

4-H Program Committee Goals Listed by Relevance to UME Impact Teams

| | Agriculture & Natural Resource Profitability | Natural Resources Conservation & Sustainability | Money Smart | Health Smart | Food Smart | Community Resource & Economic Development | Community Leadership & Civic Engagement |
|----------------------------|--|---|---|---|---|--|--|
| 4-H Animal Sciences | <p>Develop master volunteers who can extend community- based courses that focus on the importance of protecting our food supply and improving animal care, production and profitability through a new Master Volunteer concept.</p> <p>Provide training that enhances a young person’s utilization of best management practices related to ensuring a safe food supply, animal and producer safety, and adopting effective production procedures. This will include new efforts and existing programs such as:</p> <ul style="list-style-type: none"> • Maryland Online 4-H Quality Assurance Program-2010 • Maryland 4-H Horsemanship Standards Program • 4-H Judging, Livestock Skillathons, Hippology, and Quiz Bowl Contests • Animal Science Camps – Horse Jamboree, Livestock RoundUp, Dog Retreat, etc • An. Sci. Volunteer Forum <p>Develop youths’ ability to become advocates for the promotion of agriculture and develop interest in careers in agriculture sciencerelated fields. This could be a possible outcome for the new conceptual Science of Maryland Agriculture program.</p> | <p>Help youth adopt environmentally responsible practices related to animal production. This could be accomplished through new efforts and incorporated into existing programs such as:</p> <ul style="list-style-type: none"> • Maryland Online 4-H Quality Assurance Program • 4-H Livestock Skillathons, Hippology, and Quiz Bowl Contests • Animal Science Camps – Horse Jamboree, Livestock RoundUp, Dog Retreat, etc • State and County Workshops | <p>Teach young people to make wise economic decisions related to animal production by reemphasizing the value of completing 4-H Livestock Records. This could be accomplished through new efforts and incorporated into existing programs such as:</p> <ul style="list-style-type: none"> • 4-H Livestock Skillathons, Hippology, and Quiz Bowl Contests • Animal Science Camps – Horse Jamboree, Livestock RoundUp, Dog Retreat, etc • State and County Workshops | <p>Help youth adopt healthy and safe practices relative to animal production. This could be accomplished through new efforts and incorporated into existing programs such as:</p> <ul style="list-style-type: none"> • Maryland Online 4-H Quality Assurance Program • 4-H Livestock Skillathons, Hippology, and Quiz Bowl Contests • Animal Science Camps – Horse Jamboree, Livestock RoundUp, Dog Retreat, etc • State and County Workshops | <p>Youth can learn how to make informed consumer decisions related to meat selection, safe food handling, and proper food preparation techniques through participation in:</p> <ul style="list-style-type: none"> • New meat judging and evaluation opportunities • 4-H Livestock Skillathons • Newly created resources and programs as a stand-alone opportunity • Quality Assurance Program | <p>Increase participation in 4-H through focused efforts to reach diverse, underserved and underrepresented audiences in animal science activities. This could be accomplished through new efforts such as:</p> <ul style="list-style-type: none"> • Science in Maryland Agriculture concept • Special Interest Animal Science Clubs • Public Displays and Presentations <p>and incorporated into existing programs such as:</p> <ul style="list-style-type: none"> • Maryland 4-H Animal Leasing Program • Agriculture Literacy programs targeting new audiences | <p>Develop leadership in youth and adults through animal science through programs that promote peer coaching opportunities, youth and volunteers serving in planning and implementation roles for animal science events, opportunities to develop public speaking skills, and youth involvement in governance opportunities.</p> <p>Develop citizenship through animal science, emphasizing positive character development. Development of programs on animal agriculture literacy, animal welfare, therapeutic use of animals, and more.</p> <ul style="list-style-type: none"> • Maryland 4-H Quality Assurance Program • Maryland 4-H Code of Animal Science Ethics |

| | Agriculture & Natural Resource Profitability | Natural Resources Conservation & Sustainability | Money Smart | Health Smart | Food Smart | Community Resource & Economic Development | Community Leadership & Civic Engagement |
|---|--|--|--|--|--|--|--|
| 4-H Environmental Science and Technology | <p>Provide opportunities for youth to learn how to garden for optimum plant growth, production and food quality. (Junior Master Gardener)</p> <p>Provide opportunities for youth to increase their agricultural literacy and understand the importance of Maryland agriculture and natural resources to their daily lives. (Science of Maryland Agriculture)</p> | <p>Provide opportunities for youth to learn and implement wildlife and fisheries habitat management practices -WHEP</p> <p>Provide opportunities for youth to acquire information and understanding of practical forestry skills in forest management and the use of forest and wood products. (Forestry Invit., Million Trees, Goods from the Woods)</p> <p>Provide the opportunity for youth to develop an appreciation of the environment and understand the importance of conserving our natural resources as a source of income, raw materials and enjoyment for quality of living. (No Child Left Inside, Oyster Cultivation 4-H Clubs, Chesapeake Bay Programs to be developed)</p> <p>Provide opportunities for youth to learn energy concepts, including energy sources, energy uses, and energy conservation. (National Energy Education Development Program – Science of Energy, Solar Energy, Transportation Energy, Energy Efficiency and Conservation, Electricity, Wind Energy, and Hydropower)</p> | <p>Provide opportunities for youth to develop financial decision making skills relating to their environmental science projects.</p> | <p>Provide opportunities for youth to develop habits that impact their personal, as well as their families' health by "Getting Outside" and discovering the environment around them. (No Child Left Inside)</p> <p>Youth will study the effects of water and air pollution on human health</p> | <p>Provide opportunities for youth to learn production methods used to enhance food quality, wise choices in purchasing garden items, as well as food safety practices and preparation methods. (Junior Master Gardener)</p> | <p>Teach practical and character building life skills identified by business and intellectual leaders as critical for today's youth to prepare them for the workplace. (ACA Camp2 Grow)</p> <p>Provide opportunities for youth to increase their literacy and interest in science, engineering, and technology (SET).</p> <p>Provide opportunities for youth to apply SET knowledge, skills and abilities in their lives and demonstrate interest and aspirations toward SET careers.</p> <p>(4-H Adventures in Science Program, Robotics, GPS/GIS, Science of Maryland Agriculture)</p> | <p>Provide opportunities for youth to work collaboratively to develop their knowledge of ecology and natural resource management, practice their problem-solving skills as they relate to community environmental issues, and take action to address such issues. (Envirothon, Alert, Evacuate, Shelter, NEED, Hometown USA)</p> <p>Teach practical and character building life skills identified by business and intellectual leaders as critical for today's youth. (ACA Camp2 Grow)</p> |

| | Agriculture & Natural Resource Profitability | Natural Resources Conservation & Sustainability | Money Smart | Health Smart | Food Smart | Community Resource & Economic Development | Community Leadership & Civic Engagement |
|----------------------------------|--|--|--|--|--|---|---|
| <p>4-H Human Sciences</p> | <p>Through partnerships with the Maryland Egg Council, Beef Council, Perdue and others, 4-H youth and adults will contribute to agriculture profitability in Maryland.</p> <p>Through the implementation of a MD- developed youth curriculum, youth will demonstrate money management as a result of investment in 4-H animal project work.</p> <p>Partner with the Animal Science Program Committee to develop master volunteers who can extend community-based courses that focus on the importance of protecting our food supply.</p> | <p>Through consumer education and project work, youth will demonstrate an increase in knowledge and implementation of science-based energy efficient technologies and energy conservation measures.</p> <p>Through the development of life skills youth will contribute to improved water quality and respect resource conservation.</p> | <p>Utilizing National 4-H curricula (Financial Champions, You and Your Money, and MD educator generated programs), 4-H participants and adults will demonstrate an increase in basic financial literacy and security for the future.</p> <p>Through partnerships (State Treasury and Governor’s Task Force on Financial Literacy) develop and build on existing decision making skills regarding credit, debt and spending.</p> <p>4-H participation in state and national LifeSmarts programs enriches this learning environment.</p> <p>Through the implementation of a MD- developed youth curriculum, youth will demonstrate money management skills as a result of investment in 4-H animal project work.</p> | <p>Youth, through the experiential learning model and the use of the following National 4-H Curricula in Family Life, Foods, Health and others, will demonstrate basic health literacy.</p> <p>Utilizing 4-H curricula, “Up for the Challenge”, EFNEP and FSNE, as well as home gardening and food preservation skills, and emphasis on the Health “H”, youth will increase consumption of healthy foods and increase physical activity levels.</p> <p>Through the Health Rocks! curriculum and the utilization of grant monies from National 4-H Council for the Health Rocks! Program, youth will demonstrate an awareness of healthy homes, improving air quality, reducing harm from smoke, chemicals and other poisons.</p> | <p>Youth learn how to make informed consumer decisions regarding safe food handling and proper food preparation techniques through participation in</p> <ul style="list-style-type: none"> • Consumer judging and decision making opportunities <p>Youth, through the experiential learning model and the use of National 4-H Curricula, will demonstrate nutrition and food safety knowledge in the following:</p> <ul style="list-style-type: none"> - Foods -Consumer Savvy -and others. <p>As illustrated with Corn Clubs of old, 4-H Youth can influence positive impacts by their participation in issue-based programs:</p> <ul style="list-style-type: none"> -Gardening and Jr. MG - Farm to School -Work force readiness -Food preparation and food preservation. <p>The 4-H Human Science Program Committee will offer training to support and enhance FoodSmart skills for youth and adult volunteers.</p> | <p>Increase participation of youth through focused efforts to reach diverse, underserved and underrepresented audiences is accomplished through utilization of a wide variety of curricula, resources and funding for youth programming in the human sciences. (e.g. Health Rocks! grant funding, afterschool programming, LifeSmarts on-line resources, etc.)</p> | <p>Through Human Science programming, youth will develop leadership skills in programs that promote youth and adult partnerships, and opportunities to plan and implement programs and events.</p> <p>Communication skills are enhanced through county/city and state public speaking skills opportunities.</p> <p>Through the 4-H Youth and Adult Awards and Recognition Program, community partnerships are enhanced, contributions to service and community are acknowledged, and positive development is applauded.</p> |

| | Agriculture & Natural Resource Profitability | Natural Resources Conservation & Sustainability | Money Smart | Health Smart | Food Smart | Community Resource & Economic Development | Community Leadership & Civic Engagement |
|--------------------------|---|---|--|--|---|--|--|
| 4-H Outreach & Expansion | <p>Increase outreach to youth in school and afterschool programs by providing training for teachers and afterschool staff in positive youth development and in the use of 4-H curriculum and packaged programs. The outreach and expansion program committee can work with any of the impact teams who identify youth as an audience for the educational programs they develop (e.g. Science of Maryland Agriculture)</p> <p>Develop summer learning weeks on the UMCP and UMES campuses that focus on one or more of the outcomes identified by the impact teams that are of high interest to youth, ages 12-16. Make use of “themed” weeks to attract underserved and underrepresented youth and adults and build on 4-H youth development expertise in planning and executing conferences and youth camping programs. Make connections between impact teams and campus units, in and outside AGNR.</p> | <p>Increase outreach to youth in school and afterschool programs by providing training for teachers and afterschool staff in positive youth development and in the use of 4-H curriculum and packaged programs. The outreach and expansion program committee can work with any of the impact teams who identify youth as an audience for the educational programs they develop. (e.g. Climate change, wildlife, forestry, Chesapeake Bay)</p> <p>Develop summer learning weeks on the UMCP and UMES campuses that focus on one or more of the outcomes identified by the impact teams that are of high interest to youth, ages 12-16. Make use of “themed” weeks to attract underserved and underrepresented youth and adults and build on 4-H youth development expertise in planning and executing conferences and youth camping programs. Make connections between impact teams and campus units, in and outside AGNR.</p> | <p>Increase outreach to youth in school and afterschool programs by providing training for teachers and afterschool staff in positive youth development and in the use of 4-H curriculum and packaged programs. The outreach and expansion program committee can work with any of the impact teams who identify youth as an audience for the educational programs they develop. (e.g. Financial Champions)</p> <p>Build on and expand the federally funded financial education partnership programs with the military to include a focus on military youth financial literacy. 4-H youth development program can provide the connections to active duty installations in Maryland (Army, Air Force, and Navy). The 4-H military partnerships can support program delivery in other impact areas, including health, nutrition, SET, work force, and others.</p> | <p>Increase outreach to youth in school and afterschool programs by providing training for teachers and afterschool staff in positive youth development and in the use of 4-H curriculum and packaged programs. The outreach and expansion program committee can work with any of the impact teams who identify youth as an audience for the educational programs they develop (e.g. Health Rocks and Up for the Challenge).</p> <p>Build on existing partnerships with Maryland Office of Problem Solving Courts to deliver packaged educational programs that address relevant healthy living issues for youth and adults.</p> | <p>Increase outreach to youth in school and afterschool programs by providing training for teachers and afterschool staff in positive youth development and in the use of 4-H curriculum and packaged programs. The outreach and expansion program committee can work with any of the impact teams who identify youth as an audience for the educational programs they develop.</p> <p>Build on existing partnerships with Maryland Office of Problem Solving Courts to deliver packaged educational programs that address relevant nutrition and food issues for youth and adults.</p> | <p>Build on the existing Entrepreneurship and Work Force Readiness program efforts that were launched last year with the Associate Director’s Mini Grant. We’ve used a “train the trainer” approach to build the capacity of county/city teams of youth and adults to deliver learning experiences to middle school youth using 4-H curriculum – “Be the E” and “Get in the Act”.</p> <p>Expand the successful Adventure in Science model from Montgomery County and Baltimore City to develop a comprehensive science-learning experience for youth, ages 8-18, which engages, excites, and educates youth about science, engineering, and technology and develops future scientists.</p> | <p>Develop recruitment and training strategies for “episodic” volunteers in communities to address specific impact areas/issues (can be cross-cutting with the impact teams) and encourage civic engagement.</p> |

| | Agriculture & Natural Resource Profitability | Natural Resources Conservation & Sustainability | Money Smart | Health Smart | Food Smart | Community Resource & Economic Development | Community Leadership & Civic Engagement |
|----------------------------------|--|---|--|--------------|------------|---|---|
| 4-H Outreach & Expansion (cont.) | | | <p>Build on existing partnerships with Maryland Office of Problem Solving Courts to deliver packaged educational programs to enhance financial literacy for youth and adults. Partnership with Maryland Office of Problem Solving Courts has resulted in UME work with participants in youth and adult drug courts. Successful adult programs have focused on financial education (Carroll County, Frederick County, Baltimore City, Wicomico/Worcester County). Successful youth program models can be found in Talbot County, Charles County, and Caroline County.</p> | | | | |

| | Agriculture & Natural Resource Profitability | Natural Resources Conservation & Sustainability | Money Smart | Health Smart | Food Smart | Community Resource & Economic Development | Community Leadership & Civic Engagement |
|---|--|---|--|---|--|--|--|
| 4-H Youth & Adult Leadership | <p>Develop master volunteers who can extend community- based courses that have a particular focus in all programmatic areas:</p> <ul style="list-style-type: none"> • Animal Sciences • Human Sciences • Environmental Sciences • Outreach and Expansion • Leadership Development <p>Youth and adults will develop the leadership capacity to understand and employ agriculture and food production, sustainability and profitability practices. That will enable them to understand the importance of and or produce a safe, abundant, affordable, and accessible food supply.</p> | <p>Enhance the adult 4-H leaders' ability to apply learned leadership skills through their participation in educational and volunteer development opportunities related to natural resource and energy conservation.</p> <p>Youth and adults will develop the leadership capacity to become stewards for the environment for the mutual benefit of people, ecosystems, wildlife, natural resources, and economic interests.</p> | <p>Teach young people why leaders need to clearly understand their fiscal responsibility and practice fiscal responsibility.</p> <p>Increase volunteers' understanding of the financial obligations they face when handling funds for a non-profit organization such as UME.</p> <p>Youth and adults will develop the leadership capacity to make informed decisions about their finances and housing.</p> | <p>To foster positive youth development, it is important that leaders develop an understanding of how to establish a working environment that is safe and healthy for themselves and young people.</p> <p>Well rounded leaders know how to reduce stress. Volunteers and young people can learn how the infusion of exercise into their lives can serve as a stress reduction technique.</p> <p>Youth and adults will develop the leadership capacity to make informed decisions about their health and overall well-being.</p> | <p>A leader needs to understand how his/her own personal nutritional intake is important to the ability to be effective as a volunteer.</p> <p>Youth and adults will develop the leadership capacity to make informed decisions about their food overall well-being.</p> | <p>A significant part of leadership development is teaching young people where to look for outside resources for professional and personal development.</p> <p>Youth and adults will develop the leadership capacity to improve human ability to achieve desired community outcomes and be prepared to respond to uncertainties of economics, health, climate, and security.</p> | <p>As we build leadership skills in our volunteers and young people, we increase their ability to affect public policy.</p> <p>Youth and adults will develop the leadership capacity to increase the leadership skills of youth and adults to engage in community decision-making and public policy.</p> |

Chart created by: C. Anderson, S. Cooridon, L. Dennis, D. Frebertshouser, K. Wells and K. Wilson; Maryland 4-H Center, September, 2009