ENVIRONMENT

Americans share a growing concern about the future of our renewable resources and the environment. Conservation and stewardship of these precious resources is a lasting legacy we give our children and future generations. Extension education programs teach communities to conserve fragile wetlands such as the Chesapeake Bay and the Great Lakes Region. From dealing with the oil spill in Alaska...to designing marine science activities for youngsters...to educating producers and consumers on the safe use and application of pesticides...to working with local officials on solid waste management...Extension educators are working to insure our soil, water, air, and wildlife for use and enjoyment now and into the 21st Century.



1 Extension works with schools and school teachers to teach youth and adults to understand, appreciate, cooperate with, and utilize natural resources. Here, sixth grade students from Waseca attend an Extension-sponsored conservation day camp at Lake Sokatah State Park, near Waterville, MN.

2 4-H'ers working as "land judges" get serious about their business during the National Land, Posture, and Range judging Contest in Oklahoma City, OK. Through such programs, Extension encourages young adults to learn about and consider scientific and technological careers.

3 Chris Casady (right), Oregon State University master woodland manager, explains the principles of forest management and land planning to Ed Winter, a woodland owner near Eugene, OR. Extension works to help private landowners clarify their objectives as resource owners and recognize the economic potential of natural resources.

4 On Shuyak Island, AK, Jae Hiller, Extension agent (right) and John French, associate professor of seafood and biochemistry at the University of Alaska, assess damage done by the Exxon oil spill. Extension conducts programs like this one in a continuing effort to assure clean water and protect wildlife.

5

5 Extension agent Joe Hiller displays oil scrapings he collected from a Shuyak Island, AK, shoreline damaged by the Exxon oil spill. Hiller and other Extension specialists work to protect characteristic plant and animal species.

6 Clemson University Extension Assistant Director for Field Operations Dan Ezell (left) and Clemson Extension agent Charlie Davis unload a portion of the 600,000 emergency relief flyers prepared by Clemson's Agricultural Communications staff after Hurricane Huga hit.

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7 In the woke of Hurricane Hugo, Extension offered help in mony ways. Here, in the U.S. Virgin Islonds, Extension Assistont Charles Smith (left) ond Extension Program Leoder Clinton George (center) give pruning tips on domaged fruit trees to McComely Bully whose farm was hard hit by the storm.

8 Dr. Noncy Pywell, University of Florido Cooperative Extension, disploys Extension youth moteriols distributed to educators ot the Youth ond Environmental Educotion Conference ot USDA in Woshington, DC.

9 Clemson University Extension Director Harold McLamb (left) ond Douglas Traub look over the wreckoge of a grain bin blown a holf mile from Traub's farm by Hurricone Hugo.

RURAL ECONOMIC DEVELOPMENT

The economic vitality of many of rural America's small towns is threatened today. From advising rural residents on starting and managing home-based businesses to developing programs that assist communities, families, and individuals in coping with transition—Extension is there. Our focus also includes developing skilled community leadership and the public decisionmaking process for local officials. Rural economic development is a U.S. Department of Agriculture and a Presidential Initiative.

1 Ron Bathgate (standing, right), Extension area energy agent, demonstrates the energy benefits of recycling garbage to Marshfield, VT, consumers at the local high school. The rubbish at Bathgate's feet illustrates some of the items that can be recycled.

2 Extension forestry staff, Oklahoma State University, host a senior citizen tour of Beavers Bend State Park, a major recreational and commercial forested area. Nationwide, Extension is working with citizens and communities to increase natural resource income through recreation development.

3 David Such (third from left), Extension natural resource and economic development agent, and Ken Bolton (far right), Extension livestock specialist, cooperated with local landfill representatives and the county's solid waste committee to develop a newspaper recycling program. Bolton researched newsprint as bedding for dairy cows because findings showed its lower bacterial count can control mastitis. Here, Dean and Bonnie Jaeger, residents of Jefferson County, WI, examine recent Extension data on the bacterial count in newspaper bedding.

4 Carol Dick, a Ford employee (right), points out auto data on a chart to interested youth at Instructional Media Center, Michigan State University, East Lansing. This is part of an Extension career preparation course, "Your Career—A Better Idea," designed so that youth will make informed occupational choices and update their skills for today's exacting job market.

5 George Nellessen needed capital to expand production in his store after inventing a unique pizza dough. Extension CRD agent John Leatherman, Portage County, convinced the Village of Rosholt, WI, leaders that helping firms grow was the best way to create jobs. After Rosholt obtained a grant, with Leatherman's help, Nellessen obtained a low-interest loan and expanded his staff to 48 employees—not bad for a village with a population of 550.

6 Gary King (right), Director of the Kellogg Foundation's Rural America Program, visits the Colorado Rural Revitalization Project of Idaho Springs with Project Director and Cooperative Extension specialist Larry Dunn (center). The Kellogg Foundation partially funds this Extension Colorado community development program.

7 By using computer imaging, landscape architects from the University of Wisconsin Bruce Murray (right) and Charles Law are able to show the storeowners of Stoughton in Dane County their renovation ideas. Working with Extension CRD agents, they want to reflect the original historic ambience on their storefronts as part of a downtown revitalization effort.

SUSTAINABLE AGRICULTURE

Today we define sustainable agriculture as the entire system that grows, processes, markets, and uses food, fiber, and other industrial nonfood products or provides services. Extension's involvement in sustainable agriculture...now a National Institution... is long standing. Complex challenges confront U.S. agriculture in this global age —notably, the need to respond aggressively to worldwide competition to ensure good nutrition and a high-quality food supply, and the need to safeguard natural resources and the environment. Through such educational programs as integrated pest management (IPM), effective farm management, and integrated reproductive management (IRM), Extension staff are working with producers to integrate knowledge from the physical, biological, economic, and social components of sustainable agricultural systems.

1 Patrick Rogers, Extension master gardener, Oregon State University (left, in wheelchair), checks on the plantings of residents involved in the senior gardening project at the King City Residential Center in Tigard, OR. Extension's "master volunteer" concept allows people to use their enhanced expertise to teach others.

2 Mitch Gilbert (right), assistant to the manager, Forest Resource Center, Lanesboro, MN, explains Shiitake mushroom growth to visitors during an Extension-sponsored national Shiitake mushroom symposium and trade show. Extension is working with farmers to diversify by growing specialty crops for major domestic markets.

3 Robert Rouse (left), regional Extension specialist, Wye Research and Education Center, Queenstown, MD, discusses greenhouse data on cantaloupe transplants with local farmer Robert Quidas. Quidas grows the transplants under a special "match-maker" computer program, which matches a crop's grower to a retailer.

4 Harvesting time at the Indianola Catfish Farm in Mississippi—catfish are funneled into a holding "sock" and then loaded directly into transport trucks. This farm, which benefited from Extension expertise in cost-effective production practices, currently produces up to 6,000 pounds of catfish per acre.

5 Cornell Cooperative Extension coordinated this farming demonstration in Rose, NY, to spotlight organic vegetable farming. Workers on a front loader (left) and a tractor on Rose Valley Farm, are making compost out of aquatic weeds dredged from Lake Ontario.

6 Tom Richard, Extension biological engineering specialist, Cornell Cooperative Extension, New York, is center of attention as he analyzes temperature of composting material for oxygen content during organic vegetable field demonstration on the Rose Valley Farm.

7 A member of the White Mountain Apache tribe cattle association keeps a tight rein on the herd. For 25 years, Bob Racicot, director of the Navajo County Cooperative Extension Office, Arizona, has worked with Indian cattle growers in Arizona and Montana. He designed a livestock project specifically for the White Mountain Apache cattle association.

8 Jennings Foskey, an Extension swine research specialist, University of Delaware, weighs a piglet to determine the optimum percentage of lysine in the mother's feed. Lysine promotes a rapid growth rate. This type of Extension research will help to increase swine producers' economic efficiency.

9 A dairy producer in Morrisville, VT, explains to touring students how silage is stored for winter feed on "Farm Awareness Day." Extension aids such producers so there will be a safe, abundant supply of milk the year 'round.

COMMUNICATIONS AND TECHNOLOGY

To meet the challenges of an expanding, diverse audience, Extension is linking communications networks and exploring new technologies and delivery methods and modes. Desktop publishing, computer networks, satellite videoconferences—these are some of the necessary tools for today's Extension worker. Using new communications technologies, we can readily target our audience and tailor our information and educational message to their needs.

1 Through innovative audio and video productions, Extension information specialists tailor educational information to meet the public's needs. Candie Garner, New Mexico State University agricultural information specialist, narrates for the soundtrack of a university video production with the aid of Jeff Armstrong, an engineering student.

2 Cooperative Extension staffs at all levels are using computer networks, electronic mail, satellite communications, and other emerging technologies to target audiences more efficiently and effectively. Here, Boone County, MO, Extension Center Director Don Day works at a computer terminal in his office.

3 Jim Schmid (right), Extension crops and soils specialist in Jefferson County, WI, explains features of INFOTEXT to Steve Knobel, customer service representative for Didion, Inc., Grain Merchandisers. INFOTEXT delivers timely weather, markets, news, and Extension tips to Wisconsin homes and industry via television.

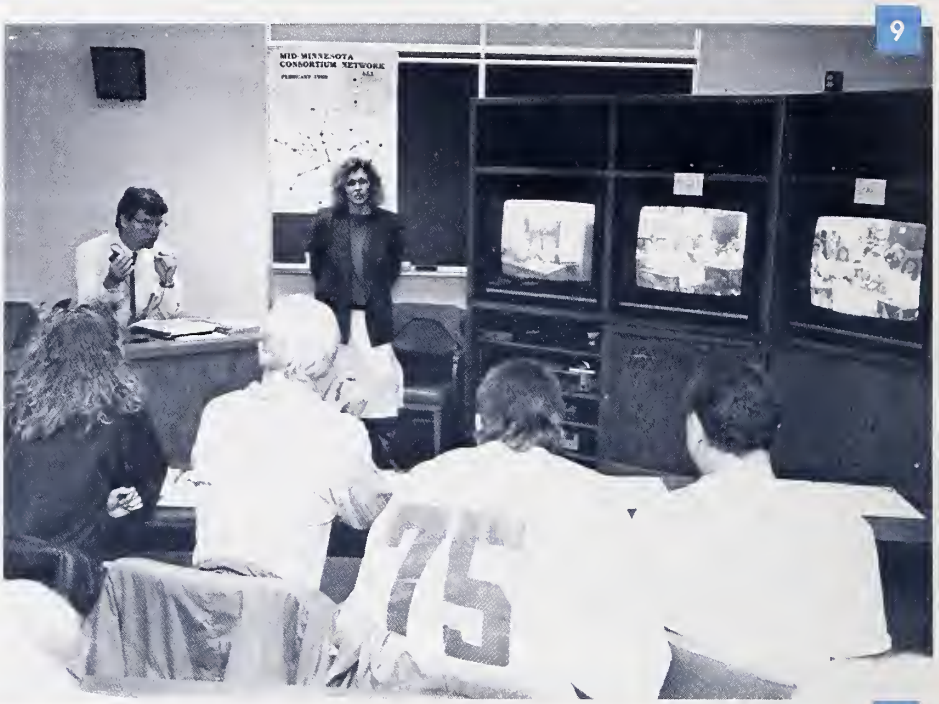
4 Extension agent Julie Albrecht (left) assists University of Minnesota Food Science and Nutrition faculty member Elaine Ast and a video camera operator from WCCO-TV in Minneapolis in producing a TV spot — a price comparison survey to assist consumers when shopping.

5 Montgomery County, MD, Extension agent for agricultural science Amy Duffield helps farmer Ed Johnson establish a dairy ration for his 120-cow herd. New communications and electronic technologies remain vital to rapid technology transfer and information sharing.

6 Abner Womack, Extension agricultural economist at the University of Missouri-Columbia, speaks to viewers throughout the state about issues behind the 1990 Farm Bill. The University Extension centers are equipped with satellite dishes to receive programs, such as this videoconference, from the campus.

7 Communications specialists at Virginia Tech (foreground) participate in an Extension Service, USDA videoconference promoting "Decisions Support Systems," a computer program offering farmers and other agriculturalists a vast array of educational information. Extension Service Director of Communication, Information, and Technology Dr. Janet Poley and Clemson University Cooperative Extension Computer Coordinator Dr. Jerry Lambert conducted the videoconference from the U.S. Department of Agriculture in Washington, DC.

8 Cooperative Extension disseminates educational information to the public via all channels of communication, including video and audio. Here, Jeanne Gleason, New Mexico State University Associate Agricultural Editor, interviews Tony Valdez, Extension county agent from northern New Mexico, about the local Extension projects in which he's involved.



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9 Through advances in videoconferencing, Extension delivers innovative programs to target audiences more rapidly. Here, Minnesota Communication specialist Rich Reeder and 4-H youth development specialist Sherri Wright, along with a panel of Minnesota high school teens, host a videoconference promoting the 4-H Alcohol Decisions Project. The Extension-sponsored project teaches high school teens how to make responsible decisions regarding alcoholic beverages.

10 Using a national satellite hookup, Dr. Shirley O'Brien, Arizona Cooperative Extension assistant director, and Tom Cordell, Cooperative Extension electronic media specialist, broadcast a program celebrating the state's 75th Extension anniversary.

10

CONTEMPORARY YOUTH

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As the 21st Century approaches, America faces a youth crisis that crosses social, cultural, and economic barriers. Disturbing statistics and trends reveal poverty, poor health and nutrition, child neglect and abuse, teenage pregnancy, substance abuse, and depression and suicide among young people at an all-time high. All American youth are "at risk." Many of the most vulnerable may not develop into healthy, productive adults. In partnership with other agencies and the private sector, Extension educators work with families and communities to insure the future for the next generation of Americans.

1 Nita Harris (left), a 4-H volunteer and nurse at Coleman junior high school in Washington County, MS, teaches students the facts about unwanted pregnancies and diseases like AIDS. Carolyn Purnell, 4-H youth agent, Washington County (right), also participates in the discussion. Cooperative Extension programs such as these are aimed at developing the ability of youth to make informed decisions.

2 At an Extension-sponsored workshop in Minneapolis, an agency street worker (right) shares his knowledge of street life with Extension 4-H agents interested in the daily problems area teens encounter.

3 Virginia Cooperative Extension's "Strong Families, Competent Kids" program enables thousands of latchkey youngsters across the state to learn skills to help them to be home alone safely. This program began in 1981 in Alexandria, VA, with the help of 160 volunteers.

4 At the Warm Springs Indian Reservation, Oregon, a 4-H tribal conservation leader teaches fish net mending to a youth. He also instructs youth about the importance of protecting the environment and native wildlife.

5 As part of a church-sponsored self-care program in McKeesport, PA, Extension agent Loretta Anderson introduces an after-school project, "On My Own And OK." Here, children who have completed the project learn to make friendship bracelets.

6 Nicole Franklin of Pittsburgh, PA, is proud of a new T-shirt she earned as participant in "On My Own And OK," a project for 8 to 13-year-old self-care children. The program, jointly funded by Equitable Gas and Penn State, helps assure working parents that their children are safe after school.

7 Two young participants in the 4-H Cougars club, who are part of an Extension program for homeless family members in New York City, visit the New Marine Education Center at Barren Island Marina in Brooklyn, NY. The marine center enables them to learn new skills that range from fishing to Japanese fish printing.

8 Hector Valdez, a youth participant in an Extension career preparation course, "Your Future...A Better Idea," at the Instructional Media Center, Michigan State University, enjoys being a video camera operator for a day.

9 Tara Tingle, ninth-grade honor student, Selbyville Middle School, DE, testifies at public hearing on the Teen Pregnancy Task Force for the House Human Resources Committee at the State Legislature in Dover. Listening to Tingle are task force members (left to right): Extension agent and task force chair Mark Manno, and state representatives Jane Maroney and Katherine Jester. Extension is fostering programs that help youth face critical decisions about such contemporary issues as teen pregnancy and substance abuse.

FAMILIES

Families—they are the fabric of our American way of life. Families—they nurture our young and support our old. Yet, societal and economic change continues to erode basic family structures. Single-person and single-parent families are increasing. Demographics are changing as elderly and poor populations continue to grow. Nationwide, Extension is linking its educational resources with needed community services to strengthen families and enhance their self-sufficiency.

1 Columbia County, WI, Extension Home Economist Cheryl Stapleton (right) shows a parent how to use her children's playtime as an opportunity to enhance communication skills. The training is part of Extension's "A Child in Your Life" program, which provides low-income parents educational information on child growth and development, discipline, and nutrition.

2 Theresa Minster (left) of Ithaca, NY, visits the Tomkins County Cornell Cooperative Extension office with daughter Trisha to discuss baby food preparation with Nutrition Aide Joan Brown. Minster is a graduate of Cooperative Extension's Expanded Food and Nutrition Education Program, which teaches expectant teens healthful dietary habits during pregnancy and dietary care for their newborn.

3 Extension specialists develop programs to help consumers choose and prepare healthier foods for themselves and their families.

4 Clemson University Extension Service Home Economics specialist Glennis Couchman (center) reviews a lesson in family records management with members of the Christenbyrt family of Oconee County, SC. Clemson Extension specialists developed the "File It, Find It," program to improve family record-keeping and reduce clutter in the home.

5 An aide with Cornell Cooperative Extension's Expanded Food and Nutrition Education Program (EFNEP) in New York City explains to a teen mother basic nutrition principles to follow in caring for her child. EFNEP's purpose is to teach expectant teens healthful dietary information.

FOOD SAFETY AND QUALITY

Americans enjoy an abundant supply of safe, nutritious food available at relatively low cost. Yet, media and special interest groups continue to question the quality of this food supply. Extension educators are vitally interested in consumer and industry education and risk assessment. Consumers need objective information about food safety and quality so that they can make informed decisions. Extension programs focus on nutritional content and safe preparation of food, microbiological contamination and pesticide residues in foods, and naturally occurring toxicants. Other areas include wellness, diet, and reducing health risks.

1 Creating your own fruit milkshake is great fun! Youth slice oranges before enjoying a "tasty" lesson in improving their nutrition at the home of an EFNEP (Extension Food And Nutrition Education Program) volunteer in Portland, OR. EFNEP offers food and fitness programs designed to encourage adoption of recommended dietary practices and regular exercise.

2 Carolyn Leontos, Extension nutrition specialist, University of Nevada-Reno, displays a tray full of "heart-healthy" cuisine prepared by chefs at Caesars Palace. Because of Leontos' 10-week special diet cooking course for chefs—an Extension nutrition thrust in cooperation with the American Dietetic Association—many Las Vegas hotels and casinos now feature dishes that are healthful as well as gourmet.

3 At an Extension diet and nutrition workshop, Sally Foulke, Extension nutrition specialist, Sussex County, DE, informs an interested couple about the differences in the fat content of various brands of margarine. Extension helps consumers understand the relationship between food and health by increasing their knowledge of food composition.

4 Old eyes and pharmaceutical labels don't always get along! Mary Hamilton (right), who works with Extension's Volunteer Information Providers Program, checks medication schedule for Blanche Thomas, housebound senior citizen. Extension trains volunteers to work with caregivers to help the bedridden elderly. Extension also trains volunteers like Hamilton so that senior citizens like Thomas can lead healthier, more independent lives.

5 Elizabeth Uy (left), training specialist, Cooperative Extension, District of Columbia, discusses foodborne illnesses at a workshop with Chinese mothers and their children. Extension food protection professionals believe foodborne diseases pose a greater danger than chemical contamination.

6 Consumers can reduce fats in their diets by selecting lean, well-trimmed cuts of meat. Cooperative Extension nutrition specialists provide consumers with tips like this to teach them about diet and nutrition.

7 Extension promotes better nutrition in school lunches at Luther Vaughan elementary school in Cherokee County, SC. Pouring mix for cookies is lunch room worker Sarah Edwards (left) while pupils Tana Martin and (center) and Vida Robbs observe the process. Also observing are Ruth Hambright (center) and Extension area agent Martha Phillips (right).

8 Computer programs can deliver valuable nutrition information. Extension 4-H Agent Valarie Dyer, Caroline County, MD, assists young people during the annual "Rural Life Day" at the county Extension office. The event is offered to students from elementary school through junior high school.

WATER QUALITY

Water is crucial to our health, industry, commerce, and agriculture. Pollution and depletion of supplies endanger its quality and quantity. First an Extension Initiative, Water Quality is a U.S. Department of Agriculture and Presidential Initiative. Extension's educational focus is educating producers, rural families, consumers, and local officials about protection and wise use of water. High on our agenda are cooperation and collaboration with other government agencies and the private sector. Preserving the nation's water quality is everyone's respansibility.

1 Bill McGowan, University of Delaware Cooperative Extension assistant water quality technician, uses a cutaway model to show children how water contamination spreads. Identifying water quality as an issue of national concern, Extension sponsors programs to help people understand how public and private actions can influence water quality.

2 Brady Lee, a 7th-grader in the River Run 4-H Club and participant in 4-H's Youth Volunteer Teacher Program, gives a presentation on water conservation at the Elko Senior Citizens Center. Through 4-H programs, Extension teaches young people life skills which will enable them to be more self-confident and to think independently and interdependently as they accept responsible social roles.

3 Ed Smith (right), Incline Village Extension agent, discusses the protection of Lake Tahoe's fragile environment, including water quality and wildfire prevention, with Gerald Adams, fire marshal with the North Lake Tahoe, NV, Fire Protection District. Extension agents work to provide a framework for public involvement in the creation of policies, laws, rules, and regulations governing the use and protection of natural resources.

4 Derby Walker (left), Sussex County, DE, Extension agent and vegetable specialist, and Dan Cinader, Norflor Construction Company, discuss the direct application of treated sludge to farmland as a soil conditioner and source of nutrients for corn. The construction company is involved in a project to upgrade the Selbyville, DE, waste water treatment plant.

5 Hughes County, OK, Extension Director Monroe Sumpter (center) explains caged catfish production practices to youth enrolled in the Oklahoma Catfish Cage Culture Project. Extension sponsors this and similar programs to provide youth with an exciting introduction to science and technology and to encourage them to consider scientific careers.

6 Pesticide Producer and Aerial Applicator Gibb Steele (left) and Washington County, MS, Extension Agent Art Smith inspect a collection site for rinsed pesticide containers. Washington County pesticide applicators participated in a national pilot project to rinse, collect, and recycle used pesticide containers.

7 A farmer participating in the Lake Manatee Water Quality Demonstration Project in Florida surveys his just planted tomato crop. Next, fertilizer will be injected into the biodegradable plastic-covered mounds to prevent runoff into the nearby watershed. The Lake Manatee Watershed is one of the first designated USDA Water Quality Demonstration Projects managed by Extension Service and the Soil Conservation Service under the President's Water Quality Initiative.

8 An employee of the Yorktown, VA, Waste Water Treatment Facility collects samples of treated water for testing. Developed with Cooperative Extension recommendations and assistance, the treatment facility is a microbiological aerobic system that does not use chemicals.

CELEBRATIONS

Celebrations are a national pastime. They mark a cornerstone in our collective lives, a time to take stock and reflect on past achievements and future directions. On May 8, 1989, the Cooperative Extension System began its next 75 years as an educational contributor to the life of the nation. Across the country, we celebrated with a national videoconference, open houses, tree plantings, and other commemorations. We reached another important milestone when the 1890 Land Grant Institutions and Tuskegee University celebrated 100 years of research, education, and service to local communities and this country in April 1990. Later in the spring, a different kind of celebration, Earth Day 1990, drew thousands of citizens focused on care for our shared space—the Earth.

1 Cooperative Extension specialists at the University of the District of Columbia hosted an open house at the campus to celebrate Extension's 75th anniversary. Here, Washington, DC, Extension agent Samuel Robertson (left) demonstrates to an open house participant how to solve minor plumbing problems.

2 Dr. Joseph J. Joseph guides Pearline Jamison through an eye examination at an Attala County, MS, community health fair. County Extension Agents sponsored the event in celebration of Extension's 75th anniversary.

3 Former Extension Administrators E.T. York (left), Neil Schaller, and Lloyd Davis join former Assistant Secretary for Science and Education Orville Bentley, Extension Administrator Myron Johnsrud, and former Agricultural Programs Staff secretary Maxine Mears in a cake cutting ceremony to celebrate Extension's 75th anniversary.

4 Assistant Vice President for University of Maine Cooperative Extension Judith I. Bailey and University of Maine President Dale W. Lick join in a tree planting ceremony at the University to mark Cooperative Extension's 75th anniversary. Extension offices across the country planted trees in recognition of the occasion.

5 University of Maryland Cooperative Extension specialists view a video-conference in which Extension Communication, Information, and Technology Director Dr. Janet Poley (on screen) discusses the new roles for Cooperative Extension in the next 75 years. The videoconference originated from Extension Service, USDA in Washington, DC, on May 8th as part of the videoconference linking Extension offices across the Nation on this 75th anniversary day.

6 Clayton Yeutter, Secretary of Agriculture, discusses the future of Extension Service with Janet Poley, Extension Communication, Information, and Technology staff and videoconference moderator. The videoconference originated from Extension Service, USDA in Washington, DC, on May 8th as part of the nationwide anniversary celebration.

7 Secretary of Agriculture Clayton Yeutter (left) and North Carolina A & T State University President Edward Fort plant a dogwood tree near the USDA Administration Building, Washington, DC, to mark the centennial celebration of the 1890 Land Grant Universities.

8 U.S. Coast Guard crew from Kodiak, AK, plant Sitka Spruce trees on barren St. Paul Island off the western coast of Alaska in commemoration of Arbor Day and Extension's 75th anniversary. Extension sponsors such programs to increase public involvement with natural resource issues.

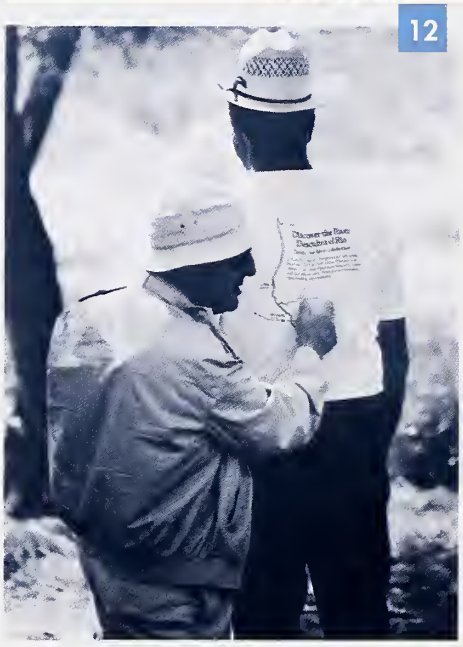
9 Clemson University Cooperative Extension Dean and Director B.K. "Bud" Webb (left), Secretary of Agriculture Clayton Yeutter, and Clemson University Vice President and Vice Provost for Agriculture and Natural Resources Milton Wise dedicate a new marker where Asbury F. Lever is buried. Cooperative Extension was established as a result of the Smith-Lever Act of 1914.

10 A tour group views the dry river bed along the Santa Cruz River walk in Tucson, AZ. University of Arizona Cooperative Extension sponsored the walks in Tucson, Tubac, Patagoniz, and Nogales in celebration of National Earth Day. The walks are also part of an Arizona Extension program, "Partners in Natural Resource Policy," designed to encourage people to become involved in protecting Arizona's environment.

11 Dr. Joyce Payne, director of the Office for Advancement of Public Black Colleges, and Dr. Melvin Walker, president of Georgia's Fort Valley State College, view the college's exhibit during the 1890 Land-Grant Universities centennial celebration at the USDA Administration Building in Washington, DC.

12 Dr. Simon Ince, University of Arizona hydrologist, traces the flow of the Santa Cruz River on the Earth Day commemorative T-shirt of Richard Harris, Santa Cruz Extension director.

13 Secretary of Agriculture Clayton Yeutter speaks at the opening of Earth Fest activities on the National Mall in Washington, DC. Earth Fest was part of the week-long celebration of National Earth Day, an annual event aimed at increasing public awareness and involvement in preserving and protecting our natural resources for future generations.



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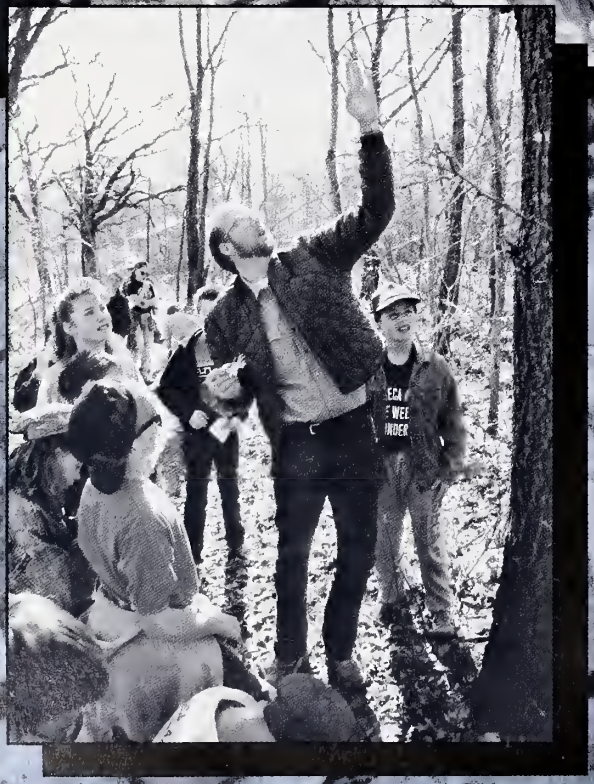

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extension review

United States Department of Agriculture Winter 1990

60/4

YOUTH at RISK!

All Of Our Children Are At Risk Today

Marian Wright Edelman
President And Founder,
Children's Defense Fund,
Washington, D.C.

Marian Wright Edelman
President and Founder,
Children's Defense Fund

Today, children are growing up in an ethically polluted Nation. The standard for success for too many Americans has become personal greed rather than achievement for the common good. The idea of "getting by" predominates rather than the idea of making an extra effort or providing service to others. There is a hollowness at the core of our society whose members share no mutual goals or visions. Hollowness and greed are not something you can segregate by race or class. All of our children are at risk today—rich and poor, black and white, and brown and light.

Young people who are sniffing cocaine in our suburban areas and in our wealthy areas. . . are not that different. . . than children in poor urban areas who are smoking crack on street corners. At the moment, all of our children are at risk.

Among many groups of Americans...something is awry. Every 16 seconds of the school day an American child drops out. Every 26 seconds, an American child runs away from home. Every 47 seconds, an American child is abused. Every 67 seconds, an American teenager has a baby. Every 53 minutes, an American child dies because of poverty.

How do children die of poverty? They die like eight-month-old Jamal of New York City. He died from poverty complicated by low birth weight, poor nutrition, viral infection, and homelessness. During his short life, Jamal never slept in an apartment or in a house. He lived in shelters, welfare hotels, and the subways.

Odds Against A Productive Life

Poverty not only kills children, it stacks the odds against them from birth. Approximately 25 percent of the babies in neonatal intensive care nurseries in our public hospitals are addicted to cocaine; some of them suffer from breathing difficulties. These babies, some of them no bigger than my hand, represent the American future. Even if they survive, many will be dependent rather than productive for the rest of their lives.

We know that unless a mother receives adequate prenatal care, conditions that can lead to prematurity cannot be detected or treated. Yet one-third of American mothers do not receive prenatal care. It costs $600 to give a mother comprehensive prenatal care. It can average $1000 a day to keep a baby alive in neonatal intensive care.

Investment In Prenatal Care

This year one of our top priorities is to require that a Medicaid card be given to every poor mother and child up to the age of 18. We cannot afford *not* to invest in prenatal care and in preventative health care. Our national failure to provide a minimum of health care is a failure we share only with South Africa among industrialized nations. This lack contributes to our Nation's shamefully high infant mortality rate. The United States ranks 18th in the world in overall infant mortality and 28th in black infant mortality.

All groups of children are poorer today than they were at the turn of the decade, especially white children, whose poverty rates increased by over a third. The overwhelming majority of poor children in America are white—not black. An overwhelming majority of these children are from working poor families — not from people who are on welfare.

Almost all of the growth in our child population will be with poor and minority children. As bad as things are for children today, if present trends continue they are going to worsen. It is critically important that we invest in every child.

Children And Poverty

By the end of the century, unless we act, the child poverty rate will rise from one in five to one in four. Today, one in five of all American children are growing up in a single-parent household. By the end of the century, one in four of all of our children will live in a single-parent household. Over 60 percent of all black babies are being born to never-married, single mothers—a statistic that almost guarantees the poverty of the next generation of black children.

There is an antidote for teenage pregnancy and it is not merely lecturing young people about "doing right." Many young people feel they do not have any reason to delay becoming a parent because they do not believe they will be any better off at age 21 than they are at 13.

Let us make certain every child has a future with positive life options and the knowledge that life can be different. More than anything else, youth needs jobs, education, and a sense of hope.

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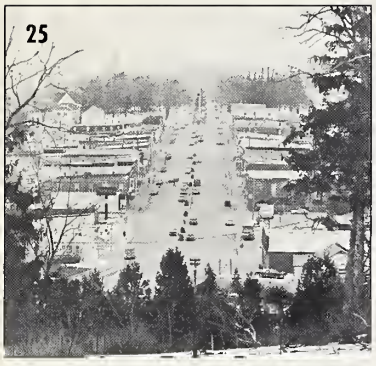

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The *Extension Review*, quarterly publication of the Extension Service, is for Extension educators throughout the Cooperative Extension System in county, state, and USDA agencies. The Cooperative Extension System, a national educational network established through legislation, is a partnership of the U.S. Department of Agriculture, state land-grant universities, and county governments. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget. The *Review* is issued free by Law to workers engaged in Extension activities. For sale by the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Send manuscript inquiries to: Editor, *Extension Review*, Extension Service, USDA, Communication, Information, and Technology Staff, Room 3326S, South Bldg., Washington, D.C. 20250-0900. Telephone (202) 447-4651.

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Extension's Youth At Risk Agenda

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and Technology Staff,
and
Jon Irby
National Program Leader, 4-H
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Chicago, like any big city, has its share of gang and drug problems. But, kids living in the Cabrini-Green neighborhood now have a choice, an alternative to hanging out on the street corner—the Riverside Drop-In Center. Riverside and similar centers in Chicago's inner city offer kids a place to find themselves, share ideas and problems, and receive caring and support from each other and the surrounding community.

In Maine, suburban kids are learning how to make the right choices about drinking, teen pregnancy, drugs, stress, and many other modern-day problems. These teens are involved in ROTA or "Reaching Out for Teen Awareness." ROTA lets teens teach each other through the performing arts. Teen volunteers are trained to work with other teens, to act out situations they face every day, to explore "alternative" choices, and make the "right" choice for themselves.

Out on the West Coast, in rural Oregon, preteens are sold on "Lightspeed." "Lightspeed" is *not* the name of a punk rock group! It's a special club where kids are comfortable discussing their anti-drug beliefs and learning to say no through role-playing refusal skills. Self-esteem, physical health, supporting attitudes, and positive adult role models are all a part of this club's program.

What do these kids, from different geographic locations ... different socioeconomic backgrounds ... different life experiences, have in common? They are all "Youth At Risk"—members of a generation America could lose, a generation who might not grow up to become productive, participating citizens.

The kids cited above (and in the other articles featured in this issue of *Extension Review*) are better positioned for the future than most. These young people live in communities that care, communities that have joined together to do something positive with and for their youth. With Cooperative Extension's educational network a motivating force, these communities are melding business and industry, community services and educational institutions, and concerned families and neighbors into a support system for their young people.

Youth At Risk—A National Issue

Years of neglect of children and families will not be turned around in a day. But, a sense of urgency exists across America, and that urgency is now understood by many.

New voices and faces are appearing on the landscape calling for action. Land-grant university presidents are speaking out for the need for action and collaborative action. Elected officials at all levels are placing youth issues higher on their agendas. And, public agencies and private organizations are beginning to address this agenda by connecting their interests, resources, skills, and programs with youth needs.

A leader in this effort is the Cooperative Extension System. Extension's Youth At Risk Initiative represents a new level of commitment from a large, nationwide, comprehensive educational network to work with youth, families, and communities on this critical national concern.

YAR Initiative Development

The Extension System's National Initiative on Youth At Risk targets the social and economic implications of not addressing the urgent needs of the next generation of Americans. A goal is to expand Extension's outreach to more youth, particularly those who are most vulnerable because of poverty, lack of parental support, and negative peer pressure.

In mid-1988, Extension Service, USDA, and ECOP appointed a National Initiative Task Force to outline the organization's Youth At Risk agenda. Task Force cochairs were Jon Irby, ES-USDA, and Shirley O'Brien, Arizona. Rachel Tompkins, West Virginia, was ECOP advisor.

Task Force members included: Mary Lou Brewer, New York; Patricia Calvert, ES-USDA; Dennis Crawford, Oregon; Leah Hoopfer, ES-USDA; Irene Lee, Arkansas; Eddie Locklear, North Carolina; Martin Miller, Iowa; Jim Olvier, Illinois; Ida Patrick, Texas; Grant Shrum, National 4-H Council; and Joe Weber, Oklahoma.

As this Youth At Risk Task Force worked, it synthesized and built on the materials, reports, and previous work of many other groups—inside and outside the land-grant system. The task force interviewed key national and state policymakers, government officials, and corporate executives. And, it surveyed states to identify Extension model programs now reaching high-risk young people.

The task force completed its report and recommendations in March 1989. Both the Strategic Planning Council and ECOP reviewed and approved these in April 1989 and the report was distributed widely throughout the land-grant system. Next, the task force held four regional workshops in Spring 1989 to introduce the new initiative. The more than 300 attendees at these workshops reviewed the YAR report and recommendations and shared ideas and concerns about YAR state and regional programs. In addition, they received a video and learning guides and a model program software package for use in beginning YAR programming back home in their respective states.

The focus of Extension's YAR programming is on prevention and intervention programs rather than treatment. Plans call for the Extension System to:

- Expand the youth outreach mission and resources of the total land-grant university system to meet the needs of Youth At Risk.
- Develop and deliver programs for the most susceptible youth that build strengths and treat causes rather than symptoms.
- Provide leadership and employment skills training for America's future leaders and workers.
- Train youth professionals and volunteers to work with young people, families, neighborhoods, and the larger community to identify and prevent potential problems.

Community-Based—A Unique Position

Since Extension's delivery network is anchored in local communities, the System has proven experience and expertise in:

- Working in and with school systems.
- Managing a successful 4-H youth development program already reaching 4.8 million youth.
- Recruiting, training, and managing volunteers.
- Developing and guiding youth peer groups.
- Accessing the technical and research expertise of the university and faculty.
- Building community coalitions.

Strategy For Growth

Collaboration, cooperation, and community capacity-building are keys to a successful implementation strategy as Extension continues to re-direct resources to the Nation's Youth At Risk agenda. In conjunction with other agencies, organizations, and educational institutions, the Cooperative Extension System has begun working throughout the Nation to program for youth, families, and communities in the "youth at risk" area. Youth will be involved in designing and delivering present and future programs that make a difference. As it moves forward nationwide to implement youth at risk and related programs, the Extension System is targeting three areas:

Youth development education—developing prevention and intervention strategies so that young people can:

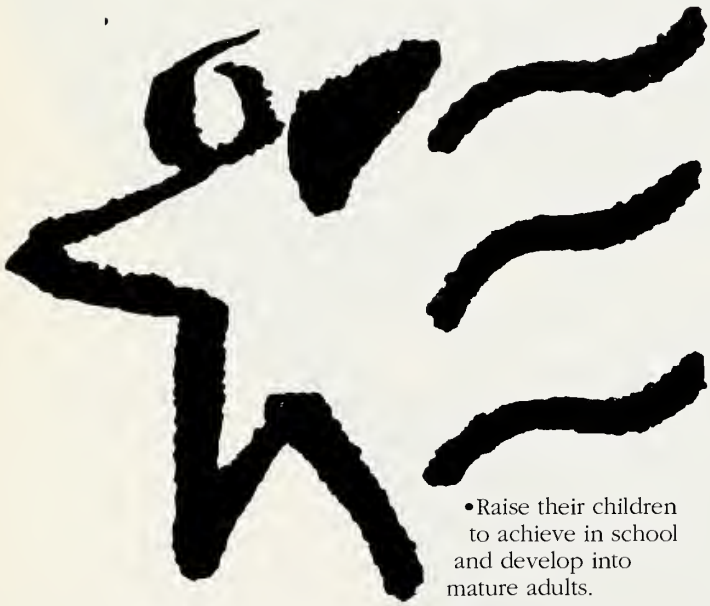
- Gain competency and self-esteem necessary for projecting a positive future;

- Learn and use group interaction and coping skills with peers, parents, and the larger community.

- Learn leadership skills and explore career opportunities.

Parent education—teaching successful strategies that enable parents to:

- Develop coping and parenting skills based on youth developmental needs issues.



- Raise their children to achieve in school and develop into mature adults.

- Become involved and active advocates of youth and supportive community services.

Community Education—providing an effective framework for community leaders and organizations to:

- Work together in effective partnerships, coalitions, and networks.

- Establish new partnerships and linkages with business, industry, and others to work cooperatively on priority youth issues.

- Work with local school systems to keep youth on the education track in grades Kindergarten-through-12 and to provide after-school programs.

- Work with interested adults who will become mentors.

Future Directions

What's next for the Youth At Risk Initiative now that the Strategic Planning Council and ECOP have reaffirmed its initiative status for the System ? Each State Extension Service and 1890 Institution now has a Youth At Risk contact and several states have YAR State Initiative Teams. The W. K. Kellogg Foundation has funded several state programs and projects in Youth At Risk, including South Carolina, Missouri, Michigan, and Illinois.

Major articles on Extension's Youth At Risk Initiative have appeared in the Youth Policy Institute, Juvenile Justice, and USDA periodicals. Last fall, presidents of the state 4-H agents' associations invited key Capitol Hill leaders and staffers to a Congressional breakfast to discuss the major implications of this initiative. In cooperation with ES-USDA, the University of Arizona Extension Service is developing video and training modules on Youth At Risk program models for nationwide distribution in mid-1990.

At the national level, a Youth At Risk Initiative Team is now in place with Jon Irby, ES-USDA, as team leader. Team members include Ronald Daly, Stephen Mullen, Patricia Calvert, Virginia Conklin, Curt Deville, Allan Smith, Joel Soobitsky, all of ES-USDA; and Dick Sauer, National 4-H Council. Carol Anderson, New York, is liaison from the new ECOP Program Leadership Committee, and Shirley O'Brien, Arizona, is state technical advisor to the team. Leah Hoopfer, new Deputy Administrator at ES-USDA for 4-H and Youth Development programs, is team advisor.

At its first meeting January 5-6, 1990, the YAR Team developed the following vision and mission statements:

Vision: Developing youth potential—enabling at-risk young people to become healthy, productive, contributing adults.

Mission: Provide leadership to strengthen, expand, and create Extension educational programs targeting at-risk youth.

Team work and projects this year (1990) will focus on programs for high-risk youth, school-age child care, and literacy and employability.

The new YAR Team's work and commitment—and that of all the Cooperative Extension System—for America's Youth At Risk is just beginning. As Deputy Administrator Hoopfer said in a recent speech: "...To be proactive, we must all *care* a great deal more about youth, our community, the Nation, and *our future.* Our response to the exponentially growing needs of youth will, in large part, determine our future and theirs. It is our future and theirs which is at stake, *our future* in the broadest sense:

Our future as an organization...

Our future as a community...

Our future as a Nation."

Editor's Note: For additional information about Extension's National Initiative on Youth At Risk, you can contact either of the authors at:
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Teens Are Tough Legislators

The best way to understand government is to participate in it. Attending the 17th annual 4-H legislature held at the state capital in Tallahassee, Florida, last summer are (left) State Rep. Sherry Walker and Wylin Bassie, 4-H'er from Lean County.

Darcy S. Meeker
Extension Communications Specialist
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The lobbyists lobbied, legislators legislated, reporters reported, legalese was the language, and controversy reigned. This was the scene at the 17th annual 4-H Legislature held last August in Tallahassee, Florida. About 180 teens from 24 counties across the state participated in this mock legislature. The young Floridians wrote bills that took a hard line on major issues such as AIDS, alcohol and drugs, pollution, abortion, and welfare.

"We got through 31 bills in two and a half days," says Legislative Chair Vanessa Kline of Elkton, Florida. "I don't remember how many of the votes came out, we were going so fast. I read the amendments and kept the voting machine operating." The 16-year-old high school junior will be speaker of the house in next year's legislature.

Tough Legislation

The bills weren't easy, either. An automatic death penalty for first degree murder was proposed by the Criminal Justice Committee. A bill from the Transportation Committee required minors driving under the influence of alcohol to be tried as adults. Inexpensive child care at high school for teen parents was proposed by the Education Committee. And the Agriculture and Natural Resources Committee called for testing for pesticides residues in foods labeled organic. Reporting on it all was *The Capitol Letter,* written and edited by the students.

"The bills took extreme positions in order to stir debate," says Susanne Fischer, Florida's 4-H program leader at the University of Florida's Institute of Food and Agricultural Sciences (IFAS). "But how the voting went doesn't matter much anyway compared to getting students involved."

Showing The Way

The host for the group was Florida Rep. Tom Tobiassen. Lobbyists and other state representatives also met with the teen legislators and lobbyists.

"These young people are learning how to cause change within our legal system," comments John Woeste, director of the Florida Cooperative Extension Service and IFAS dean for Extension.

Also meeting with the group was State Rep. Robert Hardin. In 1974, Hardin participated in the 4-H Legislature. Today, some 15 years later, he is serving his second term as a Florida State Representative.

A Look To The Future

"The kids' responsibility and hard work show they're concerned and can be a resource, if we adults will only listen," says Fischer. "And when they're done, they'll know how laws are made."

The Best Way Out Is Up!

Sharon Sullivan
Editor,
Cornell Connection,
Cornell Cooperative Extension, New York City

Victories come small in the inner-city neigborhood of Bedford-Stuyvesant. Alberto is one of them.

Last year, when he was 11 years old, his school guidance counselor referred him to an after-school program for troubled youth. "He had all the marks of a loser," recalls Al Govine, counselor at Family Dynamics, a private social services agency. "In an area like Bed-Stuy, with its high dropout rates and drug-use, Alberto was an accident waiting to happen."

At about the time Alberto joined the after-school program, Al Govine volunteered to lead a 4-H club. "New York City Cornell Cooperative Extension's 4-H headquarters was in the same building as my office," says Govine. "Disaffected youth need activities that let them *accomplish* things. So one day I walked in to see what 4-H had to offer. It was a gold mine!"

Govine started taking Alberto along with other youngsters on fishing excursions organized through 4-H's Master Angler program. "At the end of Alberto's first summer, he won a fishing tournament sponsored by Master Anglers. "He was almost bursting with pride," says Govine. "He had never won anything in his life."

During the past year, Alberto 's schoolwork and vocabulary have improved, and his home life is better. "We measure these children in terms of improvement, not meteoric changes in behavior," explains Govine. "This is still a child with problems, trying to work them out, in a troubled environment. But he is now a child with potential. Alberto is better."

Building Inner Resources

A recent Cornell Cooperative Extension consumer report points to studies indicating that disadvan-

taged youth generally want, but don't expect, to succeed. "This sense of inevitable failure," the report states, "has been linked to poor schoolwork and high dropout rates."

Steve Hamilton, associate professor of Cornell University's Department of Human Development and Family Studies, elaborates, "Inner city youth have the same aspirations as children from the suburbs, but all they see around them are drugs, abuse, violence, failure, and dropouts. They do not believe that a college education or a good-paying job is in their future. To counter this, the child must be exposed to opportunities where he or she is supposed to succeed. This builds inner resources."

Building inner resources is the main focus of 4-H programs, believes Linda Nessel, senior Extension associate for youth development in New York City. "There's a creativity, an energy in young people that we can build on," Nessel says, "whether the child is confident and needs new opportunities or troubled and requires support and subtle challenges."

Transferable Life-Skills

At Junior High School 45 in the Bronx the challenge is to keep 150 youngsters from dropping out of school. The most at-risk children are in a specialized "stay-in-school" program. Parental involvement is actively sought. Last year, the then counselor of the Attendance Improvement Program, Eli Irizarry, with the help of Extension's Director of the Family Life Development Center in the city, Rosaleen Mazur, and others, set up a 4-H club and developed workshops that the youngsters would enjoy and want to attend. These workshops would teach life-skills that were transferable and applicable to other situations under other circumstances.

Initially, the workshop offerings centered on home repair, gardening, and food preparation. Youngsters involved in the home-repair workshops started carpentry projects.

"We figured we'd get the youngsters to learn math and application to tasks by having them make portable work desks they could use for their homework," Irizarry comments.

Making Stage Sets

The woodworkers became adept enough that the neigboring elementary school asked the 4-H'ers to make scenery for a grade school play. The boys and girls constructed a movable stage set that opened, closed, and stacked.

One afternoon, while the play was on, Irizarry took the set construction crew over to the elementary school. "The little kids were thrilled that the older youngsters had constructed a stage set for them," explains Irizarry, "and the junior high youngsters were beaming. The acknowledgement and the applause on this occasion meant a great deal. These children had failed so often. I doubt if any of them had heard anybody applaud them ever."

Constructing a Hydroponics Model

Meanwhile, the gardening group was planting a vegetable garden and learning to construct and regulate a hydroponics gardening model under the direction of Extension Urban Horticulture Specialist Philson Warner.

Warner taught the group how to grow plants in liquid nutrient solution, the chemistry involved, how the setup worked, the sump pumps, and the use of gravity to regulate water flow. The initial reaction of the youngsters was "cool." Then the youngsters sat down, listened to Warner, and worked with the equipment until they understood the processes involved.

By summer, the 4-H'ers had developed a portable hydroponics model, accompanied by lucid explanations of how it worked and presented it at the Harvest Fair in New York City and the New York State Fair in Syracuse. They got rave reviews and were immensely proud of grasping college-level physics and chemistry concepts.

"After this, deep down they knew they could make it in school if they wanted to," says Irizarry. "In addition to giving a whopping boost to their self-confidence, the hydroponics project opened their eyes to other possibilities and other worlds as well."

Extracted from an article in ***Cornell Connection****, Winter 1989-1990, a publication of Cornell Cooperative Extension in New York City.*

Opposite: At a junior high school in the Bronx, New York, with a high drop-out rate, a student at a 4-H workshop learns from an Extension urban horticulture speciolist haw ta construct and regulate a hydroponics gardening model. This page: New York inner-city gardening group learns to succeed in establishing a "nutritious garden" under the guidance of Cornell Cooperative Extension's EFNEP and urban horticulture staff.

Report Card On Youth

Arlinda Nauman
Idaho State 4-H Director,
University of Idaho

The grades are in on Idaho's Report Card on Youth.

Prepared by the Idaho State 4-H Director, the Idaho Report Card for "Making The Grade: A Report Card On American Youth" compares statistics and trends for youth in Idaho to statistics and trends for youth across the nation in six categories:
(1) *Illiteracy;*
(2) *Juvenile Crime;*
(3) *School Dropouts;*
(4) *Substance Abuse;*
(5) *Teen Pregnancy;* and
(6) *Youth Unemployment.*

Illiteracy

Estimated figures show 363,855 Idaho adults cannot read beyond a fourth grade level. Given the results of the research, it is clear that there is an illiteracy problem in Idaho.

Juvenile Crime

Idaho has 170,000 youth between the ages of 10 and 19. Of these, 6,531 were arrested in 1987. The most common offenses for males were petty theft, burglary, malicious destruction of property, and grand theft. The most common offenses for females were petty theft, runaway, truancy, burglary, grand theft, and parole violation.

Although juvenile crime is a problem in Idaho, it does not appear to be increasing as rapidly as other problem areas related to youth.

School Dropouts

Lack of education is one of the major factors impacting long-term economic stability. According to the data obtained from the Idaho State Department of Education, the statewide school drop-out rate has been increasing slightly in the past four years. From 1983 to 1988, the drop-out rate for teens has risen from 16.1 percent to 23.1 percent. In 1983, 86 percent of the seventh grade students completed high school. In 1988, 82 percent of the seventh grade students stayed in the school system to complete high school.

Total secondary enrollments in Idaho have remained fairly constant over the past 8-10 years. However, one in five junior high students does not complete 12th grade. Approximately 20 percent of Idaho students are dropping out prior to completing high school and setting themselves up for a lifetime of lower earning power.

Substance Abuse

A study conducted in Idaho found that alcohol continues to be the single most abused drug among junior and high school students. Only 30 percent of the 5,435 students questioned said they had never tried alcohol. Those who use alcohol got their first taste of it at age 11.

The Idaho study also attemped to identify risk factors for drug use. The most common risk factor was the students' perception that adults and peers used drugs. Other risk factors were low educational achievement, low religious commitment, alcohol use at an early age, and reported school truancy. Of the students surveyed, 71.8 percent were found to possess three or more of these risk factors.

Even though drug use and abuse levels have dropped since 1979, these are still alarming levels of substance use and abuse by American youth. In fact, it appears these are the highest levels of illicit drug use by young people in any industrialized nation in the world.

Teen Pregnancy

In Idaho alone, over 1 million teenagers become pregnant each year; nearly 3,000 teenagers become pregnant daily; or one every 3 hours. If this trend continues, 40 percent of all current 14-year-olds will become pregnant before reaching the age of 20.

Most teenage pregnancies are unintended and happen to unmarried parents. Approximately 45 percent of all teenage pregnancies end in abortions. Of those who continue with the pregnancy, 94 percent keep their babies. Of those babies born to mothers in the 10-14 age category, 100 percent were born out of wedlock. Of those born to mothers in the 15-19 age category, almost half are born out of wedlock. Eighty percent of all teen mothers in Idaho drop-out and never finish high school. Only 2 percent of teen mothers complete college.

The 1988 Governor's Work Force 2000 Report estimates that the total cost for health, medical, and social service of adolescent pregnancy is approximately $40 million per year. Total annualized AFDC and Food Stamp costs for Idaho teen mothers is nearly $2 million. As the Committee on Economic Development stated: "Of all the demographic issues

currently facing the nation, none is as serious as the alarming increase in unmarried teenage parenthood and the abundant poverty and dependency such families usually experience."

Youth Unemployment

Today's youth experience much higher unemployment rates than prime-age workers. To get a "good" job, a person must usually have experience, specialized training, dependability, and well-established work habits. Youths must first find an entry-level job, and that often entails earning an educational credential.

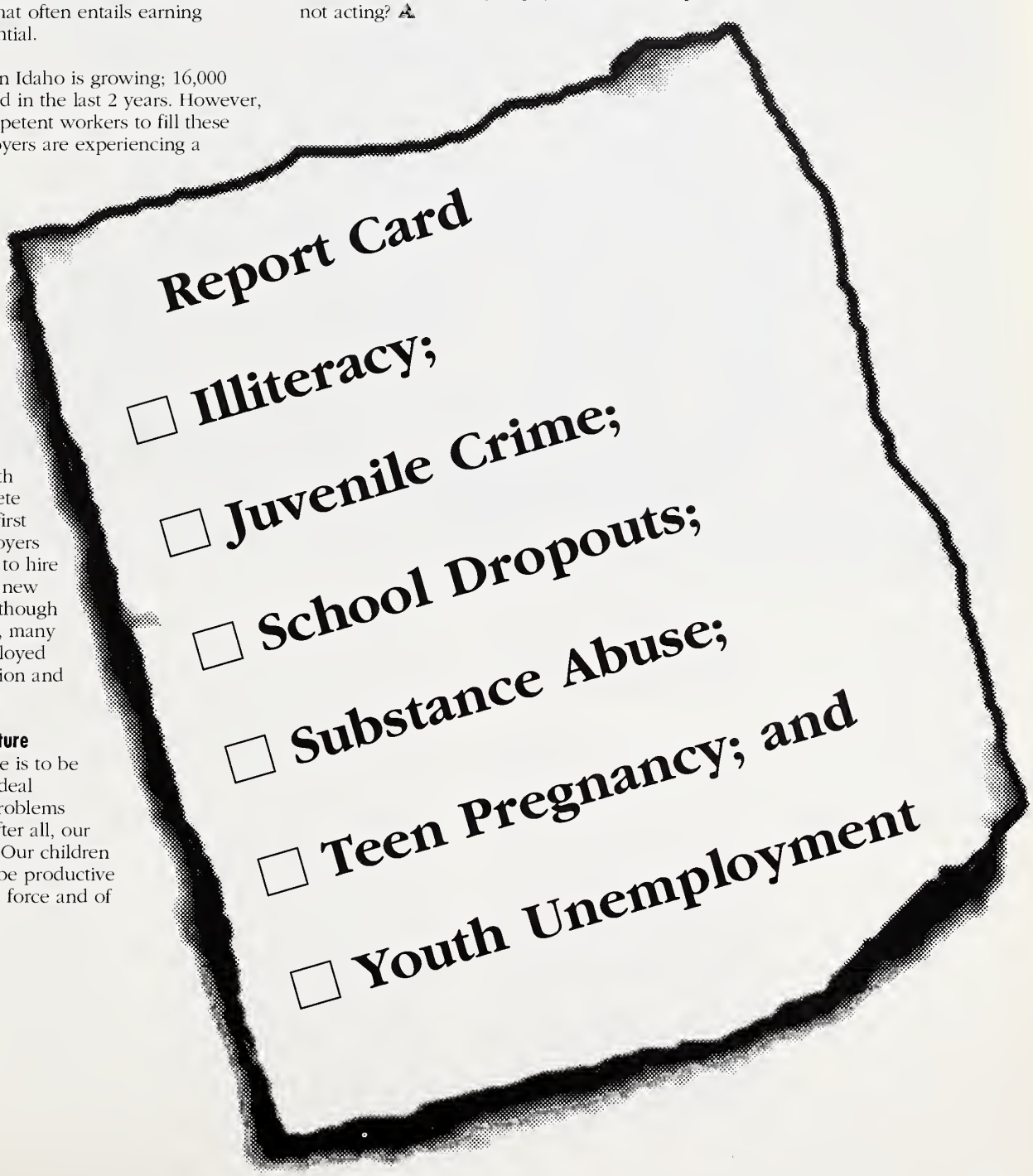
The number of jobs in Idaho is growing; 16,000 new jobs were created in the last 2 years. However, in the search for competent workers to fill these new positions, employers are experiencing a genuine shortage.

In the future, the population of the 18-24 age group will decrease both in numbers and as a percentage of Idaho's total population.
The quality of the work force will be impacted by the fact that one in five students entering ninth grade will not complete high school. For the first time in history, employers are finding it difficult to hire qualified workers for new positions. And, even though the jobs are available, many youth are still unemployed due to lack of education and job preparation skills.

Implications For The Future

If Idaho's bright future is to be realized, Idaho must deal effectively with the problems today's youth face. After all, our youth are our future. Our children must be prepared to be productive members of the work force and of society. We cannot remain strong as a state or a nation by warehousing students who perform poorly academically and are overwhelmed with emotional and social problems.

More importantly, these are issues that will not go away by themselves. If nothing is done, these problems will be even more serious by the year 2000. The economic and social statistics cited in this report card have staggering implications for Idaho and the Nation. Are we willing to pay the continued price of not acting?



Learning To Say Y.E.S.

Opposite and this page: In the ecanamically depressed caunties af sauthwest Virginia, the Y.E.S program (Yauth Experiencing Success), a 4-H curriculum and an interagency effart, is helping vulnerable yauth develap self-understanding and inter-cannectedness.

Valya T. Vincell
Extension Specialist, Child Development,
Virginia State University

What do young people say after they "*Just Say No?*" In Virginia they are learning to say "*Y. E. S.!*"

Youth Experiencing Success (Y.E.S.) is a 4-H curriculum founded on the premise that young people must be empowered to say yes to a constructive lifestyle if they are to successfully say no to risk-taking behavior.

When young people lack the skills needed to see beyond their immediate circumstances, they see "quick fix" solutions like drug use, sexual activity, and even suicide as viable options. Y.E.S. facilitators seek to bring participants to the position where they are aware of their full range of choices, explore the consequences, and utilize critical thinking skills in selecting growth enhancing options.

Beginnings

Y.E.S. began in 1986 as an interagency effort between the local Extension unit and the county Juvenile and Domestic Relations Court. The first Y.E.S. group was made up of teens who probation officers felt would benefit most from a peer group experience, and for whom intensive counseling was not recommended. Participants then contracted with the Y.E.S. facilitators to attend the sessions.

Upon successful completion of the 7-week series, credit was indicated on their probation record. Group size was limited to 10 participants in order to facilitate a safe and supportive environment for self-discovery.

The Y.E.S. curriculum facilitates a positive transition into adulthood through exploration of the following critical life skill areas:

- *Developing A Positive Self-Concept*
- *Improving Communication Skills*
- *Building Problemsolving Skills*
- *Coping With Conflict*

- *Managing Stress*
- *Coping With Separation And Loss*
- *Building Strong Interpersonal Relationships*

Each session incorporates individual and group process activities, New Games, and skill-building exercises designed to push participants beyond their present boundaries. New Games focus completion against one's own limits in an atmosphere of group cooperation, and serve as necessary breaks between the learning activities.

Journal Excerpts

In the economically depressed coal-producing counties of southwest Virginia, the Y.E.S. program is giving vulnerable youth new hope. The following journal excerpts tell of one facilitator's experiences while working with teenage girls in a rehabilitation setting.

"Pre-test scores indicate these girls have very low self-esteem. Sessions remind one of a sort of 'family feud'—remarks are made with regard to problems; however, no names are directly mentioned."

"As participants have become more and more involved in the Y.E.S. program, they value the fact that the program allows them to speak their minds without repercussion. They are beginning to respond to one another and get along better. It seems that confidences have developed and problems are being shared. There is a sense of companionship, more like a family atmosphere."

"The Coping With Separation And Loss session became totally involved. As a result, participants seem to understand themselves better as well as their reactions to the separations they have experienced. They are now aware of the stages of separation and perhaps do not feel quite as stupid as they had felt in the past when their emotions were too hard to handle.

In addition, they have discussed their future ambitions and, in turn, received encouragement from others in the group."

"It seems the participants feel free to discuss their emotions with me rather than a staff counselor because of their fear of 'work hours' or similar punishment. One participant spoke for the group and expressed appreciation for the fact that I was there to listen."

"I feel the Y.E.S. program has been very beneficial. The primary indicators of this are attitude changes, a desire to participate in group sessions, acceptance of others, and less hostility toward authority".

"Staff members have offered favorable comments for the program and the effect it had on the participants. In addition, the participants have requested that the Y.E.S. program continue. As the result, I am continuing with this group, using films as introductions to discussion and applying their content to the Y.E.S. modules. This will be the format for this program for the next six weeks."

In response to the overwhelming request for additional material, nine Y.E.S. II modules have recently been developed and are a natural progression of concepts and life skills presented in the original Y.E.S series.

Y.E.S. To Success

The Y.E.S. series embraces the three basic guidelines for building self-esteem in young people: (1) facilitate communication and trust between youth and adults; (2) provide affirmation and meaning to each individual life; and (3) empower youth through a strong foundation of positive experience.

"Developing Capable People" is an Extension video produced by the Youth At Risk Task Force. It is only in an atmosphere of openness and mutual acceptance that young people develop a better understanding of themselves and their inter-connectedness with others and society as a whole. In the words of one participant, "If you feel good about yourself, other people will feel good about you too." In Virginia, it appears that Y.E.S. is helping youth to experience success!

"It Can't Happen To Me!"

Irene K. Lee
Extension Family
And
Child Development Specialist,
University of Arkansas
at Pine Bluff

More than 1 million teenagers last year told themselves, "It can't happen to me." But it did. They found themselves pregnant, and, in most cases, the pregnancy was unexpected and unwanted.

Teenagers, in particular, are not emotionally, socially, or economically prepared for the responsibility of parenthood. For most of these youngsters, the consequences are grim.

Teenage Parenthood:
Risks the health of the adolescent who gives birth and her infant— The maternal death rate is 60 percent higher for teen mothers than for women in their 20's.

Cuts education short— Of 10 girls who become pregnant at age 17 or younger, 8 never finish high school. Among teenage mothers age 15 and younger, 9 in 10 never complete high school, and 4 in 10 fail to complete the eighth grade. Teenage fathers often change their educational plans too. Many leave school to earn money for their child's support. If paternity is established, the father is legally obligated to support his child until it is 18 years old or adopted by someone else. Boys as young as 14 have been successfully sued for the eventual support of their child.

Limits employment opportunities— Without a high school diploma, teenage parents are likely to have unskilled, low-paying jobs with little employment security and no chance for advancement.

Adds emotional stress most teenagers can't handle— Experts say that 9 percent of teenage mothers attempt suicide— seven times the national average for other teenagers. Teenage fathers are more prone to depression too. Eighty percent of teenage marriages end in divorce by the time the oldest child is in the first grade.

The growing concern over and impact of teen pregnancy upon the community led the University of Arkansas Cooperative Extension Service to work with public school systems, parents, youth, and community leaders. In 1978, the Extension family and child development specialist in Arkansas developed and pilot-tested a comprehensive parenting program aimed at reducing the rate of teenage pregnancies.

Statewide Program
County Extension home economists, beginning in 1979, worked through local schools to implement the program in 13 counties in southeast Arkansas. Today, the program is statewide.

The program is designed for students in grades 7 to 12. Major concepts include: communicating with parents, building a positive self-concept, staying in control, goal setting, managing peer pressure, understanding moral values, and making decisions. The program includes:

- A 3-year parenting curriculum;
- A home study course, "Families On The Grow," to complement the first year course;
- A bimonthly newsletter series, *Teens On The Go*, published during the school year, reached 87,000 teenagers in 1988.

Because of the popularity of the program, all students in a school usually complete the curriculum. Today, more than 37,000 students have been reached through the parenting efforts, most of them male. In 1988, the program reached 10,136 students.

Opposite and this page: Initially working with local schools in 13 counties in southeast Arkansas, Irene K. Lee, Extension Family And Child Development Specialist, University of Arkansas, developed and pilot-tested a comprehensive parenting program in the state aimed at reducing the rate of teenage pregnancies.

Documented Results
Based on a questionnaire 6 months after the classes were completed, a random sample of 400 students gave these perceptions of themselves:

- Sixty-one percent of the students were communicating more with their parents.
- More than 80 percent have improved self-images.
- Seventy-two percent are making better choices through using the decisionmaking process.
- Sixty-eight percent indicated they were practicing self-control.

Evaluations
The classes have been well received by the students, parents, and school personnel. Some evaluations follow.

One superintendent wrote: "On behalf of the Wilmar School District and particularly the students who were a part of the Education for Parenting Classes, I extend my thanks. We were tremendously impressed by the content and presentations made by Dr. Lee. We recommend without equivocation, this program to teenagers throughout the state. Our students' lives are richer from this experience, and our district is indebted to the Extension Service."

Project CARE—
Three Views Of A Vital Program

The 4-H CARES program, conducted by the North Carolina Agricultural Extension Service, provides training to child day care providers. Opposite: After school, volunteers teach youth how to make things to share with their parents. This page: A volunteer provides learn-by-doing activities for after-school youth.

...For Quality After-School Care

Eddie Locklear
Extension 4-H Specialist,
North Carolina State University

Parents in North Carolina face a serious dilemma: How to maintain an adequate standard of living for their families when working outside the home and thus needing safe affordable child care.

In 1970, nearly 6 percent of North Carolina mothers with children age 6 to 17 were working outside the home. By 1980, 76 percent of mothers in single-parent families with children age 6-17 were in the work force.

Yet, available licensed child care facilities are lacking for both preschool and school-age children in North Carolina.

The North Carolina Agricultural Extension Service has developed a program to help provide more quality care for school-age youth. The program is conducted through the 4-H Youth Development component of the North Carolina Agricultural Extension Service. There are three models.

Model I

The first model, known as 4-H CARES, provides training to child day care providers and quality, experiential, research-based curricula to after-school youth in a school setting. Based on a needs assessment conducted by the Extension staff of Wayne County, child day care providers have two major needs. First, they feel less qualified to teach school-age youth than to work with preschoolers. As most provide primary care for preschool youth and temporary services to school-age youth, much of their training has been for working with youth younger than 6 years old.

A second need expressed by day care providers is discipline of the school-age youth in the after-school setting. Many after-school providers report discipline problems because children have limited activities to occupy their time during after-school hours. Providers indicate a need for curricula that will be activity oriented and age appropriate.

In 1987, the North Carolina State Extension Program, with the assistance of county agents, school personnel, child care providers, and other representatives, designed and implemented 4-H CARES. The staff works with after-school providers to offer training to the adults and curricula to the young people. Child care providers also receive training in other areas they identify.

Guides

Manual One is an agent or facilitator guide with steps to develop a working relationship with child care providers. Steps on how to access child care providers, training, curriculum delivery, and evaluation are provided.

Manual Two, the child day care provider guide, provides information on the program and training on how to present subject matter, curriculum, and other aspects of after-school care. This manual deals with how to involve parents in after-school programs and how to evaluate and recognize participants.

Model II

Because of differences between counties, the 4-H CARES Program did not address all needs of parents with school-age youth. Over several years, Extension and the North Carolina Department of Public Instruction have worked together to reach more families with after-school programs.

After-School Programs

The North Carolina Extension Program initiated after-school programs during 1983. In 1988, North Carolina community schools systems received funding to help establish after-school units in every county. Because of excellent facilities and access to young people, the Community School Program was ideal to provide after-school care. However, establishing

an after-school program requires expertise from various agencies. North Carolina Extension personnel offered assistance and helped establish after-school programs across the state. As a result, a cooperative program began.

Many school systems develop after-school committees to help coordinate and manage the county after-school program. County 4-H staff are encouraged to work on the committee and support the county after-school program.

Model III

In the final model, Extension sponsors the after-school program. There are two major components or descriptions of Model III.

The first component of Model III begin around 1983. Because of the growing need for after-school care, county agents structured after-school programs which generally met two or three times a week for 2-10 weeks. The agent secured a meeting place, in many cases a school building. Programs ran from the time school was dismissed until around 6 p.m. Child care supervisors or teachers were volunteers recruited by the 4-H agent. Resource people in the community provided specific subject-matter delivery to youth participants. This model is still widely used by North Carolina 4-H agents.

The second component of Model III is well organized and supervised by paid staff. In a few instances, funds received by the community school systems were contracted to the 4-H programs to provide before- and after-school care services. The first step is to identify an after-school steering committee. Other appropriate individuals serve on the committee, which assesses needs for the county and structures after-school units as appropriate.

As part af the after-school progrom, o child care pravider assists youth in making arnaments and other seasonal decaratians far the Christmas tree and home.

After-school staff are hired and supervised by county Extension personnel. The agent, after-school providers, and committee work together to establish fee structures, operating procedures and policies, and other specifics. As appropriated funds provided to school systems were seed money designed to establish the units, fees are required to maintain and continue providing after-school care. Although supported by the after-school committee, the county 4-H staff is primary coordinator of this aspect of Model III.

The North Carolina program continues to explore and evaluate after-school programming. Extension is actively developing networks with appropriate agencies and groups to enhance the quality and availability of after-school programs for North Carolina families.

... Skills For The Disadvantaged

Harriett Roberson Dunn
Former Writer/Editor,
Agricultural Communications,
North Carolina A&T State University

James Miller, North Carolina A&T State University's 4-H agent in Durham County, believes he can help youth in troubled communities. He believes he can help "to give at-risk children a head start, a chance to succeed." For this reason, Miller started Project CARE (Children At Risk Excel).

Project CARE is a model program that has taken children from eight of Durham County's most troubled communities and is teaching them to excel in public speaking and leadership skills. Project CARE offers participants an extensive educational program emphasizing leadership and life skills development.

Youths in 4-H clubs will choose one of several topics, research that topic, and practice public-speaking skills in community competitions. Winners of the community competitions will be awarded prizes such as scholarships to 4-H camps. Winners will receive training that lends them a competitive edge. They will learn public speaking and leadership skills, etiquette and social skills—whatever they need to compete on an even footing with 4-H'ers from more prosperous communities.

On The Right Track

By the time Project CARE participants make it to the county, regional, and state contests, they won't be lightweight competitors. They will have learned to discuss some tough topics with knowledge and confidence; topics such as school truancy, dropout rates, teenage pregnancy, and drug and alcohol abuse. And, in researching these topics, they will be learning how to keep their lives on the right track.

Miller and his colleagues in Durham County 4-H hope that understanding difficult problems will help these youths to make good choices and lead happy, productive lives. It is hoped that they won't just say "no" to harmful substances and attitudes, but will say "yes" to the chance to channel their energies in a positive direction.

Funding

Project CARE is funded by a $40,000 annual grant from the North Carolina Governor's Crime Commission. The grant money is being used to pay a full-time program assistant and several part-time professionals working as freelance teachers and counselors. But the program's success also depends upon a healthy infusion of volunteer work from adult community members.

Miller and his colleagues are looking for 200 adult volunteer mentors to be paired with program participants. Mentors are available to listen when youths in the program need someone to talk to; to offer help with schoolwork and other routine matters; to take them to a movie or a ballgame; in short to be grown-up friends to youths who need encouragement.

"I'm telling you right now, all kids are at risk," Miller says, "not just kids in these troubled neighborhoods. We've got to build each kid's self-esteem. They've got to believe that they ***are*** somebody. We're trying to do things here to make kids feel good about themselves so we can turn them around."

And that's what Project CARE is all about—helping disadvantaged youths know the pride that comes from doing something good for themselves and their community.

... For Youth On The Brink

Beverly B. Liles
Former Staff Writer,
Department of Agricultural Communications,
North Carolina State University

Many disadvantaged youngsters in Durham, North Carolina, are on the brink of choosing between a life of failure and a life of opportunity. 4-H is attempting to give them the tool they need to make the correct choice—education.

The educational program responsible—Project CARE—teaches youth, among other things, the perils of drug abuse, teenage pregnancy, and dropping out of school.

"Take substance abuse," says 4-H Agent James Miller who conducted Project CARE in Durham County, "if young people had better insights into the harmful effects of drugs, they would be able to get more deeply involved in 4-H demonstrations about the harmful effects of drugs."

CARE, which was initiated in September, stands for Children At Risk Excel. The project consists of workshops, demonstrations, and outdoor activities to improve participants' self-esteem and respect for their communities. The participants, ages 6 to 19, are chosen from several low-income neighborhoods. Those who "excel" win scholarships to 4-H camps and other county-, district-, and state-level educational programs. The 4-H Foundation may award college scholarships ranging from $500 to $3,000 to participants with exceptional abilities.

Project CARE, funded by a 2-year, $80,000 grant from the Governor's Crime Commission, involves the participation of such groups as the Durham Housing Authority and the YMCA.

Building Incentive

In low-income neighborhoods, economic, and social problems interrupt education. Court statistics illustrate the need for Project CARE. Eighty percent of the 1,500 juvenile complaints filed in the past 3 years in Durham County were made against youths in public housing projects. Although the number of complaints fell from 513 in 1986 to 492 last year, youths are committing more serious crimes, such as robbery and assault instead of vandalism and truancy.

Reaching Out

To garner support for the program, Miller is introducing it to the community through local media, churches, and speaking engagements. He hopes to reach at least 300 kids through Project CARE.

CHALLENGE In Seattle

The CHALLENGE program strives to develop leadership while motivating Seattle's Youth At Risk. Opposite: Teens participate in a weekend 106-mile bicycle trip to Hurricone Ridge. This page: The Ropes Course combines chollenge ond adventure while helping youth overcome their personal fears.

Ellen Murphy
Extension 4-H Development Specialist, Youth At Risk, Washington State University

Designing and implementing programs for Youth At Risk is a challenge. In Seattle, 4-H has met the challenge with a "CHALLENGE " of its own.

In 1984, 4-H Agent John Little introduced CHALLENGE to the 4-H Leader's Association of Seattle. CHALLENGE is a Natural Resources project designed to build confidence and high self-esteem for Youth At Risk.

One year later, the pilot program of CHALLENGE was conducted at Franklin High School in Seattle where the dropout rate was 40 percent. Since students who are involved in sports were leaders within the student body, Franklin's football team was chosen to participate in the CHALLENGE program.

One of the program's objectives was to develop this unrefined leadership into deliberately directed leadership. Further, the program set out to expand the skills learned in sports to the classroom, the community, and the home.

Three Program Components

The program consisted of three components: mind expanding, job power, and the ropes course.

Mind expanding— The first component, began in the classroom. Focus by teachers on such concepts as respect, maturity, teamwork, loyalty, discipline, support, and attention span impacted positively on the lives of students involved in the program.

Job power— The second component, centered on relationships. Key terms in this component were contracts, teamwork, communication, motivation, achievements, and reflections (dreams). The participants learned about the value of relationships in their homes, school, and community.

The ropes course— The final component, consisted of seven activities. Introductory activities—such as "the ring jump"—were designed to help participants overcome personal fears. The remaining activities were group and teamwork events. The group support and encouragement that was expressed by both peers and adults served as a positive reminder that "the only time you fail is when you don't try."

This component included group and teamwork events where individuals had to depend on others to accomplish the task. "These activities are all about trusting someone," says 4-H Agent Little. "After each of them, the groups discuss what actually happened, what results were obtained from their combined efforts, and how each activity can be related to and transferred back to home, school, and community."

Bicycle Trip

The grand finale of CHALLENGE was a 106-mile weekend bicycle trip. The trip provided the opportunity to further develop interpersonal relationships, to observe and discuss career opportunities, and to enjoy the great outdoors.

The pilot program at Franklin High proved to be a success. Principals, teachers, and coaches saw the positive difference it made on the students. Positive attitudes prevailed. In fact, the students not only participated in CHALLENGE, but also spent many of their weekends helping to build the ropes course located at a 4-H natural resources property in Bonney Lake, Washington.

"Franklin High School won its first football division championship in 35 years," says Franklin's Principal James McConnell. "I am convinced that CHALLENGE made the difference."

Since the pilot program, CHALLENGE's popularity has grown. Today, all ninth graders at Franklin High participate in the program. And, as they progress through their high school careers, they are committed to train subsequent ninth graders.

Future Plans

CHALLENGE has also reached out beyond Franklin High to other Youth At Risk. A second program is now being conducted in the Seattle area and plans are under way for the construction of five additional ropes course sites across the state. 4-H agents throughout the state are using the CHALLENGE concept with at-risk youth.

In recent weeks, a group of black business leaders contacted the local Extension office to take the CHALLENGE "graduates" a step further. "Seventy-four percent of our children don't go to college and are at risk," one business leader commented. "We are trying to save our children who are our future. We need to be role models for our children."

The business leaders propose to serve as mentors and to provide part-time summer and internship jobs to the graduates of CHALLENGE. In addition, they propose to contribute services and funds to establish and support addtional programs that will develop, recognize, reward, and motivate achieving youth. ▲

YOUTH 2000 And Positive Peer Power

Gerald G. Gast
Extension Specialist, 4-H
And Youth,
and
Kathryn Reiser
Extension Communications Specialist,
University of Illinois

As America prepares to enter the 21st Century, nearly 15 percent of its young people are at risk of not successfully making the transition into productive and responsible adulthood.

In 1989, the Illinois Cooperative Extension Service initiated two new prevention programs to help youngsters develop such skills. At first glance, YOUTH 2000 and Positive Peer Power look a lot like traditional 4-H programs. Both emphasize decision-making skills and work best when youngsters are allowed to set their own goals. But in their own quiet way, these new programs are revolutionary.

The programs differ from traditional 4-H programs in three important ways. First, they deal with social issues including drug abuse, literacy, suicide, and sexuality. Next, they may be conducted outside the 4-H club setting or used as a new addition to club activities. Finally, they encourage interaction with local "youth-help agencies" and other organizations in addition to Extension.

There will always be a place for the classic 4-H program in Illinois. But in working with youngsters from a variety of backgrounds, Extension has come to realize that these programs aren't always the most effective way to reach Youth At Risk. Working with other youth-help agencies can help accomplish more than any one group can do on its own.

Offering A Safe Environment

The YOUTH 2000 curriculum includes games, exercises, and family activities that help group members "break the ice" and initiate discussions on difficult issues relating to their future. Those issues may include drug use, educational opportunities, career options, sexuality, and peer relationships.

YOUTH 2000 programs offer young people a "safe" environment where they can learn to articulate and defend their beliefs through discussions and role-playing.

While other prevention programs encourage children to "just say no" to destructive behaviors, YOUTH 2000 encourages them to "just say no *because...*" Through YOUTH 2000, youngsters who feel they need to explain their actions to their friends learn how to do so in a positive and self-confident way.

One of the most popular YOUTH 2000 activities is a board game in which youngsters answer four types of questions: True/False, Just Say "No" Because, Dilemmas, and Help A Friend.

Commitment

Each YOUTH 2000 group agrees to make a year-long commitment to the YOUTH 2000 program. Clubs are encouraged to do a minimum of three YOUTH 2000 activities within their club and two or more activities that involve the entire community.

To date, more than 675 Illinois 4-H clubs have taken the YOUTH 2000 challenge. Although the program was designed for use in traditional 4-H clubs, it has also been successfully used in public and private schools, Sunday School classes, and other settings.

YOUTH 2000 is a cooperative venture with the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Labor. The Illinois 4-H program was the first in the Nation to enter into a YOUTH 2000 partnership with these federal agencies.

Oppasite: Illinais Caoperative Extensian has initiated twa new "prevention" programs far Yauth At Risk. Here, a "Peer Helper" valunteer works with seventh and eighth graders ta help these preteens canfrant difficult issues. This page: Youth participate in a Pasitive Peer Pawer sessian.

Forging Peer Support

While YOUTH 2000 is suitable for use with all school-age youngsters, Positive Peer Power (PPP) is most effectively used with seventh and eighth graders. Its purpose is to develop informal peer support groups that can help teens and preteens confront difficult issues in a non-threatening way.

In March 1989, volunteers recruited 82 seventh and eighth graders whose peers had recognized them as "good listeners." Together, these Peer Helpers and volunteer facilitators received at least 25 hours of Extension training in communication skills, decisionmaking, self-assessment, and using community resources.

PPP instructors taught the Peer Helpers to listen, not to give advice or offer solutions for complex problems. Facilitators don't expect the youngsters to act as counselors.

The PPP training sessions introduced Peer Helpers to a variety of youth-help agencies, from local mental health centers to the state Department of Children and Family Services. The ability to identify these agencies is crucial when Peer Helpers are listening to others' problems.

There is every indication Positive Peer Power is a resounding success. In the six months after the training sessions, Peer Helpers averaged 6.5 one-on-one encounters in which they communicated with their friends about serious issues and about 40 percent indicated they had similar discussions with adults.

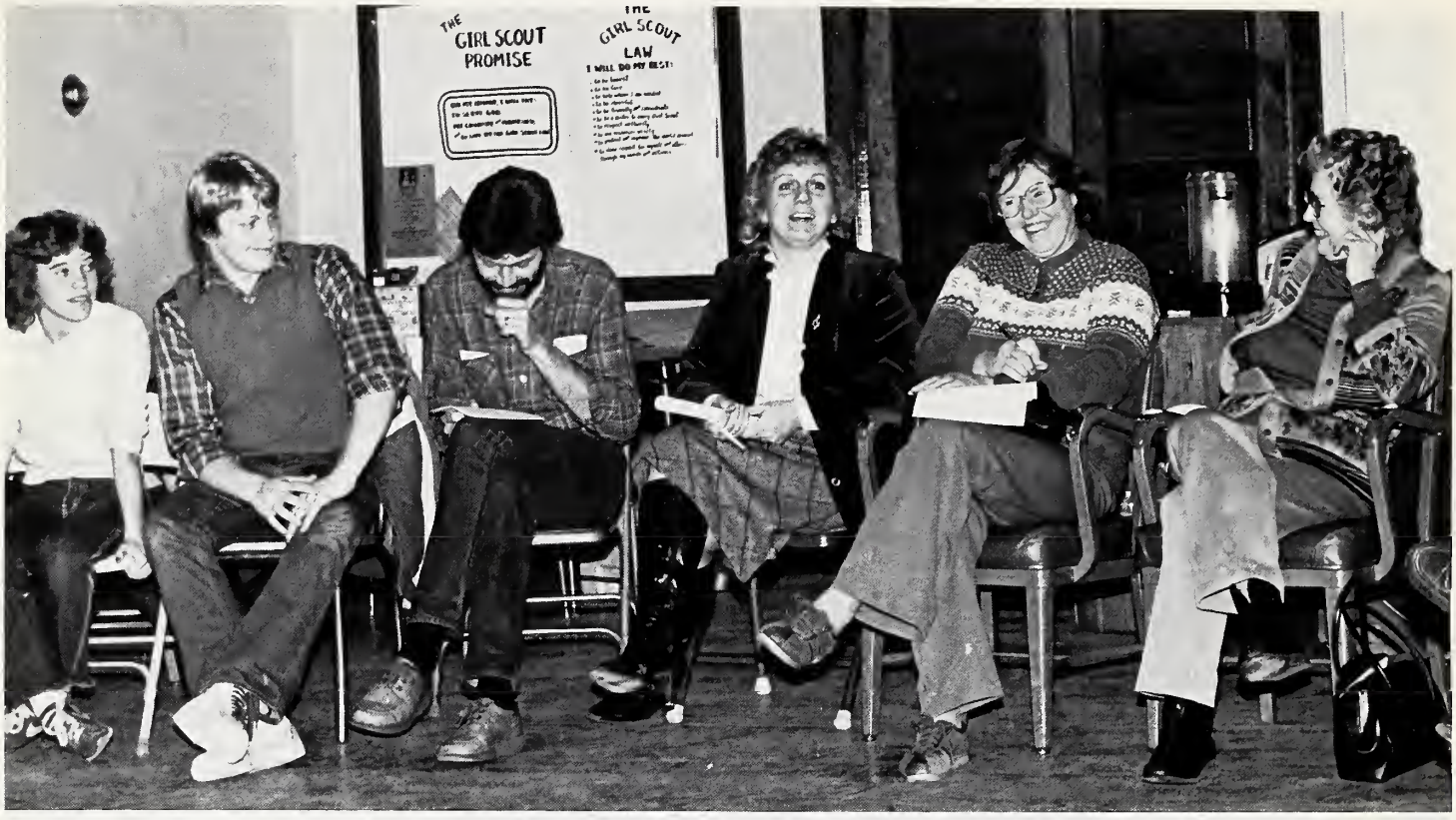
Outreach

Many Peer Helpers have also reported working with local youngsters in group settings. More than half of the current Positive Peer Power teams are planning to continue their group work in reaching out to Youth At Risk within their communities.

Two other school districts have requested the program from the Illinois 4-H office. The Illinois 4-H Foundation is seeking funding for an expanded PPP program that would be used to train 200 Peer Helpers and 50 adult facilitators.

Just as Extension youth programs are reaching out to new audiences and forging new relationships with other youth-help agencies, we need to expand our efforts to recruit volunteers who will be enthusiastic and knowledgeable partners in issues-oriented programming.

Who Cares About Me?



Sue A. Arendt
Extension 4-H And
Youth Agent,
Lafayette County
Extension Office,
Agriculture Center,
Darlington, Wisconsin

When communities across the United States look for ways to solve problems, they do a lot of communicating. But in Darlington, Wisconsin—county seat in Lafayette County, a small rural area in southern Wisconsin—people are doing more than just talking about their problems. One of the areas where Darlington is channeling its energy is the abuse of alcohol and other drug abuse.

On one hand, alcohol is widely used at social gatherings. On the other hand, the misuse and abuse of alcohol is a major contributor of deaths, injuries, and destruction. According to the National Highway Traffic Safety Administration, 70 people die every day in drunk driving accidents. And alcohol has created devastating consequences for youth, other age groups, and the community as a whole.

To address the problem, it's important for the community to come together to consider the causes. And it's vital for young people to be actively involved in identifying the solutions.

Community Workshop

Recently, a community development workshop was conducted in Darlington sponsored by the University of Wisconsin Extension Service with alcohol and drug abuse as the number one concern. The workshop involved both youth and adults. The youths were a mix of 7th to 12th grade students with a variety of interests and backgrounds. The adults consisted of business leaders, school personnel, clergy, members of various agencies including law enforcement, and parents.

Small group activities were employed to get adults and youth talking. Together they discussed the problems facing young people in Darlington and what factors contributed to or caused those problems.

Adult and youth volunteers from this workshop were organized as a task force and students were surveyed. Survey results revealed: young people were feeling pressured to use alcohol as early as the 6th grade; youth felt they had to use alcohol or other drugs to be popular; many youth felt their parents didn't care if they used alcohol; many youth experienced problems because of family members who abused alcohol or other drugs; many felt that the commu-

nity encouraged drinking and that much of the problem was due to a lack of activities for youth in the community.

Focus On Activities

This last finding helped provide a focus. During the past four years the "We Care" Committee has accomplished much by providing youth with alternative activities including Junior and Senior High dances, activity nights, and using the community building as a place for kids to socialize.

The community tries to be creative with its existing facilities, like having parties and dances at the swimming pool. There is no movie theatre in Darlington. Money was raised to buy a big screen TV and VCR to provide options for movies and TV events. The committee has sponsored presentations by inmates from correctional institutes, recovering teenage addicts, families affected by alcohol, and children's theatre groups. They also helped to organize the student assistance program and are raising money to buy a K-12 prevention curriculum.

The community works to sponsor alcohol-free activities for youth. They have sponsored parent education classes, leadership workshops, and an alcohol awareness week.

Role Of Extension

Extension plays a large role in the "We Care" program. In addition to providing education, leadership development, and a link to research and resources, Extension is also responsible for organizing the overall program. The Extension 4-H and youth agent in Lafayette County represents Extension on the "We Care" Committee and also serves as a volunteer in her spare time.

The Committee's four-year report card is now in, and it shows they have tremendous support. All funds for the "We Care" activities

Opposite: Participants get invalved at the Positive Yauth Develapment workshop held in Darlingtan, Wiscansin. Extensian at the University af Wiscansin spansared this workshop that facused an canditians in the cammunity that cantributed ta yauth problems. This page: Darlingtan is a community that is canfranting its alcahal and drug abuse problems.

were donated by United Way, 4-H and Homemakers' Clubs, churches, and a host of other community groups. The real grades came from the youth. A recent survey of the senior class indicates that students using alcohol and other drugs was down by almost 30 percent.

Suggestions For Communities

The "We Care" Committee would offer these suggestions to new community committees :

- Don't just talk - do it! Start where you are and remember there is no such thing as failure.
- Develop an action plan with short-range and long-range goals to keep people involved and committed.
- Be sensitive to the possibility of "turf" problems; no one agency or organization owns a problem.
- Network! Involve as many organizations, agencies, and groups as possible.
- Involve youth! If youth have a vested interest in the program, they will support it.
- Develop your leadership! Continue to educate and train your committee members.
- Evaluate! Look at where you've been so you know where you're going.
- Alcohol and other drug use is often a symptom of other problems such as sexual and physical abuse, teen pregnancy, and depression. It is vital to address these areas as well.

These problems can not be solved overnight. There is no quick fix. You don't have to be an expert in the subject matter to address the problem. The main thing is to stop talking about the problem and do something about it. Get started and let our youth know "We Care!"

A "We Care" videotape can be obtained from:

Extension Library
Room 104,
432 North Lake Street,
Madison, Wisconsin 53706
Phone: (608) 262-3340

Other "We Care" materials are available from:

Sue A. Arendt
Extension 4-H And Youth Agent,
Lafayette County,
Ag Center,
627 Washington Street,
Darlington, Wisconsin 53530

Phone: (608) 776-4820.

Survival Skills For Youth

Virginio Cooperotive Extension's progrom "Strong Fomilies: Competent Kids" is o stotewide effort to provide survivol skills troining for children in the fourth through sixth grodes. Here, Extension coordinotor P. J. Giroitis helps youth with their workbook questions.

William C. Burleson
Extension Information Officer, Virginia Tech

What began as an Extension agent's concern for children who were at home alone while their parents were at work has grown into a statewide effort to equip youngsters with self-care survival skills.

Nancy Pfafflin, Extension home economics agent in Alexandria, Virginia, was the concerned agent. "We had a significant group of young children in an Alexandria housing development," says Pfafflin. "They had to take care of themselves until their parents came home from work. Many were nine, eight—even seven years old. They had no idea about what they should do about strangers, accidents, or emergencies."

In the fall of 1981, Pfafflin started looking around for material with which to build a program, but to her surprise found almost nothing. She began pulling together a program designed to help those who were then called "latchkey" children. She got material from sources as diverse as local fire, police, and health agencies. The result was the survival skills program for children.

In the winter of 1982, a pilot program was initiated. "When offering the program," Pfafflin comments, "we have concentrated our efforts on youths up to thirteen years of age. If children are older than that, they generally consider themselves too old for such programs."

Since its small beginning, approximately 800 Alexandria children have taken the program to learn necessary survival skills for self-care. Approximately 160 volunteers have participated in the program, Pfafflin points out.

A Statewide Effort

The program has changed somewhat since it has become a statewide effort. Currently, the program is called "Strong Families: Competent Kids." The program remains both an organized combination of survival skills training for children in the fourth through sixth grades, as well as an information effort to enable parents to provide support and assistance to their home-bound offspring.

Most of the material Pfafflin compiled for the Alexandria program has been retained in the statewide effort. Beginning last fall, the school system added after-school care until 6 p.m. in all Alexandria elementary schools.

Another Approach

n Prince William County, Virginia, Extension has taken another approach to the "Strong Families" Program. Extension has received the support of the school system for its self-care program. In addition, financial support from local businesses and civic clubs has allowed the hiring of two part-time professionals to work on the program.

The Extension coordinators who began the program were Susanne O'Neill and P. J. Giraitis. Giraitis has since left the area, but the county has guaranteed the position by funding it for another year. O'Neil works as a coordinator of the youth program; Geraitis handled the parent program.

The school program that began in 1987 as a pilot effort, reached approximately 4,500 fourth graders in 36 schools during the past school year. The program to teach self-care skills to those in Manassas and other Prince William schools involved 135 volunteer teachers. A year after receiving self-care information, the students participate in a police-sponsored drug abuse resistance program.

Family Workshops

The parent program distributes information through family workshops, workplace seminars, and printed material. In the past school year, the workshops reached approximately 800 parents and children. Workshop topics include assessing a child's readiness for self-care, developing a family plan, handling sibling conflicts, building a child's self-esteem, balancing work and family responsibilities, and others. The workshop is offered to the community when a need is perceived, rather than on a set schedule.

The Prince William unit currently is developing an educational video. It will soon be available to schools as a supplemental teaching tool for family workshops. Copies will be placed in the county's library branches for public use.

Program Recognition

The National Association of Counties has recognized the Prince William County self-care program for its "ingenuity and creativity." The Virginia Municipal League called the program "the best example of innovation and excellence." In addition, the program has received a front page story on "latchkey kids" by the Washington Post, and has been featured on ABC-TV's daily program, "Home."

Apartment Extension Centers

In Arlington County, Extension agent Maureen Hosty uses another approach to reach youngsters in self-care. In a community where 16.5 percent of the population and 33 percent of those in the schools are foreign-born, Hosty offers a Wednesday afternoon program in two apartment complexes designated as "Extension Centers" that are predominantly southeast asian and hispanic, respectively.

The 4-H program aimed at southeast asians teaches youngsters various crafts, games, and information they will find useful. Four volunteers present the program aimed at hispanics. A technician from the Expanded Food And Nutrition Education Program (EFNEP) also helps to provide nutrition information to the young people.

During the week, instruction is given in everything from clothing construction and repair to English. Extension attempts to help the foreign-born adjust to the mores and culture of the United States as quickly as possible.

Pilot Program Completed

In Frederick County, the 4-H program has just completed its pilot year in the county school system with positive results. Debra Haas, a technician who works in both 4-H and home economic programs, says the success of the program in two fourth grade classes has led the county to consider placing it in all seven of the county's elementary schools next year. Nothing is firm yet, Extension Agent Kathleen M. Stadler points out, but the county is studying the impact that a state-mandated program will have on the budget.

A Note About Self-Care

Adults often do not fully appreciate how frightened young children are to go home to an empty dwelling. The lack of adequate care for children during the after-school hours is a widespread concern. The problem is exacerbated by lack of family resources and insufficient care facilities.

In many states, home economics and 4-H youth development staff are actively working to develop positive alternatives. The Cooperative Extension Services of California and Missouri have initiated and currently operate after-school child care programs. They use a curriculum which also provides experential education coordinated with the schools to give youth additional development opportunities. North Carolina Extension's response offers technical assistance and curriculum support to existing child care providers.

The approach described in this feature describing Virginia's self-care program is widely used by several other states. The program recognizes that youth who do not have access to quality child care will be better served with knowledge and skills that can aid them through difficult times. The Virginia Cooperative Extension Service is to be commended for increasing the impact of this approach by including parents in their program to let them understand the dangers of leaving a child unsupervised.

States interested in initiating child care programs that include self-care should determine the nature of their state laws that regulate child care as well as laws that relate to leaving minors unsupervised.

Jon E. Irby
National Program Leader,
4-H Youth Development,
Extension Service, USDA

Haas comments that the program has been very well received by parents and students. "We get many positive comments from everyone associated with the program," she says. "The school officials have no doubts about the benefits the program provides. It's just that only so much material outside the prescribed curriculum can be presented."

Adjusting To Today's Society

Valya Vincell, Extension specialist in child development at Virginia State University, coordinated the "Strong Families: Competent Kids" program across the state. Noting that the program will be offered in 21 cities and counties next year, she comments that the program is making a definite contribution to today's family. "Those young people in self-care are being equipped to handle the problems that may arise while they are at home alone," she says. "It's another example of how Extension adjusts to the problems springing from today's society."

Healthier Babies, Brighter Futures

Lora Minter
Extension Publications Writer,
University of Nevada-Reno

A delighted smile spreads across 18-year-old Crystal Goff's face as she gazes into the sparkling eyes of her infant son, Jacere. The little boy is a robust, wiggling bundle of energy—a miracle Goff credits in part to Nevada Cooperative Extension.

Jacere weighed a healthy 7 pounds, 13 ounces the day he was born. His mother thanks the one-on-one nutrition counseling Extension provided her during pregnancy for that fact. Crystal Goff's first child weighed a mere 4 pounds, 8 ounces, way below the acceptable birth rate of 5 pounds, 5 ounces.

Goff, a Las Vegas resident, is one of thousands of Nevada teenagers who become mothers each year. Nevada has one of the highest adolescent pregnancy rates in the United States, according to the U.S. Census Bureau.

Babies At Risk

Children born to adolescent mothers are at risk for low birth weight and infant mortality. Teen mothers often make poor food choices and, in an attempt to hide their pregnancies, may avoid prenatal care. Because of these reasons, teens may give birth to babies that are small for their gestational age. These infants often require intensive, and expensive, neonatal care. Nevada taxpayers frequently assume the burden of paying the health care costs for these women and their children.

Last year, more than half of Nevada's low birth weight babies were born in Clark County. There were 1,481 live births in this county; 884 babies weighed less than 5 pounds, 5 ounces.

EFNEP And Nutrition Basics

Southern Nevada Extension personnel are striving to help Clark County's pregnant teens have healthy babies by providing individualized nutrition instruction. The Expanded Food and Nutrition Program (EFNEP) funds this educational effort.

"Our goal is a healthy mom and a healthy baby," says Fran Bass, EFNEP coordinator. "If the baby is healthy, there is a lower health care cost," she notes. "If an individual doesn't have health insurance and the baby ends up in a neonatal unit, taxpayers spend thousands of dollars."

Through EFNEP, teens learn the importance of milk, fruit, and vegetables; how much weight to gain; how to prepare healthy snacks; how to plan meals; and how to save money at the supermarket. Two times a month, EFNEP Teen Prenatal Assistant Norma Green goes to the expectant mother's home and teaches a 45-minute lesson. Each teen completes 6 to 12 lessons. After the baby's birth, the new mother receives additional advice on breast feeding and infant nutrition.

In addition to helping each girl set nutritional goals, Green encourages her to seek prenatal care; helps her re-enroll in school; and tells her how to obtain housing, food, and day care.

Dietary Improvement

Helping these young women become capable, confident mothers means a lot to Green and Bass. In 1988, 100 teens enrolled in the program. Of these, 92 completed the nutrition lessons with 80 percent accuracy and improved their dietary practices. Four diet food recall tests showed that the teens had increased milk, fruit, and vegetable consumption.

As of July 1989, a total of 291 pregnant teens had been reached by this EFNEP program. Of the 275 girls who have graduated from the program and have given birth, the average birth weight for their infants was 6.96 pounds. This figure is 26.5 percent above the minimum acceptable weight.

EFNEP personnel were also able to document an average weight gain of 33 pounds for program graduates. The acceptable weight gain for pregnant teens is 35 pounds.

Dr. Joseph Plautz of Henderson, Nevada, is a physician whose office has referred pregnant teens to the program. "The advantage of a program like EFNEP is obvious," he says. "Extension's approach to the problem through nutrition counseling is great."

Adult And 4-H Components

Teen mothers and their children are not the only beneficiaries of EFNEP. Each year, through the adult and 4-H components of the program, thousands of low-income Las Vegans improve their eating habits.

Opposite: Nevada Cooperative Extension Aide Norma Green (left) assists 18-year-old Crystal Goff with her infant son Jocere. Goff is a "graduate" of Nevada's EFNEP pregonant teen nutrition program. This page: Crystal Goff is one of thousands of Nevada teenagers who become mothers each year. Children born to adolescent mothers are at risk for low birth weight and infant mortality.

EFNEP Nutrition Aides Carmen Diaz, Lina Alirez, Mary Greer, and Lois Westerfield address the educational needs of adult EFNEP participants. Adult clients receive 18 one-on-one lessons during the space of a year. The 45-minute lessons focus on preparing balanced meals, the four food groups, identifying ingredients and caloric content through labels, and shopping tips.

Low-income youth also benefit from EFNEP's educational programs. Youngsters ages 6 to 19 can join Nutrition Fun Clubs in the Las Vegas area. Because of Extension staff and volunteers, many low-income Las Vegans have learned to add variety and nutritious food choices to their diets. This information will help them and their families lead healthier lives and build brighter futures.

Extracted from an article in ***AGFORUM,*** *Summer 1989, Vol. 5, No. 2, a quarterly newsletter published by the Agricultural Information Office, College of Agriculture, University of Nevada-Reno.*

Going At Lightspeed

Leonard J. Calvert
Extension Communication Specialist,
Oregon State University

When "going at Lightspeed to be the best I can be," there's no time to "do drugs" because you feel good about yourself.

That is the rationale behind the Extension 4-H Lightspeed Program now underway in Oregon's Douglas County. Extension at Oregon State University teamed up with other segments of the community to reach fifth and sixth graders in Roseburg, Douglas County seat, with the message that students don't need drugs, alcohol, or to to engage in anti-social behavior to be the best they can be.

Last year, Lightspeed Clubs, a cooperative program of the Oregon Extension Service, public schools, and the community, involved nearly 650 students—more than 50 percent of those eligible in Roseburg's public schools. At these clubs students met positive adult role models and discussed their anti-drug beliefs. They learned to refuse drugs through role-playing refusal skills.

In 1987, the county's Youth Services Coordinating Council assessed the needs of youth and found that drug and alcohol education and the lack of structured activities were top priorities. Then, county statistics for 1988 showed there were more than 280 people in public alcohol and drug programs; another 3,500 teens were listed as "high risk" for alcohol and drug abuse problems.

Lightspeed Expands

These results struck a responsive chord in the Douglas County Extension staff who were already dealing with at-risk programs. The catalyst was a $35,000 ACTION grant which allowed Lightspeed to expand from a couple of schools to the whole community.

Dennis Crawford, then county Extension staff chair and youth agent, points out that the format already existed through Lightspeed by Parents United For Drug Free Youth, a partnership of parents and educators. The grant, he says, permitted Extension expansion of the program by providing staff support, training, materials, and transportation. Extension forged a program partnership with the local community college, public schools, business leaders, and others.

Crawford, now state 4-H program leader in Alaska, and a member of the task force formulating the national Youth At Risk Initiative, was primary author of the grant proposal.

Unique Leadership Feature

A unique feature of the grant proposal was the involvement in leadership roles of students between the ages of 18 and 24 from Umpqua Community College. Also part of the plan was the creation of an advisory board of business leaders, agency representatives, and parents.

"Because Lightspeed was done as a 4-H school enrichment program," Crawford comments, "to start it was necessary to have the cooperation of the principal as well as a teacher to serve as a key leader. The schools, he says, were already interested in doing preventation work tied in with the "Here's Looking At You 2000" program.

Community involvement was high on the priority list when Mickie Schuyler joined the Douglas County Extension Staff as an Extension program assistant. Schuyler talked to service clubs, educational groups, and business organizations to emphasize the importance of total community support to the Lightspeed program in terms of volunteers and money.

Rally Kicks Off Program

The 1988-89 Lightspeed program started with a giant rally of more than 2,000 students bussed into Roseburg from throughout the county. Schuyler's efforts were successful—financial support for the program was provided by service clubs, businesses, health organizations, and others.

A key element of the Lightspeed program was involving young people in planning monthly activities in which all Lightspeed kids could participate. Students thought of ways to promote the program. For example, a grade school student created the design which was translated into 5,000 bumper stickers that pointed out that "No To Drugs Is Yes To Life!"

Learning Refusal Skills

An important part of the weekly club meetings was practicing refusal skills. Students were taught a five-step process involving role-playing. Students were also involved in planning community-wide activities. This planning did not stop with club activities. Students set up exhibits in shopping malls, wrote newsletters, and took steps to enlarge the programs.

The Lightspeed program is continuing, but funding is needed if the program is to have the high impact of last year. However, Youth At Risk programs are continuing in the Douglas County Extension office. The county's Board of Commissioners is expressing positive interest in supporting "Lightspeed-like" education, prevention, and intervention programs using county funds.

Schuyler and other Douglas County Extension agents believe that through Lightspeed they have "made a difference."

Leap Up And Fight Substance Abuse

Anne Brizzolara Davis
Former Communications Specialist,
Agricultural Sciences Communications,
University of Delaware

How can young people—surrounded by substance abuse in their schools or communities and heavily pressured by peers—learn to say "no" to drugs?

"One important way for young people to learn to say no," explains Stephen Hall, Extension project specialist for a 4-H sponsored youth substance-abuse program in Kent County, Delaware, "is by building self-pride and improving self-image. Our Leap Up program is designed to help each participant form values and life goals and to learn how to be his or her own person."

The Leap Up program (Lifestyles Education: Achieving Pride and Unlimited Possibilities) is conducted by 4-H with assistance from Extension staff at the University of Delaware and Delaware State College. Financial support comes from the Office of Prevention, Department of Services for Children, Youth and Their Families.

The program's after-school meetings and activities are open to Kent County youth ages 8 to 12. Leap Up was launched in the fall of 1988 with a pilot group drawn from children of families involved in Extension's Expanded Food and Nutrition Program (EFNEP), a nutrition education outreach effort. The pilot program ran through March 1, with 17 children participating.

Lifestyle And Learning

Leap Up's emphasis is on lifestyle education and is based on similar programs dealing with substance abuse and health. "Our substance-abuse prevention program focuses on social competencies," says 4-H Area Agent Joy Sparks who wrote the proposal for Leap Up funding. "Due to the nature of the funding, Leap Up is geared toward high-risk youth, or those most likely to become involved with substance abuse."

Stephen Hall believes active learning is an important part of the Leap Up program. Sports and other recreational activities, he points out, provide children with constructive and fun ways to channel their energy and spend their spare time. "Games and activities not only teach the importance of teamwork, cooperation, and communication, but they can also build participants' confidence and self-esteem," he says.

Leap Up meetings include field trips to treatment centers and presentations by guest speakers on drug and alcohol facts and the consequences of substance abuse. In addition to learning ways to say "no" to substance abuse, participants find out how to manage stress, cope with everyday problems, and avoid disruptive behavior.

Community Involvement

Hall is working with several agencies and community groups to establish services that will promote substance-abuse prevention in Kent County and offer ongoing support for youth coming out of the Leap Up program. "Community activities and services are an essential part of substance-abuse prevention," he comments. "They can reinforce social skills learning in the Leap Up program and give participants a way to explore new interests and develop new lifestyles."

In addition, 4-H Agent Ernest Young of Kent County and Extension Home Economics Agent Ann Martin of Delaware State College have also been working on getting youth involved in additional programs upon completion of Leap Up.

Future Plans

"Everyone has been very receptive to the Leap Up program," says Joy Sparks. "The pilot project ran smoothly, and now we're looking to be funded for a second year."

Program personnel hope to expand the project from the Greater Dover area to outlying Kent County communities. There, they plan to develop a family component that will give parents and other family members of Leap Up youth an opportunity to get involved.

For further information about the Leap Up Program contact:

Stephen Hall
Kent County Extension Office,
4601 S. DuPont Highway,
Lochmeath Plaza,
Dover, Delaware 19901

Phone: (302) 696-4000

4-H CARES In Kansas

Kirk Astroth, 4-H Extension speciolist ot Konsos Stote University, who is deeply involved in the 4-H CARES (Chemicol Abuse Resistonce Educotion Series) progrom, ossists Michelle Podillo, educotion progrom speciolist for the U.S. Deportment of Educotion, with informotion. The 4-H CARES progrom wos recognized by the Notionol Associotion of Stote Alcohol ond Drug Abuse Directors os one of 20 exemplory prevention progroms in the Notion.

De McGlashon
Extension Communications Specialist,
Kansas State University

After a year that wasn't all smooth sailing, community leaders Karen Stout and Kathy Husband see a positive response to having incorporated 4-H CARES, (Chemical Abuse Resistance Education Series), a health and wellness curriculum and drug awareness program, into traditional 4-H meetings.

"Parents learned as much about this program as the kids," Karen Stout says, "but there were times the kids were easier to bring around than their parents."

However, before the 1988-89 club year ended, other 4-H clubs in Gray County in rural southwest Kansas, were visiting the Charleston Astronauts 4-H Club and observing meetings that focused on strategies designed to implement group building and self-esteem.

Teen Involvement

They saw meetings where teen leaders assumed a good portion of the teaching and younger members and parents participated to a much greater extent than in traditional formats. "The material in 4-H CARES is geared to 4-H'ers from ages 7 to 9," Stout comments. "We keep older kids involved by letting them do part of the teaching."

Gray County Agent Douglas Stucky was happy to be on the sidelines lending encouragement and support. He explains that in his "one-agent county" he is dependent on volunteers like Stout and Husband to run independent programs from the county office. "They are doing an excellent job," Stucky comments. "I made them aware of the training, but they took the initiative to do it on their own."

"After attending an area training meeting," Stout says, "we came back to our community primed to start using 4-H CARES in our traditional meetings even if

we met some parental opposition. We thought that if we helped two or three kids it would be worth our efforts."

"We had a few families who decided that what we wanted to do wasn't what they thought 4-H should be," she says. "We worked separately with parents and 4-H members in the beginning."

Kirk Astroth and Marcia McFarland, 4-H specialists at Kansas State University, who wrote the program, believe possible conflicts may be in the approach of the material, which states that alcohol and tobacco should be avoided as well as hard drugs.

"Adults are sometimes uncomfortable," says Astroth, "when they see state and county staff move into nontraditional areas."

Survey Reveals Need

4-H CARES grew out of a survey of 4-H members and other teens, Astroth and McFarland report. "Respondents revealed some surprising results," says Astroth. "We found that many young people were relatively uninformed on a number of levels and that we had a real opportunity to provide a youth prevention education program."

The two 4-H specialists feel they combined the best of several drug and alcohol programs and added some creative touches of their own. Activities in the program included audio and visiual aids to complement the curriculum. Journal writing is employed as an important segment of the program.

The program was funded by the Kansas 4-H Foundation and a special grant. More than 85 adult and youth leaders from 47 4-H clubs across the state were trained in two-day intensive workshops. In the fall of 1988, clubs began using the material and adapting it in various ways.

Named Exemplary Program

In March 1989, the National Association of State Alcohol and Drug Abuse Directors and the National Prevention Network named 4-H CARES one of 20 exemplary programs in the nation. The program also received a $25,000 matching grant to provide educational information on substance abuse prevention to elementary age minority youth from the second to the seventh grades in the metropolitan areas of Kansas City and Wichita.

"These cities were selected because they offered an opportunity for 4-H to reach previously unserved minorities at ages young enough to develop the skills they need to resist drug abuse," Astroth points out. "Paraprofessionals were trained to work with the young people."

Evaluation

Results of the pre- and post-tests of the pilot program involving the elementary age minority youth from the second to the seventh grades in the metropolitan areas of Kansas City and Wichita showed a significant increase in self-esteem among youth as well as improvement in decisionmaking skills. Approximately 63 percent of the youth tested said they would turn to a parent or guardian and not their friend to discuss any drug problems. Seventy-five percent of the youths could correctly identify drugs and their differences and increased their refusal skills by being able to identify peer pressure to take drugs.

Currently, 64 out of 105 Kansas counties are using the program. The 4-H CARES Program now involves over 400 high school students in the Kansas City and Wichita metropolitan areas.

To date, 43 states, and a few provinces in Canada have requested the program, Astroth notes. The materials are used in the various states in schools, 4-H clubs, day camps, and after-school programs.

Other Programs

McFarland, who heads the interdisciplinary task force for the Youth At Risk Initiative, cites "Capable Kids Can," a program he developed several years ago, as one that provides guidance for young people and their parents when youngsters must be left alone at home for brief periods. Thirty-eight counties use the materials and many others have adapted segments.

In Butler County, County Agent Dave Kehler combines 4-H CARES and "Capable Kids Can" in an innovative program. Five after-school sessions teach youngsters what to do to feel secure while at home alone, how to prepare nutritious snacks, and make creative use of their time. "The curriculum " he says, "aims at helping each young person feel significant, valued, and capable."

Other Youth At Risk programs focus on human sexuality and self-esteem. Recently, McFarland's material on a program ("Hello, Beautiful Person"),designed to be used by elementary school teachers, received a grant from the Kansas 4-H Foundation that will allow it to be translated into Spanish.

McFarland believes strong alliances were built across campus with other youth-serving organizations during the promotion of "Making The Grade," the ABC-TV special that aired in September.

The popular 4-H CARES program received a description in a Time/Life Science And Health Book that will be published in the fall of 1989. "We're pleased with the recognition our Youth At Risk Initiative has received," says 4-H State Leader C.R. Salmon. "It demonstrates that 4-H programs change as the needs of families change."

Tackling Youth Problems In Texas

Opposite: Reubon Rendon, (stonding), counselor for the Edcouch-Elso school district, Southwest Texos, works with youth ot o doy-long retreot ot Delto Loke sponsored by the Texos Agriculturol Extension Service. This poge: Rebeco Rendon, Hidolgo County Extension ogent, shows youth how to moke omelets ot o retreot which focused on student self-esteem ond personol uniqueness.

Edith A. Chenault
Extension Communications Specialist,
Department of Agricultural Communications,
The Texas A&M University

Youth in Texas are grappling with problems of substance abuse, teenage sex, and Satanism, even at the elementary school level. From the Panhandle to the Valley, the Texas Agricultural Extension Service (TAEX) is tackling these problems head-on with some innovative educational programs for young people and their parents.

There are many agencies which address these problems. However, parents and their children may not know these agencies exist. Therefore, TAEX, in a cooperative effort, is providing these agencies with a forum for problemsolving.

Parent Education

"Parents often don't know where to turn and feel like they're the only ones with these problems," says Rebeca Rendon, Hidalgo County Extension agent. "Extension programming has given them the opportunity to meet with other parents with similar problems and try to find solutions."

Today's economic conditions are forcing both parents in a family unit to work. Additionally, single-parent families are becoming the norm rather than the exception. Young children are forced to fend for themselves after school and during summer vacation.

A Little MAGIC

In Dallam County, the county home economics advisory committee began an after-school child- care program called MAGIC (Making A Great Independent Child). Last fall, MAGIC opened at the Dalhart Elementary School. Operating from 2:30 to 5:30 p.m. each school day, MAGIC provides supervised child care for students in kindergarten through fifth grade. The program includes homework, play time, and tutoring, if needed. A nutritious snack is also provided.

About 25 children attended the MAGIC program last year on a regular basis. Before the beginning of the 1989 school year, about 35 students had indicated they would be participating in the program.

The Potter County Extension Food and Nutrition Committee sponsored a contest for middle school home economics students and 4-H members. A total of 180 students wrote 30-second television announcements teaching food and nutrition skills to self-care children. From these, 31 winners were selected. The winning students had their announcements taped by KCIT-TV in Amarillo. These "spots" were then broadcast on KCIT from March 24 until the end of school year.

Satanism

Ida Patrick and Rebeca Rendon, both Hidalgo County Extension agents, became alarmed at the spread of Satanism in schools. The result of their concern was a day-long seminar on parenting skills, co-sponsored by TAEX, the McAllen Independent School District, the McAllen City Council PTA, and the TAEX Expanded Nutrition Program. Topics at the seminar included talks on substance abuse, mentally disturbed youth, and Satanism. Over 200 parents from the area attended the seminar.

The Swisher County Extension Home Economics Program Area Committee also saw a need and conducted an educational program on Satanic cults. Over 500 adults and teenagers attended the 2-hour program.

Both programs addressed the overall national problem and how it was related to Texas. They also discussed how drugs and heavy

metal rock music were related to cults, various warning signs, and the ways families could prevent problems by maintaining open communications with their children.

"It's Up To Me"

A number of counties in Texas are using the "It's Up To Me" program in their school systems. This program, initiated in Texas by Lynne Thibodeaux and Martha Couch, Extension 4-H specialists, has been conducted in grade school levels.

Lessons include practical information on building self-esteem, coping with peer pressure, and how to say "no" in a positive way. The lessons give the students a chance to be involved.

County Extension agents and specialists have trained school personnel to use this tool in the classroom. Additionally, Joe Clements, a public information officer for the Department of Public Safety, began using the material in his presentations in the elementary schools in the 10-county area he covers in the Texas Panhandle.

Supporting Schools

James Allen, intermediate school principal at Center in East Texas, served as school coordinator for the week-long day camp addressing youth development for selected incoming sixth graders. The learning experience was sponsored by TAEX, the Center Independent School District, and the Shelby County Retired Senior Volunteer Program.

"We're trying to make the young people feel good about themselves so that they can take better control of their destiny," says Newlyn Hawkins, Shelby County Extension agent.

The camp included self-concept classes that focused on accepting one's self and others, developing potential, dealing with peer pressure, and talking, listening, and learning.

Parental Understanding

In 1988, to effectively deal with the growing problem of juveniles in trouble, Kerr County Judge Danny Edwards broached the subject with County Extension Service Agent Jerri Ray. Before long, the two had in place a program aimed at helping both juveniles and parents in Kerr County.

Judge Edwards mandated that parents of juvenile offenders take part in a parenting program as a condition of probation for their teenager. In addition, the youths were mandated to take part in an educational program, which Ray organized, to develop self-concept and self-esteem. This was coordinated through the county probation officer.

The program for parents is called Systematic Training For Effective Parenting of Teens. The course comes complete with workbook and audiotapes, and focuses on areas such as understanding teenagers and yourself, personality development, emotions, encouragement, building self-esteem, communications, and discipline.

Over 100 parents have participated in the program since it was initiated in January 1988. While many were mandated to participate, others have come as referrals from school counselors, ministers, and justices of the peace.

Quality Day Care In Caroline County

Mary Ann Johnson
Extension Information Officer,
Educational Communications,
Virginia Tech

For many families, both the mother and the father have to get to work every morning. More often than not, it takes two paychecks to be comfortable from payday to payday.

What do they do when the neighbor who has been taking care of their child during the day suddenly says this is no longer possible? Or if the social services director decides that she has too many children in her home?

In the spring of 1987 this situation occurred in Caroline County, Virginia. Suddenly, the lives of about 30 families were disrupted when there was no one to take care of their children.

Search For A Solution

When this issue—quality child day care—suddenly became critical, families turned to Virginia Cooperative Extension for a solution. "For many families it is not a question of whether one or both parents will work outside the home," says Kathryn Burruss, director of Virginia Cooperative Extension in Caroline County. "For many of them, two incomes are necessary to provide the basics for the children."

Caroline County, located in central Virginia, is a county from which most citizens commute to work. Many of its 19,000 residents travel to Northern Virginia, Washington, D.C., or Richmond. The daily commute adds hours to the time parents must be away from their children.

Burruss points out that costly day care was not a solution to the parents' concerns. The median income in Caroline County, $14,482, is below that of Virginia at $17,475. Many county residents are employed as factory and clerical workers—a part of the workforce not in the higher paid categories.

Crisis In The County

"About 60 percent of the mothers of children six years of age and under are in the workforce," says Burruss. "Also, there are many single-parent families where child care is a must. Through the years, the solution was for neighbors to take young children into their homes and care for them during the day. This kept the problem from becoming critical, but it wasn't completely satisfactory."

When social services investigated some home day care centers, Burruss points out, they found there were problems such as too many children for the number of adults. "This resulted in some families having no place for their young children," she says. "This temporary crisis in the county brought the problem of an insufficient number of day care providers to the attention of the community."

This county crisis was also an issue in many of the state's rural areas. Extension geared up to work on the issue. Burruss, as the Extension home economist, was one of the first to respond in Caroline County.

The County Board of Supervisors named Burruss to co-chair a task force which immediately responded with some short-term as well as long-term suggestions. Emergency legislation in the General Assembly solved the immediate crisis by permitting some family day care operations to continue. The long-term plans included arranging for child development training for those who were providing care in their homes. The training centered on how to create a quality day care environment for the children.

The goal was to ensure that quality care was available to all families that needed it by providing a variety of day care options. Burrusss was appointed co-chair of the project at the local level with Marybeth Marek, director of planning and community development. Martha Gilbert, director of the Department for Children, was asked to chair the Rural Child Care Project Committee.

Celebration For Children

One of the most visible of their efforts was a celebration, "Caroline Cares For Children." Many different organizations put on a celebration for children and their parents at the Upper Caroline Fire Department. This celebration featured information on child safety, quality care, training, and community resources.

What promises to be Caroline County's first licensed day care center—a private home that has been remodeled—is awaiting certification from social services. Ten people are enrolled in training to become day care providers. After the celebration, 31 men and women called to obtain more information on starting child care operations, and five groups are in various stages of planning day care center programs.

Karen DeBord, Extension specialist, Virginia Tech, is working with the Caroline County members to provide information to other rural counties.

"Caroline County has taken some positive steps so that parents would have good child care and not have to decide between their child's safety and work responsibilities," Burruss concludes.

Keeping Straight In The Inner City

Garrick White, a 4-H youth who grew up in the Cabrini-Green housing project, poses with (from left to right) 4-H Community Worker Francis Johnson, 4-H youth Rochelle Strong, and Youth Leader Kimberly Ellison. In April 1989, White and Strong were the Illinois representatives at the 4-H National Conference in Washington, D.C.

Karen E. Smith
Extension Adviser,
Public Information,
Office Of Associate Director
For Urban Programs,
University of Illinois at
Urbana-Champaign

At the National 4-H Conference this past April in Washington, D.C., two 4-H youths representing Illinois showed their peers from New York to California that not all inner-city young people are members of gangs and hooked on drugs.

Both Garrick White, who grew up in the Cabrini-Green public housing project, and fellow Chicagoan Rochelle Strong, who met youth from 4-H clubs all over America, informed these young people about 4-H in their Chicago community.

"A lot of kids wanted to know what it's like growing up in Chicago," says White, a 17-year-old student at Lincoln Park High School in Chicago. "They were surprised we had 4-H clubs. "They asked me, 'Where do you keep the cows?'"

Participants at the National 4-H Conference are chosen in a way that guarantees all geographical areas and ethnic groups receive fair representation. Strong, a student at Hyde Park Academy, says she told her fellow 4-H representatives that living in the inner city has its drawbacks, but that it is not as bad as they might think. "After a while," she comments, "it seemed like we were all the same. We have the same concerns and the same problems."

Communicating With Legislators

During their week in Washington, D.C., all the 4-H representatives served on committees and met in "focus groups" that examined particular issues. Some, like Garrick White, had the chance to speak to their legislators about their concerns.

White comments that when he met with Rep. Dan Rostenkowski he used the opportunity to tell him about the value of 4-H and the need for more and better public housing. "I wanted to know if public housing has a future," White says. "I'm worried that, with the budget deficit, there won't be any money for it."

Rochelle Strong believes dropping out of school is one of the key youth problems legislators and 4-H clubs must face. In West Virginia, she points out, a driver's license is conditional for teenagers, and is revoked if the teen drops out of school. "I think that revocation is a good idea," she says. "I think we should have some kind of conditional driver's license in Illinois."

Steering Clear Of Trouble

With their heavy involvement in 4-H educational activities and school studies, neither White nor Strong has the need, nor the time, for gang involvement, drug use, or other activities that often lead youth down the wrong path. They would like to see more of their peers involved in 4-H. White suggests more active recruiting in places where young people hang out, such as youth centers and church halls.

White joined the Cabrini-Green clubs about five years ago, after learning a ," he says. "Then I joined the church, and through church, I found 4-H. Once I was involved, it got me away from the gangs."

Strong says her 4-H experience has turned a once shy and insecure girl into someone who is articulate and able to set an example as a leader among her peers. Strong, who once was afraid to speak in public, recently won a public speaking contest. She will travel to Springfield this summer to compete in the statewide competition. Since returning from Washington, she has written letters to new friends in Delaware, New York, South Carolina, Puerto Rico, Texas, and Toronto.

"I learned to promote myself and started entering contests," Strong comments. "I used to be afraid of speaking in front of people. Now, I do it for fun."

Extracted from an article in ***Extension Today****, a quarterly report from Cook County Cooperative Extension Service, University of Illinois at Urbana-Champaign.*

Teens Versus Traffic Trouble

Scott Turner
Extension Associate Editor,
Information And Applied Communications,
The Ohio State University

Karen, a 16-year-old from Russellville, Ohio, doesn't drink and drive. She also wears her seat belt. A car accident disabled her brother—it was the seat belt that saved his life.

Karen did allow herself to tread heavily on the gas pedal. No more. A speeding ticket sent her to a session conducted by 4-H'ers of the Brown County Carteens. The Carteens are teenagers who take automotive safety seriously. 4-H'ers develop and run an educational program in Brown County for teenagers like Karen with first-time traffic violations.

The Carteens program is the brainchild of Ron Dvorachek, probate juvenile judge in Brown County, and Phil Lathem, a counselor at the Brown County Counseling Center. When they saw an increase in teenagers drinking and driving, they thought it was time to visit Rebecca Cropper, 4-H community development specialist.

"We wanted a way for teens to help other teens," says Dvorachek.

Volunteers And Funding

Cropper went to the county's 4-H junior leaders and came away with ll volunteers. Funding came from the Ohio 4-H Foundation. The Carteens collected information from state and federal sources to create the program.

Judge Dvorachek sentences teens convicted of a first driving violation to a 2-hour Carteen session. Since July 1988, Carteens have held sessions every 3 months. About 50 teens attend each session.

A typical session mixes talks, films, and skits. Topics include seat belts, speeding, driving under the influence of alcohol or drugs, and consequences of reckless actions. Evaluation forms for each session are used to modify the following session.

Before Carteens, Brown County teenagers with.their first traffic violation attended a special school taught by a driver education teacher. Most counties have similar programs. As far as anyone involved knows, Carteens is the only such program in the Nation taught by teens.

"We don't lecture during a session," says Carteen Candace Whalen, 18, of Russellville. "We're all teens there and we know where they're coming from. We're concerned and just trying to reach out with information in a different way."

In April, the original group of Carteens began training six new 4-H junior leaders to be Carteens. The new group's first program will be this fall. A new group of Carteens provides an opportunity for Lt. Rex Newbanks of the Ohio State Highway Patrol post in Georgetown to work with teenagers. Newbanks has advised the Carteens on traffic safety matters and participated in several sessions.

Plans For A New Club

Judge Dvorachek is so impressed with the first year of Carteens and the role of 4-H in the county that he wants to help 4-H Agent Cropper start a new 4-H club. This one would be for teenagers on probation for committing misdemeanors or felonies. The club would be traditional: members would hold meetings and work on projects.

Cropper hopes to use a grant on car safety from the Ohio Cooperative Extension Service to expand the Carteens to teach car and driving safety to 15 and 16-year-olds in the county.

Sharing The Program

Working with the court system and the highway patrol has also put the Carteens in the media. Carteens have talked about car and driving safety and about their program on more than a half dozen radio stations in southern Ohio and northern Kentucky. They've also been featured in several widely read newspapers.

A demonstration of a typical session during a meeting of the State Extension Advisory Committee brought numerous requests for the Carteens to visit other counties to share the program.

For Karen, attending a Carteens session reinforced her values. "This was educational," she says. "My views have changed because I've known several people injured or killed in automobile accidents. But that shouldn't be the way people learn."

Extracted from an article in ***Ohio 21****, September 1989, published semi-annually for alumni and Ohio agricultural leaders by the College of Agriculture, the Ohio Agricultural Research and Development Center, and the Ohio Cooperative Extension Service of the Ohio State University.*

Opposite: "Please sir, your license and registration!" is the Ohio state trooper's usual opener. Teenage drivers in this state and others tend to get their share of speeding tickets. This page: The Brown County Carteens, a 4-H club in Ohio, has established a drivers educational program for teenagers with first-time traffic violations. Initiated by a county probate juvenile judge and conducted by 4-H junior leaders, the Carteen program uses talks, films, and skits to make their points about traffic safety.

A Street Corner Safety Net

In Chicogo, the Tronsitionol Living Progrom, supported by Extension at the University of Illinois, is providing bosic skills for youth with o troubled future.

Marilyn Norman
Extension 4-H Advisor, Youth, Cook Area III County Office, Chicago, Illinois

The time: 1989.

The place: downtown Chicago at the corner of Broadway and Belmont. A harsh street environment is the reality for all adults and young people who frequent this area.

Fortunately for many, the Transitional Living Program (TLP) also exists on this street corner. TLP, in collaboration with other agencies, provides an alternative for those teens who have no home.

The program provides training in basic job skills, personal decision-making, and independent living for homeless young people. For 2 weeks, teens with a troubled future, talk about what it means to use their resources wisely. However, the promise of a job several weeks away is sometimes too distant for a kid to make it through the required 10 days of classes without some external motivation.

Extension Support

The University of Illinois, Cooperative Extension Service, is helping to supply this much-needed motivation through the support of the Transitional Living Program. By identifying the needs of the agency and adapting from existing material, Extension was able to suggest curriculum information and incentives appropriate to the teens.

The teen-oriented materials in projects such as "Living On Your Own" and "Leadership Skills You Never Outgrow" have given depth to a fledgling curriculum.

Simple incentives and awards given at the completion of the first week (a certificate), the second week (a ribbon), and holding a job for 3 months (a small notebook) have increased commitment by 30 percent. This is significant since the program trains almost 200 youth each year.

The project coordinator, William Trussell, expressed a sincere appreciation for the involvement of University resources.

"These are tools which can give positive reinforcement to kids who have been dealt a rough blow by society," Trussell says. "We have found that some of our teens have really been touched in a profound way by knowing that someone cares. One of our previous students has even returned to request a copy of one of the leadership books. One activity....one experience made a difference in her life, and the way she feels about herself."

Going For The Goal

Joyce Christenbury
Extension Family Resource Management Specialist,
Department of Home Economics,
Clemson University, South Carolina

In South Carolina, approximately one-third of the youth between the ages of 13 to 19 drop out of school each year. Of this number, 80 percent is because of teen pregnancy. The financial, social, and emotional implications of this situation are high.

Two years ago, the South Carolina State Family Resource Management Team, which is made up of an interdisciplinary group of professionals from county and state Extension staffs, came face to face with these facts about the youth of South Carolina.

The team concluded that special programs needed to be developed that would address all youths, but would be strongly recommended for high-risk youth groups. The proposed programming would assist youths to develop decisionmaking skills that would better prepare them for the economic facts of life. The program would encourage young people to complete high school and seek additional training.

Teen Decisions And Their Future

The first component of the two-part program developed for distribution in South Carolina is a career exploration for youths: "Go For The Goal." The program features four lessons, a videotape, two computer software programs, activity sheets, and a printed publication.

The material focuses on relating the impact of teen decisions on future earning ability. Youths are shown their future earning potential as a high school dropout, a technical school graduate, or a 2 or 4-year college graduate. Also, youths can relate personal interests and abilities to potential careers. They can then explore these careers and the education and experience required.

Importance Of Financial Planning

The second program component, "Focus On The Future," introduces youth to lifetime financial planning to achieve financial security. Emphasis is on life cycle planning and the various financial tasks individuals and families must accomplish if they are to be free of "money worries." The four-lesson series uses a simulated budgeting game, computer programs, various activity sheets, and group interaction to help youths gain a feel for money management.

Both programs were designed to be used with organized groups either in a formal educational setting or in a 4-H or other community youth group. Target audiences include high-risk youths, community youth groups, participants in school-enrichment and career day programs, and the public.

Favorable Response

In March 1989, specialists trained Extension agents from 36 of the state's 46 counties in the use of the materials. However, in two counties, the "Go For The Goal" program was presented to 260 youths. Both youths and cooperating teachers responded favorably. After completing the program, many students were more interested in finding a career that met their interests, rather than one that paid a lot of money.

In one class, youths were surprised to see that the salary one can expect as a high school graduate is quite close to the poverty level. Many quickly realized that additional education was necessary if they were to achieve the living standard they desired.

Teachers have been impressed with the up-to-date statistics and materials. Many believe all juniors and seniors should participate in such a career exploration program. Adult leaders gave the program's content and presentation methods a positive evaluation.

"If this program makes students stop and think about their future career choices," says one presenting Extension agent, "then it is a very successful program."

Tapping Leadership Potential

George Cattan, urban youth specialist in St. Louis, Missouri, holds a session with youth participating in the Urban Youth Program, in which he emphasizes self-esteem and alternatives to drugs.

Janet Edwards
Information Specialist,
Extension Marketing And Information,
University of Missouri,
St. Louis

An innovative project launched late last year in three St. Louis, Missouri, city schools allows students to tap into their leadership abilities while exploring the rewards of group participation and teamwork. This project is a milestone because it marks the first time Extension staff and University of Missouri-St. Louis (UMSL) faculty have combined their talents to serve at-risk youth, points out George Cotton, Extension urban youth specialist in St. Louis County.

The program targets youth in grades 7, 8, and 9. Thirty-one students, selected by principals, teachers, and guidance counselors, participated in 1989. In each 2-hour workshop, the group practiced communication and problemsolving skills. Sessions were held on the campuses of participating schools. The first segment of the program began in December 1988 and continued through April 1989.

Broadened Horizons

Immediate purposes of the Youth Leadership Development Program are to increase students' awareness of the world around them and to help them develop their own potential in leadership roles, Cotton comments.

To help broaden their horizons, Cotton involved the youth delegates in 4-H club activities, which he directed through University Extension. Funding for the leadership program helped to send students to Washington, D.C., for the 4-H national leadership conference.

An effort to establish peer programs is under way, with delegates who completed last year's sessions doing much of the legwork in their own schools.

Future Workshops

Last year, workshop leaders for the program included University Extension staff, UMSL faculty, and private consultants who live and work in the city of St. Louis.

Students explored leadership and communication skills in the workshops, and such topics as adolescent sexuality, substance abuse, stress, and peer pressure. Next year's program, Cotton points out, will be fine-tuned and the issues fewer with more emphasis placed on each topic.

"We believe that through education and skills training, we can offer alternatives to the kids and their parents to positively combat the many pressures our teens face today," says Everette Nance, director of UMSL Midwest Community Education Development Center, who worked with Cotton on the project.

Success of the youth development program has led its directors to plan a policy manual on working with at-risk youth, which will serve as a model for school districts and agencies working with disadvantaged young people.

The Youth Leadership Development Program is funded by the Model Urban Extension Program. Co-directors are Wendell Smith, UMSL associate vice chancellor for academic affairs and of dean of continuing education-Extension, and Beryl Lycan, director of University Extension's East Central Region.

Extracted from an article in ***Exclaimer,*** *Vol. 17, No.5, October 1989, a University Extension publication, published by University Relations at the University of Missouri, Columbia.*

PACT—Perspective on Teen Sexuality

PACT (Parents And Adolescents Can Talk) teen facilitator Jae Polus (holding display card) leads a youth discussion in Gallatin County, Montana. The Extension program focuses on improving communications between parents and their adolescent children to increase knowledge of human sexuality and reduce teenage pregnancies.

Tana Kappel
Extension Communications Specialist,
Office of Publications
And News Services,
Montana State University

There have been numerous approaches to reducing the rate of teenage pregnancies—from paying teens not to get pregnant and providing sex education in schools, to religious teachings and scare tactics.

The Montana State University (MSU) Extension Service may have hit on an approach that works—it's called "Parents and Adolescents Can Talk (PACT)."

As the name implies, the PACT program focuses on improving communications between parents and their adolescent children. It also tries to increase families' knowledge of human sexuality, says MSU's Joye Kohl, project director.

"The goal is to encourage youth to postpone sexual activity," says Kohl.

Indeed, teens are engaging in sex at ever-younger ages. Parents are becoming more concerned, says Clarene Dysart, PACT coordinator in Harlowton and principal of Hillcrest Elementary School. "Still I don't think some parents realize how early kids are talking about sex," she says. "Nor is teen pregnancy limited to any one group or locality."

"Teen pregnancy is a problem statewide in urban and rural counties, among all racial and income levels," says Kohl.

Sexually transmitted disease is another issue. Approximately 25 percent of all reported cases of gonorrhea in Montana occur among teenagers. "We're also concerned about chlamydia and genital herpes, and the threat of AIDS," notes Kohl.

PACT Beginnings

Kohl and a group of parents, clergy, and health and education professionals established the first PACT program in 1985 in Gallatin County.

Designed for 5th through 12th graders and their parents, the program includes a series of workshops and home activities on assertiveness, self-esteem, decisionmaking, and sexuality issues.

Unusual Approach Awarded

A unique aspect is that communities can adopt an in-school or out-of-school format, both of which involve parents and their children. Many educational approaches are aimed at parents or teens separately, says Kohl. Other programs offer "after the fact" treatments or crisis intervention, not prevention.

In May 1989, the American Medical Association gave a national award for excellence in adolescent programming. More than 25 Montana communities have implemented PACT programs, and several other communities and states are considering starting programs.

Development and implementation of a large part of the PACT program was funded by the U.S. Department of Health and Human Services.

Dysart, who helped start the program in Harlowton last year, says participating parents were at first shy about discussing sex. "Now they're enthusiastic and felt it helped them share information and discuss mutual problems." They could become more involved in their children's sex education.

PACT Effective

An evaluation of PACT by a Washington State University researcher found a positive correlation between parents' knowledge of physiology and reproductive health and a lower incidence of intimate sexual behavior among their adolescent children.

Providing parents with more knowledge and communication skills increases their confidence, which boosts youth self-esteem, says Kohl. Kids with high self-esteem are less likely to give in to peer pressure to have sex, take drugs, or otherwise behave unacceptably.

For more information, contact:

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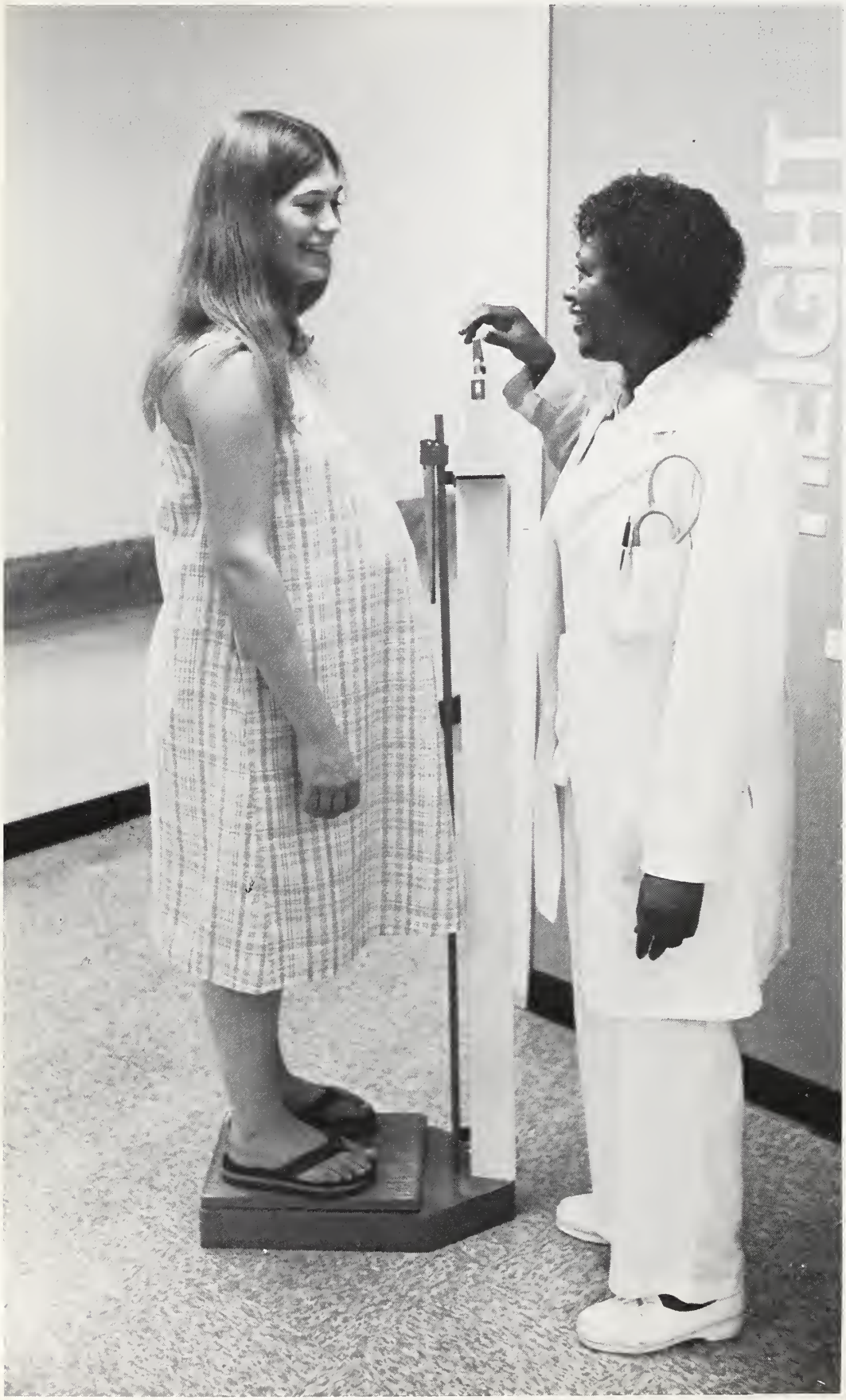
Improving Parenting Skills



Ronna Tulgan
Extension Associate, 4-H And Youth Development,
Cornell Cooperative Extension, Schenectady County, New York

"I've really learned a lot in this program," a mother who successfully petitioned for the return of her children from foster care told this author during a parent education home visit. "I've learned about the needs of my boys, and how to set limits. And I've learned how to encourage my kids. My caseworker really noticed a difference!"

This mother had custody of her children restored because of her committed participation in the Partners 2000 program, an early intervention pilot project conducted by Cornell Cooperative Extension, Schenectady County, New York, in cooperation with the Schenectady City School District. The goal is to provide an outreach parent education program.

Partners 2000 is funded by a New York State Education Department School/Community Partnership Grant. The 1988-89 school year was "year one" for the project. Grants were awarded to school systems that proposed innovative plans to help Youth At Risk to complete high school. To accomplish this, schools would coordinate their efforts with the efforts of community youth services. Schenectady's proposal was unique in that it targeted elementary-age, at-risk youth in the belief that early intervention is critical.

Cooperating Agencies

The Schenectady community agencies working together in Partners 2000 include: The Carver Community Center, The Boys Club, The Girls Club, and the Y.M.C.A.—all of which provide after-school care for referred children and their siblings. Also, the Child Guidance Center provides family therapy and

from the Partners 2000 program. School personnel and agency staff meet regularly to assess the needs and progress of participating families and to coordinate plans.

During the program's first year, 20 families were involved in the project. Eighteen of the 20 families elected to receive outreach parent education. With ideas and support from Jennifer Birckmayer, Extension specialist in parent education, and valuable input from the Cornell Family Matters Project, the author initiated the development of the first outreach parent education program in the state.

Program Strategies

Educational plans in the program are totally individualized, but the same strategy is employed with each family. First, there is a discussion about the problem identified by the school. Then, the focus is on problems between the parents and children as perceived by the parents. The Extension associate works with the parents to define the problem in the parent's terms, sets goals, develops activities to meet goals, and measures progress along the way. Parents are helped to develop self-images that incorporate the capacity for good parenting.

Typically, content focuses on the developmental needs of their children, strategies to meet their needs, positive methods of discipline (eliminating corporal punishment), and constructive interaction with the schools. Most parents met with the Extension associate on a weekly basis during the first year of the program.

The Extension associate in the program also facilitated a weekly parent support group which was open to and attended by other parents besides Partners 2000 parents. Everyone benefited by exposure to the various situations faced by different families.

Parent Education Workshops

In the second year of the program, intensive outreach education will be delivered bi-weekly instead of weekly. This will allow the Extension associate to offer parent education workshops to all parents with children in the Partners 2000 schools. One workshop that she will offer in the fall is "Discipline Is Not A Dirty Word," which was jointly adapted for this audience with the help of Jennifer Birckmayer.

The Kellogg Youth Volunteer Project material, developed by Stephen Hamilton, professor of Human Development and Family Studies at Cornell University, will be used to train teenagers identified at risk to lead 4-H projects at the Partners 2000 after-school sites. Not only will Partners 2000 youth gain by participating in 4-H projects, but the teenagers will also gain in knowledge, skills, and an increased sense of purpose, self-esteem, and responsibility by taking a leadership role in working with children.

Plan Teacher Workshops

At the end of the first program year, teachers requested more support and education to understand the special needs of Youth At Risk and to develop innovative strategies to reach troubled children in the classroom. In response, the Extension associate will offer three teacher workshops focusing on how teachers can strengthen self-esteem in the classroom. The schools will grant in-service credit for these sessions.

Program Impact

Formal and informal feedback from families, school personnel, and other agency project participants indicate that this outreach parent education program has had a very positive impact. Examples of changed behavior include: parents attending school conferences, attempting alternative and more positive methods of discipline, planning and participating in constructive activities with their children, and children arriving at school on time and more often. Teachers have reported more parent involvement, improved classroom behavior of referred children, and a sense of gratitude for establishing an active liaison between themselves and hard-to-reach family members.

Although it is too early to judge the final outcome of the Partners 2000 program—high school graduation—it is clear that Extension outreach parent education is a valuable component of this program. ▲

Partners 2000 is an outreach parent education program, conducted by Cornell Cooperative Extension, in cooperation with the Schenectady City School District. Schools coordinate their efforts with community youth services to provide an early intervention program for at-risk youth.

Youth Network In Nevada

Opposite: Ivan Bridwell (seated), an 18-year-old graduate, works under the guidance of Ken Meyer, independent living skills coordinator. Nevada Cooperative Extension, the Nevada Business Service, and Nevada State Welfare are the sponsors of this foster youth "survival" educational program. This page: Janice Pinder (left), Nevada Cooperative Extension Youth At Risk specialist, delivers self-esteem training to a group of youth in the PRIDE (Personal Responsibility In Daily Efforts) program in Las Vegas.

Amanda Penn Dunkerly
Former Extension Communications Coordinator, and
Francine Bass
EFNEP Coordinator, Clark County Extension Office, Nevada, and
Carla Fitzgerald
Extension Associate, Youth Development, University of Nevada-Reno

In analyzing southern Nevada statistics on youth, Extension staff in Clark County drew a compelling profile: teenagers are far more concerned with acceptance than bodily harm; teen pregnancies and gang involvement are on the rise; adolescent deaths from accidents, homicides, and suicides have increased sharply; and teens are not responding to standard risk-prevention programs.

In light of these trends, Extension staff called upon a network of youth agencies to identify special youth audiences and build strong curricula.

Janice Pinder, Extension's Youth At Risk associate, developed several of the courses. "Listening to teens, we discovered many concerns," she says. "We learned that they do seek positive role models. Unfortunately, quite often the only role model is a young man or woman who has made abuse and resentment a way of life."

Delinquents And Truants

Clark County Extension staff, in attempting to assess needs, are aware of one overwhelming concern: youth need to develop a strong sense of self and respect for others. Delinquents often lack adaptive skills in social behavior relating to employment and problemsolving. They must learn to be assertive rather than aggressive (stand up for their own rights without taking away the rights of others).

P.R.I.D.E. (Personal Responsibility In Daily Efforts) is a program that helps 12- to 18-year-olds in the Juvenile Court System understand the sequence of personal actions that get them into trouble. The sessions reinforce more adaptive, nondelinquent behavior.

Students learn how to recognize personal signs of stress and anger and how to effectively deal with their feelings. They also learn career skills.

P.R.I.D.E. PLUS targets youth 12- to 16-years old with truant status. The Clark County School District refers participants to this program. Youth may have other involvement with the juvenile court system.

"Our goal is to encourage these teens to continue school through graduation," Pinder says. "We want to give them a sense that they can accomplish personal goals. We also want to stress the hard facts of what life can be without a high school diploma."

In each of the four sessions, Pinder helps teens clarify educational values and alternatives. Students are taught to recognize their own personal style of learning.

"I Am Somebody" is a self-esteem curriculum for youth ages 12 to 18 who are not formally involved in the juvenile court system. Community leaders refer to these participants as Youth At Risk. Many of these teens are fearful of confronting new learning situations and feel that they are unworthy. This program enhances self-esteem by emphasizing the skills and abilities that each child possesses. "Through videotapes, role playing, and small group interaction," explains Pinder, "we've been able to help youth resolve personal problems and make positive decisions."

Pregnant Teens

Children born to adolescent mothers are at greater risk of low birth weight and infant mortality. This often occurs because teen mothers make poor food choices and don't get adequate prenatal care.

The Expanded Food and Nutrition Education Program (EFNEP) in Clark County has been helping to reduce these risks through comprehensive prenatal nutrition

education. EFNEP teaching assistants make home visits. The enrollees are given a pre-test to assess their nutrition knowledge and determine which of 12 nutrition modules would be most appropriate.

Each participant completes 6 to 12 lessons. Two followup visits are made after the baby's birth. "We built a strong bond with these girls and their mothers," says EFNEP Coordinator Francine Bass. "We have even had a few of the fathers-to-be sit in on the sessions."

"You're On Your Own" independent living skills training is the result of a three-agency network targeting foster youth. Extension staff working with Nevada State Welfare and Nevada Business Service designed the 10-session series for youth 16 to 18 years old.

Initially, welfare staff identify teens in foster care or group home settings who want to prepare for independent living. These students enroll in the course where Extension staff teach them assertiveness skills, budgeting, housing, banking, and insurance coverage. On field trips to an apartment complex and a supermarket, students have an opportunity to see how far their money actually goes.

The other agencies involved provide career planning, job placement, and an overview of low cost (or no cost) services.

"Whether or not these youth stay in foster care," says Carla Fitzgerald, Extension associate, youth development, "after this course, they have more realistic expectations of what the future has in store."

The Youth At Risk emphasis at Clark County Extension is supported by an integrated team of human development, family resources, nutrition, and youth development specialists and associates of both the southern Nevada Extension offices and the University of Nevada-Reno. "Youth development is our number one state Extension priority," adds Robert Norris, acting area Extension chair for Southern Nevada. "Now we have proven curricula that serve the needs of children and teens who have previously slipped through the system."

Coordinator For Community Confrontation

Extension Agent Tereso Hogue of Oregon Stote University trovels thousonds of miles o yeor to do her job. Hogue is Oregon's Positive Youth Development Coordinotor ond colls herself on "Extension ogent-on-loon." She is involved in o prevention progrom thot helps communities confront such problems os school dropouts ond drug ond olcohol obuse.

Leonard J. Calvert
Extension Communication Specialist,
Oregon State University

These days it is hard to keep track of Extension Agent Teresa Hogue of Oregon State University (OSU). She may be in her office at the state capital in Salem or her office in the central Oregon city of Bend about 200 miles to the east. If she is not in either place, then there's a good chance she's on the road or meeting with people in communities large and small.

If Hogue sounds a bit elusive, that's because she has a job that may be unique among Extension workers. Hogue, although still an Extension agent, is Oregon's Positive Youth Development Coordinator.

Since becoming a Positive Youth Developer in December 1988, Hogue has traveled thousands of miles and met with hundreds of people concerned about what's happening to young people in their communities.

Hogue works out of the Oregon Community Children and Youth Services Commission. However, her program has grown out of a partnership involving the Juvenile Justice Advisory Committee, the OSU Extension Service, the State Commission, and the Juvenile Justice Alliance, a private non-profit group.

Agent-On-Loan

Hogue describes herself as an "Extension agent-on-loan to this prevention program," which helps communities confront such problems as school dropouts, drug and alcohol abuse, parenting skills, and educational resources.

The Juvenile Justice Alliance specifically requested Hogue, a 15-year Extension veteran, after the excellent job she performed in central Oregon's Jefferson County. The Juvenile Justice Alliance submitted a grant proposing the youth program to the former state juvenile justice commission.

In her former county position, Hogue was instrumental in starting "Fridays," a drug and alcohol-free social environment for teens. She also initiated a teen parenting program.

The current state-wide positive youth development program is an outgrowth of Governor Goldschmidt's "Children's Agenda."

"What we are doing in the communities is very developmental," Hogue emphasizes. "It's not a packaged program. The community needs to be empowered to solve its own problems."

Goals

The goal of positive youth development, she points out, is to bring all segments of the community together, with all their resources, to create an environment which fosters and promotes the growth of its young people.

Teams of people from business and public and private agencies are working in partnership with communities. More than 50 trained volunteer facilitators located throughout the state are available to work with community leaders.

The youth development team meets with a representative group of youth, lay people, and professionals. "We show them how the community action model can be used," Hogue says. The model is based on the work of William Lofquist, consultant from Associates For Youth Development in Tucson, Arizona.

Hogue feels her Extension experience has been valuable in demonstrating how to form partnerships and how people, with the right tools, can come up with their own solutions for problems. "We get the community to look at its youth as a valuable resource in the solution of problems," says Hogue. "This is an old idea to 4-H agents, but a new idea to many others. The ability of Extension staff to network has been invaluable to the whole process."

Upcoming Programs

Hogue is excited about plans to increase youth involvement, including training older youth to serve as group facilitators. She's also encouraged by the increasing number of communities asking the positive youth development teams for help in starting community-based programs. There are many indications that positive youth development work will become an ongoing, permanent part of Oregon communities.

Hogue believes that people working together can make a difference in the community. For example, the city of Bend has identified 18 strategies in its community action planning. The strategies, reports Sue Shephardson, coordinator of the Community Action Plan For Youth, include a network called "Friends Of The Family," development of a skateboard park, and help from Mountain View High School students who are identifying the needs of young people and ways to meet those needs.

A 14-year-old youth may have summed it up best when he noted that "this is where kids and adults can come together to make good things happen in a community for everybody. We can work together to solve our problems."

Organizing For Action In South Carolina

Glen H. Krohn
Assistant Director Of Extension 4-H
And Youth Development,
and
Jerome V. Reel, Jr.
Vice Provost For Undergraduate Studies,
Clemson University, South Carolina

Higher education and the Land Grant System are designed to assist community residents in identifying priority concerns. These concerns are then addressed locally as a part of the Cooperative Extension System in land grant universities and colleges. People-building and youth development have been major thrusts for the land grant universities since their inception. The struggles inherent in growing up today are requiring that, once again, the Land Grant System target a people-building curriculum and develop new strategies in its outreach efforts.

Statistics and trends reveal poverty, poor health and nutrition, child neglect and abuse, teenage pregnancy, substance abuse, and depression are increasing at alarming rates among our youth.

These problems are requiring our institutions to reexamine organizational charts, resource allocations, priorities, and linkages available for addressing major youth concerns on our campuses and in our local communities.

New Directions

Faculty and administrators of two institutions have reviewed youth needs and university resources in South Carolina. They identified areas of adjustments, redirection, and refocus. This was the basis for developing a major proposal to pilot these recommendations initially within a small number of counties in the state and on the campuses of Clemson University and South Carolina State College. The results of the pilot effort would provide the knowledge needed to move into all 46 counties.

All colleges and schools at the two institutions, along with the South Carolina Cooperative Extension System (1862 and 1890), will work with the local community and state groups to stem the growth, reverse the trend, and reclaim our heritage—our youth.

University Collaboration

The South Carolina Youth Development Council is a new project recently funded by the W. K. Kellogg Foundation. This new collaborative project brings together the following: Clemson University, South Carolina State College, The National Dropout Center, state agencies, and youth. The innovative 22-member council is linked to local groups for needs assessment, program delivery, and evaluation of impact. The Kellogg Foundation's support has been matched with university and state resources that will add up to an $8 million dollar effort over the next 4 years.

Council Linkage

The State Council is linked to the local county and community council for needs identification, program development, resource allocation, program implementation, and evaluation of impact.

The Council would also be supplemented through the advice and counsel of state and local representatives of business and industry.

The Council will enable the use of all land grant resources, state agency services, and business and industry support to be made available to address currently identified youth concerns in cooperating counties and communities. ⁂

North Carolina Takes The Initiative

Eddie Locklear
Extension 4-H Specialist,
North Carolina State University

In May 1989, members of the Youth At Risk Task Force presented their findings to the Cooperative Extension System through four regional workshops. Some highlights from the report, "Youth: The American Agenda," follow:

"Youth become "at risk" from three primary conditions: poverty, lack of family support, and negative peer pressure. While there are manifold causes within each of these conditions, they describe the areas in which action must occur if the Nation is to prevent youth being at risk. Lack of self-esteem, limited vision for the future, and no sense of a meaningful role are characteristics synonymous with Youth At Risk."

Because of these conditions, the report recommended Extension focus on eight critical education needs:

1. Self-esteem

2. Careers and Employment skills

3. Fitness and Health

4. Reading and Technological Literacy

5. Parental Support

6. Child Care

7. Problemsolving/Decisionmaking Skills

8. Futuring

The report also stressed the importance of focusing on prevention and intervention programs rather than treatment.

Strategic Plan

Since the presentation of the Youth At Risk Report, states and counties are implementing programs. However, given their diversity, questions are developing on the best approach for implementation and management. North Carolina is developing one model to address these questions. The model will include a strategy to help plan, implement, and evaluate a state Youth At Risk effort designed to support county programs. Major components of the plan are networking, collaboration, and coalition building with appropriate groups and agencies.

During the fall of 1988, the North Carolina Agricultural Extension Service adopted Youth At Risk as its ninth initiative, and in April 1989, a state work group was appointed. Membership consists of state Extension administrators, state specialists, and county Extension personnel from both land grant universities, North Carolina A&T State University, and North Carolina State University.

Following the regional training workshops of the National Youth at Risk Task Force in May 1989, the North Carolina work group met to: review the national report and determine implications for the state; develop a mission statement for Youth At Risk programming for the North Carolina Agricultural Extension Service; and develop a strategic plan for program implementation for the next 4 to 8 years.

Implementation

To make the strategic plan operational, the following steps will be implemented. First, the work group will receive appropriate feedback regarding the Youth At Risk Mission Statement.

Once specific program areas are identified, the work group will divide into subcommittees, depending on the number of programs.

As subcommittees, members have these goals: identify research data concerning topics to be developed; identify groups, agencies, and others who have an interest in the major topics; identify funding sources available for program development at the state and county levels; help build coalitions and collaborative efforts at the state and county levels; and help identify model programs in the subcommittee's topic area.

To Measure Program Impact

Subcommittees will also develop suggestions and ideas county personnel can use in their 4-year plans of work. Evaluation instruments will be designed by subcommittees to help counties measure program impact in areas supported by the State Youth At Risk Work Group.

The Youth At Risk Work Group train county personnel. Topics will include working with high-risk youth; designing, implementing, and evaluating Youth At Risk programs; and sharing ideas from other states. Needs assessment, research, community action plans, and networking are also major topics for agent training. Agents will be encouraged to develop countywide committees to coordinate Youth At Risk efforts.

Subcommittees and the State Youth At Risk Work Group will meet as necessary to help manage and evaluate Youth At Risk programs. The Work Group will cooperate with other state-level initiative groups to provide a holistic approach to youth development.

The North Carolina Youth At Risk Work Group has made a positive step to develop Youth At Risk programming in the state. Its efforts will help support county personnel in planning, implementing, and evaluating effective Youth At Risk programs. ▲

Marian Wright Edelman takes time from her duties as president of the Children's Defense Fund to acknowledge a young admirer.

Continued from page 2

A National Problem

In Ohio, one of our recent studies disclosed that the typical teen mother is a 17-year-old, rural, white girl. Let us be clear that this is a national problem ...rural as well as urban... southern as well as northern. This means that it is not somebody else's problem—it is a problem that concerns all of us.

These problems can be turned around, but this will take extraordinarily committed citizen actions. First on the agenda is a need to engage in massive public education. We must send the message to both the American public and all politicians that our children and our families are in crisis. We must emphasize to all Americans that for the sake of our future we need these poor minorities, these white and black children. Between now and the year 2000, this sector of our population will comprise eighty-five percent of our work force—they will be manning our industry and our factories.

We have to make sure that childcare is on Congress's "must pass" list this year. Then we can get about the business of helping working parents make ends meet, as well as making sure they have some place to leave their kids without worrying.

A Necessary Visitation Program

This year, we're starting a new visitation program where we take goverment candidates, business leaders, and service providers on visits to the neonatal intensive care nurseries. I want them to see America's future lying there hooked up to life-saving needles. They need to see homeless shelters and housing projects. They need to see the mean streets and the infested apartments. Then they will understand how difficult it is for a child to feel good about himself when his community or nation hasn't assured him a safe, decent place to live.

Also, we will be involved in the "Children 1990" program. "Report cards" are available on the status of children in every state. 1990 is the year we begin to educate our political leaders about the children. We want our political leaders to know what the facts are and what we expect of them. I believe no one should ask you for your vote without pledging a commitment to prevent infant mortality, ensure safe childcare, and provide a good education.

Each of us needs to understand and reaffirm that we hold in our hands the fate of our Nation and our children.

For information about the "Children 1990" program, contact:
The Children's Defense Fund
122 C Street N.W.
Washington, D.C. 20001

Remarks excerpted and updated from the Keynote Address of Marian Wright Edelman, President and Founder, Children's Defense Fund, at the 43rd Annual Conference of the National Association of Extension 4-H Agents in Mobile, Alabama, November 1989.

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