2019 NAE4-HA CONFERENCE PROCEEDINGS

P.305

PHOTO CREDIT: AL TUCKER – UPSHUR COUNTY 4-H VOLUNTEER

National Association of Extension 4-H Agents

MOUNTAINS of OPPORTUNITY

2019 NAE4-HA CONFERENCE PROCEEDINGS
LETTER OF WELCOME
2019 NAE4-HA President .......................................................... 2
2019 NAE4-HA Conference Committee Chairs .......................... 3
2019 NAE4-HA Board of Trustees ............................................. 3
4-H Professional Research, Knowledge, & Competencies Study 2017 ........................................ 4-17
At-a-Glance Conference Schedule ........................................... 18-19
Floor Plan - The Greenbrier Resort ........................................... 20
Key to Reading the Conference Proceedings ............................... 21
Keynote Speaker: Jim Harris, Ed. D., MSW ................................. 22
   Tuesday, November 5, 11am-12noon
Capnote Speaker: Michelle Cummings, M.S. ............................... 23
   Thursday, November 7, 9:30am-10:30am
SESSION #1 - COMPETENCY BUILDING
   Monday, November 4, 9am-10:15am ..................................... 25-29
SESSION #2 - PROGRAM SHOWCASE/RESEARCH REPORTS
   Monday, November 4, 10:30am-10:55am ................................. 30-35
SESSION #3 - PROGRAM SHOWCASE/RESEARCH REPORTS
   Monday, November 4, 11:10am-11:35am ................................. 36-41
SESSION #4 - PROGRAM SHOWCASE/RESEARCH REPORTS
   Tuesday, November 5, 2:45pm-3:10pm ................................... 42-48
SESSION #5 - PROGRAM SEMINARS
   Tuesday, November 5, 3:25pm-4:10pm ................................... 49-54
SESSION #6 - PROGRAM SEMINARS
   Wednesday, November 6, 2:00pm-2:45pm .............................. 55-59
SESSION #7 - COMPETENCY BUILDING
   Wednesday, November 6, 10:45am-12pm .............................. 60-64
POSTER SESSIONS
   Tuesday, November 5, 1:30pm-2:30pm ................................. 66-72
   Wednesday, November 6, 12:45pm-1:45pm ............................ 73-79
The National 4-H Hall of Fame Laureates Inductees and Donors 80
Thank You to our Sponsors ...................................................... 82-83
Welcome to West Virginia and the 2019 NAE4-HA Conference! On behalf of the association’s board of trustees I am delighted to have you take part in this fun filled week of professional development. The West Virginia team has worked hard the last three years preparing for this conference and I encourage you to take advantage of the Mountains of Opportunities they have planned. What a great way to re-charge your personal and professional batteries being at America’s resort, The Greenbrier.

The professional development committee has worked hard to sort through seminar and poster session proposals to bring to this conference the best professional development possible. There should be something for everyone. I challenge everyone to take from this conference one idea and figure out how to implement it in your daily programming. Whether that idea is used to update and bring new life to an existing program or sparks a new one, program improvement is the heart of this conference.

Many colleagues say the best part of this conference is its networking opportunity. Regardless of whether this is your first, tenth or thirtieth time to attend, be sure to learn the differences of how other states are structured and their program delivery models. Speaking of networking and meeting other colleagues from across the country, one of the best ways to do so is becoming part of a programs team working group. These working groups are topic specific and are meant to help provide professional development materials related to that topic throughout the year. Since conference provides the opportunity to meet face-to-face, this is the best way to network and become an engaged member of your professional association.

Whether it be the scenic views, relaxation with colleagues, networking, professional development, food, crafts or storytelling, enjoy the Mountains of Opportunities this conference provides!

Tony Carrell
2018-19 NAE4-HA President
Operations Committee
- Awards & Recognition
  - Stephanie Deem
  - Jennifer Williams
- Decorations
  - Lisa Ingram
- Hospitality
  - Lesley Woodrum
  - Dianna Lewis
- Publicity
  - Julie Tritz
- Registration
  - Lewis Honaker
- Technology/AV/Facilities
  - Jason Burnside
- Transportation
  - Don Dransfield
- Volunteers
  - Zona Hutson
  - Mollie Toppe

Programs Committee
- Evaluation
  - Margaret Miltenberger
- Evening Programs & Entertainment
  - Barbie Little
  - Megan Midcap
- Poster Sessions
  - Becca Fint-Clark
- Retiree & Life Members
  - Jean Woloshuk
  - Carole Schuller
- Seminar-On-Wheels
  - Robin Haynes
  - Cindy Smalley
- Seminars/Research Reports
  - Jamie Mullins
- Speakers
  - Debbie McDonald
- Spouse & Family
  - Brenda Pruett

Conference Tri-Chairs
- Tina Cowger
- Jennifer Murray
- Craig Presar

Finance Committee
- Conference Treasurer
  - Jenny Murray
- Sponsorship
  - Lauren Seiler
- Exhibit Hall
  - Brooke Alt

NAE4-HA Board of Trustees
- President
  - Tony Carrell
- President-Elect
  - Kia Harries
- Immediate Past President
  - Casey Mull
- VP, Finance & Operations
  - Chris Viau
- VP, Marketing & Operations
  - Abby Smith
- VP, Member Services
  - Tamra McGaughy
- VP, Professional Development
  - Mary Arnold
- VP, Programs
  - Suzanne Boarts
- Archivist
  - Betty Gottler
- Chair, Life Member
  - Glenda Booker
- Chair, Member Recognition
  - Cheryl Newberry
- Chair, Policy & Resolutions
  - Bernie Wiesen
- Chair, Professional Development
  - Matt Benge
- Chair, Public Relations & Information
  - Brittany Teets
- Chair, Research & Evaluation
  - Jill Lingard
- North Central Region Directors
  - Mitch Hoyer | Robert Kelly
- Northeast Region Directors
  - Melanie Forstrom | Brad Kunsman
- Southern Region Directors
  - Jesse Bocksnick | Heather Janney
  - Kasey Bozeman
- Western Region Directors
  - Nancy Shelstad | Charles Go
- 2021 Conference Chairs
  - Shawn Tiede | Donna Bradley
- 2019 Conference Chairs
  - Tina Cowger | Jennifer Murray
  - Craig Presar
- 2020 Conference Chairs
  - Donna Gillespie | Scott Nash
- Journal of Extension
  - Theresa Ferrari
- National 4-H Council
  - Jennifer McIver
- State Program Leader
  - Kathleen Lodl
- Executive Director
  - Jim Thompson
- Associate Executive Director
  - John Meidl
- NAE4HA Conference Planner
  - Donna Johnson

WEST VIRGINIA COMMITTEE CHAIRS
**Growing Together**

4-H Professional, Research, Knowledge and Competencies 2017

Youth Development Domain

Utilizing the knowledge of the human growth and development process to create environments that help youth reach their full potential

**TOPIC: GROWTH AND DEVELOPMENT (5-19 YEARS)**

1. **Component: Physical Development**
   
   **Competencies:**
   
   a) Identifies biological transitions of development
   b) Articulates how biological transitions influence program design
   c) Identifies how biological transitions influence program design
   d) Understands the factors that impact human growth and development
   e) Connects knowledge to developmentally appropriate practices for physical growth
   f) Accounts for unique individual differences when programming
   g) Utilizes appropriate programmatic adaptation for youth with special physical needs

2. **Component: Cognitive Development**
   
   **Competencies:**
   
   a) Recognizes cognitive stages across age groups
   b) Facilitates the growth in thinking from concrete to abstract
   c) Understands how the cognitive stages along with unique individual circumstances inform program design and the need for age-level curriculum
   d) Understands the effects of brain development on a young person's decision making abilities

3. **Component: Social and Emotional Development**
   
   **Competencies:**
   
   a) Implements programming that helps youth regulate their emotions, thoughts, and behaviors in different situations
   b) Assists youth in developing empathy
   c) Establishes and maintains healthy relationships with all youth
   d) Creates program that help youth recognize how their emotions, thoughts influence their behavior
   e) Identifies how ethical standards, social norms, and the well-being of self and others influences responsible decision making

4. **Component: Mental Health**
   
   **Competencies:**
   
   a) Knowledge of and the ability to identify common mental health issues
   b) Recognizes behaviors that are indicators of mental health issues
   c) Ability to refer young people to necessary professional services

5. **Component: Trauma Informed Approach**
   
   **Competencies:**
   
   a) Displays an understanding of trauma and its effect on brain development
   b) Uses trauma informed strategies and techniques when working with youth and adults
   c) Develops programming utilizing a trauma informed approach

**TOPIC: YOUTH DEVELOPMENT THEORY**

1. **Component: Positive Youth Development**
   
   **Competencies:**
   
   a) Intentionally designs programs to promote positive outcomes for youth through the provision of opportunities, relationships, and supports
   b) Understands history, changes, trends, and technology and its impact on the roles of youth in society

2. **Component: Ecological Model**
   
   **Competencies:**
   
   a) Recognizes the influence of multiple contexts on youth development
   b) Articulates the impact of these contexts on youth development for specific situations
   c) Recognizes the cultural, technological, and social influences and differences for amongst various youth within systems

3. **Component: Resiliency Theory**
   
   **Competencies:**
   
   a) Recognizes the role/function that communication, planning, and problem solving has in building resiliency
   b) Designs programs that maximize protective factors such as self-confidence, managing strong feelings and impulses to handle adverse situations or events
   c) Create relationships that maximize protective factors such as self-confidence managing strong feelings and impulses to handle adverse situations or events

**TOPIC: YOUTH DEVELOPMENT PRACTICE**

1. **Component: Relationship Building**
   
   **Competencies:**
   
   a) Creates a positive relationship at all levels with youth, families, and community partners
   b) Maintains appropriate emotional and physical boundaries with youth
   c) Maintains a mentor-learner relationship with youth
and volunteers
d) Understands impacts of adult role models and mentoring
e) Aware of community referral and invention opportunities
f) Demonstrates character through modeling positive behaviors

2. Component: Positive Behavior Support Competencies:
a) Sets up environments and programs to promote positive behavior
b) Implements personal and group strategies to deal with inappropriate behavior in appropriate, affirming ways
c) Demonstrates understanding of conflict management and resolution
d) Models positive behavior and provides leadership for others in this area

3. Component: Programming for Life Skill Development Competencies:
a) Articulates the essential relationship between program activities and life skills
b) Ensures activities are intentionally designed to develop critical life skills
c) Provides meaningful engagement for participants
d) Uses or develops programs that allow youth to practice life skills
e) Articulates the importance of basic age appropriate learning
f) Utilizes age appropriate learning techniques to promote the development of life skills

Youth Program Development Domain
Planning, implementing, and evaluating programs that achieve youth development outcomes.

TOPIC: COMMUNITY AND PROGRAM NEEDS ASSESSMENT
1. Component: Accessing Existing Information Competencies:
a) Knows how to access existing sources of demographic and community data
b) Uses and interprets data from various sources (examples: U. S. Census, GIS, school, Kids Count, etc.)
c) Uses current research to help identify and develop program opportunities

2. Component: Gathering Community Perspectives Competencies:
a) Knows methods and techniques for gathering data both from young people and adults (community forums, focus groups, interviews, surveys)

b) Utilizes the appropriate methods and techniques for gathering community perspectives

3. Component: Setting Priorities and Securing Competencies:
a) Works with advisory boards and committees to obtain input regarding program priorities
b) Determines significance and prioritizes problems and issues
c) Identifies potential community partners and collaborators
d) Shares findings with appropriate stakeholders

TOPIC: PROGRAM DESIGN
1. Component: Theories of Action and Change Competencies:
a) Understands and utilizes appropriate theories of change to describe how a program will achieve its intended outcomes
b) Understands and articulates theories of action that describe the connection of a program’s activities to the program’s theory of change and program outcomes

2. Component: Design Frameworks Competencies:
a) Understands and utilizes a framework for program planning such as logic modeling
b) Facilitates program development using a planning framework
c) Communicates program plans to relevant stakeholders
d) Periodically reassesses program plans

3. Component: Learning and Curriculum Development Competencies:
a) Knows and applies experiential approaches to learning
b) Knows characteristics of quality youth development curricula
c) Selects, adapts, and utilizes curricula appropriately
d) Uses a theory of action to develop learning activities, experiences and curricula that is based on current research and knowledge

4. Component: Program Quality Standards and Accountability Competencies:
a) Knows characteristics of effective youth development programs
b) Selects and applies a youth program quality standards framework in program design and delivery (examples-YPQA, Eccles and Gootman)
c) Understands and uses program quality assessment tools for program improvement and ac-
countability

5. Component: Evaluation Planning
   Competencies:
   a) Incorporates evaluation planning into program design

   TOPIC: PROGRAM DELIVERY

1. Component: Learning Strategies
   Competencies:
   a) Understands a variety of learning styles
   b) Assesses factors that affect learning
   c) Demonstrates ability to modify and adapt strategies in accordance with audience needs and other factors

2. Component: Instruction
   Competencies:
   a) Utilizes lesson plans and/or teaching outlines
   b) Understands and applies appropriate teaching methods
   c) Facilitates learning using various teaching techniques
   d) Uses appropriate equipment, devices, and technology in support of teaching and learning

3. Component: Educational Technology
   Competencies:
   a) Develops the capacity to utilize current educational technology into programming, including, but not limited to mobile, web-based, software, and hardware resources
   b) Understands that educational technology can be used as a remote learning tool
   c) Understands how to manage situations where technology is a barrier or distraction to learning

   TOPIC: PROGRAM EVALUATION

1. Component: Evaluation Methods
   Competencies:
   a) Understands multiple approaches to evaluation
   b) Understands the difference between process and outcome evaluation
   c) Skilled in the use of both qualitative and quantitative evaluation methods
   d) Knows protocols and procedures for collecting and handling data
   e) Understands IRB process and when it is appropriate to seek approval

2. Component: Evaluation Design and Implementation
   Competencies:
   a) Develops meaningful evaluation questions
   b) Implements standard evaluation tools (e.g. common measures, rubrics, observation checklists, etc.)
   c) Specifies appropriate indicators of change
   d) Selects evaluation methods appropriate for the evaluation question and indicators to be assessed
   e) Develops a timeline for evaluation implementation
   f) Knows different evaluation designs and the ways in which designs impact rigor

3. Component: Analysis and Interpretation
   Competencies:
   a) Knows procedures for analyzing quantitative and qualitative data
   b) Can interpret findings and articulate reasonable conclusions

4. Component: Communicating Evaluation Results
   Competencies:
   a) Communicates evaluation results in a manner congruent with stakeholder needs

   Volunteerism Domain

Building and maintaining a volunteer program management system for the delivery of youth development programs

   TOPIC: PERSONAL READINESS

1. Component: Philosophy of Volunteerism
   Competencies:
   a) Develops and demonstrates personal philosophy of volunteerism in congruence with professional ethics
   b) Articulates a belief in the competence of volunteers
   c) Develops and/or supports an organizational philosophy of volunteerism
   d) Understands various volunteer roles and value to the organization

2. Component: Trends in Volunteerism
   Competencies:
   a) Identifies and engages expanded, diverse audiences as volunteers
   b) Understands societal trends and adapts volunteer management strategies accordingly
   c) Appropriately applies technology to communicate with volunteers
   d) Understands and utilizes e-volunteerism

3. Component: Advocating for Volunteerism
   Competencies:
   a) Knows role of organizational volunteers and communicates benefits to community, organization, and individuals
   b) Educates colleagues on the value of volunteerism
TOPIC: ORGANIZATIONAL READINESS

1. Component: Climate for Volunteerism
   Competencies:
   a) Creates and supports a positive organizational environment for volunteerism
   b) Develops and supports staffing structures that align and support meaningful roles for volunteers
   c) Understands best practices for engaging first generation volunteers
   d) Identifies and addresses barriers to volunteering for 4-H

2. Component: Identifying the Need for Volunteers
   Competencies:
   a) Develops and conducts assessments of community assets and needs
   b) Develops and conducts assessment of organizational assets and needs

3. Component: Developing Volunteer Roles
   Competencies:
   a) Identifies potential volunteer roles and responsibilities
   b) Develops written volunteer role descriptions

TOPIC: IDENTIFICATION OF VOLUNTEERS

1. Component: Recruiting Volunteers
   Competencies:
   a) Understands fundamentals of human motivation as related to volunteerism
   b) Understands and implements multiple recruitment strategies based upon role responsibilities and community demographics
   c) Recognizes roles and responsibilities for episodic, short-term, long-term, and virtual volunteer commitments
   d) Promotes different levels of responsibilities for volunteers

2. Component: Selecting Volunteers
   Competencies:
   a) Understands the purpose of appropriate selection strategies
   b) Knows and understands the state volunteer selection policies and process
   c) Identifies selection strategies appropriate for the volunteer roles based upon the responsibilities and organizational policies
   d) Identifies and matches individuals’ motivation, skills and time commitment with available roles and responsibilities

TOPIC: VOLUNTEER DEVELOPMENT

   Competencies:
   a) Applies teaching and learning strategies appropriate for diverse adult audiences

2. Component: Volunteer Orientation
   Competencies:
   a) Develops and conducts initial orientation to the organization
   b) Conducts ongoing orientation that reflects organizational changes

3. Component: Volunteer Training
   Competencies:
   a) Provides educational opportunities for volunteers on youth development, organization’s operational policies and procedures, and current volunteer competencies
   b) Provides educational opportunities for volunteers on relevant subject matter and organizational leadership strategies
   c) Provides educational opportunities for volunteers on risk management practices, policies and procedures
   d) Provides educational opportunities for volunteers on expansion and outreach to new and diverse audiences

TOPIC: VOLUNTEER PROGRAM MANAGEMENT

1. Component: Volunteer Supervision and Coaching
   Competencies:
   a) Delegates appropriate responsibilities to volunteers
   b) Motivates volunteers to reach potential
   c) Addresses behaviors not consistent with acceptable standards
   d) Conducts and provides regular/routine performance feedback to volunteers
   e) Implements disciplinary strategies as needed including remediation, counseling, probation and dismissal

2. Component: Recognition of Volunteers
   Competencies:
   a) Promotes and implements appropriate intrinsic and extrinsic recognition strategies
   b) Provides and supports expanded leadership opportunities

3. Component: Evaluation and Communication of Volunteer Efforts
   Competencies:
   a) Develops and conducts impact assessment of
b) Communicates program impact and value of volunteer efforts to stakeholders (both privately and publicly)
c) Engages volunteers in telling/sharing the program impact/public value

**Access, Equity, and Opportunity Domain**
Interacting effectively and equitably with individuals, and building long-term relationships with diverse communities. Culture is defined as the intersection of one’s national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race, ethnicity, and physical and developmental ability

**TOPIC: SENSITIVITY**

1. **Component: Personal Readiness for Valuing Diversity**
   **Competencies:**
   a) Demonstrates awareness of one’s own cultural beliefs and practices
   b) Seeks new knowledge regarding cultural beliefs and practices
   c) Builds relationships of trust, safety and mutual respect with different individuals and groups
   d) Acknowledges “not knowing” when one doesn’t understand and seeks clarification when appropriate
   e) Commits to lifelong learning about diverse individuals, groups and communities
   f) Exhibits self-awareness including one’s own cultural/social identities, assumptions, values, norms, biases, stereotypes, preferences, experience of privilege and oppression, and how they shape one’s world view
   g) Communicates the cultural and environmental effects on learning, behavior, and development

2. **Component: Respect and Honor for Cultural and Human Diversity**
   **Competencies:**
   a) Promotes acceptance of and respect for diversity (culture, race/ethnicity, gender, religion, gender identity, language, etc.)
   b) Understands how class, gender, age, experiences, etc. affect individuals and their decisions, reactions and interactions
   c) Demonstrates a realization and understanding of internalized oppression and its impact on identity and self-esteem

**TOPIC: AWARENESS**

1. **Component: Values, Norms and Practices**
   **Competencies:**
   a) Understands one’s own cultural heritage and acknowledges how it affects their values and assumptions
   b) Understands differing body language, verbal expressions, and how they communicate meaning
   c) Understands differing values, norms, practices, and traditions
   d) Resolves conflicts in culturally appropriate manner
   e) Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur
   f) Understands cultural competency is continually evolving

2. **Component: Pluralistic Thinking**
   **Competencies:**
   a) Understands other world views and perspectives
   b) Recognizes the validity of multiple perspectives
   c) Strives to think openly and inclusively without pre-judging others

3. **Component: Power, Privilege and Policy**
   **Competencies:**
   a) Understands that there are unjust institutional barriers that exist for diverse groups
   b) Understands the effects of differences in historical power and privilege, including institutional privilege and internalized oppression
   c) Understands and promotes laws and policies that support diversity and pluralism
   d) Knows the history of diverse groups in society and the effect of historical events on present day behavior
   e) Knowledgeable of prejudice, classism, homophobia, etc. and the origins of “isms”
   f) Recognizes that practices, guidelines and policies may need to be created and/or adapted to be more inclusive

**TOPIC: COMMUNICATION**

1. **Component: Open Attitude**
   **Competencies:**
   a) Reserves judgment in a cross-cultural interaction
   b) Reacts in a non-defensive manner
   c) Values differing cultures and beliefs when conflict arises and works to resolve conflicts in culturally appropriate manner
   d) Understands that change is necessary to be more
inclusive
e) Considers multiple viewpoints in problem solving

2. Component: Speech and Written Communication

Competencies:
a) Understands the ways that cultural differences affect verbal and nonverbal communication and the notion of personal space
b) Ensures that communication/information meets the cultural, language and literacy levels required for full understanding
c) Uses language that is respectful and bias-free
d) Communicates one’s own perspective with clarity
e) Understands potential challenges in cross-cultural communication and can respond effectively
f) Uses non-blaming language to talk about issues of difference
g) Demonstrates an awareness of the impact of words and actions

3. Component: Active Listening

Competencies:
a) Listens in accordance with the cultural context
b) Provides feedback in order to check for mutual understanding for intended meaning

TOPIC: INCLUSIVE PROGRAMMING

1. Component: Promotion of Meaningful Engagement

Competencies:
a) Gains sufficient, meaningful input from diverse communities/individuals to design programs
b) Promotes programs that respect and incorporate cultural differences
c) Listens to individuals and not just data/statistics
d) Utilizes the four-fold developmental approach for engagement of diverse communities (Four-Fold Model for Acculturalization)

2. Component: Program Design

Competencies:
a) Uses appropriate, inclusive marketing techniques such as personal marketing, relationship marketing, and/or ethnic marketing
b) Provides a learning environment that supports diverse needs and abilities
c) Uses educational approaches and materials that will capture the attention of the intended audience
d) Engages the community in designing the learning opportunities

3. Component: Program Implementation

Competencies:
a) Considers accessibility, availability, neutrality, language, etc. when implementing programs
b) Uses materials that reflect the language, art, music, stories, and games from various cultural traditions
c) Covers issues/topics on the subject that are important to the learners
d) Provides learning experiences for applying relevant ideas to the learner
e) Selects examples and materials that are relevant to the learners’ life experiences and culture
f) Uses facilitation skills to encourage everyone’s participation
g) Involves participants as partners in their learning

4. Component: Collaboration

Competencies:
a) Collaborates with diverse communities/individuals to assess their needs
b) Engages local, diverse, community-based individuals in advisory committees, volunteer opportunities, etc.
c) Engages representative stakeholders as equal partners with an equal voice in the programming process
d) Encourages participants and volunteers in opportunities to provide service to others and improve the community

TOPIC: INCLUSIVE ORGANIZATIONS

1. Component: Policies and Procedures

Competencies:
a) Knowledgeable of organizational culture that promotes achievement for culturally and linguistically diverse audiences
b) Uses policies, rules, procedures, and best practices fairly to the extent possible to accommodate needs of the diverse audiences
c) Actively recruits, supports and retains volunteers, advisory members, and partners who reflect the diversity of the community
d) Develops an awareness of oppressive systems and serves as an ally to those being oppressed
e) Fosters an inclusive work environment where human differences and similarities are welcomed, valued, and utilized at all levels
f) Encourages a nurturing environment where all employees, youth and volunteers have equal access to opportunities for personal and professional growth, recognition and rewards, as well as other opportunities
g) Establishes goals and accountability measures to ensure diversity in program participation and program content
h) Protects and appreciates the need for confidentiality when appropriate
2. Component: Community Outreach
Competencies:
- a) Understands how social change occurs
- b) Forms programmatic partnerships across intercultural differences and involve community cultural leaders
- c) Designs materials and information that reflects the needs of diverse communities
- d) Shows an awareness of existing assets and resources in diverse communities
- e) Uses community resources to expand participants’ knowledge and understanding of their community
- f) Knows how to gain sufficient, meaningful input from diverse communities to design programs
- g) Knows organizations in the community where participants/volunteers can be referred to for special needs (depression, substance abuse, etc.)

3. Component: Youth Leadership Development
Competencies:
- a) Builds youth capacity to lead through skill-building and real-world opportunities
- b) Facilitates exploration of personal leadership styles
- c) Encourages young people to self-reflect on leadership experiences
- d) Develops and demonstrates a philosophy of service learning
- e) Helps young people identify issues and opportunities for service in local communities

4. Component: Community Youth Development
Competencies:
- a) Fosters an environment that provides support to youth organizing for community change
- b) Provides youth access to resources, systems and power structures
- c) Encourages critical thinking through community change
- d) Builds capacity of existing governing bodies to accept youth members
- e) Builds capacity of young people to serve on governing bodies
- f) Builds governing structures that incorporate youth voice
- g) Manages youth-adult interactions on governing bodies
- h) Engages youth in appropriate opportunities for education and change in government
- i) Provides appropriate avenues for youth advocacy
- j) Possesses ability to serve as a resource and ally for all youth

TOPIC: FAMILIES AS PARTNERS
1. Component: Relationships
Competencies:
- a) Builds relationships with families that encourage support and involvement in the program and respect the role of the family as central to the development of youth
- b) Understands the unique differences in family structures and culture and finds ways for all youth to be included in the program
c) Provides opportunities for families to share their skills, talents and cultural backgrounds

d) Recognizes that families influence the youth’s ability and interests

2. Component: Communication

Competencies:

a) Articulates the wider goals of the 4-H Youth Development program with families and stakeholders to broaden perspectives about the role of 4-H in community youth development

b) Communicates and interacts with families in ways that build upon and encourage youth’s development

c) Creates and facilitates opportunities for the development of social and support networks among families

d) Creates and maintains open, friendly, and cooperative relationships with families, and communicates with them on a regular basis

TOPIC: ORGANIZATIONS AND COMMUNITIES AS PARTNERS

1. Component: Benefits and Mind-set

Competencies:

a) Articulates and embraces the benefits of developing partnerships between the program and community

b) Actively seeks out and initiates discussion with potential partners

c) Fosters good relationships with other youth-serving agencies, businesses, schools and other community entities

d) Understands implications of organizational self-interest

e) Possesses mind-set consistent with developing and implementing co-created and co-shared programs

2. Component: Partnership Types

Competencies:

a) Understands the differences in types of partnerships (networking, cooperation, coalitions, and collaborations) and when to apply each partnership type to the need

b) Understands that effective collaborations require shared input and resources

c) Understands the time commitment and the effort needed to sustain collaborative programs in the community

d) Understands and applies knowledge of governing structures, systems and policies

3. Component: Tools and Processes

Competencies:

a) Conducts needs assessments to identify gaps in service to articulate the reason for creating partnerships

b) Develops and implements collaborative plans to improve conditions for youth within the community

c) Understands the partnership development process to include: identifying program goals and potential partners, choosing partnership types, understanding the resources within your own organization, facilitating/convening meetings, managing, and coordinating the co-created programs, and evaluating the program and partnership

d) Facilitates group processes and implements communication strategies to help achieve common goals

e) Evaluates the partnership and program developed to determine if the partnership needs to continue or dissolve

4. Component: Identification/Assessment of Partners

Competencies:

a) Understands mission and goals of the 4-H program and knows what resources (curriculum, personnel expertise, etc.) are available to assist with partnerships

b) Researches the mission and programs of potential partners

c) Uses community mapping tools and other resources to identify potential partners

d) Is able to articulate the 4-H program partnership expectations (co-branding, equal opportunity, volunteer screening, etc.)

e) Assesses the viability of a partnership

5. Component: Managing and Securing Resources

Competencies:

a) Manages personnel, financial, and in-kind resources in accordance with 4-H and the partnership entity requirements

b) Secures resources (i.e. curriculum, personnel expertise, grants and contracts) available to assist with the partnership

c) Understands when a Memorandum of Understanding (MOU) or contract is needed and how to acquire one
Organizational Systems Domain
Using systems to build capacity of the organization and its people to work with and on behalf of young people effectively

**TOPIC: ORGANIZATIONAL EFFECTIVENESS**

1. **Component: Knowledge of the Organization**
   **Competencies:**
   a) Understands Cooperative Extension and 4-H program history, structure and mission
   b) Understands their state’s 4-H program structure and mission
   c) Understands their state’s Land Grant University and Cooperative Extension system structure and mission

2. **Component: Strategic Planning**
   **Competencies:**
   a) Uses mission and vision to shape programs, organizational structure, and facilitate long-range planning
   b) Identifies and nurtures teams to manage change within the organization
   c) Provides visionary leadership

3. **Component: Program Governance**
   **Competencies:**
   a) Establishes appropriate management structures
   b) Creates governance policies and procedures
   c) Monitors and supports local 4-H governing bodies and committee work
   d) Establishes systems for assessing program effectiveness
   e) Fosters and promotes a positive organizational culture/climate

4. **Component: Staffing and Staff Development**
   **Competencies:**
   a) Hires, retains and promotes diverse faculty and staff at all levels
   b) Ensures staff participate in regular professional development opportunities
   c) Provides training, resources and support for faculty and staff at all levels

**TOPIC: PERSONAL EFFECTIVENESS**

1. **Component: Time Management**
   **Competencies:**
   a) Manages and plans time effectively
   b) Sets goals, objectives, and deadlines to achieve program outcomes
   c) Has the ability to delegate tasks in order to manage time efficiently
   d) Prioritizes activities/tasks based on their importance
   e) Spends the right amount of time on the right activity

2. **Component: Work-Life Integration**
   **Competencies:**
   a) Incorporates wellness practices into personal life style (exercise, healthy eating, and adequate sleep)
   b) Manages demands of personal and professional commitments
   c) Understands stress management and reduction strategies
   d) Manages boundaries effectively
   e) Establishes and maintains personal and professional support networks

3. **Component: Interpersonal Skills**
   **Competencies:**
   a) Utilizes active listening skills
   b) Understands other perspectives
   c) Demonstrates effective conflict management in a timely and consistent manner
   d) Uses emotional intelligence to guide thinking and behavior
   e) Demonstrates the ability to work effectively with others

**TOPIC: MARKETING AND PUBLIC RELATIONS**

1. **Component: Communications Technology**
   **Competencies:**
   a) Engages youth, volunteers, and peers through technology
   b) Knows how to use basic and current communication tools and office technology
   c) Utilizes social media as a training, recruitment, and educational tool

2. **Component: Marketing**
   **Competencies:**
   a) Develops and maintains public and media relations
   b) Identifies target audiences and markets program(s) to meet their specific needs

3. **Component: Accountability/Impact**
   **Competencies:**
   a) Utilizes effective methods to collect and report program data
   b) Establishes and manages communication flow and systems
   c) Communicates program impacts to stakeholders

**TOPIC: RESOURCE DEVELOPMENT AND MANAGEMENT**

1. **Component: Fiscal Management**
**Competencies:**

a) Provides oversight of fiscal guidelines  
b) Is able to guide budget development and accountability processes  
c) Follows policies and standards for fiscal reporting  

2. **Component: Resource Development**

**Competencies:**

a) Generates and manages revenue to enhance educational programming  
b) Follows policies and standards for resource development  
c) Plans and conducts fundraising activities  
d) Identifies potential donors and sponsors  
e) Integrates reporting and evaluation into resource development efforts

**TOPIC: RISK MANAGEMENT**

1. **Component: People**

**Competencies:**

a) Works with volunteers and staff to assess and plan for potential risks and emergencies  
b) Designs and maintains a safe, inclusive program environment for youth, adults, and vulnerable people  
c) Plans and accommodates for special needs of participants  
d) Engages program participants in safety-awareness and self-protection practices  
e) Establishes a system for managing and responding effectively to crises, grievances, and conflicts  
f) Understands and follows insurance and liability policies and procedures  
g) Understands youth legal systems (child labor laws, community ordinances affecting youth, child protection issues, and school policies)  
h) Educates others on issues affecting child protection and appropriate management of situations (including child abuse and neglect)  
i) Understands and effectively manages the varying mental capacities and abilities of youth and adults

2. **Component: Property**

**Competencies:**

a) Designs and monitors safe physical environments  
b) Works with volunteers and participants on stewardship and respect for property and resources  
c) Provides appropriate care and accountability for physical property of the organization, including records retention and equipment inventory

3. **Component: Image/Reputation Management**

**Competencies:**

a) Understands, follows and communicates policies regarding the 4-H name and emblem  
b) Understands and implements program policies and guidelines  
c) Maintains appropriate emotional and physical boundaries between youth and adults  
d) Develops proactive approaches to crisis response and communications  
e) Ensures 4-H has a positive online presence

4. **Component: Digital Safety**

**Competencies:**

a) Understands, follows, communicates and enforces policies related to internet and social media use  
b) Understands, educates and manages a safe online environment for children and families by promoting healthy communication and zero tolerance for cyberbullying

**TOPIC: PROFESSIONALISM**

1. **Component: Ethics**

**Competencies:**

a) Demonstrates attributes of a positive role model  
b) Follows ethical standards of professionalism  
c) Understands role of leadership and organizational integrity  
d) Maintains confidentiality

2. **Component: Scholarship**

**Competencies:**

a) Applies research and best practices to all aspects of work  
b) Contributes to the knowledge-base of the youth development field  
c) Provides research-based information to the public and collaborates with other youth development educators and professionals

3. **Component: Promotion of the Profession**

**Competencies:**

a) Promotes the youth development profession  
b) Promotes the Land Grant University  
c) Partners and collaborates with youth development professionals at the national, state, and local levels  
d) Promotes positive youth development to decision makers, elected officials, community organizations, funders, etc.

4. **Component: Personal/Professional Development**

**Competencies:**

a) Actively pursues continued learning and skill development  
b) Participates in professional affiliations that will enhance the youth development professional and his/her own professional knowledge base
Primary References Used in Developing the 4-H PRKC (2017)


Journal of Human Sciences and Extension, 3(2), 132-155. Retrieved from http://media.wix.com/ugd/c8fe6e_c0b-b0ab29c69437bd44a50a112d381.pdf
from www.ed.gov/about/offices/list/opepd/ppss/reports.html
National After school Association Core Knowledge and Competencies Self Assessment Tools. NAA Core Knowledge and competencies for After school and Youth Development Professional (Sept 2011). Retrieved from http://naaweb.org/resources/core-competencies
Sellon, A.M. (October, 2014). Recruiting and retaining older adults in volunteer programs: Best practices and next steps. Ageing International. 39: 421. DOI:10.1007/s12126-014-


## Saturday, November 2, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12pm-5pm</td>
<td>NAE4-HA Board Meeting (Eisenhower A-C)</td>
</tr>
<tr>
<td>1pm-5pm</td>
<td>Host State Committee Meeting (Colonial Hall)</td>
</tr>
<tr>
<td>5:30pm-6:30pm</td>
<td>NAE4-HA Board Meet &amp; Greet (Eisenhower A-C)</td>
</tr>
</tbody>
</table>

## Sunday, November 3, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7am-5pm</td>
<td>Conference Registration (Colonial Foyer)</td>
</tr>
<tr>
<td>7am-5pm</td>
<td>Operations Center Open (Chesapeake Bay)</td>
</tr>
<tr>
<td>8am-5pm</td>
<td>NAE4-HA National Board Meeting (Eisenhower A-C)</td>
</tr>
<tr>
<td>8:30am-5pm</td>
<td>The Summit Bechtel-National Reserve (Colonial Hall)</td>
</tr>
<tr>
<td>9am-5:30pm</td>
<td>Green Bank Observatory (Colonial Hall)</td>
</tr>
<tr>
<td>12pm-4:15pm</td>
<td>Fruits of Labor (Colonial Hall)</td>
</tr>
<tr>
<td>12pm-6:30pm</td>
<td>Beckley Exhibition Coal Mine/Tamarack (Colonial Hall)</td>
</tr>
<tr>
<td>12pm-7pm</td>
<td>Family and Friends Hospitality Suite (Florida Cottage)</td>
</tr>
<tr>
<td>1pm-5pm</td>
<td>Host State Committee Meeting (Colonial Hall)</td>
</tr>
</tbody>
</table>

## Monday, November 4, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6am-8:30am</td>
<td>Morning Coffee &amp; Tea Service (Upper Lobby)</td>
</tr>
<tr>
<td>6:30am-7:30am</td>
<td>Morning Energizer - Walk/Run (Colonial Hall)</td>
</tr>
<tr>
<td>7am-5pm</td>
<td>Conference Registration (Colonial Foyer)</td>
</tr>
<tr>
<td>7am-5pm</td>
<td>Operations Center/Volunteer Headquarters (Chesapeake Bay)</td>
</tr>
<tr>
<td>7:30am-9am</td>
<td>Breakfast on own</td>
</tr>
<tr>
<td>8am-5pm</td>
<td>Family and Friends Hospitality (Florida Cottage)</td>
</tr>
<tr>
<td>8:30am-9:30am</td>
<td>Working Group Leadership meeting (Hayes w/ VP of Programs)</td>
</tr>
<tr>
<td>9am-10:15am</td>
<td>First Timers Orientation (McKinley)</td>
</tr>
<tr>
<td>9am-10:15am</td>
<td>Seminar Session #1 (Competency Building)</td>
</tr>
<tr>
<td>9am-4pm</td>
<td>Retirees and Life Member Hospitality (Suite 4115)</td>
</tr>
<tr>
<td>10:30am-10:55am</td>
<td>Seminar Session #2 (Program Showcase / Research Reports)</td>
</tr>
<tr>
<td>11:10am-11:35am</td>
<td>Seminar Session #3 (Program Showcase / Research Reports)</td>
</tr>
<tr>
<td>11:35am-2pm</td>
<td>Lunch on own</td>
</tr>
<tr>
<td>2pm-4pm</td>
<td>Retirees and Life Members Orientation &amp; Committee Meeting (Eisenhower A)</td>
</tr>
<tr>
<td>2pm-4pm</td>
<td>NAE4-HA Committee &amp; Working Groups</td>
</tr>
<tr>
<td></td>
<td>Professional Development (Chesapeake Room)</td>
</tr>
<tr>
<td></td>
<td>Member Recognition (Taft)</td>
</tr>
<tr>
<td></td>
<td>Public Relations &amp; Information (Tyler)</td>
</tr>
<tr>
<td></td>
<td>Research and Evaluation (Ferri)</td>
</tr>
<tr>
<td></td>
<td>Policy and Resolution (Wilson)</td>
</tr>
<tr>
<td></td>
<td>Afterschool (Jackson)</td>
</tr>
<tr>
<td></td>
<td>Ag Literacy (McKinley)</td>
</tr>
<tr>
<td></td>
<td>Animal Science (Stewart A)</td>
</tr>
<tr>
<td></td>
<td>Camping and Environmental Education (Rayburn B)</td>
</tr>
<tr>
<td></td>
<td>Civic Engagement (Rayburn A)</td>
</tr>
<tr>
<td></td>
<td>Communication and Expressive Arts (Stewart B)</td>
</tr>
<tr>
<td></td>
<td>Diversity and Inclusion (Knowland)</td>
</tr>
<tr>
<td></td>
<td>Geospatial (Johnson B)</td>
</tr>
<tr>
<td></td>
<td>Healthy Living (Johnson A)</td>
</tr>
<tr>
<td></td>
<td>STEM (Hayes)</td>
</tr>
<tr>
<td></td>
<td>Urban Programming (Fillmore)</td>
</tr>
<tr>
<td></td>
<td>Workforce Development and Career Exploration (Eisenhower A)</td>
</tr>
<tr>
<td></td>
<td>Youth Empowerment (Van Buren)</td>
</tr>
</tbody>
</table>

## Tuesday, November 5, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30am-7:30am</td>
<td>Morning Energizer - Yoga (Chesapeake Room)</td>
</tr>
<tr>
<td>6am-8:30am</td>
<td>Morning Coffee &amp; Tea Service (Upper Lobby)</td>
</tr>
<tr>
<td>7am-5pm</td>
<td>Operations Center/Volunteer Headquarters (Chesapeake Bay)</td>
</tr>
<tr>
<td>7am-5pm</td>
<td>Conference Registration &amp; Welcome Center (Colonial Foyer)</td>
</tr>
<tr>
<td>7:30am-8:45am</td>
<td>Breakfast (on Your Own)</td>
</tr>
<tr>
<td>7am-8am</td>
<td>Past President Breakfast (Crystal Room)</td>
</tr>
<tr>
<td>7am-8am</td>
<td>Bite-Sized Learning Session (Hayes)</td>
</tr>
</tbody>
</table>

Enjoy an assortment of breakfast pastries while hearing from Palladium level sponsor, West Virginia Association of Extension 4-H Agents on "Cutting Edge Volunteer Training – County Volunteer Coordinators in 4-H Shooting Sports”

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8am-4pm</td>
<td>Retirees and Life Member Hospitality (Suite 4115)</td>
</tr>
<tr>
<td>8am-4pm</td>
<td>Family and Friends Hospitality (Florida Cottage)</td>
</tr>
<tr>
<td>8:30am-11:30am</td>
<td>Conference Sponsors &amp; Exhibitors Set-up (Exhibit Center)</td>
</tr>
<tr>
<td>8:30am-9:15am</td>
<td>WV 4-H Entertainment &amp; NAE4-HA Business Meeting (Colonial Hall)</td>
</tr>
<tr>
<td>9:15am-10:15am</td>
<td>State of National 4-H Liaisons Reports (Colonial Hall)</td>
</tr>
<tr>
<td>10:15am-10:45am</td>
<td>Break (During the break, make sure to check out Gold level sponsor, Mylan, and Mylan 360: Experience Mylan's Morgantown R&amp;D Facility in Virtual Reality)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45am-11am</td>
<td>Dr. E Gorden Gee, President of West Virginia University (Colonial Hall)</td>
</tr>
<tr>
<td>11am-12pm</td>
<td>Keynote Speaker - Jim Harris (Colonial Hall)</td>
</tr>
<tr>
<td>12pm-5pm</td>
<td>Conference Sponsors &amp; Exhibitors Open (Exhibit Center)</td>
</tr>
<tr>
<td>12pm-1:15pm</td>
<td>Box Lunch (Exhibit Center)</td>
</tr>
<tr>
<td>12pm-1:15pm</td>
<td>Global Civic Engagement Lunch (Stewart A&amp;B)</td>
</tr>
<tr>
<td>12pm-1:15pm</td>
<td>Life Member Lunch (Rayburn A&amp;B)</td>
</tr>
<tr>
<td>12pm-1:30pm</td>
<td>State and National Lunch &amp; National Meeting (Crystal Room)</td>
</tr>
<tr>
<td>12pm-1pm</td>
<td>Poster Setup All Sessions (Exhibit Center)</td>
</tr>
<tr>
<td>1:30pm-2:30pm</td>
<td>State Officer Leadership Workshop (Eisenhower A)</td>
</tr>
<tr>
<td>1:30pm-2:30pm</td>
<td>Manned Poster Time #1 (Exhibit Center)</td>
</tr>
<tr>
<td>2pm-5pm</td>
<td>Conference Service Project (Champion Room at Golf Club)</td>
</tr>
<tr>
<td>2:30pm-4pm</td>
<td>Life Member Bunker Tour (Trellis Lobby)</td>
</tr>
<tr>
<td>2:45pm-4pm</td>
<td>Super Seminar w/Jim Harris (Colonial Hall)</td>
</tr>
<tr>
<td>2:45pm-3:10pm</td>
<td>Seminar Session #4 (Program Showcase / Research Reports)</td>
</tr>
<tr>
<td>3:25pm-4:10pm</td>
<td>Seminar Session #5 (Program Seminars)</td>
</tr>
<tr>
<td>4:15pm-5pm</td>
<td>Afternoon Tea (Upper Lobby)</td>
</tr>
<tr>
<td>6pm</td>
<td>Dinner on Own</td>
</tr>
</tbody>
</table>
### Wednesday, November 6, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6am-8:30am</td>
<td>Morning Coffee &amp; Tea Service (Upper Lobby)</td>
</tr>
<tr>
<td>7am-8am</td>
<td>Bite-Sized Learning Session (Hayes)</td>
</tr>
<tr>
<td></td>
<td>Enjoy an assortment of breakfast pastries while hearing from Palladium level sponsor, Terri Lynn Fundraising</td>
</tr>
<tr>
<td>7am-7:45am</td>
<td>Morning Energizer – Bird Walk (North Entrance)</td>
</tr>
<tr>
<td>7am-5pm</td>
<td>Operations Center/Volunteer Headquarters (Chesapeake Bay)</td>
</tr>
<tr>
<td>8am-4pm</td>
<td>Retirees &amp; Life Members Hospitality (Suite 4115)</td>
</tr>
<tr>
<td>8am-4pm</td>
<td>Family and Friends Hospitality (Florida Cottage)</td>
</tr>
<tr>
<td>8:30am-9:45am</td>
<td>WV 4-H Entertainment &amp; NAE4-HA Business Meeting (Colonial Hall)</td>
</tr>
<tr>
<td>10am-12:30pm</td>
<td>Regional Brunch</td>
</tr>
<tr>
<td></td>
<td>Northeast Region (Cameo Ballroom)</td>
</tr>
<tr>
<td></td>
<td>Northcentral Region (Eisenhower A-C)</td>
</tr>
<tr>
<td></td>
<td>Southern Region (Chesapeake Room)</td>
</tr>
<tr>
<td></td>
<td>Western Region (Crystal Room)</td>
</tr>
<tr>
<td>12pm-3pm</td>
<td>Conference Sponsor &amp; Exhibitor Center Open (Exhibit Center)</td>
</tr>
<tr>
<td>12pm-3pm</td>
<td>Conference Service Project (Champion Room at Golf Club)</td>
</tr>
<tr>
<td>12pm-3pm</td>
<td>Poster Showcase (Exhibit Center)</td>
</tr>
<tr>
<td>12:45pm-1:45pm</td>
<td>Manned Poster Time #2 (Exhibit Center)</td>
</tr>
<tr>
<td>1:30pm-5pm</td>
<td>State 4-H Program Leader Workshop (Colonial Hall)</td>
</tr>
<tr>
<td>2pm-2:45pm</td>
<td>Retiree &amp; Life Members Workshop (Eisenhower C)</td>
</tr>
<tr>
<td>2pm-2:45pm</td>
<td>Seminar Session #6 Program Seminars</td>
</tr>
<tr>
<td>3pm</td>
<td>Poster Tear Down (Exhibit Center)</td>
</tr>
<tr>
<td>3pm-5pm</td>
<td>Conference Sponsorships &amp; Exhibitors Tear Down (Exhibit Center)</td>
</tr>
<tr>
<td>3pm-4pm</td>
<td>NAE4-HA Committee &amp; Working Group Meetings</td>
</tr>
<tr>
<td></td>
<td>Professional Development (Chesapeake)</td>
</tr>
<tr>
<td></td>
<td>Member Recognition (Taft)</td>
</tr>
<tr>
<td></td>
<td>Public Relations &amp; Information (Tyler)</td>
</tr>
<tr>
<td></td>
<td>Research and Evaluation (Pierce)</td>
</tr>
<tr>
<td></td>
<td>Policy and Resolution (Wilson)</td>
</tr>
<tr>
<td></td>
<td>Afterschool (Jackson)</td>
</tr>
<tr>
<td></td>
<td>Ag Literacy (McKinley)</td>
</tr>
<tr>
<td></td>
<td>Animal Science (Stewart A)</td>
</tr>
<tr>
<td></td>
<td>Camping and Environmental Education (Rayburn B)</td>
</tr>
<tr>
<td></td>
<td>Civic Engagement (Rayburn A)</td>
</tr>
<tr>
<td></td>
<td>Communication and Expressive Arts (Stewart B)</td>
</tr>
<tr>
<td></td>
<td>Diversity and Inclusion (Knowland)</td>
</tr>
<tr>
<td></td>
<td>Geospatial (Johnson B)</td>
</tr>
<tr>
<td></td>
<td>Healthy Living (Johnson A)</td>
</tr>
<tr>
<td></td>
<td>STEM (Hayes)</td>
</tr>
<tr>
<td></td>
<td>Urban Programming (Fillmore)</td>
</tr>
<tr>
<td></td>
<td>Workforce Development and (Eisenhower B)</td>
</tr>
<tr>
<td></td>
<td>Youth Empowerment (Van Buren)</td>
</tr>
<tr>
<td></td>
<td>Life Memberships Leadership Team (Grant)</td>
</tr>
</tbody>
</table>

### Thursday, November 7, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6am-8:30am</td>
<td>Morning Coffee &amp; Tea Service (Upper Lobby)</td>
</tr>
<tr>
<td>6:30am-7:30am</td>
<td>Morning Energizer (Chesapeake Room)</td>
</tr>
<tr>
<td>7am-5pm</td>
<td>Operations Center/Volunteer Headquarters (Chesapeake Bay)</td>
</tr>
<tr>
<td>7am-8:15am</td>
<td>Breakfast (on Your Own)</td>
</tr>
<tr>
<td>8am-4pm</td>
<td>Family and Friends Hospitality (Florida Cottage)</td>
</tr>
<tr>
<td>8:30am-9:30am</td>
<td>NAE4-HA Business Meeting (Colonial Hall)</td>
</tr>
<tr>
<td>9am-10:30am</td>
<td>Capnote Speaker - Michelle Cummings (Colonial Hall)</td>
</tr>
<tr>
<td>10:30am-2pm</td>
<td>Program Leaders Working Group Meeting (Jackson)</td>
</tr>
<tr>
<td>10:45am-12pm</td>
<td>Seminar Session #7 Competency Building</td>
</tr>
<tr>
<td>10:45am-2pm</td>
<td>Transition Board Meeting &amp; Lunch (Eisenhower A-C)</td>
</tr>
<tr>
<td>12pm-1:30pm</td>
<td>Lunch on your own (Eisenhower A-C)</td>
</tr>
<tr>
<td>1:30pm</td>
<td>2019 Conference Debriefing (McKinley)</td>
</tr>
<tr>
<td>1:30pm-4pm</td>
<td>Health and Wellness Fair (Exhibit Hall)</td>
</tr>
<tr>
<td>1:30pm-2:30pm</td>
<td>Super Seminar with Michelle Cummings (Cameo Ballroom)</td>
</tr>
<tr>
<td>1:30pm-3pm</td>
<td>Awards Rehearsal (Colonial Hall)</td>
</tr>
<tr>
<td>3pm-4pm</td>
<td>Super Seminar with Michelle Cummings (Cameo Ballroom) Repeat</td>
</tr>
<tr>
<td>4:15pm-4:45pm</td>
<td>Afternoon Tea (Upper Lobby)</td>
</tr>
<tr>
<td>4pm-6pm</td>
<td>Photos—times will be assigned (Garden Room)</td>
</tr>
<tr>
<td></td>
<td>NAE4HA Board Photo</td>
</tr>
<tr>
<td>5pm-6:30pm</td>
<td>Donor/Awards Reception (Chesapeake Room)</td>
</tr>
<tr>
<td>6:30pm-10pm</td>
<td>Awards Banquet (Colonial Hall)</td>
</tr>
<tr>
<td>10pm</td>
<td>Informal Campfire (Chesapeake Terrace)</td>
</tr>
<tr>
<td>10pm-11pm</td>
<td>2020 NAE4-HA Conference Planning Meeting (West Virginia Room)</td>
</tr>
<tr>
<td>10:30pm</td>
<td>Host State Committee Meeting (Chesapeake Bay)</td>
</tr>
<tr>
<td>11pm</td>
<td>Evening Family &amp; Friends Hospitality Suite open by reservation</td>
</tr>
</tbody>
</table>

### Friday, November 8, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am-2:30pm</td>
<td>Seminar-On-Wheels</td>
</tr>
<tr>
<td>9am-2:30pm</td>
<td>Spirits of Southern WV tour (Colonial Lounge)</td>
</tr>
</tbody>
</table>
Presentations in this Proceedings are designated as one of the following types:

RESEARCH AND EVALUATION REPORT - (25 MINUTES)
Research and evaluation reports summarize theoretical, systematic inquiries related to the advancement of youth development theory and practice. Research reports present the results of empirical investigations (quantitative or qualitative) of topics. Evaluation reports present the results of systematic measurement of youth development program outcomes or delivery processes. Selected presenters are expected to provide session participants with a completed paper on the research or evaluation project. Papers should be written following NAE4-HA Journal of Youth Development guidelines. It is expected that the paper will either (1) be in-press or (2) be submitted for consideration of publication soon after the conference in a professional journal.

PROGRAM SEMINARS - (45 MINUTES)
Program Seminars are high quality experiential education programs that utilize research findings or “best practice” in their program design. Programs can target audiences such as: youth, adults, volunteer leaders, etc. They have clearly defined outcomes and evaluation data that shows the program achieves its targeted outcomes. Program Seminars should advance the field of youth development by introducing new, or newly interpreted, curriculum, delivery models, management methods, technology, etc. Presenters should utilize hands-on activities to help session participants experience the program.

COMPETENCY BUILDING WORKSHOP - (75 MINUTES)
A competency building workshop teaches a specific skill set needed by youth development professionals. The workshops should relate to one, or more, of the core competencies for youth development professionals: 1) youth and adult development 2) organizational systems 3) learning strategies 4) volunteering 5) partnerships and 6) personal development. The proposal should include a detailed justification of why this competency is important, how the presenter will teach the competency within a short time frame, what is required to replicate the program, and how the presenter will enable attendees to learn more after the session. The workshop should be hands-on and include exercises which allow participants to practice using the skill set. Workshops should include take-home materials for use and reference post-conference.

PROGRAM SHOWCASE - (25 MINUTES)
Program showcases are a quick, simple way to share a program and its outcome(s). The showcase presentation will provide the highlights of the program, defined outcomes, and evaluation data (if available). Presentations will give participants a taste of and the opportunity to learn the basics of the program they may want to replicate within their youth development program.

POSTER SESSION - (60 MINUTES STAFFED)
Poster sessions are graphic displays which encourage informal discussions on topics similar to those appropriate for program seminars. Posters should NOT be used to advertise a product or service. A table and wall panel will be provided for each display. Each presenter will be responsible for setting up the display, staffing it for 1 hour, and removing the display at the scheduled time. Posters should as least have the following title section labels in the display: program description, targeted participants, program outcomes, research base, program replication requirements, program evaluations and findings.
It is no secret that we live in an increasingly complex world and that this complexity has resulted in a number of challenges for social and emotional development of youth today. In this session, Jim gets back to the developmental basics and helps to give you some ideas about how we can better understand and support youth in an ever-changing and complicated world.

About Jim Earris,

Dr. Jim Harris is the owner of Opportunities Consulting Services and the Associate Director of the West Virginia Autism Training Center at Marshall University. He has had several roles in the health and human services field throughout his career as an early interventionist, parent educator, educational consultant, university professor, and behavioral health therapist. Dr. Harris has presented at a variety of conferences from the local to the international levels on such topics as behavioral intervention, parenting, positive behavior support, trauma-informed care, organizational change, and many more. He is the creator of “10 Things You Need to Know About Kids”, an audio program that helps parents and teachers be more effective in their work with children. He has also worked with a variety of public and private entities including the Fred Rogers Company, United States Department of Education, the United States Department of Justice, and many more.

Super Seminar: Through A Child’s Eyes: Understanding the Effects of Trauma on Children
Tuesday, November 5th, 2:45pm-4pm - Colonial Hall

Description: Unfortunately, if you are working with children and families today, you are likely encountering trauma and its’ effects. In this session Jim helps you better understand how the experience of trauma can have a profound effect on the physiology and psychology of children. Jim will explore different types of trauma and how they impact the developmental trajectory of children. He will also explore how understanding these potential effects can help us provide more responsible and effective interventions.
Mountains are a wonderful metaphor for the challenges we encounter in life, and for the way we meet them. They are also a metaphor for the many opportunities and possibilities that come our way, and for the way we take advantage of them. Join Michelle Cummings for an interactive and engaging Capnote to close out your conference experience.

About Michelle Cummings
Michelle Cummings, M.S., is the Big Wheel and founder of Training Wheels, a known leader in the Team building field. She is also the Co-Founder and Chief Creative Officer for Personify Leadership, a leadership development course. She is an accomplished author and is a dynamic, sought-after speaker and consultant in the areas of leadership, teambuilding, and experiential learning. Michelle has created a wide variety of facilitation, debriefing and team building activities that have collectively changed the way trainers and educators work.

Michelle speaks at more than 15 local, national, and international conferences each year and authors a weekly team building newsletter called The Spokesperson that has over 16,000 subscribers in 65 countries. She has authored seven books to date, including her first novel titled, The Reel Sisters. She has another book due for release later this year.

Michelle holds a Bachelor’s degree in Psychology from Kansas State University and a Master’s degree in Experiential Education from Minnesota State University at Mankato. She was active in 4-H for 10 years as a child. She grew up on a farm in Norton, Kansas and currently lives in Littleton, Colorado with her husband and two boys.

Super Seminar: Awesome Icebreakers and Energizers
2 seminars will be offered and will feature different content!

Thursday, November 7th, 1:30pm-2:30pm - Cameo Ballroom
Thursday, November 7th, 3:00pm-4:00pm - Cameo Ballroom

This high-energy, hands-on workshop will be full of fun and learning with the industry’s best icebreakers. Learn new and engaging ways to start meetings, get participants talking and learning more about one another. Ice breakers and energizers need not be just fillers or boredom-breakers; when used effectively, they too can be directly tied to leadership objectives and markedly advance the transfer of learning to the real world.
SESSIONS

Detailed Schedule

MONDAY, NOVEMBER 4 - THURSDAY, NOVEMBER 7
4-H as a Research Partner- Considerations & Strategies for Planning and Executing a Multi-disciplinary Research Project

Room: Pierce
Track: Professional Development/Staff Training
Competency: Partnerships
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Intermediate
Presenter(s): Rachel Lyons, Ann E Ray, and Shannon Glenn, Rutgers Extension; and Jeanette Stackhouse, Penn State Extension
Presenter Email: lyons@njaes.rutgers.edu

4-H is uniquely positioned within the land grant university system to be an important collaborator in youth development-related research efforts with colleagues outside of Extension. Such partnerships have potential for significant benefits – enhanced resources for youth and adult audiences, increased visibility of the 4-H program, and scholarship opportunities for faculty and staff including contributing to the development, evaluation, and dissemination of evidence-based curricula relevant for 4-H youth. These benefits come with some potential risks and challenges that also need to be navigated. This workshop will walk participants through the process of building university partnerships across disciplines in order to create a successful research experience for everyone involved. Through a series of role-play activities and a hands-on group exercise, this interactive workshop will give participants the opportunity to practice the strategies shared and to develop a research-partnership plan to benefit their program.

Ages and Stages are Old School Now: Update Your Youth Development Knowledge with the Sciences of Learning and Development

Room: Eisenhower A
Track: Growing 4-H
Competency: Youth Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Intermediate
Presenter(s): Mary Arnold, Oregon State University
Presenter Email: mary.arnold@oregonstate.edu

This highly interactive session will introduce participants to the sciences of learning and development (SoLD) that describe recent advancements in the field of child and youth development. These advancements are an important update to the traditional “ages and stages” approach to describing youth development. Participants will learn about the SoLD concepts and why they are necessary to incorporate in today’s youth development practice. The session will be taught through a series of interactive and hands-on learning activities that participants can use to teach others, particularly 4-H educators and volunteers. The session, while based on rigorous academic research will be FUN!

ARCS Model: Addressing Motivation in Your Learning Events

Room: Fillmore
Track: Professional Development/Staff Training
Competency: Youth Program Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Brandon Rice, Arin Weidner, and Kelsey Guadarrama, Purdue Extension
Presenter Email: rice48@purdue.edu

Want to learn more about your learners? What is it about your learning events that keeps them coming back? Why is it difficult to get people to stay in a workshop? It’s more than just the content - it’s about motivation! Keller’s ARCS Model of Learner Motivation promotes four conceptual categories to include when creating lessons, workshops, or other learning events. By including these processes in program planning, you address learner motivation and engagement (Keller, 1987). Why is this important? If the content doesn’t grab attention or your audience doesn’t feel it is relevant, it’s likely they won’t be confident or satisfied in the program. In this competency building workshop, Indiana 4-H’s Evaluation Committee will give a crash course in the ARCS model and examples of how to start using this model in your next learning event. They will provide tools to create an ARCS aligned lesson and approaches to observe learning attitudes and behaviors in your classroom. This competency building workshop has been provided to Indiana 4-H volunteers and staff during the annual Leadership Summit and utilized along with youth to improve club engagement and decision making. Come see how you can become an ARCS practitioner for your state.

Conflict and You: Deal with It!

Room: Chesapeake
Track: Professional Development/Staff Training
Competency: Volunteerism
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Jamie Morris, Maryland Extension
Presenter Email: jkenton@umd.edu

Conflict is an unavoidable part of working with people and often accompanies competition, so it should come as no surprise when 4-H Educators are confronted with conflict. It is human nature to react to conflict based on our thoughts and feelings, but often times that leads down a destructive path and a cycle of retaliation. Finding constructive ways to manage conflict can have a positive effect on relationships, programs and your own mental health. Come gain insight on your personal reactions and triggers to react to conflict based on our thoughts and feelings, but often times that leads down a destructive path and a cycle of retaliation. Finding constructive ways to manage conflict can have a positive effect on relationships, programs and your own mental health. Come gain insight on your personal reactions and triggers.
Demystifying Publishing: Tips, Structure and Steps – Research and Evaluation Committee
Room: Jackson
Track: Professional Development/Staff Training
Competency: Youth Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Kate Walker, UMN Extension Center for Youth Devt
Presenter Email: kcwalker@umn.edu

In this hands-on workshop we’ll tackle publishing benefits, obstacles and myths. You’ll come away with five tips for getting started, understand the standard article components and what reviewers are looking for, and walk through the steps in the publishing process so you know what to expect. This session is facilitated by the current editor of the Journal of Youth Development, but the concepts apply to other journals as well.

Designing Effective and Creative Digital Surveys for Your 4-H Program Using Qualtrics Software
Room: Eisenhower B
Track: Professional Development/Staff Training
Competency: Youth Program Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Intermediate
Presenter(s): Jennifer Cushman, Maryann Fusco, and Miriah Kelly, UConn Extension
Presenter Email: jennifer.cushman@uconn.edu

In this workshop, participants will learn “hot tips” for digital survey development, in addition to building skills for developing effective and creative instruments useful for conducting 4-H program evaluations. We will also expose participants to additional resources related to collecting, analyzing, and communicating evaluation information. Participants will be working hands-on with instructors to develop and improve their survey design and implementation skills through a guided step-by-step activity. We encourage participants to bring existing paper surveys or question lists that they would like to turn into a digital survey. We also encourage participants to bring a laptop with them so that they can develop a survey with us over the course of the workshop. Participants who have access to a Qualtrics account through their institution should come prepared to use this account. Access to a Qualtrics account is not required, as participants who do not have access to an account will be provided with the resources needed to complete the activity.

Get the Flock Outta There! Opportunities in Emergency Preparedness and Response
Room: Arthur
Track: Agriculture/Natural Resources
Competency: Youth Program Development/Organizational Systems
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Derylee Hecimovich and Lan Hecimovich, Alaska Extension; and Beverley Connelly-Brown, Clemson Extension
Presenter Email: dahecimovich@alaska.edu

Extreme weather events and natural disasters are significantly increasing across the country, with potentially deadly outcomes for humans and animals in their care. Whether you have livestock, horses or hamsters, this workshop will identify needs, procedures, available resources, and potential partner organizations to help keep humans and animals safe no matter what the weather delivers. Being calm and prepared in any situation can make the difference. Presenters each have 35 years + of animal management, emergency preparedness/response and extreme weather experience, whether earthquakes, volcanoes, hurricanes, floods or extreme temperatures.

Grow Youth Programs with Middle Management Volunteers
Room: Van Buren
Track: Volunteer Development
Competency: Volunteerism
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Becky Harrington, University of Minnesota Extension Center for Youth Development
Presenter Email: willi107@umn.edu

4-H youth development programs value volunteers—those individuals who donate their time to work in some capacity. The most successful programs have a volunteer system that is expanded to involve middle management volunteers who work to strengthen groups, coordinate events, enhance project learning, and determine program direction. Middle management volunteers play an especially important role in growing the reach of organizations that seek to expand their reach to new audiences. This session will equip staff to understand their part in leading middle-management volunteers, identify and design roles for middle-management volunteers, and cultivate volunteers to serve in these important roles. Using the ISOTURE volunteer management model, participants will identify needs in their program and leave with a middle management volunteer role description and recruitment plan. Orientation, training, utilization, recognition and evaluation will also be touched on as they relate to the middle management system. When participants return home they’ll be ready to take steps to grow their program with middle management volunteers.
Hero Worship: Telling Better Stories
Room: West Virginia
Track: Marketing/Media
Competency: Organizational Systems
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Judy Mae Bingman, University of Illinois
Presenter Email: jmbingma@illinois.edu

“Marketing is no longer about the stuff that you make but about the stories you tell.” (Seth Godin) 4-H is slow to understand this shift in marketing and to understand we cannot be the hero of our story. We clutter our message making it difficult for the public to hear what we’re really saying. This session will help staff transition from SELLING (trying to get rid of what you have) to MARKETING (people coming to you demanding what you have). We’ll learn the 9 steps to building a brand, using Donald Miller’s popular StoryBrand approach. We’ll learn what Keith Reinhard of AdWeek means when he said: “People seek brands that will help them survive, help them succeed and help them take care of their own. They want brands that will help them be loved and admired and that will, in some way, enrich or improve their lives.” We’ll list the external, internal, and philosophical problems that parents have that guide their daily choices, and learn how to position 4-H so we’re who they choose.

Living as a Grateful and Strengths Based Leader
Room: Knowland
Track: Professional Development/Staff Training
Competency: Organizational Systems
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Nancy Hegland, University of Minnesota
Presenter Email: nhegland@umn.edu

Extension employees use multiple skills to effectively lead and manage youth development programs. As a leader, do you approach your work through a strength based lens? Do you empower others by encouraging and appreciating them? This competency based workshop will focus on Clifton’s Strengths based leadership approach and understanding and expressing the five languages of appreciation in the workplace. Leaders need to understand their strengths and surround themselves with others who can share different strengths and talents. Learn the keys to being an effective leader, investing in others’ strengths, and building a balanced team. Leaders also need to show their appreciation to others. Do you know the 5 languages of appreciation in the workplace? If not, this workshop will explore the different languages and how to discover which one resonates the best with you and others. The techniques and tips aren’t hard to learn and can make all the difference in how people feel valued and appreciated. This workshop will provide you a Mountain of Opportunity to expand your skills as a youth development leader.

Maine 4-H Community Central: Engaging Youth Where They Are At
Room: Martin
Track: Growing 4-H
Competency: Youth Development/ Youth Program Development/ Equity, Access, and Development/ Partnerships
Session Format: Competency Building Workshops (75 minutes)
 Difficulty: Advanced
Presenter(s): Kristy Ouellette, Mitch Mason, and Laura Personette, UMaine Extension
Presenter Email: kristy.ouellette@maine.edu

When you hear Public Housing, what pictures pop into your mind? What is your initial reaction to serving this audience? Research shows that the general public is often misinformed about public housing and about the families that live there. Yet this audience is often both enthusiastic about, and in need of, Extension programming. The Maine 4-H Community Central project is seeking to identify any best practices when conducting ongoing programming in public housing. This workshop will highlight the work and findings of an ongoing Children, Youth and Families At-Risk (CYFAR) project in two medium size cities in Maine. Using group discussion and interactive activities, participants will be able to identify potential assets, barriers and opportunities when partnering with public housing authorities. Other critical community partnerships (policing, school, youth NGO’s) will be part of the discussion. A timeline of establishing a sustainable program will be presented along with specific programming for youth in grades 3-12.

Messy Science
Room: Crystal
Track: STEM
Competency: Youth Development, Youth Program Development/ Equity, Access, and Development/ Partnerships
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Sara Fleenor, University of Wyoming
Presenter Email: sfleenor@uwyo.edu

Science is fun when it’s messy! This workshop will feature hands-on STEM experiments that are fast, cheap, and easy with maximum wow factor. Learn simple science experiments to take to after school programs, cloverbuds, or 4-H meetings. Participants will complete each experiment and take home curriculum for replicating the programs.
Starting off GREEN! Sustainability of First-Generation Volunteers
Room: Rayburn
Track: Volunteer Development
Competency: Volunteerism/Equity, Access, and Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Intermediate
Presenter(s): Kelly Coble, Cassandra Dietrich, and Jason Hedrick, Ohio State University
Extension
Presenter Email: coble.19@osu.edu

While an emphasis has been placed on enrolling and retaining first-generation 4-H adults, there has been a limited focus on first-generation 4-H adult volunteers. First-generation 4-H adult volunteers, while sometimes viewed as “needy,” can actually bring huge benefits to a local 4-H program. As any professional who works with volunteers knows, poor initial experiences typically result in fleeing volunteers. For volunteers new to 4-H, the ins and outs of the program can be frightening. Ensuring their transition into 4-H volunteerism is smooth and enjoyable is critical to not only retention rates, but also the sustainability and reputation of a program. This workshop will provide an overview of our GREEN (Gathering and Retaining Engaged and Empowered Newcomers) volunteer training. The GREEN volunteer training program was developed by two educators, one in a small, traditional, rural program and one in a large, urban, non-traditional program, to help new volunteers learn the ‘ins and outs’ of 4-H and what makes a county program successful. Learn about volunteer selection, resources and strategies that adequately engage the foundation of 4-H programming: adult volunteers.

Exploring the World Through 4-H
Room: Grant
Track: Citizenship/Leadership
Competency: Youth Development, Youth Program Development, Partnerships
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Glenda Snyder, Virginia Cooperative Extension – Virginia 4-H; Christine Hodges, Virginia Cooperative Extension – Virginia 4-H; Carol Nansel, Virginia Cooperative Extension – Virginia 4-H; Brian Hairston, Virginia Cooperative Extension – Virginia 4-H; Ruth Wallace, Virginia Cooperative Extension – Virginia 4-H; Reggie Morris, Virginia Cooperative Extension – Virginia 4-H
Presenter Email: gsnyder@vt.edu

As our world becomes more global, it is imperative that we look beyond our back yards to a broader community, the world. It is important that we provide international experiences for both youth and adults to enhance cultural understanding and promote a global society. As one of the 4-H Mission Mandates, Citizenship is interwoven into 4-H international programs to build relationships and increase cultural understanding with youth and adults from diverse backgrounds. 4-H international programs offer life-changing experiences and a multitude of positive impacts for the individuals who visit abroad. Virginia 4-H provides opportunities for cultural understanding for a global society through the Senegal 4-H program, Dominican Republic Service Program and Brazil CHARACTER COUNTS!

Bridging the Gap: Effective Communication in 4-H from the Greatest Generation to Post-Millennials
Room: Johnson
Track: Volunteer Development
Competency: Youth Development/Volunteerism/Equity, Access, and Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Chad Proudfoot, Virginia Cooperative Extension
Presenter Email: cnproudfoot@vt.edu

For the first time in the history of Cooperative Extension, we are called to serve individuals spanning across five generations: from the Post-Millennials born after 2005 to the World War II generation in their 80s and 90s that may still be active participants and volunteers. Increased life expectancy in the United States has brought about this phenomenon which gives us many avenues for interaction. However, in an age of reduced staffing, and increasing technology it also creates challenges. How are we supposed to have effective communication methods from ages 9 to 92? Understanding the different characteristics that make up these generations (as well as biases and stereotypes) is key to quality programming and engagement. In this session, participants will learn about social generational theory and be able to identify the current generations existing in the United States today. Participants will also be able to identify characteristics of each generation, and the methods of communication preferred by each. Finally, participants will learn techniques to bridge gaps between these generations and learn tools to create effective cross-generational communication to enhance local Extension programming. The workshop will be interactive and participants will be encouraged to ask questions and be engaged throughout the session.

Design Thinking: Make it part of 4-H!
(Communications and Expressive Arts Working Group)
Room: Eisenhower C
Track: Professional Development/Staff Training
Competency: Youth Program Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Intermediate
Presenter(s): Malea Huffman, Purdue Extension; Karla Knoepfli, Oklahoma Extension; Jennifer Deichert, Penn State Extension; Laura Rohlf and Jennifer Morlock, Ohio State University Extension; and Pamela Watson, Washington State Extension
Presenter Email: huffmannm@purdue.edu

Are you excited or scared when you hear words like create, design, or art? Scared or excited, explore with us ways of regenerating, reinvigorating, and even modernizing a 4-H activity, project or program using a problem solving technique called Design Thinking. Arts based programming will be our platform for accomplishing programming in Healthy Living, STEM and Agriculture, and Civic Engagement. Using a traditional program such as Quilting we connect math geometry, engineering, history, social issues, and aspects of culture as youth master skills and knowledge, develop life skills, explore careers, and provide service to their communities. A “right brain” process of problem solving intentionally seeks out people with different perspectives, knowledge, skills and experience and has them work
together to create a practical solution or understanding for a real-world problem. Participants will review and receive practical guidance and application of our 4-H research based “models” using the process of “Design Thinking”. They will explore ways of programming more creatively; learn about existing, new and unique programs and curriculum; be more comfortable with “right brain” programming; and be better prepared to connect the arts to the 4-H mission mandates.

**Whose Energy Will YOU Allow On Your Bus**

**Room:** Wilson  
**Track:** Teen Development  
**Competency:** Youth Development, Partnerships, Organizational Systems  
**Session Format:** Competency Building Workshops (75 minutes)  
**Difficulty:** Beginner  
**Presenter(s):** Sarah Maass, Beth Hinshaw, Sarah Keatley, and Anna Muir, Kansas State Extension  
**Presenter Email:** semaass@k-state.edu

Have you ever been on a team that is going nowhere? Have you ever gone round and round with no end in sight? Do you feel that those around you are sucking all of your energy? Climb aboard the energy bus for the motivation and rules you need for success in your personal and professional life. Transform your life and your team to create a culture with no energy vampires and a renewed spirit for Youth Development work. Join the Kansas 4-H Youth Leadership Council advisors as they share their experiences on their Energy Bus. This session will explore the book *The Energy Bus* by Jon Gordon. Presenters will share activities utilized with the 2019 4-H Youth Leadership Council throughout the 4-H year. This book outlines 10 rules to help fuel individuals with positive energy. The author writes this book as a fable, it is an easy to read and written to keep the reader’s attention. The lessons are easy to apply to various life situations for individuals of all ages. Let’s program your GPS and follow these 10 rules to work around various challenges such as potholes, speedbumps, and construction zones.

**Guiding Volunteers to the Summit by Putting into Practice the New 4-H Cloverbud Volunteer Guidebook**

**Room:** Tyler  
**Track:** Volunteer Development  
**Competency:** Volunteerism  
**Session Format:** Competency Building Workshops (75 minutes)  
**Difficulty:** Intermediate  
**Presenter(s):** Scott Scheer, Christy Millhouse, Rebecca Supinger, Rhonda Williams, and Kathryn Hartline, Ohio State University Extension  
**Presenter Email:** scheer.9@osu.edu

It is critical to ensure that 4-H Volunteers are fully prepared and engaged to make a positive impact on our youngest 4-H members. Resources and guidelines to help our volunteers to do just that are essential for Extension professionals. Introducing the new and improved 4-H Cloverbud Volunteer Guidebook, an optimal resource designed specifically for the 4-H Cloverbud volunteer leader. It provides accurate and readily accessible information that is everything Cloverbuds. The guidebook explores the goals and strategies to successfully implement the 4-H Cloverbud program. It has been evaluated for content and utilization accuracy and quality. Sections in the guidebook include: 4-H Cloverbud Program Foundations, conducting 4-H Cloverbud activities for new volunteers, and a 4-H Cloverbud myth-busters quiz. Participants in this workshop will be actively engaged in best practices for using the 4-H Cloverbud Volunteer Guidebook along with take-home resources. Specifically, participants will utilize the guidebook to: 1) gain knowledge for best practices with their volunteers; 2) enhance strategies and techniques for training 4-H Cloverbud volunteers; and 3) provide resources and materials to effectively engage volunteers in your county community.

**Surviving and Thriving in Conflict**

**Room:** Stewart  
**Track:** Volunteer Development  
**Competency:** Volunteerism  
**Session Format:** Competency Building Workshops (75 minutes)  
**Difficulty:** Beginner  
**Presenter(s):** Stacey Ellison, Heather Kent, Brent Broaddus, Vanessa Spero, Shane Michael, and Sophia Cooney, UF IFAS Extension  
**Presenter Email:** staceye@ufl.edu

Conflict is unavoidable, but it doesn’t have to be destructive. This session will introduce attendees to five district conflict resolution styles- competing, collaborating, compromising, avoiding, and accommodating (Bell, 2002; Robin, 2002; Wertheim, 2002). Participants will identify their own dominant style using the Conflict Style Assessment and will further discuss difficult situations with volunteers in which each style may be beneficial and appropriate in terms of reaching a desired outcomes. Participants will further gain hands on-experience in practicing specific strategies of conflict resolution- engage, do not engage, and negotiate (Gatlin, Wysocki, Kepner, Farnsworth, and Clark, 2002. Additionally, participants will be provided with vetted resources related to conflict resolution appropriate for use with Extension volunteers.
A Perfect Combination: 4-H Shooting Sports & Hunter’s Education
Room: Van Buren
Track: Camping/Outdoor Education
Competency: Youth Program Development/Partnerships
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Tina Holmquist, University of Idaho
Presenter Email: tinah@uidaho.edu

Learn how a partnership between the University of Idaho Extension 4-H program and the Idaho Fish & Game was created to combine 4-H Shooting Sports projects with Idaho Hunter’s Education. This short-term program allows youth to complete 4-H project requirements, receive hands-on firearm training, and receive their Idaho Hunter Education card simultaneously over a brief six-week period. Participants will leave with a model of how the program was created and administered so that it can potentially be replicated in other areas.

Beyond the Standard of Success
Room: Rayburn A & B
Track: Teen Development
Competency: Youth Development/Youth Program Development/Equity, Access, and Development/Partnerships
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Margo Long, The Ohio State University Extension
Presenter Email: long.1632@osu.edu

A robust collaboration between a community non-profit and the local 4-H program was created to work with under-served youth affected by poverty. Through hands-on activities, critical thinking, goal setting and many other life skill activities students develop their own alternative pathway to success, which is different from the standard. Utilizing a process to identify, access, build, and apply resources for success in school, at work, and life, financial literacy curriculum; and other resources to empower students to find tools and processes to improve their chances of succeeding in life.

Digging 4-H: Archeology and Youth
Room: McKinley
Track: STEM
Competency: Youth Development/Youth Program Development/Partnerships
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Hope Bragg, University of Arkansas System Division of Agriculture
Presenter Email: hbragg@uaex.edu

With 4-H youth looking for new and exciting ways to complete service projects, and the emphasis of STEM education in today’s modern 4-H, the science of Archeology offers new ways to reach youth both through service and science. Through hands-on activities that can be conducted in a classroom environment, youth can learn the importance of archaeological context, the importance of conservation of cultural resources and explore historical sites, foods and artifacts. Try your hand at sorting artifacts, interpreting an archaeological site and reconstructing historical artifacts in this innovative 4-H program.

Equestrian Helmet Education Clinic
Room: Eisenhower C
Track: Agriculture/Natural Resources
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Kenzie Kimmel, Colorado State University
Presenter Email: kkimmel@adcogov.org

For most 4-H programs nation-wide, the horse project is very popular and accounts for a large portion of program membership. Even the most successful horse programs with experienced leaders and trainers however cannot prevent all horse accidents. With head injuries accounting for an estimated 60% of deaths resulting from equestrian accidents, 4-H can do its part to educate youth on the importance of wearing a helmet when riding.

This seminar will demonstrate a program developed to educate horse project members and their parents on the importance of helmets. Helmet use by equestrians can be a controversial topic and can pose many challenges to agents attempting to require helmet use in their programs, or even simply educate on the importance of helmet use. Learn how helmet education was approached to provide widely positive results both for the program delivery and its impact on youth and adult helmet use habits.

Workshop participants will walk away with resources and strategies to implement helmet education in their programs, whether they hope to increase the understanding of why their program has helmet rules in place, or simply to educate members to help them make informed decisions about their riding habits.
Vaping is the latest teen health epidemic and a threat to public health. When presented with this issue, a group of teen health leaders readily engaged in a discussion about their concerns based on observations in their schools and their experiences interacting with peers. This led us to use a peer leader approach based within a youth-adult partnership model. The resulting presentation targets teens, middle school youth, and adults who work with youth, with three main take-aways: extent of the problem, reasons for use, and dangers and effects of use. The presentation uses a variety of interactive strategies (e.g., skits, online polling, small group scenarios) to engage participants. Participants who attend this session will:

1. Examine common myths about vaping and e-cigarettes and the facts to counter them.
2. Experience activities that have been used to raise awareness about the dangers of vaping and actions teens can take.
3. Discuss resources and sources of reliable information available to support educational programs.
4. Gain ideas that can be applied to their programs.

To aid in replication, examples of teaching materials (e.g., skit scripts, teaching outline, activity directions) and a list of references and resources will be provided.

**Next Chapter at Nebraska: Growing 4-H through College Readiness Opportunities**

It’s Not Cool to JUUL: Teens Share the Facts About Vaping and E-Cigarettes

Room: Jackson
Track: Growing 4-H
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Maria Walker, Melissa Border, Jill Goedeken, and Georgia Gleason, University of Nebraska Lincoln Extension
Presenter Email: maria.walker@unl.edu

Next Chapter at Nebraska is a college readiness program offered to students enrolled in 4-H beginning in 8th grade and continuing through high school. It also targets youth new to 4-H as we deliver programming in schools during the school year. Next Chapter scholars engage in events, activities, and curriculum where they participate in career exploration, develop research skills and experience a variety of learning methods that help them transition to and success in college. The Next Chapter at Nebraska program is delivered by UNL Admissions and Nebraska 4-H Extension.

**The Creative World of E-Textiles!**

Room: Hayes
Track: Growing 4-H
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Amy Murphy and Toby Neal, Penn State Extension
Presenter Email: adb8@psu.edu

Welcome to the world of electronic textiles! E-textiles is a blend of craft and technology that appeals to all sorts of people- to those who consider themselves creators, designers, and artists as well as those who are science minded. Craft and technology design are the same kind of activity. They are both fueled by the basic human urge to create. E-textiles is about creating and programming. Programming is about designing and building things. It’s about creative expression. This program will teach youth how to build electronics and program through hands-on e-textile projects. They can make a stuffed monster that sings or a piano that plays different notes. Children learn about electronics, programming and create some cool stuff!

**Thumbs Up: Marketing Video-Based STEM Curriculum through Social Media**

Room: Eisenhower A
Track: STEM
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Jeff Sallee and Haley Kinney, Oklahoma State Extension
Presenter Email: jeff.sallee@okstate.edu

Today, 4-H is considerably more than “cows and cupcakes,” and has expanded to “computers and coding” exploring: curriculum, topics, and projects like computer science, drones, and robotics. Oklahoma 4-H set out to expand the use of underutilized STEM curriculum through web-based marketing. To meet this challenge, a team within Oklahoma 4-H began to create and disseminate video-based STEM curricula for both the club, classroom, and social media. Social media offers the 4-H organization an innovative way to engage targeted audiences with messaging. Our project used Facebook and YouTube to promote STEM curriculum, leading to engage targeted audiences with messaging. Our project used Facebook and YouTube to promote STEM curriculum, leading to engage targeted audiences with messaging. Our project used Facebook and YouTube to promote STEM curriculum, leading to engage targeted audiences with messaging.
Using Environmental Education to Develop Life Skills in Youth
(Research Report)
Room: Wilson
Track: Agriculture/Natural Resources
Competency: Youth Development/Youth Program Development
Session Format: Research and Evaluation Report (25 minutes)
Difficulty: Beginner
Presenter(s): Rachel Bayer, Maryland Extension; Kathy Fischer, Michigan State Extension; and Kristen Poppell, UF IFAS Extension
Presenter Email: rjbayer@umd.edu

Environmental education (EE) curricula have the potential to serve as valuable resources for extension educators, particularly 4-H educators working to develop life skills in youth. A team of researchers investigated how a nationally recognized environmental education curriculum, Project Learning Tree, correlates to the development of life skills as identified in the 4-H Life Skills Wheel. The results provide insights regarding how PLT, and EE in general, support the development of the Head, Heart, and Hands of 4-H youth. This session will explore these results and discuss implications for youth development professionals. The final correlations document will be provided to session participants, along with a packet of PLT activities with high life skills correlations.

Youth Leadership Nassau
Room: Martin
Track: Citizenship/Leadership
Competency: Youth Development/Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Kristen Poppell, University of Florida
Presenter Email: krpoppell@ufl.edu

The Youth Leadership Nassau program (YLN) gives Nassau County high school students the opportunity to meet fellow students, gain increased awareness of community needs, and develop leadership skills. Youth participate in monthly sessions on a variety of topics which include experiential learning, interactions with community leaders, and leadership development lessons. Based on short-term evaluations, YLN develops leadership and other life skills (including communication and cooperation); promotes knowledge gain concerning local government, businesses, and community organizations; and provides networking opportunities for students. A long-term evaluation of program graduates is currently being conducted.

Proving the Impact of the 4-H Summer Camping Program:
What Really Makes a Difference? (Research Report)
Room: West Virginia
Track: Camping/Outdoor Education
Competency: Youth Program Development
Session Format: Research and Evaluation Report (25 minutes)
Difficulty: Advanced
Presenter(s): Ken Culp, III, University of Kentucky Extension, Department of 4-H Youth Development; Darrell Stillwell, University of Kentucky Extension, Department of 4-H Youth Development
Presenter Email: ken.culp@uky.edu

Youth attending summer 4-H camp in Kentucky were surveyed during 2017 and 2018 to determine the impact of the summer camping program. Campers rated their camp experience on a 10 point scale (10 being most positive.) Additionally, campers identified the specific camp activities in which they participated for the very first time at camp. Finally, thirteen life skills from the Targeting Life Skills Model were measured, using a post-pre-post metric, to determine what affect, if any, participating in the Kentucky 4-H Summer Camping Program had on life skill development. Camp experiences were found to be significantly different when compared by week, number of counties in the camping group (ranging from 1 to 6), camping center (there are 4 in Kentucky), Extension District (there are 7), camp duration (4 versus 5 days), and camper gender (girls assigned a higher value than did boys.) Highly significant (p< .0001) growth was found in all 13 life skills during 2017, and in 12 of 13 life skills in 2018. Youth who attended Cloverbud or Environmental Camps were the most likely to attend 4-H Camps. 96% of campers indicated that they aspired to attend the following year; however, only half of them did.
Impacts of Bully Prevention Training on 4-H Camp Counselor Performance (Research Report)

Camp Counselors are the first responders during 4-H residential camp week. To be effective at crisis management, they need to be educated, trained, and well equipped to handle any circumstance. In this study, twenty-two counselors were exposed to bullying prevention lessons, learned intervention strategies, and were given the hands-on experiential learning opportunity of implementing what they had learned at county camp. Teens are required to participate in training to become a 4-H Camp Counselor. This study evaluated the implementation of the BE SAFE curriculum by Michigan State University Extension within a Camp Counselor Training setting. Be SAFE focuses on education and prevention of bullying, bias, harassment and other hurtful behaviors – as well as providing suggestions for intervening when young people are affected by these issues. (Michigan State University Extension. 2013) Objectives were: (1) Camp Counselors will identify bullying behavior, measured by a pre/post counselor training survey. (2) Camp Counselors will successfully intervene in bullying situations by utilizing strategies from the BE SAFE curriculum as measured by post camp skills application surveys. Results support implementing bully prevention into training as a strong defense for 4-H Camp Counselors to identify bullying and safely intervene to provide a safe, affirming, fair environment.

Promoting Sustainability of Resources: a Tri-County “Water in My Backyard” Program

Learn the “ins and outs” of the “Water in My Backyard” program, from project-based learning design to program logistics. The program immersed 40 campers, ages 10-16 years old, from three Florida counties in a four-day program exploring local water resources. Campers learned about coastal freshwater systems, the underground Floridan aquifer and the spring-systems as they traveled. Campers used a multi-purpose journaling tool to practice the mechanics of data collection, record individual observations, and water quality measurements, reflect on what they learned and apply to their everyday life. Behavioral observation provided evidence that youth; increased science vocabulary, practiced water stewardship, and raised questions and identified problems. If your county/area has water issues in your community then this is the camp for you.

MyPI Youth Preparedness and Leadership Initiative: Creating Partnerships and Cultivating Volunteer Engagement

Gordon County was one of eight counties in Georgia to participate in the National My Preparedness Initiative (MyPI), a three-time FEMA national award-winning model, that trains youth to be community leaders in emergency preparedness. During a 5-10-week training program, youth complete three components, including (1) FEMA’s Community Emergency Response Team training, (2) a catalog of additional specific training including ham and weather radios, CPR/First Aid, smart phones and social media, and public safety career tracks, and (3) a community service project that has a six-fold impact program beyond just the program participants. As one of the original official Affirmers of the National Strategy for Youth Preparedness Education, this model not only enhances youth preparedness, but also youth leadership and empowerment. This showcase will feature Georgia 4-H’s implementation of the program with a county-based case study on delivery of the program through Gordon County 4-H. Specific highlights will include volunteer engagement, community partnerships, and added educational components to ensure programmatic success.
101 Ways to Teach Healthy Living will focus on hands-on lessons that can be taught in multiple settings. Participants will leave with lesson plans and ideas of methods to deliver programming to youth populations not typically reached by 4-H. This session will be taught by four 4-H Agents from the metro Atlanta area who implemented a Wellness360 grant funded by Target through National 4-H Council. The activities can be replicated with minimal cost and using regular program funds. While there are multiple ways to teach healthy living, this session focuses on non-traditional delivery and audiences such as presentations at farmers markets, day camps, overnight experiences, Atlanta science festival, and parks and recreation.

Indiana 4-H Evaluation Committee: One Small Step for Surveys, One Giant Leap for Data
Room: Fillmore
Track: Professional Development/Staff Training
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): MaryJo Moncheski, Abby Morgan, Arin Weidner, Brandon Rice, Kelsey Sajdera, Joanne Lytton, and Teri Hornberger, Purdue Extension
Presenter Email: mmonches@purdue.edu

The Indiana 4-H Evaluation Committee serves to provide professional development to Indiana 4-H Extension Educators by enhancing knowledge, skills, and confidence in program evaluation implementation. Indiana 4-H established the 4-H Evaluation Committee, consisting of County Extension Educators. The aim of this committee is to create a community of conversation and support in program evaluation. In the first year, the 4-H Evaluation Committee hosted a series of webinars to help Indiana 4-H Extension Educators become more acquainted with 4-H Common Measures. The series consisted of three webinars; 4-H Common Measures: 101, 102 and 103. In an effort to provide resources necessary to promote learner engagement in professional development and youth activities, members of the committee presented a workshop on “Keller’s ARCS Model of Learner Motivation” at Indiana’s 4-H Leadership Summit. Each webinar and workshop uses an example of current programs in Indiana to assist Educators in understanding how 4-H Common Measures, various learning methods, and other evaluation tools can be utilized. Since November 2018, three webinars, a focus group and workshop have been executed with future professional development opportunities in development. Topics include developing a needs assessment, Ripple Effect Mapping, and assessing camp evaluations.

Dress for Success
Room: Stewart
Track: Teen Development
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Jamie Mullins and Jodi Smith, West Virginia University Extension
Presenter Email: jodi.smith@mail.wvu.edu

You never get a second chance to make a first impression. This session will introduce participants to the Dress for Success activity that is designed to teach youth what to wear and what not to wear to a job interview. In 2014, this lesson was first introduced to a group of 4-H Teen Leaders, since then, it has been shared with thousands of youth who have enjoyed the engaging nature of this creative, hands-on, design focused lesson while also walking away with a greater understanding of proper interview dress. Additionally, participants will have the opportunity to learn more about upcoming lessons by the associated authors.

Pennsylvania Club Guide for 4-H Volunteers
Room: Tyler
Track: Volunteer Development
Competency: Volunteerism
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Michael Martin, Martha Gregory, Dwayne Hay, Paula Lucas, Phil Hoy, Julie Harvatine, and Jessica Kauffman, Penn State Extension
Presenter Email: mj20@psu.edu

As new 4-H volunteers come to us with little or no previous experience as 4-H members during their youth, the Club Guide for 4-H Volunteers provides an organized tour through 4-H youth development and club management. The hope is for volunteers to provide a positive and meaningful experience for the numerous youth they will reach in their journey as 4-H volunteers. The guide is ordered into brief segments to introduce them to the 4-H organization and to the role of 4-H volunteer - Part One: Welcome to 4-H; Understanding 4-H - introduces the 4-H colors, pledge, emblem, motto, etc.; Eight Essential Elements - enunciates the foundation to all 4-H youth programming; and Who Can Belong to 4-H - clarifies membership policy of openness and inclusion; Part Two: Who Are the People in 4-H?; 4-H Volunteer Roles; and Protecting Youth and Volunteer; Part Three: What Is a 4-H Club; Conducting a 4-H Club Meeting; The Role of 4-H Club Officers; Marketing tips; and Recognizing 4-H’ers Accomplishments. Workshop participants will receive a copy of the guide and practical tips from experienced 4-H Educators to create an atmosphere for success.
**Life Lessons 101...Teens Learn About Dollars, Cents and Common Sense**  
**Room:** Chesapeake  
**Track:** Citizenship/Leadership  
**Competency:** Youth Development/Youth Program Development/Equity, Access, and Development/Partnerships  
**Session Format:** Program Showcase (25 minutes)  
**Difficulty:** Beginner  
**Presenter(s):** Erin Dailey, Ohio State University Extension  
**Presenter Email:** dailey.108@osu.edu

We hear all about “kids these days” and the disconnect between traditional education and the common-sense knowledge that young adults need to survive in today’s world. The educator has partnered with local schools to bring real world knowledge to the classroom and teach teens about “Dollars, Cents and Common Sense.” The financial parts of this program have focused on basic financial literacy, spending and earning money, credit cards, saving early, careers, and money management. Additionally, the program focuses on interview skills, resume basics, building soft skills, and managing social media. “Dollars, Cents and Common Sense” focuses on career and life skills and utilizes a variety of curriculum and program simulations to teach youth about career and money management situations that they will face in their lives. Though this program, junior high and high school students learn about real world life skills by simulating life experiences while acquiring necessary competencies for surviving in today’s world. The presenter will share a collection of resources that can be utilized to teach financial and life lessons for teens. Participants will be able to easily replicate similar programs with knowledge of the “Dollars, Cents and Common Sense” program.

**Youth Participatory Evaluation: Matching 4-H Youth Experience to Program Theory**  
**Room:** Arthur  
**Track:** Professional Development/Staff Training  
**Competency:** Youth Development/Youth Program Development  
**Session Format:** Research and Evaluation Report (25 minutes)  
**Difficulty:** Beginner  
**Presenter(s):** Jon Gandy and Mary Arnold, Oregon State Extension  
**Presenter Email:** jon.gandy@oregonstate.edu

Recently, a new program model was proposed to describe and predict the impact of 4-H on youth. The model’s structure was confirmed statistically in preliminary testing. To date, however, youth voice has not been included in the development of the model. This research describes a study that sought to assess the alignment of the six thriving indicators presented in the model with the lived experience of youth which are:

1. Openness to Challenge and Discovery  
2. Hopeful Purpose  
3. Pro-Social Orientation  
4. Transcendent Awareness  
5. Emotional Regulation  
6. Intentional Self-Regulation

Results revealed alignment between youth experience and the thriving indicators. Youth affirmed thriving as an accurate way to describe their 4-H experience, and provided examples of how the thriving indicators match their experience.
Scientific literacy is essential for the success of youth in the 21st century (National Science Board, 2018). Employers are searching for scientifically literate individuals to fill the STEM employment pipeline, which is growing at a faster rate than any other (U.S. Department of Commerce, 2017). STEM has been pushed in formal education for quite some time. However, non-formal educational organizations are providing an avenue to expand this knowledge and peak science interest (Kahler & Valentine, 2011; Kinski, 2006). A non-formal organization, the 4-H program, recognized the importance of educating youth to be science-minded (National 4-H Council, 2018b; Noyce Foundation, 2013) As STEM programs are becoming more prevalent within 4-H, it was essential to address challenges that Extension educators and 4-H volunteers face when teaching STEM curriculum. The Delphi technique was utilized to collect the opinions of a geographically dispersed group of Oklahoma 4-H Extension educators and volunteers. Each group served on a separate panel and were asked the question, “What challenges do you face when teaching STEM curriculum?” After three rounds of study, both the educator and volunteer panels identified two challenges faced when teaching STEM curriculum. 4-H should address these challenges in determining training opportunities and future policy.

Challenge Accepted! Adapting the National 4-H Food Challenge to Meet Local Needs

Since 2014, Virginia 4-H has participated in the National Food Challenge Competition and Greene County 4-H has participated in Virginia Food Challenge Competitions with junior and/or senior teams at district and state levels. As valuable as the contest has been for the 4-H youth who competed, 4-H Agent Kathy Alstat and Agriculture Agent Sarah Sharpe wanted to make a local impact and utilize the exciting format of the Food Challenge to teach local families about cooking healthy meals using locally sourced ingredients, creating the Greene County Local Food Challenge. Collaborating with local Family and Consumer Sciences agents, Sarah Sharpe and Kathy Alstat took the Texas Food Challenge format and food challenge kits and created a public competition for families at the local fair. Since 2016, Greene County Cooperative Extension has sponsored an event that highlights local produce and food products, as well as entertained and educated the public about local and seasonal foods, nutrition, food safety, and the joys of cooking together as a family. In addition, Agent Kathy Alstat uses Food Challenge kits to teach youth about nutrition, food safety, and cooking techniques in a variety of venues including after school workshops, public demonstrations, and classes at 4-H Camp. This allows her to use the Food Challenge skills and materials to create a greater impact in her community.
**Empowering Your EI (Emotional Intelligence)**
Room: Van Buren
Track: Teen Development
Competency: Youth Development/Youth Program Development/Volunteerism
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Hannah Epley, Katie Feldhues, and Crystal Ott, Ohio State University Extension
Presenter Email: epley.24@osu.edu

In the work environment, it is important to work well as a team, whether it’s colleagues, adults, teens, or youth. These skills are often referred to as social and emotional intelligence. This session will give an overview of what emotional intelligence is and highlight a curriculum developed related to it, which includes background information, 6 lessons, and evaluations. Session participants will have an opportunity to learn about emotional intelligence, experience some of the lessons, and walk away with the lessons to take back and utilize in their own community with 4-H club members, teen audiences, camp counselors, and volunteers.

**Kids Growing with Grains: Improving Environmental, Nutrition, and Agricultural Literacy through School Programming**
Room: Eisenhower C
Track: Agriculture/Natural Resources
Competency: Youth Development/Youth Program Development/Equity, Access, and Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Rachel Bayer and Ashley Travis, University of Maryland Extension
Presenter Email: rjbayer@umd.edu

The University of Maryland Extension’s Kids Growing with Grain Program provides in-school and off-site field trips for elementary school students focused on the intersection of environmental, agriculture, and nutrition literacy. This research driven program has three distinct elements: 1) curriculum designed to engage elementary school students in exploring the intersection of agriculture, nutrition, and the environment, 2) a feeder pattern that ties this curriculum across grade levels and integrates holistically into school programming, and 3) a flexible delivery model that can be used in a variety of formal and non-formal settings, including with Title 1 schools that have high-risk, underserved audiences. Session participants will learn how the program reaches over 1,200 youth annually, successfully scaffolds instruction across grade levels, meets Common Core State Standards, and engages students from rural, urban, and suburban environments in experiential education that improves learning and drives behavior change. Participants will receive copies of the Kids Growing with Grains educational materials and evaluation tools to adapt and use in their own programming.

**Life 101- 4-H Financial Literacy Conferences**
Room: Hayes
Track: Healthy Lifestyles
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Kris Peavy and Kandi Edwards, University of Georgia Extension
Presenter Email: kgburn@uga.edu

Two regional 4-H Financial Literacy Conferences were held on the Georgia campuses of Dalton State College and Andrew College for 6th – 8th grade students. The Randolph County and Whitfield County 4-H agents designed and hosted these two-day events. Extension Financial Management Specialist, Michael Rupured, with the Department of Financial Planning, Housing and Consumer Economics in the College of Family and Consumer Sciences at the University of Georgia served as an educational resource to the development of these conferences. Financial literacy topics highlighted at both conferences included budgeting and financial planning, consumer spending, interest, debit and credit cards, checking and savings accounts, career and college preparation, and the importance of workplace soft skills and leadership smarts. Eighty Georgia and two Florida middle school 4-H’ers attended these events. Additional event support was provided by 4-H and Family and Consumer Sciences agents, 4-H Program Assistants, AmeriCorps and AmeriCorps VISTA staff members, adult volunteers, community bank representatives, teen leaders, University of Florida Family and Consumer Science Agent and a UGA Financial Planning, Housing and Consumer Economics doctoral student.
Mountains of Opportunity for Health: Engaging Teens as 4-H Health Advocates

Room: Knowland
Track: Healthy Lifestyles
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Teresa Ferrari, Carol Smathers, Laryssa Hook, Heather Gottke, and Rachael Fraley, Ohio State University Extension
Presenter Email: ferrari.8@osu.edu

Recognizing the importance of the 4-H—health—and its under-representation in our state-level programs, the Healthy Living Advocate program was created to expand opportunities for engaging teens in health-related initiatives. Our youth-adult partnership model includes three key elements: positive youth–adult relationships, skill-building opportunities, and leadership opportunities. We recruit teens from 7th-12th grades from across the state; they attend a one-day training followed by monthly meetings. Using hands-on activities, two key training components are (1) learning about ways to achieve wider impacts and overcome related barriers to community change and (2) discussing a health advocate’s role and illustrating a four-step advocacy process that results in creating an action plan. After training, teens create action plans, and they follow through by initiating projects in their clubs, schools, and communities. Evaluation shows that teens experience personal growth and develop leadership skills as they undertake these teaching and community change efforts.

Participants who attend this session will:
1. Understand the approach used in our state’s 4-H Healthy Living Advocate program.
2. Learn effective ways to train teens as healthy living advocates.
3. Discuss opportunities and challenges encountered in sustaining programs beyond initial training.
4. Gain resources that can be applied to their programs.

My Dashboard (a Metaphor for Monitoring Life’s Journey)

Room: Stewart A & B
Track: Teen Development
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Carole Scheerbaum, WVU Extension Service
Presenter Email: carole.scheerbaum@mail.wvu.edu

There are certain milestones in the life of each person. One of these milestones, especially for youths, is learning to drive and to obtain a driver’s license. To be a safe and successful driver, youths need to become familiar with the dashboard of a car – to monitor speed, fuel, warning sounds, etc. The dashboard is a quick look at many variables at once. With this in mind, workshop participants will be engaged in learning the steps needed to implement the “My Dashboard” activity in their local program and to develop their own personal dashboard. The activity assists youths in developing the dashboard for their life – a visual reminder to aid them in monitoring their progress on life’s journey including future goals, sources of stress, ways to manage stress, sources of personal support, and time management. Materials needed to do this activity are minimal and inexpensive. The template for the activity will be given and the dashboard materials are also available online.

Navigating the Waters of Public Speaking

Room: Grant
Track: Citizenship/Leadership
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Michelle Teitsma, Rutgers University, RCE of Warren County
Presenter Email: teitsma@njaes.rutgers.edu

Ahoy matey! Come to join me crew? Cast off on an adventure to unlock the secrets of a successful public speaking workshop. How do you not bore 4-Hers but still effectively teach them public speaking? According to the Chapman University Survey of American Fears, Wave 2 (2015) public speaking is the number one fear in the personal anxieties domain. As 4-H professionals it is our responsibility to give 4-H members the necessary tools for success with their communication skills. Public speaking is a vital life skill that sets our 4-Hers apart in school projects, college applications, future job interviews, and their workplace. Sometimes, however, it is difficult to motivate them to tackle such a scary concept. This showcase is designed to review an interactive approach using popular culture and pirates to engage my 4-Hers. Find out how about the successful public speaking education program that I developed that inspires and educates 4-Hers to tackle the maelstrom of giving their 4-H presentations.
Parental Involvement, Peer Relationships, and Adult Mentors Impact on Adolescents Character Development (Research Report)
Room: Wilson Room
Track: Teen Development
Competency: Youth Development/Volunteerism
Session Format: Research and Evaluation Report (25 minutes)
Difficulty: Advanced
Presenter(s): Sarah Maass, Kansas State Research & Extension; Bronwyn Fees, Kansas State University / College of Human Ecology
Presenter Email: semaass@k-state.edu

Character is core in building a moral society and in the development of an individual (Lickona, 1996; Park, 2009). While building character is a continual developmental process across the lifespan and is subject to a myriad of influences, adolescence may be a particularly formative period. Lickona’s theory of character (1999) and Bronfenbrenner’s (1986; Bronfenbrenner & Morris, 1998) bioecological model guided this research study. This study examined the predictive nature of specific elements of the microsystem including peer relationships, parental involvement, and adult mentors on the development of character during adolescence and the change in variance explained by these specific elements during the high school years. Researchers examined data from Lerner and colleagues’ (2005) 4-H Study of Positive Youth Development. Results of hierarchical multiple regression analyses reveal parental involvement is significant in predicting youth’s self-assessed character during their senior year, and each year between the freshman and senior years. Adult mentors reach positive significance only during the freshman year. Results suggest parent involvement in predicting character is more enduring than peer relationships, which is consistent with previous research (Lickona, 2001; Park, 2004). Implications for further research will be addressed.

Producers and Consumers Welcome at Meat Science Boot Camp
Room: Eisenhower A
Track: Agriculture/Natural Resources
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Elizabeth Griesse, CSU Extension
Presenter Email: marlena.griesse@colostate.edu

Funded by a Colorado Corn grant, Meat Science Boot Camp is a hands-on approach to teaching youth about the meat industry. Learning about meat has never been more fun, with activities like bacon taste tests, Twizzler muscle models, Cultural Connection Jeopardy, and a Build the Best Burger Contest. Meat Science Boot Camp teaches youth about the meat industry from a variety of perspectives so youth become informed consumers and industry-savvy producers.

Perspectives on Place-Based Local Leadership Programs: Fostering Leadership and Community Attachment Among Youths (Research Report)
Room: West Virginia Room
Track: Citizenship/Leadership
Competency: Youth Development/Youth Program Development/Partnerships
Session Format: Research and Evaluation Report (25 minutes)
Difficulty: Beginner
Presenter(s): Trevor Corboy, Ohio State University Extension; Laura Warner and Matt Benge, UF IFAS Extension
Presenter Email: corboy.3@osu.edu

Leadership development, service learning, and place-based education are topics relevant to Extension. The purpose of the study described herein was to determine whether a place-based leadership program in Clermont County, Ohio is helping students develop leadership skills and return to the community. Program evaluation data collected via a web-based survey indicated that 80% of youths planned to return to the area to live and work, which will contribute to the revitalization of the community. Extension professionals can use these findings to improve existing programs, structure new youth leadership initiatives, and communicate the value of place-based youth leadership programs to stakeholders.

Quality 4-H Clubs Begins with Volunteer Training
Room: Tyler
Track: Volunteer Development
Competency: Youth Development/Youth Program Development/Volunteerism
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Mike Knutz, Oregon State Extension
Presenter Email: Mike.Knutz@oregonstate.edu

4-H has been making a positive difference in the lives of Oregon youth since 1904. The program has expanded in projects and activities since then. In an effort to help maintain the quality of programming youth receive, volunteers were asked to complete continuing education for project area and Positive Youth Development every two years. How volunteers plan and lead youth in 4-H activities makes a huge difference on the impact the program can have on youth. Do your volunteers understand the eight critical aspects of program quality? This presentation steps you through the lesson that was used to train 4-H Leaders in developing a quality 4-H Club experience.
Sound the Alarm against the Emerging Tobacco Health Hazards that are Enslaving Another Generation of Youth

Room: Johnson A & B
Track: Healthy Lifestyles
Competency: Youth Development/Youth Program Development/Equity, Access, and Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Karen Johnston and Breanna Banks, Cooperative Extension - University of Delaware
Presenter Email: krjohn@udel.edu

The US has seen great gains in the last 10 years in the reduction of middle school and high school use of traditional cigarette products. Unfortunately, from 2017-2018 the rate of past month e-cigarette use almost doubled for high school students from 11% to 20.9% and general use among high school students rose to 40% for these products. During the same time period, middle school past month use also almost doubled from 3.5% to 6.1%. There is still great confusion among youth and adults about emerging tobacco products such as juuling, vaping, e-cigs etc, what they are, and their health consequences. This program showcase will increase participant knowledge about the multiple products youth are using, as well as provide tools and resources to sound the educational alarm in your communities and begin to measure your educational impact. At this session you will receive tools to provide 30-60 minutes of programming designed for 6th grade to adult to increase awareness of these tobacco products and the risks they pose. You will also receive the evaluation instrument.

Spring Break Science Camps

Room: Rayburn A & B
Track: STEM
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Kathleen Blackford, OSU Extension Ashland County
Presenter Email: blackford.10@osu.edu

Spring Break Science Camps were developed to further STEM education for elementary-aged youth on a county level. Many 4-H projects allow youth to explore STEM topics and these camps are a way to expand the opportunity for learning as well as to attract youth who are not familiar with the traditional county 4-H program. Each spring three or four daytime programs are offered on various topics and children can attend as many as they would like. Each program offers three hours of hands-on learning and experiments, a chance to meet other youth from the area and time to form connections with teen or adult leaders who help with the activities. Information about planning and conducting these camps as well as lesson plans will be shared so 4-H professionals can implement this activity in their local area. The activities done in the camps are low-cost (typically attendees pay five dollars per day) and are done with easily purchased materials.

Teen Wilderness Leadership Excursion

Room: Fillmore
Track: Camping/Outdoor Education
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Liz Wiener, Michigan State University Extension 4-H
Presenter Email: wienerel@msu.edu

“Of all the paths you take in life, make sure a few of them are dirt.”-John Muir. In this program showcase, learn about the Pictured Rocks (Michigan) Teen Wilderness Leadership trip, and how you can replicate this in your state or region. Teens in this program were immersed in a wilderness experience—hiking 43 miles over 6 days over rugged Lake Superior shoreline. Come hear about what they learned, why they chose this experience, and what it means for the 4-H program in a rural Michigan community.

Utilizing STEM to Celebrate Statehood: Using 4-H Virtual Reality “Scavenger Hunts” to Learn About Illinois History During the State Bicentennial

Room: Eisenhower B
Track: STEM
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Sara Marten, University of Illinois Extension
Presenter Email: marten1@illinois.edu

STEM programming continues to be a vibrant and important part of 4-H programming. These STEM programs often take on more importance when they are used in conjunction with other focus areas. Come learn how to incorporate virtual reality technology into helping youth learn about the past in a hands-on way. This workshop will give an overview of a self-adapted program delivered during the summer of 2018, in conjunction with the state of Illinois’s bicentennial celebration. During this program, youth learned about and visited both state and local historical sites through a scavenger hunt using special virtual reality technology. If you’re interested in seeing how new technology meets old state history, then this is the workshop for you!
4-H Middle School Leadership Academy
Room: Chesapeake
Track: Citizenship/Leadership
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Dana Anderson, Shannon Farrell, Mike Meyer, and Patrick Allen, University of Kentucky Extension
Presenter Email: dana.anderson@uky.edu

This workshop will equip 4-H Professionals with the tools and skills necessary to effectively offer 6th-8th grade youth the opportunity to network, team build, leadership, communication, become civically engaged, and experience diversity. This workshop will provide 4-H Professionals an overview of the Middle School 4-H Leadership Academy. This workshop is not only a beneficial middle school training resource, but it may also be utilized when training with any teen or adult leader working with middle school youth.

Evaluating 4-H Opportunities: An Evaluation Package for In-School and Out-of-School Time Programming
Room: Martin
Track: Professional Development/Staff Training
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Tayler Wickham, Autumn Lemmer, Maria Walker, Tracy Behnken, Melissa Konecky, and Brett Kreifels, University of Nebraska-Lincoln Extension
Presenter Email: tayler.wickham@unl.edu

A team of Nebraska 4-H professionals created a package to evaluate the use of 4-H Essential Elements during in-school and out-of-school-time programming. With the goal of increasing the impact of 4-H in the classroom, evaluating the use of the four Essential Elements (belonging, independence, generosity, mastery) gives 4-H and Extension professionals an opportunity for greater impact. The purpose of this evaluation package is to provide insight on the quality of programming presented, the effectiveness of the 4-H facilitator in the classroom, and the impact 4-H programming has on youth. This evaluation package contains tools for various grades, teachers, and programming variations. After 4-H programming is completed, youth and teachers (if applicable) are asked to complete the anonymous survey that asks questions based on their experience in the program presented. The following are example questions for youth: I feel like the presenter included me; I want to share what I learned with others; I was able to ask questions. Utilizing multiple methods like the Likert scale, a numeric scale, and open-ended questions allows for targeted individuals to share honest feedback and for 4-H and Extension professionals to gain insight on quality of programming.

Career Exploration Tour Provides Mountains of Opportunity for Teens
Room: Crystal
Track: Teen Development
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Jo Williams, Josi Bradt-Evans, and Erin Dailey, Ohio State University Extension
Presenter Email: williams.2213@osu.edu

Learn how to hit the road and provide Mountains of Opportunity to your Teen Leaders on a Career Exploration Bus trip! The 4-H staff in Scioto County organized a career exploration visit to the campus of Ohio State University’s College of Food, Agricultural and Environmental Sciences. The 25 teens from two counties’ 4-H and FFA programs learned about potential careers in the college as they traveled by charter bus to OSU’s Main Campus. The educators created an agenda that allowed the teens to speak to admissions personnel, take a tour with college ambassadors, use the campus bus system, eat lunch in the Ohio Union and attend a presentation and tour of the Meat Science Lab. The goal of the trip was to increase awareness about the career opportunities that are available through the College of Food, Agricultural and Environmental Science, as well as help the teens understand that campus has so many things to offer. This showcase will share planning tips, an agenda, and debriefing activities utilized on the return trip, as well as post-trip evaluation results.
A Mixed Method Study Examining Factors that Contribute to Why 4-H Extension Agents Stay? (Research Report)

Room: Fillmore
Track: Professional Development/Staff Training
Competency: Organizational Systems
Session Format: Research and Evaluation Report (25 minutes)
Difficulty: Intermediate
Presenter(s): Sarah Hensley and Dale Pracht, UF IFAS Extension
Presenter Email: sarahzt@ufl.edu

Working for Extension in 4-H has many benefits, but also requires an enormous amount of energy, time, and leadership sometimes making it difficult to have both a fulfilling career and personal life. University Extension faculty recognized a need to systematically understand factors that motivate 4-H faculty to stay. (Problem) According to a recent review of human resource records on resignations, retirements, terminations, and hiring of agents from 1/1/2005 through 1/1/2017 the average time a “4-H Youth Development Extension Agent” stays is 9.144 with a median stay of 5.52. The purpose of this Explanatory Sequential Design study was to determine if there is a difference between 4-H Extension agents who stay in 4-H and leave. Additionally, the qualitative findings attempt to explain why some 4-H agents choose to stay. The benefit of using a mixed methods design is the added value of a complementarity (Creswell & Clark, 2018) purpose that clarifies the results of the quantitative findings through the qualitative findings. The findings of this evaluation are of practical benefit to practitioners and supervisors. Primarily, despite identified barriers, 4-H agents stay when they find value and purpose in their work and develop support systems. Information needed to replicate nationally provided.

Better Together: Peanut Butter and Jelly Drive

Room: Hayes
Track: Citizenship/Leadership
Competency: Youth Development/Volunteerism/Equity, Access, and Development/Partnerships
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Kelly Royalty and Brandy Uhlenbrock, Ohio State University Extension
Presenter Email: royalty.9@osu.edu

When you think about school breaks, you probably envision kids splashing in pools, eating ice cream in the park, staying up late at sleepovers or even playing in the snow. However, in the United States, nearly 13 million youth live in food insecure households (USDA, 2016). This means the one meal they count on each day, school lunch, is no longer guaranteed. To help fill the gap, Clermont County 4-H organized a peanut butter and jelly drive. This classic sandwich is packed with protein, easy for a school-aged youth to make on their own and highly requested by food pantries due to its shelf stable nature. Clermont County 4-H partnered with Empower Youth to fill more than 700 food packs with a family favorite, PB&J! The food packs were distributed throughout five local school districts to guarantee youth in need had enough food for weekends and school breaks. Join us to learn about how food insecurity is affecting our youth and how to organize your own peanut butter and jelly drive and help youth in your community.

Bill Nye & Nancy Drew: Developing Science Skills Through a Mystery Activity

Room: McKinley
Track: Professional Development/Staff Training
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Kasey Bozeman, University of Georgia
Presenter Email: kaseyb@uga.edu

Meaningful life skill development opportunities are imperative for quality youth development programming, but having fresh ideas are hard to find! As a way to enhance critical skills youth need to be successful and teach science skills at the same time, a mystery teambuilding exercise was developed – complete with clues and locked boxes! Cross an escape room with a low Extension budget and fun 4-H activity ... and that is this workshop! Through this activity, skills such as teamwork, communication, cooperation, problem solving, and critical thinking are exercised by solving physical, biological, earth, and environmental science problems. During this workshop, participants will try to solve the science mystery – just like Bill Nye and Nancy Drew! A critical time for reflection and application will also be incorporated into this session. Participants will leave the workshop with all the documents necessary to replicate this activity in their own setting. Bring your magnifying glass, test tubes, and get ready for some fun!
Connecting Rural Youth with STEM Careers: Adventures in Health Science as a Model for Creating Your Own STEM Career Program
Room: Rayburn A & B
Track: STEM
Competency: Youth Program Development/Equity, Access, and Development/Partnerships
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Thomas Hutson, University of Maryland Extension Talbot County
Presenter Email: thutson@umd.edu

Growing Real Opportunities in Work and Life: An Urban Youth Agricultural Program
Room: Knowland
Track: Growing 4-H
Competency: Youth Development/Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Chasity Tompkins, Casey Mull, Lori Bledsoe, and Nykita Howell, University of Georgia Extension
Presenter Email: ctompki1@uga.edu

National research and projections indicate that within twenty years the U.S. may not produce enough qualified applicants for science and technology jobs. A major challenge for 4-H educators in rural areas involves creating meaningful opportunities for rural youth to experience STEM during out-of-school time and explore potential STEM career paths. To address this problem, 4-H educators in rural Maryland collaborated with the local health education center, hospital, and community college to implement the Adventures in Health Science STEM career education program. The program consists of summer camps and a school year 4-H project club that bring together youth and medical professionals to explore and discuss numerous health-related careers in authentic medical settings. Outcomes include gains in career knowledge, interest in pursuing STEM jobs, and feelings of better preparedness for the workforce. Conference participants will receive an overview of the program design process, learn about assessing program outcomes, and receive a set of tips for designing your own STEM career program. Successful variations and extensions of the model will also be shared to help participants develop ideas for customizing their own STEM programs. Participants may also contact the presenter after the conference to brainstorm ideas.

Don’t Forget to Wash Your Hands! A Youth Led Approach to Increase Hand Hygiene of the Public in Animal Barns
Room: Martin
Track: Healthy Lifestyles
Competency: Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Missy Cummins and B. Susie Craig, Washington State University Extension
Presenter Email: missy.cummins@wsu.edu

Iowa 4-H Camera Corp
Room: West Virginia
Track: Growing 4-H
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Jacki Luckstead, Clark Colby, and Earl McAlexander, Iowa State University Extension & Outreach
Presenter Email: luckstea@iastate.edu

Iowa 4-H Camera Corps is a talented group of youth photographers working together to make beautiful, powerful, and creative photographs of communities from across the state of Iowa. It is a unique opportunity for youth to practice photography skills and receive public recognition and juror feedback on their work. Each month, a photography theme is provided with a different focus. Professional evaluators will give individual feedback to each photographer after they submit their monthly photograph, and then each photograph will be exhibited digitally on the Iowa 4-H Facebook page where voting is open to the public. The top ten Juror’s Choice and top ten People’s Choice photographs are printed, framed, and shown at statewide gallery exhibitions every month. New this year, a certificate program where youth photographers will level up from newbie to master photographers as they complete certain tasks and challenges has been added. Youth from all counties are welcome to join Iowa 4-H Camera Corps. We want to help all youth to become the best photographers they can be! Iowa 4-H Camera Corps session will showcase the success of photography experiences for Iowa 4-H Youth.
Knox County Agriculture Awareness Day
Room: Eisenhower B
Track: Agriculture/Natural Resources
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Andrea Rees, Ohio State University Extension
Presenter Email: rees.139@osu.edu

Our society, both urban and rural, is far removed from agriculture. According to the American Farm Bureau (2015), the average American is at least three generations removed from the farm. Today’s youth do not understand some of the basic agriculture production and cultural practices. Dr. Nancy Valentine states: “Agriculture provides the very sustenance of life and without it no society can survive. Agriculture impacts the food, health, economy, environment, technology, and well-being of all. By 2050 it is projected the world’s population will reach 9 billion people requiring agriculture production to double. A majority of consumers—youth and adults—do not have a fundamental understanding of agriculture or how agriculture impacts their lives. In order to meet the challenges of the future, youth and adults need to be informed consumers, advocates, and policymakers.” The Knox County Agriculture Awareness Day was developed to meet this challenge. Through this free, educational, hands-on event the youth are able to learn the impact of agriculture in their everyday lives. These future contributing citizens to our society get to see the diversity of agriculture that has been and is currently supported within Knox County.

Pilot Study of Volunteer Management Professional Development Needs Assessment (Research Report)
Room: Wilson
Track: Volunteer Development
Competency: Volunteerism
Session Format: Research and Evaluation Report (25 minutes)
Difficulty: Intermediate
Presenter(s): Suzanna Windon and Mariah Stollar, The Pennsylvania State University
Presenter Email: ssxk75@psu.edu

The purpose of this descriptive pilot study was to develop an instrument to assess volunteer management professional development needs among [University] Extension educators and desirable formats of content delivery methods. Response rate for our pilot study was 63% (n = 22). The research determined that high and higher priority for volunteer management professional development topics were: volunteers’ coaching, training, risk management, recognition, and volunteers’ identification. Most desirable formats of delivery methods of volunteer management professional development were: webinars, face-to-face one-time in-service training sessions, educational videos, and factsheets. Extension human resources development practitioners should provide relevant volunteer management training for Extension educators identified based on a needs assessment. Timely identified topics and format delivery of professional development are essential and discussed in the implication section.

Teen Cuisine: A Cooking-Based Program for Adolescents
Room: Johnson A & B
Track: Healthy Lifestyles
Competency: Youth Development/Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Tonya Price and Anne Carter Carrington, Virginia Cooperative Extension
Presenter Email: tonyaprce@vt.edu

Teen Cuisine, a curriculum targeting adolescents, was developed to address a programming gap in promoting healthy eating among adolescents through experiential learning. This curriculum focuses on healthy eating through food preparation and kitchen safety and contains six 90-minute lessons. A retrospective pre-post evaluation, based on the 4-H Common Measures evaluation tool, revealed that over 90% of students increased their nutrition knowledge. The greatest percentage of students increased their water, fruit, and vegetable intake. The lowest percentage of students decreased empty calorie foods and sugar-sweetened beverage consumption. Overall, results suggest Teen Cuisine was effective in promoting curriculum-specific food behaviors among teens.

The Power of Informed Decision Making: An Online Learning Course
Room: Eisenhower A
Track: Professional Development/Staff Training
Competency: Youth Program Development/Organizational Systems
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Jill Lingard and Renae Oestmann, University of Nebraska-Lincoln
Presenter Email: jtingard@unl.edu

How do we provide the highest quality development experience to the more than 6 million youth enrolled in 4-H across the nation? How do we ensure that 4-Hers are developing an interest in STEM? Making healthy choices in their life? Engaging in leadership roles? Serving their communities? Preparing for their futures? And developing strong character? How do we tell our story? We answer all of these questions with data! This showcase will introduce you to an online learning module series created specifically for front-line 4-H youth development professionals that can be utilized in a self-guided learning experience or as a teaching tool for guided professional development with staff and volunteers. The modules are designed to prepare youth development professionals to make informed decisions about professional development and program improvement through evaluation. The modules will guide learners through a strategy for assessing local programs, using results to identify areas for improvement and developing the intervention strategies that will create positive change in your work and ultimately provide a higher quality experience for volunteers and youth engaged in your program. Join us to learn more about these high-quality, cost-free resources!
Wayne County 4-H Motorsports
Room: Stewart A & B
Track: STEM
Competency: Youth Development/Youth Program Development
Session Format: Program Showcase (25 minutes)
Difficulty: Intermediate
Presenter(s): Alicia Criswell, Purdue Extension Wayne County
Presenter Email: acriswel@purdue.edu

In Wayne County, 4-H is “racing” into the future! In 2017, we launched the Wayne County 4-H Motorsports Club. The club began with high school youth participating in the evGrandPrix program, in which youth built and raced an electric powered go-kart at the Indianapolis Motor Speedway. In 2018, Wayne County 4-H became the first 4-H club in the country to participate in this program. Our youth competed to become second place in the world! The excitement surrounding this success has resulted in increased publicity and excitement, which has caused increased demand for motor-sports programming. In 2019, we introduced a new curriculum for middle school youth. This curriculum allows youth in grades 5-8 to plan, design, create, and race their own remote controlled vehicle. In the future, we plan to add a final component to the Wayne County 4-H Motorsports Club by creating a curriculum for elementary aged youth. Join us to learn about how to begin, grow, and sustain your own 4-H motor-sports club!

Work Ready: Skills for Tomorrow’s Workforce
Room: Van Buren
Track: Teen Development
Competency: Youth Development
Session Format: Program Showcase (25 minutes)
Difficulty: Beginner
Presenter(s): Mitch Wagoner, Courtney Stierwalt, and Monica Nagele, Purdue Extension
Presenter Email: mwagoner@purdue.edu

The purpose of the Purdue Extension IN Work-INnovate, INvest, INspire – Skills for Tomorrow’s Workforce is to teach life skills that are needed to increase the number of qualified applicants for the job openings in Indiana. The Indiana Department of Workforce Development estimates that there will be one million jobs to fill by 2025. Extension can play an integral role in developing and enhancing the required knowledge, skills and abilities to excel in the jobs of the future. Workforce development is a strategy to help economic stability by focusing on people instead of business. Indiana’s 3.3% (June 2018) unemployment rate and the United States 4.0% (June 2018) is evidence a worker shortage has been created. INWork is a peer reviewed curriculum that teaches goal setting, personal accountability, professional dress, teamwork, time management, professional social media use, money management, career exploration, interview and resume building. The 4-H Common Measures: Career Readiness survey identified that 92% of participating youth recognized the importance of being on time to work, being trusted by their employer, doing their job well, and to respect others in the workplace.

A Program Evaluation of an Afterschool Nutrition, Cooking, and Physical Activity Program - WeCook: Food with Fun and Fitness (Research Report)
Room: Tyler
Track: Healthy Lifestyles
Competency: Youth Development/Youth Program Development
Session Format: Research & Evaluation Report (25 minutes)
Difficulty: Beginner
Presenter(s): Michelle Krehbiel, Amelia Miramonti, James Bovaird, Tara Dunker, and Lisa Franzen-Castle, University of Nebraska-Lincoln Extension
Presenter Email: mkrehbiel2@unl.edu

Afterschool programs provide key opportunities to reduce childhood overweight and obesity rates by encouraging healthy habits. Mounting evidence links poor eating habits to lack of cooking at home and insufficient knowledge, a trend that is amplified among low-income families often lacking the time and budget to commit to proper nutrition. WeCook: Food with Fun and Fitness, a USDA CYFAR grant project, addresses these issues through a twelve-week program targeting at-risk 4th and 5th graders. Youth participants attend two 1-hour sessions per week dedicated to teaching food preparation skills, the importance of nutrition using USDA guidelines, and increasing physical activity through interactive games. Families participate in three family meal nights throughout the program, where students showcase the skills they have learned. The results of an evaluation of the six complete cohorts completed to date suggest that WeCook has a positive impact on several measures related to nutrition knowledge, cooking self-efficacy, and physical activity knowledge and self-reported behavior and helps meet the goals of 4-H Healthy Lifestyles programming in the areas of nutrition, childhood obesity, health and fitness, and food science.
Effective evaluation requires the selection of appropriate methods to balance rigor and feasibility. Evaluation methods involving surveys and interviews are familiar, but lesser known is the use of participant-generated artifacts. In this article, I share my process for developing an evaluation framework to assess learning outcomes by using artifacts designed and built by young people in 4-H Junk Drawer Robotics. Findings demonstrated the potential value of using participant-generated artifacts for outcome evaluation. The process might be replicated in other Extension programs. The process I used—(a) identifying participant-generated artifacts to use as evidence for learning, (b) developing an assessment framework with criteria based in the literature, (c) pilot testing the framework alongside other evaluation methods to establish the framework’s validity, (d) sharing the framework as an evaluation instrument—might be replicated in other settings. In this way, program outcomes may be assessed without placing extra burden on the participants and the assessment may be more sensitive to program activities. The paper is in press at Journal of Extension.

One of the hallmarks of 4-H projects as successful educational experiences is learning by doing. To engage youth in projects new to them and to make them successful, it is essential to provide not only foundational information, but also hands-on training. At times families are reluctant to have youth take on livestock projects, due to lack of experience and little knowledge about animals and agriculture. 4-H Educators from various regions in MD teamed up to hold a two-day workshop for youth interested in 4-H sheep and goat projects. The workshop was funded by a grant from the MD 4-H Foundation. The workshop was designed to provide instruction for youth who had no experience working with small ruminants as well as those who had completed sheep and goat projects prior. This group of educators all have a keen interest in agricultural literacy, and this workshop is one avenue to increase understanding of livestock production methods, biology and business, as they relate to agriculture. It further serves to improve the quality of projects for those who have already been involved.
Summer day-camps are a 4-H delivery method that has traditionally been underdeveloped in Clay County. The low number of summer day-camps provided was due in part to limited resources (i.e., volunteers, 4-H agent time, and finances). Previously the day-camps focused on one or two disciplines; however, in 2017-18 a novel approach to recruiting colleagues and 4-H stakeholders helped our summer day-camp program and participation grow significantly and youth were able to explore their interests through a variety of disciplines. By collaborating with all agents in a team approach more opportunities for educational programs could be developed with each agent teaching to their expertise. This partnership has increased teamwork, created a deeper level of respect among agents, as well as increased 4-H program capacity. As a result of this team approach in 2018, there was an increase of day camps offered from 8 to 13 totally 26 day-camp sessions. This is a 63% increase in addition to increased camper participation from 225 to 336, a 49% increase.

It Only Takes A Spark - An Introduction to West Virginia’s Teen Leadership Weekend and Its Overarching Impact

West Virginia 4-H Teen Leader Weekend is a camp held at Jackson's Mill targeting youth aged 13-18. Over the past 5 years, we have utilized a small group and class track model to help youth become more involved civically, through 4-H. Throughout the weekend, youth work in small groups and develop a project for the community or come up with a solution to a problem. 4-H'ers also select a “Track”, which consists of a three-hour block with classes devoted to the track topic. The tracks are Healthy Living, Camping, Recreational Leadership, Charting, Global Ed, STEM, Leadership, and Teen Cuisine. For 2018, the small groups worked on ideas to pitch to the 4-H Program Unit Director and the Director of the WVU Extension Service. Some ideas were how to get more youth involved in 4-H, activities that could be done across the state, and improvements they would like to see at Jackson's Mill. Participants in the session will learn about the process behind planning a successful Teen Leader Weekend using the small group and track model. Small group curriculum and a more indepth class track discussion will get you motivated and prepared to use the models in your community!

Cabeza, Corazon, Manos y Salud en Puerto Rico: Head, Heart, Hands, Health in Puerto Rico- 4-H educator cultural immersion Program

Twelve 4-H professionals participated in the 2018 4-H Cultural Immersion Program (CIP) to the US territory of Puerto Rico. It was an opportunity for a firsthand introduction to daily life in a different locale from that which we experience each day. Additionally, 4-H professionals were able to explore the potential of replicating immersive experiences for youth. CIPs offer 4-H members a view of the world outside their home and county. It helps them better understand both the differences and similarities of those who live in a diverse locale. The Puerto Rico CIP group will share their experiences in post-hurricane Maria: the direct impact it had on families and daily life, education and agriculture, service work, 4-H programs and creating personal bonds with colleagues. Learn how we used our cabeza, corazon, manos y salud (head, heart, hands and health) to leave a positive impression of 4-H, experience daily highs and lows, and return to Ohio with a commitment to recreating similar meaningful opportunities for our youth.

Florida 4-H Executive Boards: Youth Voice in Action

Ready to take your teens to the next leadership level? Need fresh youth input to help your state programs excel? Then Join Florida 4-H and learn about their state level teen leadership program, the Florida 4-H Executive Board! Executive Board consists of 4 delegates from each of the 13 4-H districts, up to 30 Executive Board Appointees, and the 8 Florida 4-H State Officers. Members serve on committees with UF faculty and staff to plan and implement state events, state-wide community service projects, fundraisers, parliamentary procedure education, entertainment, and communication support. During this presentation, participants will learn how the board operates, its budget/funding, history, adult-youth partnerships, collaboration with faculty/staff, and personal development opportunities, and more.
Dysfunction Junction: Strategies to Motivate and Manage 4-H Advisory Groups

Advisory groups can make or break a 4-H program. We love them when they work well, and are frustrated when they don’t! All 4-H professionals are tasked with working with advisory groups, boards, state teams, associations, and/or committees at one point or another. These groups, whatever their name, whatever their function, often come to the table with one or more (sometimes many more) dysfunctional characteristics. Learn to identify common dysfunctions of advisory groups and explore strategies and solutions to help transform weaknesses into strengths. This workshop is perfect for all 4-H professionals looking to gain insight into the advisory groups they work with. Through role-plays and brainstorming, participants will model appropriate facilitation of groups and learn how to create a sense of belonging among group members. Participants will leave with the tools and the confidence to motivate and manage their advisory groups to reach their full potential.
A Team Approach to Using Social Media for Extension Program Delivery
Room: Johnson A & B
Track: Marketing/Media
Competency: Organizational Systems
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Keith Diem, University of Florida / IFAS Extension
Presenter Email: keithdiem@ufl.edu

Social media usage has skyrocketed. However, it has not been regarded as a scholarly means for program delivery. A two-year pilot project used a team approach to explore using social media for reaching new and diverse audiences and to measure changes in knowledge and behavior based on the Transtheoretical Model of Change. Best practices were identified for converting educational programming into social media components to result in quantifiable academic outcomes (such as tenure/promotion packet items). This may help reach new audiences underserved by Extension, as well as reaching existing clientele in new ways. This session will share best practices learned through this pilot.

Aligning Recognition to Meet Volunteer Preferences
Room: Chesapeake
Track: Volunteer Development
Competency: Volunteerism
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Kimberly Fry, Amber Armajo, and Megan Brittingham, University of Wyoming Extension
Presenter Email: KDB10@ccgov.net

Volunteers are not paid, not because they are worthless, but because they are priceless. How do you recognize the people who make your program run smoothly? Each person is different so how do you find the most appropriate way to say “Thank you!” The way that you recognize a Gen X’er is much different than you would recognize a Baby Boomer, as such, the way you recognize an introvert and an extrovert leader will vary. When volunteers are accurately appreciated, they will in turn give back more to your 4-H program. In 45 minutes, we will cover generational styles, different personality types and recognition styles for each. Participants will leave the workshop with a discussion to gather ideas of tried and true recognition techniques. Whether you have a budget of a millionaire or a college student, we will help you find ways to show your volunteers you care.

Animal U: An On-Line Curriculum for Animal Science
Room: Crystal
Track: Agriculture/Natural Resources
Competency: Youth Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Amy Powell and Mike Anderson, Iowa State University / Extension and Outreach
Presenter Email: ampowell@iastate.edu

Animal U is a new on-line youth curriculum in animal science developed by Iowa State University Extension and Outreach. Currently, Animal U has modules for beef, swine and careers with plans to expand to sheep, goats, dairy, poultry and rabbits. Each specie has three levels; beginner, intermediate and advanced. Each specie module contains between 25–40 lessons covering twelve different topic areas including animal husbandry, advocacy, welfare and more. The career module takes the learner through a variety of animal related careers from conception of the animal to consumption of the product. Users are able to create an avatar based on their interests and investigate careers and learn life skills necessary to prepare them for a career. Modules are interactive and include an assessment. The curriculum is designed to be self-directed but also has a leader’s manual and can be used in a classroom setting. Outcomes:
1. Use a livestock project to demonstrate stronger STEM proficiency.
2. Create an understanding of the science involved in producing an abundant and safe food supply.
3. Create advocates and future scientists for the livestock industry.
4. Introduce youth to the commercial livestock industry and the abundance of careers associated with food animal production.
Due to camp’s inclusive nature, camp provides an excellent vessel for young people to test their abilities and skills. Recognizing a lack of 21st Century Skills in today’s young professionals, 4-H stands ready to teach these skills and provide a training ground during camp for young people to practice those skills. To clearly define the current roles and responsibilities of the 4-H camp staff and campers in addition to developing a new advanced leadership position, a hierarchical pyramid was developed. This addresses the challenges of stale counselors, delegating leadership roles to L1T’s (Leaders-In-Training) who aspire to be counselors, identifying leadership roles for campers, and much more. The newly developed role, the Internship position, empowers young adults who were previous 4-H camp counselors (ages 17-18) in our program and provides them with practical work experience to be used in future career choices. In addition, this program addresses the 21st Century Skill development and enhances teen and young adult resumes. Seminar participants will come away with an “Ascending to New Heights of Leadership in 4-H Camping” brochure which will assist them for starting a similar program in their camp.

**Clover Age Short Term Experiences**

Room: Grant  
Track: Growing 4-H  
Competency: Youth Program Development  
Session Format: Program Seminars (45 minutes)  
Difficulty: Beginner  
Presenter(s): Sheryl Bennett, Becky Ridgeway, and Chris Rein, University of Maryland Extension  
Presenter Email: sherylb@umd.edu

While 4-H has a strong foundation with youth between the ages of 8 to 18, there is a significant implication and importance in providing programming for Cloverbud age youth from 5 to 7. As society and families have evolved over time, kids are becoming involved in outside activities at a young age as well as there is a growing need for parents to locate educational programs that are developmentally age appropriate for their children. With this knowledge, the Carroll and Howard County 4-H programs completed an internal assessment of current clover age youth programming being offered and then had an intentional focus on adding innovative short term programs for youth in this age range. This programming offers non-formal developmentally age appropriate and quality educational opportunities for this age range. Additionally, it provides an opportunity for those unfamiliar with or having no knowledge of the 4-H program an opportunity to have a positive experience and become involved with the program at a young age which encourages their further exploration of involvement with the 4-H program.

**Explore the Mountains of Opportunity with LifeSmarts!**

Room: Hayes  
Track: Healthy Lifestyles  
Competency: Youth Development/Youth Program Development/Partnerships  
Session Format: Program Seminars (45 minutes)  
Difficulty: Beginner  
Presenter(s): Cheryl Varnadoe, LifeSmarts/ National Consumers League  
Presenter Email: Cv4h@uga.edu

LifeSmarts, the ultimate consumer challenge, increases your healthy living and safety knowledge while developing your consumer and marketplace skills in a fun way! LifeSmarts, the ultimate consumer challenge, is an educational program that develops these skills in teenagers in a fun way and rewards them for knowledge they demonstrate. The program complements any curriculum and can be used as an activity for clubs, classes and community organizations. LifeSmarts competitions are run in a game-show style and 4-H’er in grades six and up can compete! Teams of teens compete online and in state matches, with the state winners going to the national competition to vie for the LifeSmarts championship title. LifeSmarts teaches teens to be healthy and smart, responsible consumers and citizens. The content focuses on five key areas of consumer knowledge that teens need to know to function effectively in today’s marketplace. LifeSmarts participants learn about:

- Health and safety  
- The environment  
- Technology  
- Consumer rights and responsibilities  
- Personal Finance

Come join us and Explore Mountains of Opportunity with LifeSmarts!

**Grow 4-H in Your County!**

Room: Knowland  
Track: Marketing/Media  
Competency: Youth Development  
Session Format: Program Seminars (45 minutes)  
Difficulty: Beginner  
Presenter(s): Jamie McConnell and Jessica Rockey, Ohio State University Extension  
Presenter Email: mcconnell.210@osu.edu

Growing 4-H membership and knowledge of 4-H opportunities is an ongoing challenge for 4-H programs nationwide. Two counties have addressed this challenge through countywide public promotional efforts, including a 4-H Kick-Off event. Through these events, potential new members can learn what 4-H has to offer and current members often learn about a project or opportunity of which they were not previously aware. Learn the similarities and differences between the two events and how you can make the idea work for your local 4-H program!
How to Effectively Utilize and Empower Subject Matter Experts (SMEs) to Increase Program Quality and Participant Engagement
Room: Stewart
Track: Volunteer Development
Competency: Youth Program Development/Volunteerism/Partnerships/Organizational Systems
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Shane Potter, Ginger Kopfer, and Sarah Maass, K-State Research and Extension
Presenter Email: potters@ksu.edu

Would you like to learn how to use subject matter experts (SMEs) to assist in delivering high-quality impactful programs? In this session, practitioners will explore how to effectively utilize and empower SMEs in their program. Using the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation), participants will be empowered to engage SMEs within their own programs. Serving as a theoretical framework, the ADDIE Model will be used to provide a logical progressive structure for learning and application of this competency enhancing program. Through hands-on learning, participants will experience how intentional coordinated use of SMEs has enhanced programming at local and state wide levels. They will then be guided through the process of developing their own plan, sharing it with other practitioners, and receiving feedback. Additionally, tangible tools will be provided for participants to take home and use to further explore the utilization of the model within their own program(s). The principles outlined in this session will be universally relevant to all extension professionals regardless of educational background.

Incorporating 4-H Mission Mandates into Every 4-H Event
Room: Martin
Track: Professional Development/Staff Training
Competency: Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Cindy Nelson, Utah State University Extension
Presenter Email: cindy.nelson@usu.edu

What are the 4-H Mission Mandates? How does incorporating the 4-H Mission Mandates, Healthy Living, Civic Engagement, and STEM into 4-H clubs and events help you provide meaningful opportunities for youth and adults that create sustainable community change? Learn simple strategies that 4-H staff and volunteers can use to include Healthy Living, Civic Engagement, and STEM opportunities in any 4-H event. Collaborate with others and discuss current practices as well as innovative approaches to including fun and easy learning opportunities. This workshop will include collaboration time, active learning, and handout resources to make integrating new ideas easy.

Mountains of Opportunity with 4-H Shooting Sports
Room: Rayburn A & B
Track: Professional Development/Staff Training
Competency: Volunteerism/Partnerships/Organizational Systems
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Pamela Van Horn and Patsy Maddy, K-State Research and Extension
Presenter Email: pvanhorn@ksu.edu

Climbing the mountains of opportunities can become challenging even in the best of times! Kansas 4-H Shooting Sports is one of the fastest growing educational programs across the state. Nearly 3,500 youth participate in the disciplines led by 525 certified volunteer instructors. These volunteers are passionate and enthused about sharing new skills with young people. Although, Extension Professionals are overwhelmed by the program’s complexity when these excited volunteers start asking about equipment, facilities and insurance. During this session learn how adaptive leadership skills were used for creating a new advisory structure for Kansas 4-H Shooting Sports that embraces education as a top priority. The presenters will share how the 4-H Shooting Sports Task Force diagnosed the Kansas 4-H Shooting Sports culture focusing on four strategic areas: Administrative, Education, Audience and Partnerships and concluded with three fundamental schemes of Education, Sustainability and Growth. Using techniques from the Kansas Leadership Center’s, Your Leadership EDGE, Lead Anytime, Anywhere, the speakers will share methods of how change happened among passionate individuals and how a foundational 4-H Shooting Sports Program Handbook was created. Leave the session knowing you can lead anytime and anywhere.
Outstanding Programs for the STEM Field

Room: Tyler
Track: Agriculture/Natural Resources
Competency: Youth Program Development/Partnerships
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Geralyn Sachs, Crystal McCazzi, and Julia Kelly, UF IFAS Extension
Presenter Email: fish12@ufl.edu

This seminar will literally bring your Science, Technology, Engineering and Math (STEM) programs to the field. As more youth are being raised in urban settings, they tend to be less connected with agriculture and STEM related careers. This seminar addresses the nation-wide shortage of students pursuing higher education in sciences, engineering, technology and math, particularly in agriculture, through a variety of youth inspiring delivery methods. Using locally grown commodities, these programs that target 4-H club members and school enrichment classes are a mix of field days, home/classroom growing projects, and citizen science research. Supporting resources include curriculum, projects books, event agendas and experiential activities. Although potatoes and sugarcane were the primary crops used for this team of presenters, this concept can be replicated for any crop with a bit of ingenuity. The intended objective of this presentation is to show how local agriculture can be the seed used to inspire youth in every community to pursue a future in STEM fields.

STEM-Lit to Go! Supporting K-3 Investigations through Integrated STEM and Literacy Experiences

Room: Fillmore
Track: Growing 4-H
Competency: Youth Development/Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Nicole Hanson and Sara Nelson, Iowa State University Extension and Outreach
Presenter Email: nhanson@iastate.edu

STEM-Lit to Go! is an innovative program designed by Iowa 4-H to support the development of STEM and literacy skills for children in kindergarten through third grade. This program utilizes a unique instructional framework that integrates inquiry-based STEM activities and carefully selected children's literature. Each lesson includes engaging fiction and non-fiction picture books to build excitement and illustrate STEM concepts. Through hands-on activities, children explore key STEM concepts such as the engineering design process and how to plan and conduct investigations. This exciting program provides opportunities for STEM play while encouraging children to read, write, speak and listen about those experiences. STEM-Lit to Go! has been successfully implemented in both out-of-school time settings and in K-3 classrooms. STEM-Lit to Go! is designed to support the Next Generation Science Standards and the Common Core English Language Arts Standards. Participants will walk away with the knowledge needed to develop their own high-quality STEM and literacy experiences using the STEM-Lit to Go! framework.

Project 4-H20: Teens Conduct Research to Successfully Advocate for Water Refilling Stations

Room: Eisenhower A
Track: Growing 4-H
Competency: Youth Development/Youth Program Development/Partnerships/Organizational Systems
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Charles Go, University of California Agriculture and Natural Resources - Alameda and Contra Costa
Presenter Email: csgo@ucanr.edu

Healthy hydration while at high school can be a challenge for teens when free, safe, and appealing water is not accessible throughout the school day. In Contra Costa County, only 26% of teens drank 8 or more glasses of water the previous day while 62% drank 2 or more sodas. Recognizing a need to create change, University of California Agriculture and Natural Resources (UCANR) Contra Costa 4-H and Nutrition Family and Consumer Science (NFCS) staff collaborated to create the Project 4-H2O program. Promoting water consumption meant first identifying water access and the current beverage consumption practices of teens. Using the 4-H approach and Youth-led Participatory Action Research (YPAR), we recruited 6 teens from the school to be our “partners” in the project. We conducted “boost-up” trainings to increase their knowledge and competencies. Working with their project advisor, they identified the issue, designed the research project, collected and analyzed the data, decided to share the results using infographics, and took action with the School Board. In the process, they demonstrated increased leadership and life skills. We are excited to share at about the “nuts and bolts” of Project 4-H2O and along with tips and lessons learned.

Exploring the Mountains of Opportunity in Multi-County Overnight Camp Counselor Training

Room: Eisenhower C
Track: Camping/Outdoor Education
Competency: Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Jessica Rockey, Jamie McConnell, Kathy Blackford, Amanda Raines, Beth Boomershine, Cassie Anderson, and Lisa McCutcheon, Ohio State University Extension
Presenter Email: rokey.16@osu.edu

There are ‘Mountains of Opportunity’ for youth who attend 4-H camping programs to learn leadership, citizenship and life skills. Camp counselors play a vital role in the success of these outdoor learning experiences. Learn how the team of 4-H professionals behind a multi-county overnight Camp Counselor Workshop strives to ensure that counselors have the necessary skills and knowledge to conduct residential camping programs. This on-site training program reaches more than 250 teen counselors from 14 different counties annually, and consistently receives positive feedback from teen participants, 4-H staff and camp staff.
Breaking the Barriers in Facilitating Environmental Education (Camping and Environmental Education Working Group)

Room: Eisenhower B
Track: Camping/Outdoor Education
Competency: Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Alexus Maschino and Brooke Haldeman, Purdue Extension; Natalie Aiello, Penn State Extension; Ashley Hughey and Michelle Moon, Ohio State University Extension; and Kathy Fischer, Michigan State University Extension
Presenter Email: Amaschi@purdue.edu

Water availability, resource allocation, energy production, and global pollution are simply a few of the mounting environmental and public health concerns for coming generations. As environmental health continues to be a growing concern for nations across the globe, promoting environmental education becomes imperative. To understand how to best promote environmental science, an assessment was distributed to a diverse group of individuals to evaluate their attitudes, interests, and challenges in facilitating environmental science topics; 77% of participants indicated that environmental education is valuable for youth; however, only 34% of participants felt comfortable facilitating programs in this subject area. As a result of this assessment, several initiatives in the form of training programs, content resource materials, and lesson plans were created to support the implementation and expansion of environmental education. Developed resources include: ready to use curriculum, educational kits, and workshops that focus on experiential learning in the environmental sciences. Sharing these developed resources allows us to provide a framework for others to empower more facilitators and increase the number of environmental science opportunities available for youth.

Engaging and Empowering Camp Counselors through Positive Youth Adult Partnerships

Room: West Virginia
Track: Teen Development
Competency: Youth Development
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Cassie Anderson, Hannah Epley, Kathleen Cole and Justin Bower, Ohio State University Extension
Presenter Email: anderson.3157@osu.edu

Engaging teen camp counselors in strong youth adult partnerships have been a positive highlight for the Ohio camping program. Cultivating a successful youth adult partnership is a central part of camp counselor on-boarding and program planning can make a huge difference in the quality of camp programming and positive youth development. We have developed a program that engages and empowers teen counselors to have ownership of the camp program they design and implement. The program is designed as a job experience where counselor candidates work together to succeed. From the very beginning adult staff are team members with the youth and serve as guides and mentors throughout the process. Join Ohio 4-H professionals and camp counselors to explore camp and youth/adult partnerships.

Empowering Youth and Families: Development of an Opioid Prevention Program

Room: Jackson
Track: Healthy Lifestyles
Competency: Youth Development/Youth Program Development/Partnerships
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Autumn Guin, Amy Chilcote, Anne Greenaway, and Crissy Haynes, North Carolina State University Extension
Presenter Email: autumn_guin@ncsu.edu

In 2017, the NC 4-H Healthy Living Team embarked on the creation of an opioid prevention curriculum and program that would empower youth and families to be change agents in their own communities in rural North Carolina. The Empowering Youth and Families Program was built with 4 goals: 1) to reduce youth substance use in rural NC; 2) to improve caregivers’ abilities to assist youth in making healthy choices; 3) to improve family relationships among middle school-aged youth and their caregivers; and 4) to empower families to lead community change, thereby leveraging support for healthier lifestyles within those communities. NC 4-H partnered with specialists in youth and family communication, curriculum and program development, community action planning, diversity, and prevention at NC State and East Carolina Universities as well as an advisory council to plan a youth and family program that encompasses the latest research in adverse childhood experiences. This workshop will discuss the process of creating the curriculum and program, promising evidence for the program’s efficacy, and lessons learned working in the area of opioid prevention.

Game Changer: A Unique Approach to Video Game Design and Coding Using Plain English

Room: McKinley
Track: STEM
Competency: Youth Development/Youth Program Development/Partnerships
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Jennifer Bowen, Virginia Tech Extension, and Michael Hsiao, Virginia Tech
Presenter Email: jebowen1@vt.edu

Game Changer is a free online video game design platform developed by Dr. Michael Hsiao, Professor of Electrical and Computer Engineering at Virginia Tech. It is unique in that it allows users to write a game plan in plain English that the computer then translates into code. By allowing the user to write the program in English, it lowers the barrier to entry and allows youth to learn programming concepts at a much younger age. Game Changer is a natural fit for 4-H STEM programming and has been implemented successfully through a number of delivery modes including in-school and after-school programming and as a basis for SPIN clubs and summer day camps. Through the 4-H Tech Changemakers initiative in Mecklenburg County, Virginia, Game Changer was used to increase digital literacy and computational thinking skills and to engage the community in a highly successful video game design competition. Participants in this seminar will learn the basics of how Game Changer works, why teachers and school administrators love it, and how to make it available to your community through 4-H.
Be A 4-H Scientist! New Physical Science Curriculum for Youth in Gr. K-8

Room: Pierce
Track: STEM
Competency: Youth Program Development/Volunteerism
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner

Presenter(s): Anne Stevenson, University of Minnesota Extension, Jennifer Henderson, University of Minnesota; Charles Malone and Alexa Maille, Cornell University Extension; and Martin Smith, Jessica Bautista, and Steven Worker, University of California-Davis Extension
Presenter Email: steve020@umn.edu

Learn about a new STEM curriculum focused on physical science and how to support hands-on science learning as 4-H Polymer Scientists! This seminar will highlight a new curriculum developed for grades K-8 through a partnership between educators from three states. Through an innovative collaboration with the University of MN Center for Sustainable Polymers, our team developed learning experiences using guided-inquiry-based lessons that offer sustained learning experiences for young people. We will share all three levels of the curricula: grades K-2, 3-5 and 6-8 and models used to train and support volunteers as facilitators. Come discover this new physical science curriculum and resources for training volunteers to engage our youth in 4-H STEM! Centered on polymer (plastics) science, the content includes topics such as: properties of materials, uses of plastics, problems identified with existing plastics (made from non-renewable resources such as petroleum), and reducing/reusing of materials. It builds on the 8 Practices of Science and Engineering (NGSS). Participants practice foundational elements of science learning: observing, asking questions, and conducting investigations in sequential learning modules that offer six or more hours of engagement at each level. We shared the K-2 curriculum in 2017, come check out the next two levels of learning!

Pathways to Your Future

Room: Van Buren
Track: Teen Development
Competency: Youth Development/Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner

Presenter(s): Shannon Horrillo, Darlene McIntyre, Claudia Diaz Carrasco, Tamekia Wilkins and Martin Smith, University of California-Davis Extension
Presenter Email: sjhorrillo@ucanr.edu

Pathways to Your Future is a college and career exploration program for youth in grades 9 through 12. It is designed to support young people in determining their individual pathway to success – whether that is vocational education, certificate programs, community college, a four-year institution, or on the job training. The curriculum provides youth with skills and resources to align their sparks with potential careers, while exploring various pathways for gaining the skills and education needed to enter the workforce. The family component includes a pre-program orientation, a financing and budgeting workshop, take-home materials, and celebration. Results indicate the program successfully equips young people with the knowledge and skills to plan and manage their education and careers, prepares youth for a successful post-secondary educational experience and/or entry into the workforce, and increases the number of young people who plan to attend a postsecondary institution. During this session, participants will learn about key factors and experiences that promote college and career readiness in youth, and become familiar with the program design and curriculum. Through hands-on experiential activities, participants will explore the program from the angle of both practitioner and youth. Ways to strengthen and expand 4-H will be discussed.
Active Listening for Teens

Room: Tyler
Track: Teen Development
Competency: Youth Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Ruth Wallace and Kevin Camm, Virginia Cooperative Extension
Presenter Email: ruwallac@vt.edu

Active listening skills are important for teens to communicate with clearer understanding. This workshop will help participants learn more about these skills and how to present them to teens in an easy-to-understand format. This training program has been used in Central Virginia with positive results. This workshop is designed to convey to participants information about active listening and how to work with teens to help them enhance their communication skills through active listening. Presenters will engage participants in information-sharing, role play, and interactive dialogue. Any youth development professional working with a teenage audience will benefit from this program. Participants will leave this workshop with a solid understanding of active listening and the skills to incorporate this topic into teen training activities.

Enhancing your 4-H Programs with Corporate Partnerships

Room: West Virginia
Track: Volunteer Development
Competency: Partnerships
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Amanda Meek, Missouri Extension; Marissa Staffen, Rutgers Extension; Beth Hecht, National 4-H Council; and Patricia Anderson and Suzanne Boarts, Penn State University Extension
Presenter Email: meeka@umsystem.edu

Corporate partnerships can elevate your 4-H programming in many different aspects from engaging new volunteers to increasing program funds. We will take a look at the different perspectives to consider when starting a corporate partnership. Currently, Bayer is partnering with 4-H programs in California, Kansas, Missouri, New Jersey, and Pennsylvania to help at least 25,000 students deepen their understanding of science. Science Matters encourages youth across urban and rural areas around the country to develop a love for scientific exploration in hopes that it will lead them to fill the demand for a growing STEM workforce. The program has made a tremendous impact for the youth and provided them with new experiences to strengthen their understanding of science and agriculture. The youth are also making an impact in their communities as they create and implement community action plans that address a community issue. Participants in this workshop will also learn more about the Congressional Award, the only award given to youth from Congress based upon four areas: voluntary public service, personal development, physical fitness, and expedition/exploration. You won't want to miss this opportunity to learn about how to leverage corporate partnerships to grow your 4-H program.

Family Science Night: An Extension Partnership

Room: Pierce
Track: STEM
Competency: Youth Program Development/Partnerships
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Britanni Lee and Pamela Bloch, University of Georgia Extension
Presenter Email: bkelley@uga.edu

Family Science Night is an Extension partnership with the Atlanta Science Festival to provide hands on family science programming with the local community. The Atlanta Science Festival is an annual public celebration of local science and technology. The goal of the program and our family science night is to provide citizens of all ages an outlet to explore science and technology while viewing how science is connected to all parts of our lives. A collaboration between 4-H, Agricultural and Natural Resources, Family and Consumer Science, local water departments, Farm Bureau, NRCS, and other local entities provided a two-hour event where families rotated through various hands on science stations including DNA extraction of a strawberry, edible soil science, water color science, the science of baking soda, and much more! In this workshop, participants will learn methods to partnering with other organizations, tips to organize a family science night, and will participate in a few of the hands on science station examples to replicate in their local programs.

Learning How to Spell 4-H - Shooting Sports Leader Training

Room: Johnson
Track: Volunteer Development
Competency: Volunteerism
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Jesse Bocksnick, University of Arkansas
Presenter Email: jbocksnick@uaex.edu

As shooting sports continues to be the fastest growing portion of the 4-H program we are in the need for more and more volunteer leaders and instructors. In Arkansas shooting sports is not only growing in 4-H but also in the school system with as many as 10,000 youth shooting on high school trap teams and just as many or more in the school archery programs. In many cases both 4-H shooting sports and potential new youth from these school programs only exposure to the 4-H program are in shooting sports competitions. As with many 4-H activities it is easy for volunteer leaders to get completely wrapped up in the competition side and forget about the youth development component of our programs. In Arkansas we have started to re-evaluate our training procedures, focus, and youth development portions of our shooting sports instructor training sessions. Like any change it is met with both resistance and acceptance but all agree that the youth are the reason that we continue to educate and strive for improvement in our educational outreach in the 4-H Shooting Sports Programs.
Making 4-H Camp Connections with Families

Room: Knowland
Track: Marketing/Media
Competency: Youth Development/Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Briana Luckenbill and Kelly Weisner, Pennsylvania State University Extension
Presenter Email: bls259@psu.edu

Families new to the organized camping world may not recognize and understand the benefits of the experience and may be hesitant to send their child to residential camp. Using multiple communication methods, staff can develop 4-H camp connections with existing 4-H and potential new 4-H families. Developing these connections creates an opportunity for parents to build trust, identify and relate to the mission and goals of camp, creating a more wholesome experience for all. By educating and preparing parents and campers for the camp experience campers can feel physically and emotionally safe, develop a sense of belonging and build self-confidence and self-esteem. By developing connections, staff can 1) attract and educate parents on the benefits of sending their child to camp and 2) clearly communicate to both parents and campers on what to expect at camp and how campers can be successful. The communications can assist parents with children that may be nervous, anxious, missing home or have special needs. Seminar participants will walk away with a virtual link to the “Making 4-H Camp Connections with Families” guidebook which will provide ideas to be implemented in their camp program and learn to use an electronic publishing platform.

Positive Youth Development: An Opportunity to Grow Your Self and Your Program

Room: Chesapeake
Track: Professional Development/Staff Training
Competency: Youth Development/Youth Program Development/Organizational Systems
Session Format: Program Seminars (45 minutes)
Difficulty: Intermediate
Presenter(s): Brenda Allen and Tillie Good, ISU Extension & Outreach
Presenter Email: bsallen@iastate.edu

Participants will learn about and experience a sampling of 6 2-hour professional development (PD) sessions focused on Positive Youth Development (PYD). This series was designed to provide on-going support and education for staff who could then utilize it to support volunteer efforts and increase intentionality in PYD programming. Topics of this PD series include The Four Basic Needs for Positive Youth Development, The Essential Elements for Positive Youth Development Experiences, The Experiential Learning Model, Ages and Stages of Positive Youth Development, Youth-Adult Partnerships, and Successful Scaffolding for PYD. These sessions include introduction and comprehension of the topics, as well as intentional planning for implementation within programming and volunteer development. This PD was structured as a three-year rotation model with semi-annual sessions as a means to increase intentionality and a creation of a PYD culture for this state’s 4-H program. Not only will participants gain understanding and consider their own intentionality in PYD best practices, they will gain the tools to carry-out this professional development series for their own staff and volunteers.

Pro-Bots: Driving an Interest in Robotics and Programming

Room: Rayburn A & B
Track: STEM
Competency: Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Marsha Hagler, Alex Bryant, and Tyrone Gentry, University of Kentucky Extension
Presenter Email: danielle.hagler@uky.edu

Is your 4-H program in need of a STEM program that is durable, easy to learn and allows for a range of learning opportunities? Pro-Bots are small, portable, car-like robots that can be utilized to introduce youth of all ages to robotics and coding. Pro-Bots allow a range of learning opportunities and can be incorporated into most delivery modes and used by Cloverbuds to senior 4-Hers. After participating in this conference presentation, session participants will be able to explain Pro-Bots connection to 4-H STEM educational goals, describe the technology used to operate Pro-Bots, identify and operate the parts and functions of Pro-Bots, demonstrate an understanding of the lesson plans and curriculum in a hands on exploration of Pro-Bots, and compare various evaluation techniques to determine which is the best fit for their programmatic needs.
Really Growing Grand Champion Kids
Room: Martin
Track: Professional Development/Staff Training
Competency: Youth Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Elizabeth Wingterter and Rebecca Supinger, Ohio State University Extension
Presenter Email: wingterter.1@osu.edu

It has always been easy to say that “4-H Grows Champion Kids”. However, after attending a workshop by Michael Brandwein’s focused on “Growing Great Qualities in Kids” then reading his book on the same topic, it became clear that we and our 4-H volunteers were growing kids in 4-H that at least made the top ten in their class. After that workshop, we feel that we have the tools to get our 4-H kids in the Champion Kid Final Drive. The goal of this seminar is to teach you and others who work with youth, how to grow Grand Champion kids. What are those good qualities that we want our youth to possess? How are we as adult leaders – both staff and volunteers – helping kids connect their actions and attitudes to those good qualities? In this seminar, participants will practice “catching kids being good” and learn how we can better describe what that “good” looks like. This hands-on workshop will teach how we can improve our behavior as adults to truly help our 4-H kids be “Champions”!

Strengthening Youth Through Interstate Hurricane Relief Service Learning Project
Room: Eisenhower B
Track: Citizenship/Leadership
Competency: Youth Development/Youth Program Development/Volunteerism
Session Format: Program Seminars (45 minutes)
Difficulty: Advanced
Presenter(s): Sonya Ferguson and Hunter Martin, Virginia Cooperative Extension
Presenter Email: sonyaf@vt.edu

Service learning projects are linked to positive youth development as well as positive civic characteristics and behaviors. Participants become more informed and engaged citizens through accomplished tasks especially when guided through reflective processing practices. During the 2018 spring break, a team of 27 adolescents, 13-18 years old, and 9 adults from Virginia traveled to Rockport, Texas to assist families affected by Hurricane Harvey. Project teams were dispatched to assist with debris removal, drywall installation, painting projects, demolition of a condemned home, and moving a disabled family to a safer home. Evaluations revealed that participants increased significantly in both life skills and technical skills. Due to the success of this project a new 4-H club was formed which will allow participants to continue to grow in both life skills and technical skills. There are many components to such a large scale project. This seminar will walk participants through the steps needed for a successful project and highlight the necessary resources.

Technology at Work: Online Club Officer Training
Room: Eisenhower A
Track: Citizenship/Leadership
Competency: Youth Development/Volunteerism
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Dawn Vandevoort, Melinda Pollen, and Jill Jorgensen, University of Wisconsin Extension
Presenter Email: dawn.vandevoort@ces.uwex.edu

Youth serving in club officer and leadership roles need training and support to ensure they succeed in that role. Many times, youth are new roles and aren’t certain how to fulfill their duties or how to work as part of the entire officer team. Attending in-person trainings can be challenging due to busy school, work and home schedules. To address the challenge of providing an in-person training at a time and location that is convenient for youth leaders, a team of colleagues from three counties collaborated to create an innovative pilot approach to Club Officer Training, using the Zoom online learning platform. This interactive session will share methodology, lessons learned, and resources to help you think about taking a new approach to Club Officer Training. We will also do a live demonstration of a Zoom officer training session to showcase the platform and interactions, while creating a space to critically think about how you might use technology to reach your audiences.

The GEM Program: Get Experience in Mindfulness
Room: Hayes
Track: Healthy Lifestyles
Competency: Youth Development/Youth Program Development/Volunteerism
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Breanna Banks, University of Delaware
Presenter Email: bbanks@udel.edu

Stress is known to have immediate and prolonged negative effects on individuals’ physical and mental processes and can increase incidence of disorders and diseases. The Get Experience in Mindfulness (GEM) program is a mindfulness-based stress management series intended to equip participants with skills to adapt to daily stressors. This program is interactive and teaches stress coping and relaxation techniques as an introduction to mindfulness. The GEM program includes 5 lessons developed to increase both knowledge and skills in mindfulness and stress management. Interactive activities such as breath work, visualization, self-reflection, contemplation, and strength and flexibility postures are practiced. This program is a nationally peer-reviewed and best selling curriculum available on Shop4-h.org. The program is meant for ages 10 and up and can be facilitated with youth and/or adults. The program has been implemented successfully in a variety of settings such as schools, professional development training, workplace lunch and learn, 4-H clubs and camps, libraries and recreation centers. This session will introduce the GEM curriculum content and will include hands on practice with techniques from the curriculum. The authors current research findings on the GEM curriculum’s impact on youth will also be discussed.
Tools and Impacts of Conducting New(er) 4-H Family Orientation

The new(er) family orientation events help families establish a better understanding of 4-H while making contacts with Extension staff, volunteers, and teens to have a successful year. Families are joining 4-H with little or no knowledge of Extension or 4-H. This program provides families with tools to succeed. Clinton and Greene Counties have been conducting these programs for four years, 208 youth participated with a 93.27% rate of youth continuing in 4-H after the first year. In addition to the youth, 188 parents, family members, and volunteers have attended these programs. These events have been valuable to the county program and members.

Animal Science Lesson Plans

Many 4-H professionals and volunteers in Idaho do not have a background or education in animal science. To address this, University of Idaho 4-H Youth Development worked to develop Animal Science lesson plans. Each lesson allows youth to participate in a hands-on activity, reflect on what was learned, and apply the knowledge gained to everyday activities. These lesson plans are written in a way to increase a 4-H professional’s or volunteer’s confidence in providing instruction using the experiential learning model. The lesson plans help make the content more manageable and cover a wide breadth of topics. The lesson plans were also developed to provide teen members with the knowledge and information necessary to allow the opportunity for them to teach younger members. The resources and handouts needed to successfully teach each lesson are included.

Nebraska Youth Beef Leadership Symposium

Since 2004, 638 high-school aged youth, from 17 different states, have participated in the Nebraska Youth Beef Leadership Symposium. This hands-on, 3-day conference is designed to teach youth interested in the beef industry about beef products, marketing, and consumer perceptions. Youth also network and engage with industry leaders as they learn about career opportunities and current issues in the beef industry. Simultaneously, soft skill development including enhancement of communication, teamwork, and leadership skills is purposely incorporated. While specific educational topics may change, the focal activity remains consistent. Working in teams, youth are challenged to develop and market a new beef product for consumers. The final cooked product is presented to a panel of judges for evaluation of taste and consumer appeal including a basic product label and nutritional information. Each team must also provide a detailed economic and marketing plan. To accomplish this, youth learn from and engage with a professional chef, meat scientists, and marketing experts. Survey results from 2017 indicate the program develops leadership (4.6/5.0; 5 = strongly agree), team-working (4.6), and problem-solving (4.6) skills. Youth also indicated increased knowledge of food systems (4.7) and greater awareness of STEM careers (4.7).
Own Your Mountains – Take Your Best Hike to Training Camp Counselors!
Room: Wilson
Track: Camping/Outdoor Education
Competency: Youth Development/Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Leslie Cooksey, Doug Foxx, Aubry Fowler, and Frances Nicol, Ohio State University Extension
Presenter Email: cooksey.25@osu.edu

The Ohio 4-H Camping Program uses teens as camp counselors in day and overnight camping programs. In order to ensure counselors and staff are equipped with the necessary information to be prepared and have a successful camp, professionals must have the background knowledge to train counselors and staff, as well as plan and evaluate the programs. Therefore, the Ohio 4-H Camping Design Team has created a curriculum package to address this need. The curriculum is useful for beginning professionals as they begin planning their camping programs and seasoned professionals as they look for new ideas. The curriculum features a “menu” of options for professionals to “grab and go.” Lesson plans identify specific competencies from the Ohio 4-H Camp Counselor Competency Model to address with camp counselors when training them for success. Evaluation results indicate 4-H professionals find the curriculum easy to use, functional, and adaptable to meet local and state guidelines. This session will share the camping curriculum package (including lesson plans and other resources), replication requirements, and how the curriculum may be acquired. Furthermore, attendees will actively participate as we work through multiple lesson plans offered in this curriculum.

Elevating your 4-H Cloverbud Program to New Heights
Room: Grant
Track: Growing 4-H
Competency: Youth Program Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Deana Reed, Kindra Ewing Jones, and Alexandria Bryant Popham, University of Kentucky Extension
Presenter Email: deanakreed@uky.edu

4-H Cloverbud programs provide a unique opportunity for younger youth, ages 5-8, to develop life skills through 4-H programming targeted for their unique developmental stage. But how do you get the biggest bang for your buck, or the highest impact? Join us to learn how Kentucky 4-H Youth Development Agents for Education in Breckinridge, Grayson and Meade Counties have succeeded in reaching this special interest age group. In this session, participants will experience Cloverbud activities, share tips from successful efforts (including volunteer and youth mentor administration) and will receive a toolkit of resources that can revitalize or jumpstart this special interest program at the local level.

Grilling for Scholarships: The Florida 4-H Tailgating Contest
Room: Jackson
Track: Healthy Lifestyles
Competency: Youth Development
Session Format: Program Seminars (45 minutes)
Difficulty: Beginner
Presenter(s): Brian Estevez, Aly Schortinghouse, Jena Gilmore, Rachel Pienta, Heather Janney, and Charlie Poliseno, UF IFAS Extension
Presenter Email: bestevez@ufl.edu

The Florida 4-H Tailgate Contest was introduced in 2016 to promote the use of animal protein in the diet by teaching the art and science of grilling in an outdoor setting. This program promotes enjoyable outdoor cooking experiences, encourages the incorporation of animal protein in the diet in order to combat childhood obesity, improves youth nutritional knowledge and cooking skills, and imparts knowledge about safe handling and proper degree of doneness to produce safe and delicious meat dishes. During the last three years, over 350 youth from 33 of the 67 counties in Florida have participated in tailgating activities and $63,750 in prize money and college scholarships have been awarded.

Mountains of Opportunity in Workforce Development Programs
(Workforce Development and Career Exploration Working Group)
Room: Stewart A & B
Track: Growing 4-H
Competency: Youth Program Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Lisa Ingram, West Virginia University Extension, and Angela Homes, Ohio State University Extension
Presenter Email: lisa.ingram@mail.wvu.edu

The core competency of Youth program development will be addressed in the NAE4-HA Workforce Development and Career Exploration Working Group Seminar, Mountains of Opportunity in Workforce Development Programs. Participants will learn the importance of incorporating blended learning strategies into programming, as well as learning what tools can be used to implement these strategies. Attendees will be introduced to workforce and career related 4-H curriculum, working group resources such as Grab ‘N Go lessons, and activities that address the personal development needs of our clientele. Participants will leave this seminar understanding the trends in youth preparedness for the workforce, how to implement blended learning strategies, points of partnership for programming, and how to use project-based learning for soft skill development. Session participants will increase their understanding of current national workforce trends; ability to implement hands-on activities; knowledge of potential venues, collaborators and partners for successful workforce development programs; knowledge of NAE4-HA Workforce Development and Career Exploration Working Group resources and awareness of current curriculum and resources that will aid in the personal development of clientele.
4-H Flying Higher with Drones

Room: Hayes
Track: STEM
Competency: Youth Development/Youth Program Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Patty House, Bob Horton, and Alexander Ryan, Ohio State University Extension
Presenter Email: house.18@osu.edu

What do Amazon, law enforcement and modern agriculture have in common? Drones. Now add 4-H’ers to the list of those flying higher with drones. The sky’s the limit as young people use a half-pound Tello drone in real-world applications to explore the intersection between art, technology and research. Who doesn’t like to fly things! With the Hi-Flying Drone Challenge, 4-H professionals fuel young people’s curiosity to explore, understand and master technology for human benefit. With a 100,000 new drone related jobs expected by 2025, 4-H can help youth soar into career paths focused on learning, innovation and adventure. 4-H professionals will earn their flight wings through completion of various Hi-Flying Drone Challenges including coding, augmented and virtual reality, mapping, photography and more. Participants will leave the session with the tools to propel their 4-H programs to fly higher. Come earn your drone wings and take home the Hi-Flying Drone Challenge program back to use in your camps, after-schools, classrooms, clubs and large event venues.

Building Blocks of Leadership

Room: West Virginia
Track: Citizenship/Leadership
Competency: Youth Development/Youth Program Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Intermediate
Presenter(s): Haley Jones, 4-H Youth Development
Presenter Email: hjones@iastate.edu

Using LEGOs as a way to engage youth in leadership development, “Building Blocks of Leadership” is a series of mini-lessons geared towards developing leadership skills in youth. These lessons are intended to take 20-30 minutes and can be incorporated into existing programming such as day camps, 4-H club meetings, program area workshops and afterschool programming. “Building Blocks of Leadership” follows the Experiential Learning model of Do, Reflect, Apply. This curriculum can be adapted to meet the needs of a variety of youth audiences, settings and experience levels of the youth. In participating in “Building Blocks of Leadership”, youth will participate in an activity, share about their experience and leave the lesson knowing how to apply the lesson on leadership to their daily lives. Each mini-lesson culminates with a LEGO activity based on the leadership skill that is shared in the Lesson Plan and is a way for youth to not only have fun and engage in the activity, but it offers a creative way for youth to put what they have learned into action. This curriculum contains five mini-lessons, a facilitator’s guide and supplemental tips and resources to help move through the mini-lessons.

4-H Improvisational Theatre Engages Middle and High School Youth in Creative Self-Exploration

Room: Stewart
Track: Healthy Lifestyles
Competency: Youth Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Ellen Williams, Rutgers University
Presenter Email: williams@njaes.rutgers.edu

The middle and high school years are a period of challenge for youth as they explore self-identities, identify personal values, and seek social connections. 4-H staff and youth can help youth through these challenges by engaging them in the creative approach of improvisational theatre. In this seminar, participants will learn how to conduct 4-H improvisational theatre activities with middle and high schoolers in a variety of 4-H delivery modes. No prior theatre experience is necessary to lead these activities. Improvisational theatre is a significant source of personal development for middle and high school youth. It allows youth to create from within themselves without fear of judgment in a school play audition. The freedom to roleplay real or imagined life situations helps prepare youth for decision-making in their present and future worlds. In this stage of youth development, when social acceptance is of critical importance, improvisational theatre provides a non-competitive, social environment for self-expression. By playing different characters, youth can freely explore parts of themselves without self-consciousness or judgement. The improvisational theatre process establishes an environment of belonging and acceptance. It fosters self esteem by recognizing the worth of each individual’s skills and imagination.
Building Youth Resilience through Trauma Informed Programming
Room: Rayburn A & B
Track: Growing 4-H
Competency: Youth Development/Youth Program Development/Equity, Access, and Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Intermediate
Presenter(s): Zuri Garcia and Maren Voss, Utah State University Extension; Shanna Ebert, Purdue Extension; Amy Rhodes, University of Maryland Extension; and Kea Norrel-Aitch, Michigan State University Extension
Presenter Email: zuri.garcia@usu.edu

Working with youth and helping them build resilience in a safe environment is crucial to our roles nationwide as 4-H Youth Development professionals. This session, presented by the National 4-H Mental Health and Wellness Champion Group, will provide an overview of Adverse Childhood Experiences (ACEs) – indicators that increase risk of behavioral and mental health problems. Guidance on trauma informed programming and how it applies to 4-H will be presented. We will take an in depth look at:
How youth professionals can improve their impact on youth by being trauma informed and how we can help our youth build resilience. 4-H programs are designed to help our youth thrive. We cannot change the circumstances that they experience and bring with them, however, we can learn to provide programs free of trauma (even unintentional) and full of opportunities to gain coping skills and hope.

Developing a Common Evaluation Instrument and How to put it to Use!
Room: Van Buren
Track: Professional Development/Staff Training
Competency: Youth Development
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Renae Oestmann and Jessie Mullendore, University of Nebraska-Lincoln Extension
Presenter Email: roestmann1@unl.edu

The increased emphasis on accountability and performance measurement requirements has led many organizations, including 4-H, to consider how they can best demonstrate the collective impact of their work. This workshop focuses on the efforts of the 4-H youth development organization, the nation’s Cooperative Extension system, and National 4-H Council, in the development of common indicators and measures to assess the impact of 4-H on its participants. 4-H Common Measures provide a friendly and feasible way for 4-H programs across the county to consistently measure program outcomes and collectively tell a shared story of the impact 4-H is making in the lives of young people. During this workshop, participants will receive evaluation training on how to access Common Measures related instruments and resources, as well as leave with an understanding of how to implement these resources with their own programs at the local level.
Maine 4-H Summer of Science: Developing Teens as the Next Generation of 4-H Volunteers

Room: Johnson A & B  
Track: Teen Development  
Competency: Youth Development/Youth Program Development  
Session Format: Competency Building Workshops (75 minutes)  
Difficulty: Intermediate  
Presenter(s): Karen Beranek and Jan Derdowski, University of Minnesota Extension Center for Youth Development  
Presenter Email: kberanek@umn.edu

Recruiting a new volunteer base who actually embodies the essence of a community is a challenge for most of Extension. Who are the future volunteers? They may already be engaging in your program! Using the Teenagers as Teachers: Twelve Essential Elements publication (Lee, Murdock, & Patterson, 2002) and the 4-H PRKC Volunteer Competencies (USDA NIFA, 2017) as a framework, this workshop will focus on strategies to recruit, hire, train, manage, supervise, recognize, and evaluate teens as teachers. Teenagers are a key audience for Extension; it isn’t often we see them as the next generation of Extension volunteers. UMaine 4-H has been utilizing teens as teachers for five years to teach problem-based STEM education during summer months. This workshop crosswalks the PRKC in identifying competencies utilized with teen teaching programs.

Reframing Conflict

Room: Wilson  
Track: Professional Development/Staff Training  
Competency: Youth Development/Youth Program Development  
Session Format: Competency Building Workshops (75 minutes)  
Difficulty: Intermediate  
Presenter(s): Kristy Ouellette, Mitch Mason, and Sarah Sparks, UMaine Extension  
Presenter Email: kristy.ouellette@maine.edu

Conflict happens in youth programs! As youth development professionals, we are in a unique position to guide and support youth as they learn how to manage conflict. In this session, participants will learn strategies to use when conflict occurs between young people in their programs. The strategies shared in the session will help youth development professionals defuse and manage conflict in youth programming. Additionally, the session will focus on helping youth workers recognize that conflict can be a learning opportunity when managed correctly. In small groups, participants will discuss real-life situations, applying the strategies to reframe conflict and develop potential solutions. The research-based strategies shared will allow participants to leave with action steps to address youth conflict in programming.

Six Steps to Impact Writing

Room: Tyler  
Track: Professional Development/Staff Training  
Competency: Youth Program Development/Organizational Systems  
Session Format: Competency Building Workshops (75 minutes)  
Difficulty: Beginner  
Presenter(s): Judy Ma Bingman, University of Illinois  
Presenter Email: jmbingma@illinois.edu

Impact isn’t what we did; impact is what changed BECAUSE we did something. Never has it been more important for Extension 4-H youth development professionals to effectively demonstrate program impact than now. Learn the six simple steps to writing impact reports to tell the 4-H story to external stakeholders, donors, supervisors, legislators, and campus administrators. Participants will learn how to find issue statements, demonstrate the outputs they used to address the issue locally, and write impact statements which demonstrate success of the program. In completing the work, participants will begin to understand the philosophy of starting at the end. We’ll learn to define change in terms of knowledge, ability, attitude, behavior, or condition. This workshop will help staff move beyond counting the number of people who attended a program to describing how the world has changed for the better because of what we did. Participants should be prepared to laugh and have fun! Participants will go home with the 6-step outline, sample issue-area statements of need, and the presentation notes to train other agents in your state in the 6-step approach. The presenter has years of experience making training fun--this is one you won’t want to miss.

The 4-H Thriving Model: What’s it all About?

Room: Pierce  
Track: Growing 4-H  
Competency: Youth Development  
Session Format: Competency Building Workshops (75 minutes)  
Difficulty: Intermediate  
Presenter(s): Mary Arnold, Oregon State University  
Presenter Email: mary.arnold@oregonstate.edu

Do you know HOW your 4-H programs have the effect on youth that they do? The 4-H Thriving Model was recently developed and tested to help illuminate the process through which 4-H participation makes a difference in the lives of youth. The model was derived from a comprehensive review of current youth development literature, which helped align 4-H more closely with the research base upon which programs are developed. The model has been tested, confirmed, and shared broadly across the national 4-H system, resulting in tremendous support and enthusiasm from many state 4-H programs for the way in which it describes the process of 4-H. Understanding the model will be helpful for 4-H professionals at all levels as we work together to create effective learning experiences for 4-H members. This workshop will provide an overview of the 4-H Thriving Model, with a specific emphasis on how 4-H professionals can use the model in their programming to promote positive youth development.
The Results Are In! Young Volunteer Preferences and Motivations
Room: Grant
Track: Volunteer Development
Competency: Volunteerism/Partnerships
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Jenna Daniel, University of Georgia; Keri Hobbs, University of Georgia
Presenter Email: jbrown10@uga.edu

Unique volunteerism characteristics surround the current “young” demographic of 4-H advocates. This calls for a tailored approach to engaging, stewarding, and utilizing this demographic. Results from a statewide survey indicate young volunteer preferences in communication strategies, volunteer opportunity type, and and This training will encourage county and state Extension professionals in their efforts to increase program capacity and maintain a connection with these advocates.

Tough Conversations: Learning to Overcome Challenging Situations
Room: Martin
Track: Professional Development/Staff Training
Competency: Youth Program Development/Volunteerism
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Judy Villard Overocker, OSU Extension - Richland County
Presenter Email: villard.1@osu.edu

Extension professionals work with people. And, when you work with people, professionals are often faced with tough conversations as a result of a challenging situation. These conversations may be viewed as crucial, challenging, difficult, fierce, emerging, pressure building and/or important. This session will focus on the best practice strategies and action items to prepare the professional before going into a tough conversation. Participants will learn tips to prepare for the conversation (including opening statements and what matters most), best practices while in the conversation and what to expect after the conversation is over. Ignoring the challenging situation is not an option in most cases so the professional needs to know and understand an appropriate plan of action. Role plays, case studies and personal situation sharing will enhance the learning of the valuable concepts for tough conversations.

Tech Playground- How To Be Smart As A Fifth Grader
Room: Knowland
Track: STEM
Competency: Volunteerism/Partnerships
Session Format: Competency Building Workshops (75 minutes)
Difficulty: Beginner
Presenter(s): Stacie Hritz, Patty Anderson, Deborah Dietrich, Amanda Kanouff, Hannah Alexander, Lyndsey Androstic, and Matthew Crutchman, Penn State University Extension
Presenter Email: sxd297@psu.edu

Embrace your inner Geek! Take the fear out of STEM education by attending this workshop that will allow you a hands-on, full immersion experience with STEM activities to support your existing 4-H projects or give you the opportunity to launch new experiences in your state! This playground experience will engage participants with a variety of STEM tools to support 4-H programming efforts. These tools can support the computer science, electricity, engineering design, photography, robotics and videography efforts of your 4-H program to make the experience more engaging for your youth. These tools are tried and tested and have supporting curriculum that complements our 4-H program efforts and career pathways. Playground stations will include: Hummingbird Duo, Sphero, Makey Makey, Drones, Ozobots, Squishy Circuits, Google Design/Scratch, LEGO EV3, GoPiGo, Wacky Contraptions, 360 Camera, & Google Goggles.
Across the country there is inequitable access to technology and digital skills. The FCC estimates that over 20 million Americans lack access to high speed broadband internet. To address these issues, National 4-H Council and Microsoft have partnered to help close this connectivity and digital skills gap through a creative and innovative program called 4-H Tech Changemakers. Teen leaders in 91 counties across 15 states are learning digital skills, developing leadership and teaching competencies and connecting with their communities. By identifying issues in their communities and solving them with the use of technology, youth are becoming agents of change using technology as a force for good in their communities. During this facilitated panel discussion, participants will hear first-hand from Extension, National 4-H Council and Microsoft representatives on the overall program design and the individual successful projects driving outcomes nationwide. Participants will leave with connections to organic, new 4-H program opportunities, support mechanisms, as well as information on how to access the program Guidebook designed to empower local youth-led digital literacy programs and conversations in communities across the country.
POSTER SESSIONS

Detailed Schedule

TUESDAY, NOVEMBER 5
12pm-1pm Poster Setup - Exhibit Center
1pm-5pm - Poster Showcase
1:30pm-2:30 pm - Manned Poster Time

WEDNESDAY, NOVEMBER 6
12pm-3pm - Poster Showcase
12:45pm-1:45pm - Manned Poster Time
3pm-4pm - Poster Tear Down
“If Americans reduced food waste by 15% it would be enough to feed 25 million people.” 4-H Youth Ambassadors worked with local 4-H Professionals to tackle this food sustainability issue by developing “4-H Grows... and Gives Back!” During the county fair, this program allowed exhibitors to donate their 4-H edible horticulture exhibits directly to the local food pantry after being judged. Exhibitors were also encouraged to bring their garden excess to include in the donation. The 4-H Ambassadors weighed and recorded all the donations before delivering to the Food Pantry. In the first year, the 4-H program donated 185 pounds of produce to the local food pantry. This program’s purpose was to eliminate food waste during the county fair and provide opportunity for youth to donate in the name of 4-H. Session participants will have the opportunity to communicate with 4-H Professionals about this program. All materials will be shared so this can be easily replicated and adapted for implementation.

4-H Small Ruminant Research Academy
Track: Agriculture/Natural Resources
Competency: Youth Development/Youth Program Development
Difficulty: Beginner
Presenter(s): Ashley Travis and Chris Anderson, University of Maryland Extension
Presenter Email: ashley90@umd.edu

The summer of 2018 was the first year for the University of Maryland Extension 4-H Small Ruminant Research Academy at the University of Maryland’s Western Maryland Research and Education Center (WMREC). This project was a collaborative effort between The Maryland Small Ruminant Research team, comprised of University of Maryland Extension Agricultural Educators, 4-H Educators, and faculty members from West Virginia University, and Virginia State University. Within this program youth ages 16-18 were able to observe and learn about small ruminant research. The goal of the Research Academy was for youth to become involved in the scientific process in order for them to gain a better understanding of applied research. Youth completed a literature review focusing on lamb growth, carcass characteristics, and fertility traits of rams, wethers, and short-scrotum rams. Participants were able to watch the lambs being weighed and record data, observe carcass scanning, and assist with collecting data from libido and various reproductive testing. The participants, with help from the Small Ruminant Specialist and 4-H Educator, analyzed the data and created a research poster that was entered at the Maryland State Fair for the public to see, and learn from.

Bees are the Buzz
Track: Agriculture/Natural Resources
Competency: Youth Development/Volunteerism
Difficulty: Beginner
Presenter(s): Dallas Daniels
Presenter Email: hendersond@ufl.edu

Are you aware about the importance of honey bees and native bees? Did you know that honey bees and other pollinators are vital contributors of natural and agricultural environments for producing food and feeding the world? Bees are the Buzz is a program that was developed to offer youth an opportunity to learn and appreciate the importance of honeybees and native bees. Bees are the Buzz taught youth about pollination, migratory beekeepers, the differences between honey bees and native bees, and bees connection to agriculture. After participating in the Bees are the Buzz program, youth gained knowledge on the impact bees have on the environment and agriculture; bee related careers; and ways to advocate for bees by planting pollinator gardens and making native bee houses. This program is interactive for youth of all ages as it includes honey taste testing (utilizing senses), pollination in a bag, do it yourself native bee houses, and buzz bots. Youth leaders, ages 13-18, were utilized as Teens as Teachers to teach local residents about connecting with nature. These teens taught residents on the importance of bees as pollinators.

Boots vs. Badges Challenge
Track: Teen Development
Competency: Youth Development/Youth Program Development
Difficulty: Beginner
Presenter(s): Brian Estevez and Aly Schortinghouse, UF IFAS Extension
Presenter Email: bestevez@ufl.edu

The Boots vs. Badges Challenge was the brainchild of Escambia County 4-H member Taylor Nelson. Her purpose was to create a fundraiser to raise money for the Gulf Coast Kids House, a non-profit organization that serves child abuse victims in Escambia County, Florida. The challenge would pit local sailors from NAS Pensacola against local Escambia County law enforcement officers in a timed obstacle course. Other festivities during the event would be a car show, demonstration from the sheriff’s mounted posse, raffle drawings, 4-H concessions, and vendors. Taylor, her family, Escambia County 4-H Council members, and her 4-H agents organized the event that had over 100 people in attendance and raised over $3,500 for the non-profit.
Citizen science has been growing in both government and private circles over the last several years for good reason. It engages people of all ages in personal experiences of nature around them, while enabling them to make important contributions to professional science endeavors. Both youth and adults can play a key role in NASA’s understanding of the changing Earth system as they make ground-based observations of clouds that will help scientists to improve the accuracy of their space-based observations. Through a partnership between 4-H National Headquarters at USDA-NIFA and the NASA GLOBE Observer Program, 4-H youth and adults have an opportunity to learn about clouds, collect cloud data and engage in citizen science through the use of the GLOBE Observer Citizen Science – Exploring Clouds 4-H Activity Guide. This poster session will showcase the new activity guide, the partnership with NASA GLOBE, the importance of citizen science and the Clouds mobile app.

Growing 4-H STEM in Rural Maryland is an initiative of three county 4-H programs on the Eastern Shore of Maryland. 4-H faculty and staff partnered with extension colleagues, higher education institutions, government agencies, and non-profits to create the Mid-Shore STEM Festival. The Mid-Shore STEM Festival is a science, technology, engineering, and math learning experience for youth in the rural counties of Caroline, Dorchester, and Talbot. Youth are introduced to STEM concepts and career opportunities in their local area. The primary educational focus is on engaging in experiential learning, connecting with STEM professionals, and discovering local community college programs. Topics include: agriculture and animal science, art, biology, engineering, entomology, environment, food/health, forensics, natural resources, plant science, technology, etc. As a direct result of participating, 100% of youth surveyed report they are more interested in science and 92% of youth surveyed report increased interest in pursuing science careers. This event highlights the need for a STEM-ready workforce and helps grow 4-H STEM knowledge and skills in the rural mid-shore region of Maryland.

Mobile iGrow Educational Displays are hands-on, traveling displays, visiting area schools for a 2-3 week time frame. Each interactive display includes a teaching guide, hands-on activities, and an iGrow activity worksheet. The Mobile iGrow displays are designed to reach elementary youth and increase their knowledge of where our food comes from, careers, and how agriculture is important in our everyday lives. High quality educational materials were developed along with an easy system of teaching an ag-based lesson, even for educators unfamiliar with agriculture. Classrooms have the opportunity to “Go Mobile” to the display, and use the corresponding educational materials. A teacher commented: “They loved it! Hands-on and authentic learning in action.”
Wilderness Camping with Youth and Horses
Track: Camping/Outdoor Education
Competency: Youth Program Development
Difficulty: Intermediate
Presenter(s): Creenna Bocksnick
Presenter Email: cbocksnick@uaex.edu

The Arkansas High Adventure 4-H Horsepacking Program opens up a noncompetitive opportunity to youth with horse projects as well as allowing them to explore trails outside of their home county and state. Based on experience gained having participated in this program as both a youth participant and adult volunteer there was room for improvement. The program was overhauled and then reintroduced in 2016-2017. This program is designed as a two year program. During year one participants attend horse specific trainings. During year two participants attend general wilderness camping trainings as well as a weeklong out of state packing trip. Participants learn a variety of skills relating to the three Mission Mandates. Based on feedback from the participants in the 2016-2017 program the program remained the same for 2018-2019. The program is in the early stages of partnering with extension staff from other states in order for the program to be shared and grow.

Mountains of Opportunity for “Discovering Dairy” Poster Series
Track: Agriculture/Natural Resources
Competency: Youth Program Development
Difficulty: Beginner
Presenter(s): Tracy Behnken and Melisa Konecky, University of Nebraska-Lincoln Extension
Presenter Email: mkonecky2@unl.edu

Today’s U.S. population includes less than two percent who live on farms and less than five percent living on farms in Nebraska. With the average person three generations removed from farming and one of four jobs in Nebraska focusing on agriculture, it’s extremely important to educate youth about the various aspects of agriculture so they understand how it affects their daily lives as well as the global world. University of Nebraska-Lincoln Extension 4-H professionals understand the importance of educating youth about agriculture. Therefore, poster boards were developed to tell the story of “Discovering Dairy” during agriculture literacy festivals and classroom programs. The highly visual and interactive series of poster boards focuses on educating students about the dairy industry and increasing their understanding of dairy production. The poster board series includes: (1) Dairy Cow Breeds, (2) Day in The Life of a Cow, (3) How Much Milk, (4) Technology Timeline, (5) What Are You Drinking, and (6) From Cow to You. Session participants will have the opportunity to have dialog with the 4-H professionals who developed and implemented the “Discovering Dairy” poster series. Participants will learn how they can incorporate the poster series into their local programming.

NAE4-HA Excellence in Ag Literacy Programming Award Winners
(Ag Literacy Working Group)
Track: Agriculture/Natural Resources
Competency: Youth Development Program
Difficulty: Beginner
Presenter(s): Betty Jo Krosnicki, Michigan State University Extension, and Sheri Hoyer, Iowa State University Extension & Outreach
Presenter Email: nashbett@msu.edu

The purpose of this Poster Session is to highlight the national and regional 2019 NAE4-HA Excellence in Ag Literacy Programming Award winners. The showcase will focus on each program, the impacts of the programs, and what would be needed to replicate the programs. Session participants will have the opportunity to acquire detailed information about the award winning ag literacy programs from the NAE4-HA members who developed them.

Meat! It’s What We’re Raising
Track: Agriculture/Natural Resources
Competency: Youth Development
Difficulty: Intermediate
Presenter(s): Alaena Ruth and Meranda Small, University of Idaho Extension
Presenter Email: aruth@uidaho.edu

For many, once fair has ended and youth have said goodbye to their livestock project animals, that’s the end of the 4-H year. But the animal ultimately ends up becoming someone’s dinner. To help youth learn that their livestock project will eventually become part of the food supply, they need to understand meat quality grading and palatability. Additionally, they should understand how they can influence the eating quality of their livestock project for a consumer. To provide youth with a proper understanding of how meat quality grading is determined and what influences palatability — i.e., the eating experience, day camps were organized for youth raising beef, swine, sheep and goats. Information was presented to youth regarding how each species is graded. Following the delivering of information, youth had improvements in understanding the best USDA grade for each species, and most youth agreed or strongly agreed that following the day camp they better understood why carcass quality is important.

Pennsylvania 4-H Shotgun Project Member and Leader Guide
Track: Camping/Outdoor Education
Competency: Youth Development
Difficulty: Beginner
Presenter(s): Michael Martin, Jason Goetz, Darlene Resh, and Phil Hoy, Penn State University Extension
Presenter Email: jjg300@psu.edu

This poster will introduce the Pennsylvania 4-H Shooting Sports Shotgun Project member guide and leader guide. The project focuses on the necessary safety, shotgun knowledge, and shooting technique in the context of a county 4-H youth development program. In addition to the member guide, the leader includes STEM activities, hands-on learning activities, and answer keys to questions in the member guide. Participants will receive a copy of the project guides. Experience 4-H Educators from the Pennsylvania 4-H Shooting Sports Committee will facilitate this session.
The purpose of this study was to examine the impact of 4-H involvement on workforce skill development. Subjects of the study are 270 4-H adult members and alumni ages 18-25 in one state who were recruited through electronic mailing lists, social media, and word of mouth. Data was collected through an online survey instrument that included a series of questions related to workforce skills including: personal, work, communication, and problem solving/decision-making skills. It examined the connection between these skills and the type of participation in 4-H (club, camp, state, agriculture). Study findings indicate that 4-H participation impacts life skill development in all four skill areas and club participation has the strongest impact on the development of skills. Researchers recommend that Extension educators intentionally incorporate workforce development skills into a variety of 4-H activities in order to prepare them for Post-Secondary success. During our poster session, we will share data regarding current programming in our state as well as will survey participants regarding their current needs.

**North Jersey Teen Conference: A Successful Youth/Adult Partnership in Action**  
**Track:** Citizenship/Leadership  
**Competency:** Youth Development  
**Difficulty:** Intermediate  
**Presenter(s):** Alayne Torretta, Marissa Staffen, Lisa Rothenburger, Michelle Teitsma, Abigail Kesely, and Jim Nichnadowicz, Rutgers Extension  
**Presenter Email:** torretta@njaes.rutgers.edu

The North Jersey 4-H Teen Conference is an active, annual youth/adult partnership that has been implemented for 11 years. It’s a 3-day educational program for approximately 150 4-H teens in grades 8 through 13 from 11 counties in northern NJ. Approximately 30 teen members of the planning committee practice hands on leadership skills through the planning and implementing the program. 12 workshops are offered and led by teens or teens/adult partners, ranging from yoga, dance, conflict resolution, poetry, life skills, college prep, and team building. Participant teens not on the planning committee are exposed to teen role models who model responsibility, organizational skills, respect, public speaking, service learning leadership (generosity), and independence. The planning committee of teen/adults representing their respective county 4-H program meets monthly to plan, implement, deliver, and evaluate the conference about 6 months prior to the conference. This committee has more teens than adults (by more than a 3:1 ratio). Committee teens vote for 2 teen chairs for the year and what types of workshops and trips will be offered. Teens and adults research options and come together to decide the logistics. Adults on the committee are mentors/guides for this program.
Diversity brings to mind many different words – Differences, respect, inclusion, celebration, race, gender, ethnicity, abilities and much more. The current environment in the country is one of divisiveness in relationship to diversity. The 4-H program has a unique ability to help provide youth and families with safe and inclusive environments where we recognize our similarities and celebrate our differences. The Diversity and Inclusion work group invites you to learn strategies including current research and “best practice” that was utilized to inform program de-sign, content or delivery modes. Up to four programs will be selected from submissions to the NAE4-HA Diversity and Inclusion Award and highlighted for participants. Participants will dis-cuss various aspects of successful diversity and inclusion programs. A panel of experts will then provide effective inclusion strategies. Attend this workshop and learn to transform your 4-H program for inclusion.

**4-H Grows… Sharing Our Stories – Diversity and Inclusion Working Group**
- Track: Growing 4-H
- Competency: Equity, Access, and Development
- Difficulty: Beginner
- Presenter(s): Meg Sage, University of Wisconsin Extension; Tara Brent, Virginia Cooperative Extension; and Laura Valencia, UF IFAS Extension
- Presenter Email: margaret.sage@njaes.rutgers.edu

This poster will give 4-H Educators the tools to teach leaders and members the basics of using mindfulness and meditation techniques that can be used during 4-H events as well as providing skills for use outside of 4-H events.

**Teaching Mindfulness to Leaders and Members**
- Track: Healthy Lifestyles
- Competency: Youth Development
- Difficulty: Beginner
- Presenter(s): Sandra Graham, Penn State University Extension
- Presenter Email: saa224@psu.edu

Communicating with Clientele – There’s an App for That!

**Communicating with Clientele – There’s an App for That!**
- Track: Marketing/Media
- Competency: Youth Development/Volunteerism
- Difficulty: ask Jim
- Presenter(s): Christy Clary, Ohio State University Extension
- Presenter Email: ask Jim

Pulaski County 4-H has a foundational program that focuses on literacy and healthy living that is directed toward a much younger audience than the typical 4-H age youth (9-19 years old). These programs are focused on youth Pre-K age (4 & 5 year olds). It is a marketing tool to reach the younger audiences and teach them about 4-H at a very early age and a positive youth development program that helps build a foundation of healthy decision-making choices. Through fun, kid friendly 4-H healthy living programming, routine healthy snacks, and exercise, healthy decision-making skills are instilled alongside fun reinforcement activities. Students learn to make healthy habits for a lifetime, and they pass that educational information on to family members and friends exponentially educating our community and helping the effort toward combating the overweight & obese epidemic in Georgia.

**Leading in a Complex World: A Peer Leadership Model**
- Track: Professional Development/Staff Training
- Competency: Youth Program Development/Organizational Systems
- Difficulty: Intermediate
- Presenter(s): Dr. James Johnson, Dr. Myra Moses, and Dr. Harriett Edwards, North Carolina State University Extension
- Presenter Email: james_johnson@ncsu.edu

Project YES is a national internship program whereby college interns work with youth in military families who are experiencing some phase of deployment. Team leads, selected from among the experienced interns, serve as liaisons between administrative staff, military personnel, and other interns. This leadership role provides opportunities to gain management and leadership skills. The team lead role provides an even more intense opportunity for interns to develop and hone their leadership styles in areas such as managing diverse teams, conflict management, and professional communication. These individuals’ function as event managers and as onsite support for the interns on their assigned teams. While all interns have the opportunity to gain leadership skills in areas such as event planning, time management, and team responsibility, the team lead role provides an even more intense opportunity to develop and hone leadership styles in areas such as managing diverse teams, conflict management, and professional communication. The diverse responsibilities of Project YES team lead emulate the multilayered intricacies inherent in an increasingly complex world. The integration of multiple inquiry modes, rotational team composition, geographical separation, and application of academic principles to realworld scenarios provides unique experiential opportunities supporting positive leadership development.
Developmental Disabilities Training Series
Track: Professional Development/Staff Training
Competency: Equity, Access, and Development/Partnerships/Organizational Systems
Difficulty: Beginner
Presenter(s): Jeannette Rea-Keyword and Michelle Brill, Rutgers Extension
Presenter Email: reakeywood@rcr.rutgers.edu

According to the CDC, over 6 million individuals in the U.S. have developmental disabilities and 1 in 6 children, ages 3-17, have one or more developmental disabilities or delays. Developmental disabilities include Learning Disabilities, Attention Deficit Disorder, Autism Spectrum Disorders, Intellectual Disability and others. These conditions lead to functional limitations in language, learning, social skills and behavior. There are limited training opportunities for outreach educators and volunteers who work with these populations. To address this need, an online and in-person training series was developed for Extension personnel and others who design and implement school and community based programs for youth and adults with disabilities. The Developmental Disabilities Training Series includes five modules Overview of Disabilities; Disabilities and Learning; Understanding and Managing Behavior; Visual Supports; and Disabilities Laws, Program Accommodations and Modifications provide an opportunity to better understand developmental disabilities and learn how to plan, adapt and implement effective programs for these audiences. This poster will provide an overview of the training series including the modules, fact sheets, and educational resources. In addition, information on common developmental disabilities, how developmental disabilities impact learning and behavior, and how to effectively engage this population in Extension programming will be highlighted.

Cloverbud Investigators a STEM Curriculum for Cloverbuds
Track: STEM
Competency: Youth Program Development
Difficulty: Beginner
Presenter(s): Tracy Winters and Tiffany Riehm, Ohio State University Extension
Presenter Email: winters.5@osu.edu

Cloverbud Investigators is a multi-year curriculum with STEM based activities centered around three yearlong themes. The first collection of twelve lessons is titled “Cloverbud Investigators - A STEM for Every Season” and is designed to have activities and lesson plans based around holidays and seasonally events. The second collection of twelve lessons is titled “Cloverbud Investigators - Career Detectives” and each of the lessons focuses on investigating a different type of career. The final collection of lessons is called “Cloverbud Investigator - Taking the Adventure Outside” and focuses on environmental science and nature education activities. All of these lessons have been developed and field tested at the county level, as well as shared within the state of Ohio with other 4-H programs. All of the lessons are designed to be easy to follow, hands on and learner centered. The focus age level is Cloverbuds, children in grades kindergarten through second grade but some lessons can be expanded for use with elementary age children. The lessons are designed for club or afterschool use.

4-H Veterinary Science Camp
Track: STEM
Competency: Youth Development/Partnerships
Difficulty: Intermediate
Presenter(s): Chelsea Woodard and Shane Michael, UF IFAS Extension
Presenter Email: cwoodard@seminolecountyfl.gov

The Seminole County 4-H Veterinary Science Camp was designed in an effort to meet the needs of urban and suburban youth interested in animal science projects. Collaboration with county and state partners was key in implementing this 4-H Veterinary Science Camp. This five-day summer camp exposed teens between the ages of 13-18 to a variety of careers in the field of Veterinary Medicine, Agriculture, Animal Science and S.T.E.M. This camp was designed to educate youth about the various opportunities in the Veterinary Science, understand the importance of preventative care in animal health, increase knowledge of college requirements for admission to Doctor of Veterinary Medicine programs, and spark an interest in S.T.E.M. 4-H campers had first hand exposure to these jobs, completed experiential learning labs, and participated in daily unique field trips around the county.

It Only Takes A Spark – An Introduction to West Virginia’s Teen Leadership Weekend and Its Overarching Impact
Track: Teen Development
Competency: Youth Program Development
Difficulty: Intermediate
Presenter(s): Jamie Mullins, Lewis Honaker, Jason Rine, and Denis Scott, West Virginia University Extension
Presenter Email: Jamie.Mullins@mail.wvu.edu

Each spring, West Virginia 4-H hosts a statewide Teen Leader Weekend for youth ages 12-18. The Civic Engagement focused weekend strives to enhance participants’ leadership skills and confidence level through a program including educational workshops, speakers, and small group project development. The event has served from 130 to 150 youth annually for the past four years. At the conclusion of each event, youth complete an evaluation that measures how successfully the event met its identified objectives and will result in change. Additional questions added in 2018 and 2019 assisted in identifying some of the specific changes made as a result of attending Teen Leader Weekend; these include being more involved in 4-H (interest/involvement), feeling they are a better leader, and being more confident/outgoing. This poster will provide a general overview of the WV 4-H Teen Leader Weekend Event, share best practices for planning/hosting a teen civic engagement/leadership event, and provide a full overview of program success based on evaluative data.
4-H and FFA programs often overlap in programming areas, but rarely work together to share knowledge and resources with each other. The Okaloosa and Escambia 4-H program coordinators and staff worked with local FFA chapter advisors to create the 4-H and FFA Leadership Crossover, with the primary objective to bring the best of each program together to facilitate a day long leadership training. With eight FFA chapters and 24 4-H clubs between the two counties, few programs have been focused on bringing all the chapters and clubs together. The series of workshops was designed to introduce youth, in 4-H and FFA leadership roles, to core leadership competencies and life skills, which will be developed in their leadership positions in their clubs and chapters, as well as skills that will be utilized after they age out of the 4-H and FFA programs. Youth participated in four workshop segments: personal growth, networking, conflict resolution, and preparing for the future. Youth were led through exercises and group discussions encouraging participants to share their experiences and resources. The program was evaluated through a youth led reflection and discussion session, along with agent’s and advisor’s observations.

Quality volunteer training is critical to offering safe and high-quality camping programs. In order to be sure, the trainings are efficient and effective, appropriate evaluation methods must be employed. Faculty members in the Northern Panhandle Region of West Virginia have developed a regional training model for camp volunteers. In order to maintain continuous quality improvements of this program, multiple evaluation methods have been developed by the faculty members and integrated as an essential piece of the training model. This presentation will detail the various evaluations, results, and program improvements that have been made over the course of the past four years.
The Make Tank – Driving Student Career Readiness

Track: STEM
Competency: Youth Program Development
Difficulty: Beginner
Presenter(s): D’Ette Scholtz, Melinda Vlieger, and Megan Knuth, University of Nebraska-Lincoln Extension
Presenter Email: dscholtz2@unl.edu

The Make Tank program is driving youth to be college, career, and life ready. Through high-level engagement and hands-on learning, youth are developing career readiness skills that are essential to their success in a changing world. The Nebraska Department of Education states: “When students are career ready, they are prepared for the next step in their lives—whether that means getting their first job or beginning their college career. Career ready also means being ready for life.” The Make Tank program is about the next step in life. Rotating through stations, students participate in unique, hands-on experiences such as robots, coding, 3D pens, electric circuits, green screen, and basic skills such as hammering, drilling, sewing, and a take-apart station, while considering potential careers during each activity. The program opens their eyes to different career paths, encourages entrepreneurial thinking, and fosters new interests. One summer school coordinator stated, “This is the most engaged I’ve seen them all summer!” A student commented, “I can use what I learned today to start a new business.”

Utilizing 4-H Common Measures to Evaluate State Teen Programs

Track: Teen Development
Competency: Youth Program Development
Difficulty: Intermediate
Presenter(s): Nikola Dalton, Carrie Johnson, and Donna R. Gillespie, University of Idaho Extension
Presenter Email: nnmdalton@uidaho.edu

Idaho 4-H has three main state teen programming areas - Know Your Government, State Teen Association Conference, and Ambassadors Summit - all were evaluated from 2016-2018 using Common Measures 1.0. Educators have hypothesized that participants in these programs will gain skills in Civic Awareness, Leadership, and Career Development - which are the question blocks used from Common Measures 1.0. In addition, the Building Connections block of questions was used to help answer questions about whether going to multiple state 4-H teen programs will affect youth positively. During the three-year period Common Measures 1.0 was used, over 800 youth were surveyed. This has helped inform our teen programming across the state.

Utilizing Cooperative Units to Facilitate 4-H Market Swine Projects

Track: Agriculture/Natural Resources
Competency: Youth Development, Youth Program Development, Organizational Systems
Difficulty: Intermediate
Presenter(s): Alyssa Schortinghouse, Nicholas Simmons, Brian Estevez, and Anthony Manning, UF/IFAS
Presenter Email: aschortinghouse@ufl.edu

Escambia County 4-H utilizes a cooperative unit system to increase participation in market swine projects to alleviate the demand of resources, time, and knowledge on individual participants. All group participants house their animals in one location and agree to work chore shifts on specified days, which decreases the travel and time demand placed on the individual. The unit is led by a volunteer unit leader who coordinates and oversees the procurement of the resources needed to raise the swine. An estimated 70% (population estimates, July 1, 2017) of the county population is concentrated on the southern coast, with limited access to appropriate facilities. In addition many youth and their parents are at least one generation removed from traditional farm living and are involved in other out of school activities which limits the time available to dedicate towards a swine project. The development of life skills for the individual participant is still ensured as the individual is still responsible for the cost of raising their pigs and ensuring that they are ready for show day. Furthermore, youth are required to participate in clinics and seminars which focus on unit standard operating procedures and protocols, swine health, swine showmanship, and safety.

Growing Real Opportunities in Work and Life: An Urban Youth Agricultural Program

Track: Growing 4-H
Competency: Youth Development, Youth Program Development
Difficulty: Intermediate
Presenter(s): Chasity Tompkins, Casey Mull, Lori Bledsoe, and Nykita Howell, University of Georgia Extension
Presenter Email: ctompki1@uga.edu

Project GROWL (Growing Real Opportunities in Work and Life) is an urban after-school based agricultural and environmental education program. Opportunities within Project GROWL are presented to youth so they can become more informed food citizens. Through programming, youth gain a deeper understanding on the vital role agriculture plays in their urban economy and the environment. The five programming themes include advocacy and communication, agricultural education, environmental education, policy and governance, and leadership through sustainability. With guidance from Georgia 4-H, Project GROWL encourages belonging, leadership, and personal/professional development. This interactive poster presentation describes programming efforts, evaluation strategies, and implications for replication. Session participants can engage in learning and will gain a deeper understanding of urban programming.
New Jersey 4-H members have limited opportunities to travel to Rutgers, The State University and the School of Environmental and Biological Sciences in New Brunswick, NJ to attend 4-H sponsored events and educational programs. Therefore, the New Jersey 4-H Connects Camp was developed with the idea that 4-H members may not be familiar with the educational opportunities available through our state university/land grant college. This two-day residential summer program held July 11-12, 2018 was designed so that youth in grades 7-10 were exposed to a sampling of academic departments, focusing on the Departments of Marine Science, Landscape Architecture, Environmental Science, and Animal Science. They heard from a NJ 4-H Alumni member who is a current Rutgers student to learn about life as a college student, from academics to financial planning. The goal was to incur a change in knowledge in participants as they became more aware of what SEBS and Rutgers University has to offer and then use that newfound knowledge to take action and change a behavior. In this situation, the change in behavior might be a newfound interest in the sciences or make decisions that change their future direction.

**The Fourth “H” - Putting the Health Into your 4-H Program**

**Track:** Healthy Lifestyles  
**Competency:** Youth Development  
**Difficulty:** Intermediate  
**Presenter(s):** Karla Deaver, LAWRENCE COUNTY 4-H  
**Presenter Email:** deaverk@missouri.edu

All 4-H professionals have the pledge memorized and can recite it upon a moment’s notice. We spend a lot of time encouraging our 4-H volunteers to help members gain important life skills in the areas of head, heart, and hands. However, the fourth “H”, health, is often neglected in our programming efforts, even while healthy living is one of three National 4-H Mission Mandates. Daily physical activity of at least sixty minutes not only improves fitness levels, but has brain health benefits for school-age children while helping them develop beneficial lifelong habits. This session will provide participants with the opportunity to learn about programs being conducted that engage youth and adult volunteers in regular physical activity. Participants will learn how to organize and implement their own 5K run, 4-H running club and Morning Mile programs. Presentation will also include how to find partners and resources in your community, and how you can help young people be more healthy for life.

**Extension Programs Are Not A “One Size Fits All” When It Comes To Cultural Diverse Audiences**

**Track:** Healthy Lifestyles  
**Competency:** Youth Development  
**Difficulty:** Beginner  
**Presenter(s):** Rachel Stewart and Diane Bales, University of Georgia Extension  
**Presenter Email:** restewar@uga.edu

One of the emerging issues in South “STATE” is providing Child Passenger Safety programs to the rapidly increasing Latino population. A 3-year research study has been conducted in rural ‘STATE” to teach this program to a cultural diverse audience. This presentation will demonstrate the cultural difference of a Latino audience and the traditional Extension Audience for programming. The research shows that a “one size fits all” program does not work. Results will give strategies and tools for delivering an extension program to diverse groups who have no prior knowledge of the program. The research includes a literature review. Some of the findings show 95% of Hispanic respondents never used a car seat or seatbelt before arriving to the class.

**Fair Boot Camp: Making Moola**

**Track:** Agriculture/Natural Resources  
**Competency:** Youth Development/Youth Program Development  
**Difficulty:** Beginner  
**Presenter(s):** Dallas Daniels, Mia Wilchcombe, Megan Mann, UF IFAS Extension  
**Presenter Email:** hendersond@ufl.edu

Each year youth sell their market animals at the Lake County Fair, typically making a profit. The fair provides an opportunity to teach youth about finances through the market animal projects. Fair Boot Camp: Making Moola is a program that prepares youth to become financially responsible with their fair earnings. Many parents and teachers lack the skills to instruct their children in personal finance, which makes it necessary to have a financial literacy program. Making Moola is a program which focuses on financial literacy which teaches youth about tracking personal expenses, building a spending plan, and the benefits of a checking/savings account. This 6-hour program was developed for youth ages 8-13 who plan to show a market animal during the fair. Youth who participate in the Fair Boot Camp: Making Moola will improve their competence and confidence pertaining to their market animal project earnings. Youth will improve their market animal practices at home and during the fair with setting financial goals, marketing, showmanship, and skill-a-thon. Teaching youth in their adolescent years about the importance of financial planning is the best way to place them on a trajectory for financial success as an adult.
Games to Entertain and Teach Youth
Track: Camping/Outdoor Education
Competency: Youth Development/Youth Program Development
Difficulty: Beginner
Presenter(s): Laura Goss, Georgia 4-H, UGA
Presenter Email: laurwalt@uga.edu

Games to Entertain, Teach, and Build Youth will empower educators to be quick on their feet in a moment’s notice when working with youth. Educators will be provided a game book that includes introduction games, team building games, mind games, and just for fun games. Educators will also learn best practices when leading games and will be empowered to include games in a variety of 4-H programming.

Collaboration to Teach Youth Leadership Skills for County 4-H Youth Boards
Track: Citizenship/Leadership
Competency: Youth Development
Difficulty: Intermediate
Presenter(s): Robbie Jones, Brennan Jackson, and Kelle Ashely, University of Georgia Extension
Presenter Email: jonesr@uga.edu

A need was seen in Northeast District for a training for 4-H county officers to teach youth leaders the foundational skills required of their role. To address this issue, the Baldwin, Jones, and Oconee County 4-H Agents worked to plan and implement a district level county officer training retreat. This allowed for a collaborative approach for counties to partner with in lieu of having separate county only programs across the district. In 2018, the first training was held with six counties attending. The youth experienced workshops focused around team work, program planning, parliamentary procedure, 4-H meeting management, and leadership, as well as community service, county planning, and social development activities. Evaluation of the program showed strong support from youth participants that this program will have an impact for county 4-H officers in 2018-2019 program year. In 2019 the training plans were continued with a training set for early fall of 2019. The goal is for more trainings in future years as a way to expand the training to all 40 counties across Northeast District.

A Dose of Reality for Lunenburg County Youth: What will life after Graduation be like?
Track: Citizenship/Leadership
Competency: Youth Development/Youth Program Development/Partnerships
Difficulty: Intermediate
Presenter(s): Dillon Robinson, Virginia Cooperative Extension
Presenter Email: dillonrr@vt.edu

What will life after Graduation look like? Youth in Lunenburg County explore their future by participating in career related programs. With the poverty level being so high in Lunenburg County youth need help to explore how to make their future the brightest it can be. Preparing youth for life after graduation is a major need and will help to start them into the right direction to get their self out of poverty. Lessons taught about preparing for Job Interviews, proper spending of money, their personality traits, Career Development, College preparation, and trade jobs are key to start this process. This process is continuing and needs to be start as early as Elementary School. Extension, in partnership with Lunenburg County Public School Systems, Lunenburg County Board of Supervisors, Lunenburg County Administrator, the town of Kenbridge, the Town of Victoria, and The Extension Leadership Council (ELC) have offered and conducted many educational experiences for youth in Lunenburg County to explore what they would like their life to look like after their graduation form high school.

Avoiding Mountains of Misunderstanding - Coaching Volunteers
Track: Volunteer Development
Competency: Youth Program Development/Volunteerism/Organizational Systems
Difficulty: Beginner
Presenter(s): Carol Ward, Marissa Staffen, Jeannette Rea-Keywood, Chad Ripberger, and Matthew Neman, Rutgers Extension
Presenter Email: midenny@nmsu.edu

Take an in-depth look at the competencies related to supervision and coaching of volunteers from the 4-H Professional, Research, Knowledge and Competencies 2017 (PRKC). Let seasoned professionals with a variety of experiences help you identify best practices for handling the frustrations and celebrating the successes of working with volunteers. Learn skills to better communicate in order to delegate, motivate, correct behavior, provide feedback and discipline if necessary. Have a problem situation with a volunteer or just a failure to communicate? We will discuss real life situations and brainstorm solutions while helping you identify your personal strengths and build confidence to address the issues and build a strong volunteer program.
Georgia 4-H and National 4-H Congress: Partnering to Reach Urban Youth with Agricultural Literacy

Track: Agriculture/Natural Resources
Competency: Youth Development
Difficulty: Beginner
Presenter(s): Amanda Marable, Lauren Boykin, and Lindsey Hayes, University of Georgia Extension
Presenter Email: mmarable@uga.edu

Georgia 4-H, in partnership with National 4-H Congress, began a collaborative effort four years ago to introduce agri-food systems/agricultural literacy content to elementary age urban youth through a peer to peer model. The partnership utilizes a service learning model where high school 4-H youth go through a train the trainer seminar led by University of Georgia Extension Agents and Specialists which equips them to facilitate a lesson that highlights a Georgia agriculture commodity with elementary age youth in the metro Atlanta area.

Kentucky 4-H Summit: Bridging the Gap

Track: Citizenship/Leadership
Competency: Youth Program Development
Difficulty: Beginner
Presenter(s): Rachel Nobel, University of Kentucky
Presenter Email: rachel.noble@uky.edu

Does enrollment in 4-H begin to decline after the 5th grade in your state? Join Kentucky 4-H Specialist, Dr. Rachel Noble, as she discusses how Kentucky has put measures in place to retain 4-H membership after the 5th grade. Kentucky 4-H Summit was developed in 2005 to bridge the gap from early 4-H participation to senior-level participation. Over fourteen years, 4-H Summit has reached approximately 7,000 middle school youth. This program is designed to develop leadership, citizenship, and communication skills. We hope that through participation, 4-H members will make new friends by belonging to a group, master new skills by participation in dynamic workshops, exert independence in a group-living situation, and practice generosity through a service learning experience.

Wiggly, Wild, and Wacky Creatures of Nature - Engaging Cloverbuds in Nature and the Wildlife Studies

Track: Growing 4-H
Competency: Youth Program Development
Difficulty: Beginner
Presenter(s): Natalie Aiello, Debbie Kasanicky, Penn State University Extension
Presenter Email: nla11@psu.edu

This workshop will introduce participants to new ideas in engaging youth in 4-H Cloverbud Programs. The activities presented in this workshop are based off of the “Growing up Wild” curriculum, and will demonstrate a variety of ways to incorporate literacy, movement, and science into 4-H Cloverbud programs of any delivery mode. The lessons and activities to be presented will build on the participant’s sense of wonder about nature as we invite them to explore wildlife and the world around them. The specific activities for this workshop will bring out misconceptions among participants, and will demonstrate how to turn a misconception into a teachable moment. The session will include instruction, open discussion, and hands on activities that can be taken back and shared with cloverbud groups in your state!

Mountains of Opportunities with Your County 4-H Donor Program

Track: Marketing/Media
Competency: Partnerships/Organizational Systems
Difficulty: Beginner
Presenter(s): Tracy Behnken, Autumn Lemmer, and Emily Bormann, University of Nebraska-Lincoln Extension
Presenter Email: tbehnken2@unl.edu

With the guidance of new 4-H staff, the county 4-H Council transitioned to a new donor system that fostered nearly quadrupling the donor funds within three years. Prior to the change, each award (as minimal as one medal for less than $10) was identified with single donors. With the new system, funds are placed into a general awards/donor account and utilized to cover costs of awards such as medals, trophies, plaques and scholarship dollars for the 4-H program throughout the year with the focus on county fair recognition. This new system allows for donors to be recognized in a variety of ways based on their donor level ranging from $25 to $2,500. Session participants will have the opportunity to have dialogue with 4-H youth development professionals who implemented the donor focused program. In addition, information will be shared about the well-established 4-H Livestock Booster Donor Program that supports 4-H livestock exhibitors with additional funds for their animal projects. This session will cover the rewards and possible pitfalls of the donation system and share how both programs can be a success in other county 4-H programs.
The purpose of this study was to explore the relationships between work engagement, work-life balance and occupational commitment of early and mid-career county Extension agents in Texas. The population for this study is county Extension agents in Texas with 10 years or less experience. The target population for this study was agents who are in the initial 10 years of their careers with the Texas A&M AgriLife Extension Service. This study included a census of all county Extension Agents with zero to 10 years of service (N=268), response rate of 90.85%. The survey instrument was constructed from portions of four studies to measure the variables of interest. The study included a self-reported level of stress and a self-reported level of job satisfaction, using a Likert-type scale. The combined instrument evaluated work engagement, occupational commitment, work family balance, stress, and job satisfaction. The results revealed relationships of noteworthy magnitude between stress and occupational commitment; stress and perceptions of work family balance; and stress and work interfering with family. Lastly, relationships with magnitude of interest between job satisfaction and occupational commitment; job satisfaction and vigor; job satisfaction and dedication; and job satisfaction and absorption, were observed.

Mission Make-It: A Georgia 4-H Engineering Challenge Geared at Improving Students’ Ability and Confidence in STEM

Mission Make-It: Georgia 4-H Engineering Challenge began in 2016 as a new annual educational opportunity for middle school 4-H’ers. Funded by the support of a grant from Lockheed Martin via National 4-H Council, Mission Make-It serves as a non-competitive event for 6th-8th grade students focusing on the engineering design process, teamwork, critical thinking, problem solving and positive youth development. During the one-day conference, the youth come together in an opening assembly to hear from a guest speaker and receive their “challenges” for the day. They then break into smaller teams and rotate through themed challenges that require the use of teamwork and the engineering design process to create solutions. The day concludes with a closing assembly and reflection activity. Over 200 participants have engaged in the 2016 and 2017 events. The 2018 event was held April 14, 2018, with over 100 youth in attendance.
As shooting sports continues to be the fastest growing portion of the 4-H program we are in the need for more and more volunteer leaders and instructors. In Arkansas shooting sports is not only growing in 4-H but also in the school system with as many as 10,000 youth shooting on high school trap teams and just as many or more in the school archery programs. In many cases both 4-H shooting sports and potential new youth from these school programs only exposure to the 4-H program are in shooting sports competitions. As with many 4-H activities it is easy for volunteer leaders to get completely wrapped up in the competition side and forget about the youth development component of our programs. In Arkansas we have started to re-evaluate our training procedures, focus, and youth development portions of our shooting sports instructor training sessions. Like any change it is met with both resistance and acceptance but all agree that the youth are the reason that we continue to educate and strive for improvement in our educational outreach in the 4-H Shooting Sports Programs.

4-H Animal Science Resource Blog
Track: Agriculture/Natural Resources
Competency: Youth Program Development
Difficulty: Intermediate
Presenter(s): Carol Ward, Rutgers University; Marissa Staffen, Rutgers University; Jeannette Rea-Keywood, Rutgers University; Chad Ripberger, Rutgers University; Matthew Neman, Rutgers Cooperative Extension
Presenter Email: Ward@NUAES.Rutgers.edu

The New Jersey 4-H STEM Working Group determined the need for a more efficient means of getting timely educational information to those involved in our animal science projects. As a result, a team of 4-H faculty and staff joined the Rutgers Office of Communications to launch the 4-H Animal Science Resource Blog, https://4hanimalscience.rutgers.edu/. The blog, with a current subscription of 2,831, connects members, volunteers, parents, and staff to the resources and inspiration needed to support STEM learning within 4-H clubs and programs throughout the state.

The blog was created to collect and share ideas, activities, videos, resource people, current issues, career profiles, field trip suggestions, and other best practices from 4-H staff, volunteers, members, university faculty, and other experts. Initially, the blog was shared with families using the statewide 4-H enrollment database. In addition to targeting the 4-H community, the general public is also welcome to subscribe. Participants are given the option to subscribe to one or more monthly e-newsletters that highlight new content within each of ten animal project areas. This presentation will share the process of creating the Animal Science Resource Blog - including the initial needs and resource assessment, the program design, implementation, evaluation, and outcomes.

Increasing Impact through Effective Professional Development: The Story of Project Learning Tree and 4-H!
Track: STEM
Competency: Youth Program Development
Difficulty: Beginner
Presenter(s): Lynn Schmitt-McQuitty, University of California Cooperative Extension
Presenter Email: lschmittmcquitty@ucanr.edu

Advancing scientific literacy is an area of focus nationally. Research continues to highlight the critical importance of the educator’s knowledge and skills in science learning and new approaches to enhance professional development. Project Learning Tree is a national award-winning youth environmental education program designed for formal, informal, and non-formal educators. Project Learning Tree delivered through the University of California 4-H Youth Development Program offers both facilitator (train-the-trainer) and educator in-person training. This poster will provide an overview of the program, new approaches to professional development, and findings from the formative and outcome assessment with facilitators and educators. Youth outcomes are also presented. Lessons learned apply more broadly to 4-H science programming and, if implemented, can lead to stronger program impacts on youth scientific literacy.

4-H Exploring Careers in Emergency Management and Animal Science
Track: Teen Development
Competency: Youth Development
Difficulty: Beginner
Presenter(s): Chelsea Woodard, JK Yarborough, and Barbara Hughes, UF IFAS Extension
Presenter Email: cwoodard@seminolecountyfl.gov

After the raging fires in 2017 combined with a Hurricane, Seminole County’s Emergency Management Team recognized there was a real need for Large Animal Handling Training for First Responders and reached out to the UF/IFAS Extension Service in Seminole County for help in training. After several meetings with the Seminole County Sheriff’s Department Range and Water Officers along with First Responders in Fire and Rescue, Seminole County’s 4-H Agent Chelsea Woodard, Orange/Seminole County’s Ag and Natural Resources Agent JK Yarborough and County Extension Director Barbara Hughes developed the training program for First Responders at the Yarborough Ranch. Together this training was developed to give first responders and 4-H members the opportunity to gain hands on experience in animal handling, animal behavior, and technical rescue response. This training also provided 4-H youth the chance to attend a unique career exploration activity.
Mountains of Opportunities for Volunteers: Exploring Volunteer Competencies
Track: Volunteer Development
Competency: Volunteerism
Difficulty: Intermediate
Presenter(s): Jenny Jordan, North Carolina State University; Harriett Edwards, North Carolina State University
Presenter Email: jwjorda3@ncsu.edu

Volunteers are vital mentors, teachers, and coaches for youth in 4-H programs. 4-H depends on volunteers to fulfill our mission, provide services and reach youth. While volunteers may join our programs with knowledge and skills in content areas, these same volunteers may not have as strong an understanding of youth development or program implementation. We often offer general orientation and training for new volunteers but may not look specifically at what volunteers need to be successful in their roles. The seminal work of Culp, McKee, & Nestor developed the Volunteer Research Knowledge Competencies identifying six domains necessary for 4-H volunteers in executing their functions working in the program. Building on the VRKC and the expanded understanding of boundary spanners, connectors to organizations and communities, this study explores a group of volunteers and their assessment of the competencies. Considering frequency as well as importance, volunteers assessed skills within the VRKC domains: the results, a stronger understanding of what volunteers need to serve our programs effectively. From training to coaching, it is incumbent on staff to better support volunteers, and volunteer competency studies provide the tools necessary to provide this support.

Nebraska 4-H Fed Steer Challenge: Faculty, Beef Industry Representatives and Youth Collaborating to Make Real-World Connections
Track: Agriculture/Natural Resources
Competency: Youth Program Development
Difficulty: Intermediate
Presenter(s): Ashley Benes, Dr. Kelly Bruns, Dr. Dennis Burson, Dr. Clinton Krehbiel, Dr. Kathleen Lodl, Dr. Bryan Reiling, and Dr. Ty Schmidt, University of Nebraska-Lincoln Extension
Presenter Email: ashley.benes@unl.edu

The Fed Steer Challenge, a partnership between Nebraska 4-H and the University of Nebraska-Lincoln Department of Animal Science, is a new opportunity for youth and is designed to cultivate the next generation of leaders in the Nebraska cattle industry. The goal of the Fed Steer Challenge is to enhance the educational value of the traditional 4-H beef projects by providing an affordable option that rewards production merit and carcass value of the market animal, along with accurate and complete record keeping, industry knowledge, and producer engagement by the 4-H member. As a result of this program, 4-H youth participants are presented with an in-depth learning opportunity that combines educational content with the real-world application of raising their animals using the information they learn throughout the contest. Youth are selected based on their application. Participation in the program happens through a combination of online and face-to-face educational opportunities. The youth are also connected with their local beef educators and 4-H educators to serve as mentors and a local point of contact for any questions they may have as they raise their project.

Mountains of Opportunity for Youth at the National Youth Summit on Agri-Science
Track: Agriculture/Natural Resources
Competency: Youth Development
Difficulty: Beginner
Presenter(s): Deborah Dietrich, Penn State Extension; Tracy Behnken, Nebraska Extension; Michael Compton, University of Minnesota, Extension Center for Youth Development; Thomas Hutson, University of Maryland Extension; Betty Jo Krosnicki, Michigan State University Extension; Beth Hecht, National 4-H Council; Freeman Thompson, National 4-H Conference Center
Presenter Email: dad7@psu.edu

In order to continue to fuel the discovery of new solutions and solve the 21st century challenges in human health, agriculture and food, it will be critical to cultivate the next generation of leaders in science. The National Youth Summit on Agri-Science is “Inspiring Agri-Science Solutions” as high school students develop skills and knowledge needed to meet challenges facing agriculture, food security and sustainability. National 4-H Council and National 4-H Conference Center partner with agricultural scientists, researchers, leaders, politicians, and advocates to host the National Youth Summit on Agri-Science annually. The summit emphasizes hands-on educational experiences led by experts in the agricultural community. The 6th annual summit was held on January 10 –13, 2019 with a record number 275 adults and youth participants in attendance from 27 different states. Plans are currently underway for the 2020 National Youth Summit on Agri-Science. NAE4-HA Conference attendees, this is your chance to learn from the Summit Planning Committee, of field and national 4-H staff, how your local 4-H program will benefit from bringing a youth and adult delegation to the Summit as well as opportunities for funding delegations.
NATIONAL 4-H HALL OF FAME LAUREATES
Class of 2019

Inductees

Charles B. Cox - Oklahoma
Richard J. Freeman - NAE4-HA*
Frances L. Hagel - New Jersey
Edward L. Horning - Pennsylvania
Lillian Larwood - Oregon
Donna J. Macneir - NAE4-HA

Reita J. Marks - West Virginia
Donna Menart - Wisconsin
Ruby N. Miller - Louisiana
Les Nichols - National 4-H Council*
Marilyn N. Norman - Florida
Bill Peterson - Arizona*

Howard F. Scott - North Carolina
LC Scramlin - Michigan
Peter J. Stortz - Alaska
Charles (Chuck) Todd - Washington

*Deceased

NATIONAL 4-H HALL OF FAME LAUREATES
Class of 2019

Donors

4-H National Headquarters, NIFA/USDA
National Association of Extension 4-H Agents
National 4-H Council
Dr. Mike Davis Family Endowment for Innovation and Excellence
Shirley Bond
Nancy H. Bull
Errol and Darlene Burns
Jim Clark
Paul Coreil
Clarence and Jane Cunningham
Terril Faul
Virginia Gobeli
Betty Gottler
Jeffrey’s Greenworld

Jim Harrill in memory of LR Harrill
Janet & Larry Hiller
Jeff Holland
Joy Jordan
Kansas 4-H Foundation
Jeannette Rea Keywood
Linda Kustka
Stanley Lamendola
Eddie Locklear
Mary Kaye Merwin
Steve Mullen
Mary Kay Munson
Linda Nierman
Nellie VanCalear Oehler
Edwin Remsberg
Marvin and Christine F. Olinsky

Bill & Erma Riley
Sharon Runion Rowland
Jim Rutledge
Bo Ryles
Kyle L. Smith
Tom Tate
Kathi Vos
Elise P. Woolam
Sharon K. Wright
Oakland County, Michigan Farm Bureau in honor of LC & Jackie Scramlin

We recognize and thank each of these donors for their contribution and support of the National 4-H Hall of Fame!
Don’t send your participants home with **unpaid medical bills**.

One of America’s Leading Providers of Annual and Special Activities Insurance for 4-H and Extension Groups/Programs

800-849-4820

www.ailspecialrisk.com

specialrisk@ailife.com

Visit our booth at NAE4-HA to see how AIL Special Risk can help make sure you are covered!
Special Thanks to our Sponsors

Gold Level Sponsors ($10,000 to $24,999)

- Microsoft
- National 4-H Council
- West Virginia University Extension Service
- Mylan

Palladium Level Sponsors ($5,000 to $9,999)

- A & T Industries
- The Fair Publishing House
- Rixstine Recognition
- WV Association of Extension 4-H Agents
### BRONZE LEVEL SPONSORS ($1,000 to $2,499)

<table>
<thead>
<tr>
<th>Sponsor Name</th>
<th>Sponsor Name</th>
<th>Sponsor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homer Lauhlin China Company</td>
<td>Epsilon Sigma Phi Chapter</td>
<td>Simply Stem-Clover Academy</td>
</tr>
<tr>
<td>WVACAA</td>
<td>Locatify</td>
<td>Sterling Volunteers</td>
</tr>
<tr>
<td>FairEntry</td>
<td>Morrell Targets</td>
<td>WVAEFCs</td>
</tr>
<tr>
<td>4-H Online</td>
<td>Real Colors (Door Prize)</td>
<td>WVESP</td>
</tr>
<tr>
<td>Allflex Livestock Intelligence</td>
<td>Safety in Agriculture for Youth</td>
<td>WVU Chambers College of B&amp;E</td>
</tr>
<tr>
<td>CampDoc</td>
<td>Simply Stem - Zingbooks</td>
<td></td>
</tr>
</tbody>
</table>

### COPPER LEVEL SPONSORS ($500 to $999)

<table>
<thead>
<tr>
<th>Sponsor Name</th>
<th>Sponsor Name</th>
<th>Sponsor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas State University</td>
<td>Colorado State University</td>
<td>NIDCD/Noisy Planet</td>
</tr>
<tr>
<td>The NEED Project</td>
<td>Cornell Lab of Ornithology</td>
<td>Ohio 4-H Youth Development</td>
</tr>
<tr>
<td>4-H History Preservation Alliance</td>
<td>Debbie McDonald</td>
<td>Source Code Technology</td>
</tr>
<tr>
<td>4-H Supply</td>
<td>Esri</td>
<td>States’ 4-H International Exchange Programs</td>
</tr>
<tr>
<td>American Association for Advance of Science</td>
<td>Kentucky University</td>
<td>The Walking Classroom</td>
</tr>
<tr>
<td>American Camp Association</td>
<td>LifeSmarts-National Consumers League</td>
<td>US Soccer Foundation</td>
</tr>
</tbody>
</table>

### FRIEND OF 4-H SPONSORS (Less than $500)

<table>
<thead>
<tr>
<th>Sponsor Name</th>
<th>Sponsor Name</th>
<th>Sponsor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra Coffman</td>
<td>Craig Presar</td>
<td>Lesley Woodrum</td>
</tr>
<tr>
<td>Brenda Pruett</td>
<td>Denis Scott</td>
<td>Lewis Honaker</td>
</tr>
<tr>
<td>Brent Clark</td>
<td>Jamie Mullins</td>
<td>Margaret Miltenberger</td>
</tr>
<tr>
<td>Callie Daugherty</td>
<td>Jenny Murray</td>
<td>STEMfinity</td>
</tr>
<tr>
<td>Carole Scheerbaum</td>
<td>Jodi Smith</td>
<td>Tina Cowger</td>
</tr>
<tr>
<td>Chad Proudfoot</td>
<td>Lauren Seiler</td>
<td></td>
</tr>
</tbody>
</table>
EMPOWERING COMMUNITIES
TO BUILD A BETTER FUTURE.

WVU Extension Service brings research-based knowledge to all 55 West Virginia counties. By piquing curiosity and encouraging innovation, we provide outreach and resources that change lives and improve communities.

/// 4-H Youth Development  /// Family and Community Development  /// Agriculture and Natural Resources

extension.wvu.edu
Mylan Proudly Supports the 2019 West Virginia Mountains of Opportunity Conference

Founded in White Sulphur Springs, nearly 60 years ago, the Mountain State’s success is personal to all of us at Mylan.

As a company whose mission is focused on access and creating better health, we want to help provide opportunities for all children to embrace a brighter tomorrow and make a difference in their communities.

At Mylan, delivering better health for a better world, isn’t our job. It’s our mission.

Visit BetterHealthBetterWorld.com

©2019 Mylan N.V. All Rights Reserved.
MYLAN and the Mylan Better Health for a Better World logo are registered trademarks of Mylan Inc.
You’re Invited

www.nae4ha.com/event/avisionforthefuture

Keynote Speaker - Kristin Armstrong
Capnote Speaker - Lazarus Lynch

Opening Event - Basque Block!
Taste and Explore at JUMP!

A VISION FOR THE FUTURE

OCTOBER 19-22, 2020 | BOISE, ID

www.nae4ha.com/event/avisionforthefuture