



Program Guide



Second Edition

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Program Guide



Forward

The development of this program has been a labor of love by many individuals from Utah State University Extension and Utah 4-H. We have seen first-hand the positive impacts this program can have for youth and families. In Utah the program began in 1994 as the Iron County Extension Office responded to a community mobilization effort to reduce and prevent juvenile delinquency. The end result of this effort is now a program that combines 4-H, family life skills training, and one-to-one mentoring. Over time, 4-H YFP has grown, evolved, improved, and been implemented in most of Utah's 29 counties. We anticipate 4-H YFP will continue to grow, evolve, and help many more youth and families.

Introduction

Welcome to 4-H Mentoring: Youth and Families with Promise (4-H YFP)! This manual was written as a practical guide for those interested in implementing 4-H YFP.

Mission

The mission of the 4-H Mentoring: Youth and Families with Promise program is to increase the developmental assets of youth, ages 10-14, and their families. This mission is accomplished by utilizing culturally appropriate, early-intervention strategies such as one-to-one mentoring, involvement in 4-H clubs, and family activities. 4-H Mentoring: Youth and Families with Promise is designed to increase youth's interpersonal competence, improve youth's academic performance, and strengthen family relationships.

Motto

"4-H YFP – building the future one person at a time."

Recognitions and Awards

- 2002 Model Program Evaluation Award (USDA, CSREES, CYFAR)
- 2002 Red Wagon Award (Utah Governor's Commission on Volunteers)
- 2006 National Programs of Distinction Award (National 4-H Headquarters)

Program Goals

4-H YFP is a prevention program designed to enhance the developmental assets of at-risk youth, ages 10-14. This program targets youth and families who have below-average school performance, poor social skills, and/or weak family bonds.

The three goals of 4-H YFP include:

- (1) Improve academic performance
- (2) Increase social competency, and
- (3) Strengthen family bonds

Program Components

Youth are referred to the program by school counselors, teachers, and administrators, as well as other youth-serving organizations. This program consists of three components:

- One-to-one Mentoring – Volunteer mentors work directly with youth to build academic and social skills
- 4-H Activities – Club involvement serves to enhance social competencies through leadership opportunities, community service, and group projects
- Family Night Out – Group activities are designed to foster family bonds through experiential learning activities

Theory

4-H YFP is unique; it is more than just a mentoring program. The importance of youth interacting with and being influenced by supportive adults is highlighted in Bronfenbrenner's ecological systems theory: "The development of the child is enhanced through her increased involvement, from childhood on, in responsible, task-oriented activities outside the home that bring her into contact with adults other than her parents" (Bronfenbrenner, 1979, p. 282). In light of the ecological systems theory, the developers of 4-H YFP hypothesized the integration of mentoring and family interventions into established youth development programs, such as 4-H, would reinforce and enhance the state-wide mission of promoting developmental assets. This hypothesis is supported by emerging research which suggests that integrating mentoring into existing youth programs is a promising strategy for youth development (e.g., Kuperminc, et al., 2005).

Over the past several decades researchers have found significant relationships between individual, familial, community, and sociological characteristics, and their impact on juvenile delinquency. A prevention program that includes the integration of these complex factors and how they interact is appropriate in determining the cause and prevention of juvenile delinquency. Theoretical framework that recognizes the relationship of multiple risk factors and protective factors on juvenile delinquency and problem behaviors include Jessor's (1991) "Adolescent Risk Behavior Model," Search Institute's (1998) "Developmental Asset Model," and Catalano and Hawkins' (1996) "Communities That Care Model". The 4-H YFP program was designed with the intent of providing services for the youth within their continually changing family, school, and community environments.

Research Base for 4-H YFP

4-H YFP utilizes Search Institute's 40 Developmental Assets Approach as a working framework for staff, volunteers, youth, and families because of its simplicity and emphasis on the development of positive protective factors. 4-H YFP specifically targets eight of Search Institute's Developmental Assets relating to two of the program's goals.

Program Goal: Improve Academic Performance

Search Institute's Assets relating to commitment to learning or academic performance:

Asset 21 Achievement Motivation (youth is motivated to do well in school)

Asset 22 School Engagement (youth is actively engaged in learning)

Asset 23 Homework (kids do at least one hour of homework every school day)

Asset 25 Reading for Pleasure (youth reads for pleasure three or more hours per week)

Program Goal: Increase Social Competency

Search Institute's Assets relating to social competencies

Asset 32 Planning and Decision Making (youth knows how to plan ahead and make choices)

Asset 33 Interpersonal Competence (youth has empathy, sensitivity, and friendship skills)

Asset 35 Resistance Skills (youth can resist negative peer pressure and avoid dangerous situations)

Asset 36 Peaceful Conflict Resolution (youth seeks to resolve conflicts nonviolently)

4-H YFP is also supportive of America's Promise (Five Resources):

1. Caring adults
2. Safe places to live, to learn, and to recreate
3. A healthy start
4. A marketable skill
5. An opportunity to serve

The following 4-H YFP program components are implemented to build protective factors in each of the above-mentioned environments.

Mentoring – Individual, Community, and School

4-H – Individual and Community

Family Night Out – Individual and Family

Other unique program components include:

- Multi-generational mentoring approach (young adult/adult mentor and older adult “grandmentors”)
- Service learning activities
- Individualized curriculum for mentors
- Family Night Out activities based on research regarding what youth need to develop positively
- Diverse 4-H curriculum and programs

Using this Manual

Program Standards

4-H YFP Program Standards (see appendix A), found at the beginning of each chapter, are the core guidelines or standards that must be implemented regardless of the program setting. These Program Standards are the essential elements of a successful 4-H YFP program.

Tools

This symbol indicates that program resources, developed by the 4-H YFP staff, have been compiled and made available for use. The Tools section can be found at the conclusion of each chapter. Within the Tools section are two sets of resources:

1. Resources that are available electronically and can be found on the program guide disk. These resources may be modified and adapted to meet your agency’s needs.
2. Additional resources that are available by contacting yfp@ext.usu.edu.

Adaptability

4-H YFP was originally developed as a community-based Cooperative Extension mentoring program. However, good programming should be responsive to the individual needs and resources of the community being served. With this in mind, the intent of this manual is to provide a balance between offering clear guidelines and standards, with the flexibility for modifications that may be necessary. The 4-H YFP program can be adapted to a variety of settings, including other youth serving organizations (Boys and Girls Club), after-school programs, school-based programs, and community- or faith-based programs.

Civil Rights and Equal Opportunity

USU Extension programs, activities, and employment opportunities are available to all people regardless of race, color, religion, sex, age, national origin, handicap, or political affiliation. USU is an equal opportunity/affirmative action employer. Each county program should have an informed programming unit (Expansion and Review Committee, Advisory Committee) that has balanced representation of the county, and is actively involved in planning, implementing, evaluating, and reporting 4-H Programs.

References

- Bronfenbrenner, U. 1979. *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Catalano, R. & Hawkins, J. 1996. The social development model: A theory of antisocial behavior. In: Hawkins J.D., ed. Delinquency and Crime: Current Theories. New York, NY: Cambridge University Press: (pp.149-197).
- Jessor, R. 1992. Risk behavior in adolescence: A psychological framework: understanding and action. In D.E. Rogers & E. Ginzberg (Eds), Adolescents at risk (pp. 19-34). Boulder, CO: Westview Press.
- Kuperminc, G., Emshoff, J., Reiner, M., Secrest, L., Niolon, P., & Foster, J. 2005. Integration of mentoring with other programs and services. In Dubois, D.L., & Karcher, M.J. (Eds.), *Handbook of youth mentoring* (pp. 314-333). Thousand Oaks, CA: Sage.
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Chapter One: Building the Foundation



Chapter One: Building the Foundation

Determine If 4-H YFP Is Appropriate for Your Community

As outlined in the National Mentoring Center's Foundations to Successful Youth Mentoring: a Guidebook for Program Development (2003), the first step in creating a mentoring program is to conduct an assessment of your community's needs. Conducting a community needs assessment will influence decisions you make as you plan your program's future and will provide you with data to communicate the need to community partners and funding sources. The needs assessment should document the challenges and problems facing youth, as well as protective factors, such as the existing services and resources available to youth within the community. Community prevention priorities can then be established through an evaluation of these risk factors and protective factors. In many communities, the need is readily apparent. In others, the need is more difficult to identify. When developing your needs assessment, you might consider the following variables:

- School test scores
- Dropout rates
- Juvenile crime statistics
- Teen pregnancy rates
- Substance abuse estimates
- Gang activity
- Existing community youth services or lack thereof
- Problem behaviors (truancy, vandalism, violence, etc.)
- Perceived availability of firearms

The Prevention Needs Assessment (PNA) is an appropriate instrument to assess risk and protective factors related to youth problem behaviors. The PNA, developed by Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington (1992), assesses four important areas, or domains, of daily life: 1) the community, 2) the family, 3) the school, and 4) individuals and their peer interactions.

Some communities have organized groups in the process of gathering needs assessment data. If possible, collaborate with an existing community effort. Recent archival data may also be available. Once the community prevention priorities have been established, your agency will be able to determine if the 4-H YFP mentoring program is appropriate.

The community's attitude toward mentoring as a prevention or health promotion strategy also needs to be analyzed. Individuals may be uninformed or ill-informed about the concepts, benefits, and challenges of mentoring. You will need to

educate and inform community leaders, school leaders, youth, parents, and the community as a whole, about the benefits and challenges of mentoring. The process of analyzing the needs assessment and community preparedness data gives your agency the “big picture” of what is happening in your community and if the 4-H YFP mentoring program can and should be implemented. Some communities are not ready to embrace the concept of mentoring, while others are ready and waiting for it.

Build the Infrastructure to Support 4-H YFP

Once the community has determined 4-H YFP is an appropriate prevention strategy, it is time to get started. You will need the help of the community to make this program successful.

Using the information gathered from your community needs assessment, develop a presentation to demonstrate the community's risk and protective factors and how the 4-H-YFP program can benefit the community. This presentation should be presented to key individuals and organizations who are interested in prevention or youth development. The goal of this presentation is to:

- Generate interest in 4-H YFP
- Identify potential partners
- Identify potential advisory board members
- Educate the public about the benefits of mentoring
- Create community ownership and buy-in

You will continue to build and maintain relationships with community members throughout the program.

Establish an Advisory Board

Individuals who express interest and passion about mentoring should be invited to sit on a Nominating Committee to help identify 9-12 individuals to serve on an Advisory Board.  (Letter to serve on a Nominating Committee.) Individuals from the following segments of the community should be included:

- Schools
- Local Government
- County Government
- Juvenile Justice
- Private Sector/Businesses
- Other Youth-serving Groups (Local Interagency Councils, Community that Cares, America's Promise, 21st Century Grant)
- Religious groups
- Health Department (drug, alcohol, and tobacco prevention personnel)
- Parents
- Youth

Ask members from the Nominating Committee or coalition to help identify 9-12 individuals to make up an Advisory Board. Members from the Nominating Committee are likely candidates as they have already shown interest in the program. If the 9-12 individuals are not identified from this group, ask the Nominating Committee to recommend others from the community who would be interested in serving in this capacity. ☞☞ (Letter to serve on the Advisory Board)

Advisory Board Meetings

At the initial Advisory Board meeting, establish a leadership structure ☞☞(4-H YFP Staff Roles) and discuss the need for a volunteer organization to support the program. ☞☞(PowerPoint presentation) It is important to explain that operating a mentoring program is very involved and requires community ownership and buy-in to be successful and sustainable. The Advisory Board serves as a steering body to ensure the program is moving in a direction that is meeting the community's needs. Community representation and involvement in the planning process help strengthen commitment and ownership. Advisory Board members who represent the community will ensure that appropriate resources are obtained to carry out a successful program.

Steps to organize a volunteer organization:

1. Bring interested people together to serve as a Nominating Committee. Present the community needs, program mission, vision, and goals.
2. Establish an Advisory Board of 9–12 members.
3. Establish leadership and an organizational structure. ☞☞ (4-H YFP Staff Roles)
4. Educate the Advisory Board about the program, its goals, and its operational needs.
5. Develop an action plan to implement the program:
 - Implementation plan (with time line)
 - Resources required (building space, staff, financial, etc.)
 - Evaluation plan to include process and outcome measures (Short-term goals and long-term goals)
 - Define the cost of the program
 - Define day-to-day operations (using this manual as a guide—job descriptions, reports needed, etc.)
6. Establish committees, as needed, to meet the needs of the program. ☞☞ (4-H YFP Staff Roles)
7. Recognize, support, and recruit additional volunteer organization members.

Tools 

On disk and hard copy

1. National Mentoring Center's Foundations to Successful Youth Mentoring: a Guidebook for Program Development
2. Invitation letter to serve on a Nominating Committee
3. Invitation letter to be an Advisory Board member
4. 4-H YFP Staff Roles
5. 4-H YFP Fact Sheet
6. Power Point presentation for Advisory Board (on disk only)

Materials available by request

1. Mentoring Video (VHS)
2. Stand by Me (VHS or DVD)
3. Turning Point Video (VHS)
4. 4-H YFP Brochure

References

Hawkins, J. D., Catalano, R. F., & Miller, J. Y. 1992. Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112, 64-105.

Chapter Two: Mentoring



Chapter Two: Mentoring

Mentoring is defined by the National Mentoring Partnership as a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of youth. Building meaningful relationships with youth through one-to-one mentoring is the foundation of the 4-H YFP Mentoring program. As such, without quality volunteer mentors, the 4-H YFP program couldn't exist. In order to build meaningful, long-term relationships between youth and mentors, the following tasks must be completed:

1. Recruitment
2. Screening
3. Orientation
4. Training
5. Support and Retention
6. Ending the Relationship

The following program standards have been established to help program coordinators understand the importance of proper mentor management.

Program Standards

| Mentor Recruitment, Screening, Orientation, Training, and Support | |
|---|--|
| Eligibility Standard | A high school senior or older |
| Screening Standards | Application |
| | Interview with 4-H YFP staff |
| | Reference checks (2) |
| | Pass Background Check |
| Orientation Standard | Complete the 4-H YFP Mentor Orientation prior to matching |
| Ongoing Training Standard | Complete a minimum of six topics, relating to mentoring, throughout the year (by face-to-face, other agency trainings, or Internet/email, etc.). |
| Mentor-Support Standard | Personal contact with each mentor at least twice a month |
| Matching Standards | Each youth will be matched one-to-one with a volunteer mentor |
| | The match will be made by the YFP staff after careful evaluation of both mentor application and youth referral forms |
| | Official match will be facilitated in person by 4-H YFP staff |

1. Mentor Recruitment

Volunteer recruitment is a never-ending task that requires much effort and planning. A recruitment plan that defines recruitment goals, activities, and targeted populations should be developed. Even after you have reached your recruitment goals, keep recruiting.

Mentors are often recruited from colleges or universities. Grand mentors (Older couples who mentor the family) are recruited from religious congregations and other community organizations. The best source for new mentors is referrals from existing mentors and volunteers. Be creative in your recruitment methods. Recruitment methods that have been unsuccessful in one community are often successful in another. Use multiple methods and “cast a large net” when looking for volunteers.

Methods:

- Personal invitation
- Oral presentations to targeted audiences, such as in a university class
- Press releases
- Public service announcements
- Fliers, posters, and brochures
- Multimedia presentations 
- Referral incentive programs for existing mentors

Places:

- Service clubs and lodges
- Universities, sororities, and fraternities
- Religious institutions
- Recreation clubs (gym, climbing center, archery range, etc.)
- Businesses
- Volunteer centers/human service agencies

Recruitment is easier when you believe in what you are doing. There is no substitution for passion and genuine excitement. Share the excitement you feel for your program with those you come in contact with and you will be successful. There are many resources for mentor recruitment strategies and recruitment plan development. See the list provided in the Tool Box. 

2. Mentor Screening

Once an individual has been identified as a potential mentor, the following screening process should be started as soon as possible so the volunteer doesn't lose interest and enthusiasm. The screening process is designed to identify individuals who can make a long-term commitment and be successful at mentoring. It is better to eliminate potential volunteers who cannot commit to the demands of mentoring than to have them start and then drop out. The brief description below goes through the steps to follow with each prospective mentor.

The application process should take place within three days from the time a potential volunteer is identified. A mentor file for each volunteer, documenting the process, must be kept. The application process and mentor file contains the following: 

1. An application with waiver to conduct background check
2. Automobile driver's authorization and representation with a copy of drivers license and automobile insurance card
3. References (2)
4. Criminal background check (young adults under 18 excluded)
5. Interview

The interview is an opportunity to evaluate the volunteer's commitment and ability to mentor successfully. In the interview, orient and make clear the expectations and time requirement of mentoring. It is best to eliminate volunteers with unrealistic expectations before they become involved in a youth's life. If you feel the potential volunteer is a good candidate to serve as a mentor, it is also appropriate to introduce orientation information and obtain additional information that can be used for matching purposes. The following items may be gathered at the interview:

1. Mentor profile form
2. Confidentiality policy

While making the decision if a volunteer is suitable to serve as a mentor, you follow your State 4-H Youth Development Handbook and Policy Guidelines. A summary of Utah State University Extension's policy follows.

- Adults over the age of 18 who pass a Bureau of Criminal Identification background check are clear to volunteer.
- Youth under 18 may serve as a volunteer mentor in a supervised environment (school-based or site-based programs).
- If the criminal background check or reference checks reveal information that would lead the 4-H YFP staff to believe the mentor is not a proper role model to serve as a mentor, he or she will not be accepted as a volunteer.
- Persons showing a history of abuse, driving under the influence, or homicide will not be permitted to serve as a mentor.
- A negative response to either of the two questions on the reference check form will eliminate a volunteer from serving as a mentor.
- Each candidate should be given a chance to explain information gathered from the criminal history check. Negative information on a criminal history report will likely eliminate a candidate from being selected as a mentor.
- Other offenses will be reviewed individually and may result in provisional volunteering.

3. Mentor Orientation

Each volunteer mentor should receive a thorough orientation prior to meeting with the youth and receive a copy of the 4-H YFP Mentor Manual. The 4-H YFP Orientation  covers the basics of mentoring included in Section One:

- The Mentoring Relationship
- Understanding the Youth
- Understanding Your Role as a Mentor
- Understanding the Program

The orientation materials include a PowerPoint presentation with video clips, activities, and a Facilitation Guide. The orientation could be conducted by the Site Coordinator, Assistant, County Agent, or member from the Advisory Board.

The 4-H YFP Mentor Manual provides additional helpful tips on how to become a successful mentor.

Section Two of the Mentor Manual provides a guide on how to follow-up with youth on the Youth Orientation and Youth Manual. The Youth Manual covers the following topics:

- Mentor Contact Information
- Youth and Mentor Expectations
- Establishing Ground Rules
- Getting Acquainted and Planning Activities
- Solving Problems that May Arise
- Staff Contact Information

This section provides suggestions and activities for mentors on how to review the information found in the Youth Manual. Activities are provided to help the mentors and youth establish rapport, expectations, and boundaries.

4. Mentor Training

Monthly trainings are required. These trainings should be an opportunity to support, encourage, and motivate mentors to improve their mentoring skills and better serve the youth. Structure the training to meet specific program and community needs.

Possible topics include:

- Friendship development/ building relationships of trust
- Working with academic underachievers
- Ideas to help youth learn social skills
- Using the Connect! Curriculum
- 4-H clubs, 4-H county contests, and county fair
- Handling difficult situations
- Drug and alcohol prevention strategies
- Navigating rough spots/regaining motivation and excitement
- Ending the relationship

5. Mentor Support and Retention

Mentors need to be supervised and supported. Mentors who have regular contact with the program staff meet more consistently with their youth. New mentors need weekly contact with the staff. After two or three month's involvement in the program, mentors typically need less supervision. The use of a mentor support team is recommended. Make at least two personal contacts with each mentor each month.

Mentor Monthly Reports are required from the mentors each month. This report contains information about the number of visits a mentor has had with their youth, number of hours, and number of contacts with the youth and family. It is also a useful tool to support and supervise the mentors. ☞☞ Mentor Monthly Reports can be completed via the Internet, email, or hard copy (see Chapter 6 Program Management). It is recommended you give your volunteers multiple avenues to complete this report.

6. Matching Strategy

| | |
|--------------------|---|
| Matching Standards | Match will be made by the 4-H YFP staff after careful evaluation of both mentor application and youth referral form |
| | Official match will be facilitated in person by 4-H YFP staff |

Matching mentors to youth is a critical component of mentoring. We face a dilemma. We want the volunteer mentors and the youth to form meaningful relationships while investing only a small amount of time, energy, and money to establish them. As a program, we want the matches to be healthy because we understand in order to achieve the program goals, the relationship must be positive. So, the question is, how do we make appropriate matches? The following strategies are recommended to make appropriate matches to enable healthy relationships.

Strategy Number 1: Try to make the match as homogeneous as possible.

Use the Youth Profile Form ☞☞ and compare it to the Mentor Profile Form. ☞☞ This will allow you to look for similarities on a variety of factors including race, religion, hobbies, interests, ages, availability, ethnicity, language, and geographic location.

Strategy Number 2: Youth and mentors must be receptive to the relationship.

Contact between un-matched youth and un-matched mentors should take place in a group setting prior to making an official match. It is recommended un-matched youth and mentors also attend the monthly activities so they can have some interaction before being matched. The expected outcome of such an activity is the youth and mentors will more likely identify a prospective youth or mentor with whom they feel they can form a relationship. After contact has been established between the two parties, make certain each is in agreement about forming the youth/mentor match.

Strategy Number 3: Facilitate the first meeting of youth and mentor.

The first official meeting between mentor and youth tends to be the most difficult. You can ease this awkward situation by introducing the two in person. The two should have had some contact prior to this meeting if you use Strategy Number 2. This meeting is an ideal time to walk the parents, youth, and the mentor through the 4-H YFP Youth Manual and program guidelines.

Try to match each volunteer mentor with their youth as quickly as possible. While you are waiting for background clearance, encourage participation in Family Night Out and 4-H activities. Once matched, mentors are asked to meet with their youth weekly.

7. Mentoring Activities

| | |
|---------------------|------------------------------|
| Mentoring Standards | Three contacts per month |
| | Four contact hours per month |

Each mentor should meet with their youth weekly. While this may not always be possible it should be the goal. By facilitating the mentor/youth match in person, the expectations will be established and shared between parent, youth, and mentor.

Some general mentor guidelines taken from the 4-H YFP Mentor Manual include the following:

- Don't take the youth into your home
- No overnight activities (camping or slumber parties)
- Don't be alone with your youth unless you are in a safe environment, usually a public place with others nearby
- Respect the family's values and privacy
- Notify parents and seek their permission for each activity or interaction
- Be wise in planning activities
- Spend time doing constructive activities that allow you to talk and learn from one another
- Report suspicion of the following:
 - Abuse
 - Threat of suicide
 - Threat of homicide or threat to another

8. Ending the Relationship

All mentoring relationships come to an end. Terminating a mentoring relationship does not need to be negative experience. Guidelines on how to appropriately terminate a mentoring relationship are found in both the Youth and the Mentor Manuals. Relationships should be terminated when:

- Youth are ready to graduate from the program
- Mentors are unable to meet the demands of mentoring
- Youth and families are not engaged and participating in the program
- Mentor and youth relationship is not healthy

Tools

On disk and hard copy

1. Mentor File
 - Mentor File Checklist
 - Application
 - Driver's authorization and representation
 - Reference Check Form
 - Interest inventory
 - Confidentiality policy
2. Recruitment tips for Mentoring Programs
3. Mentor Orientation Facilitators Guide
4. 4-H YFP Mentor Orientation PowerPoint
5. 4-H YFP Mentor Manual
6. 4-H YFP Youth Manual and Parent Manual
7. Youth Profile Form
8. Mentor Profile Form

Materials available by request

1. "Everyday Heroes" Recruitment Video
2. Online Program Management Program

Chapter Three: Youth and Families



Chapter Three: Youth and Families

The 4-H YFP program is a prevention program designed for youth, ages 10-14, and their families. Targeted risks include: below-average school performance, poor social skills, and weak family bonds. Youth are referred to 4-H YFP by school counselors, teachers, and administrators, as well as other youth-serving organizations. The program is open to youth regardless of race, family status, religion, or other demographic characteristics. An independent study conducted by Bach-Harrison, L.L.C. concluded the 4-H YFP mentoring program is successfully recruiting youth with elevated risk, but who are not yet presenting problem behaviors that require intervention. (See Note 1 for more information.)

Helping youth and families is the purpose of the 4-H YFP program. Everything we do should be done to help youth improve academic performance, increase interpersonal competence, and help the youth and their families strengthen family bonds. Following are the Youth and Family Standards for 4-H YFP.

| Youth and Family Recruitment and Screening Standards | |
|--|--|
| Eligibility Standard | Youth 10 to 14 years old (or as requested by funding source) |
| | Completed Youth Referral Form from a referring agency |
| | Signed Informed Consent Form, by both youth and parents, to participate fully in the program |
| Youth Screening Standards | Review Youth Referral Form and determine if the youth is appropriate for the program |
| | Home visit containing the following information: <ul style="list-style-type: none"> • Explanation of the three program components • Explanation of the role of 4-H YFP • Explanation of parent's role |
| | Agreement from both the youth and parents to participate fully in the program |
| Youth Orientation Standard | Each youth will be introduced to the 4-H YFP program through the Youth Manual |
| Parent Orientation Standard | Each parent/guardian will be introduced to the 4-H YFP program through the Parent Guide |

Note 1:

The Prevention Needs Assessment (PNA) data suggest that youth referred to the 4-H Mentoring program are at higher risk of academic failure and other family related factors when compared to the average youth in Utah. Nearly all youth in the 4-H YFP pilot study were classified as higher risk for academic failure (while only approximately 44% of the general population was categorized as such). These data suggest that youth being referred to 4-H YFP may predominantly be presenting academic problems (failing grades) as a cause for referral. Another domain in which 4-H YFP youth seem noticeably higher risk is the family domain. 4-H YFP families showed an elevated at-risk rate for the Family Conflict Risk Scale, Poor Family Management Risk Scale, and Family History of Antisocial Behaviors Scale. Other scales of note were the Low Community Attachment Risk Scale, Community Disorganization Risk Scale, Transitions and Mobility Risk Scale, Rebelliousness Risk Scale, the Interaction with Antisocial Peers Risk Scale, and gang involvement.

Recruitment and Referral Process

The 4-H YFP Referral Form  was developed to help referring agencies select youth who are appropriate for the program. 4-H YFP is a prevention program, not an intervention program. The Site Coordinator should use the information from the referral form to determine if a youth is appropriate for the program. Once a referral is received, it is very important to inform the referring agency contact person as to the status of the youth. If the youth appears to be a good fit for the program, the next step is to make a home visit and get youth and families to commit to the program.

Screening/Home Visit

The home visit has three purposes.

1. It is a chance to introduce in detail the program to the youth and his/her parents or guardian.
2. It provides an opportunity to commit the family to the program. Both the youth and parents/guardian must agree to participate in the program. They must understand what is expected of them and also what they can expect from 4-H YFP. Both the 4-H YFP Parent Manual and the Youth Manual can be discussed at this meeting.
3. It provides an opportunity to evaluate the safety of the home environment. 4-H YFP does not want to send volunteers into unsafe environments. For their safety, site coordinators should not make these visits alone.

Parent/Guardian Involvement/Consent - The parents/guardian of the youth involved in the 4-H YFP Program must understand their responsibility to participate in the 4-H YFP Program. Parent/guardian participation is essential for optimal positive youth and family outcomes. During the home visit, the following points should be explained to the parents before they agree to participate.

1. Cooperation with Mentors - Mentors need to support and respect parents/guardians. Parents also need to support mentors in their efforts to meet with the youth. Parents and mentors need to work together to arrange a schedule that accommodates both parties.
2. Attendance at Family Night Out (FNO) - Parents need to understand that fully participating in the 4-H YFP program means the whole family will attend the monthly FNO program if possible. FNO is one of the most successful and enjoyed parts of the program.
3. Helping Youth Attend 4-H - Despite the many obstacles that preclude youth from attending 4-H (or anything else), the parents need to understand it is their responsibility to see that their youth attends the monthly 4-H activities. Parents need to take the initiative to arrange transportation. Mentors can help youth improve their planning and decision-making skills to see that transportation to activities has been arranged.

Help the parents understand each program component is very important and continually help them understand their role and responsibilities.

Once the parent and youth have agreed to participate, the current IRB approved Informed Consent Form  must be filled out and signed by the parent/guardian, youth, Site Coordinator, and Extension Agent or other appropriate agency director. One copy is given to the parent/guardian. The other copy is kept in a confidential file at the local county office. Explain the policy on parental consent and photo release. In addition, the following forms can also be filled out at the home visit. These forms can be found in the sample Youth File in the Tool Kit: 

- Parent/Guardian Profile
- Youth Profile
- Parent Asset Questionnaire
- Youth Asset Questionnaire

It is important to leave the family with the times and dates of the next activities scheduled for 4-H and Family Night Out. Commit the family to attend. Help them plan transportation if needed.

Youth Orientation and Parent/Guardian Orientation

Like all youth programs, parents and youth drive participation. Mentor orientation and training alone will not equate to family participation. If the parents and youth are motivated and excited about the program, participation is likely. To help the youth and parents understand the program, get excited, and take responsibility, a youth and a parent/guardian orientation is expected. These two orientations can take place in many different settings. Below is a list of the different orientation topics.

Parent/Guardian Orientation

- Program and mentor contact information
- Parent expectations
- Program expectations
- Establishing ground rules
- Solving problems that may arise
- Informed consent (Not in the Parent Manual) 

Family Orientation can be facilitated during a home visit or at an FNO activity.

Youth Orientation

- Mentor contact information
- Youth and mentor expectations
- Establishing ground rules
- Getting acquainted and planning activities
- Solving problems that may arise
- Staff contact information

Youth Orientation can be facilitated in one of the following ways:

- Matching meeting with family, youth, and mentor
- Family Night Out
- 4-H activity
- Mentor and youth activity

Youth Management and Support

Like mentors, youth and families need to be supported. Make regular phone calls to the parent/guardian to see how the program is going, if there are any concerns, and express genuine interest in the family. Tracking the youth and family involvement is also very important. The online management program  has been created to assist in the management of program components.

To gain the full benefits of the 4-H YFP program, each youth and family participate in the following program components:

- Weekly mentor visits
- Bi-Monthly grand mentor meetings (twice a month)
- Monthly 4-H participation
- Monthly Family Night Out participation
- Monthly phone calls by Site Coordinator

Tools

On disk and hard copy

1. Youth Referral Forms
2. Sample Youth File
 - Youth file checklist
 - Referral Form
 - Informed Consent
 - Parent Profile
 - Youth Profile "All About You"
3. 4-H YFP Youth Manual
4. 4-H YFP Parent/Guardian Guide

Materials available by request

1. Online Management Program

Chapter Four:

4-H



Chapter Four:

4-H

4-H club involvement is an important component of the 4-H YFP program. All youth who participate in the 4-H YFP program are 4-H members. Learning-by-doing, the key concept of experiential education, is central to 4-H. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to real-world situations.

| 4-H Club Involvement Program Standards | |
|--|--|
| 4-H Activities/Club Standards | Six hours per year in a 4-H meeting setting, minimum |
| | Recite 4-H Pledges and Pledge of Allegiance at each activity |
| | Have an educational component for each activity |
| | Include an experiential learning component for each activity (hands-on learning) |
| Service Standard | Participate in at least one community service project per year |

Mission of Utah 4-H:

Assist youth in acquiring the knowledge, life skills, and attitudes that will enable them to become self-directing, contributing, and productive members of society. The central theme of 4-H education is "learn by doing."

The 4-H Symbols

Motto: The 4-H motto, "To Make The Best Better," should be the aim of every 4-H member and leader.

Pledge: Every member and volunteer should know and be able to repeat the 4-H Club pledge

"I pledge...

My Head to clearer thinking,
 My Heart to greater loyalty,
 My Hands to larger service and
 My Health to better living
 For my club, my community, my country, and my world."

4-H provides four essential elements to positive youth development:

1. Belonging
2. Mastery
3. Independence
4. Generosity

Belonging – 4-H club involvement provides youth the opportunity to develop meaningful relationships with club leaders and other 4-H youth. These relationships help youth feel a sense of belonging.

Mastery - 4-H clubs provide youth the opportunity to explore and master specific subject areas and skills. A youth's mastery of skills and knowledge is demonstrated through participation in county, regional, and state contests, as well as exhibits in the county and state fair.

Independence – Youth learn leadership and life skills in 4-H clubs. Leadership skills are learned as youth take on leadership positions and lead other club members. Life skills, such as demonstration and presentation skills, are also learned as youth participate in 4-H club activities. These leadership and life skills allow youth to understand they can influence their future and make a difference in their club, community, nation, and world.

Generosity – "I pledge my hands to greater service." Each 4-H club is required to provide service as part their club involvement.

Creating a 4-H Club

1. Bring together a group of young people with similar interests and an adult leader to guide the club. Teens are encouraged to become leaders.
2. Choose a project of interest to your group. There are over 100 projects to choose from or participants can create their own. A listing of curriculum may be accessed through public 4-H Web sites at: <http://www.fourhcouncil.edu/> or <http://utah4-h.org>.
3. Enroll a group at your County Extension Office by completing an enrollment sheet, paying fees, and picking up club project materials.  Use a club enrollment form for participation in the 4-H YFP program. Under each, youth enter project involvement as appropriate.
4. Meet and learn together to complete selected projects. Enter members' finished projects in the county fair. Learning will be enhanced by including community service projects. Explore other 4-H events, activities, and trips.

Type of Clubs:

Community Clubs

A 4-H Club is an organized group of youth with elected officers and a planned program that is conducted throughout the year or the majority of the year. Clubs are led by volunteer leaders and may focus on one or more project areas. Club officers conduct monthly meetings with a pre-planned educational program. Members participate in a variety of learning experiences during their meeting, as well as within their project meetings. Project meetings may be held as often as deemed necessary, but at least once a month.

Club officers (youth members), are elected each year and serve in the various leadership positions. The officers conduct the meeting using parliamentary procedures.

4-H clubs may meet in a variety of settings, as outlined below. It is key that all clubs have officers, are managed with volunteers, meet over a sustained period of time, and are focused on positive youth development.

Project Clubs

Members may come from a broad geographic area. Parental and volunteer involvement is important. Members concentrate on one project area through the club, but most also enroll in other projects under the supervision of a parent or volunteer. Project clubs may or may not have club officers, but adult leaders are encouraged to provide this leadership opportunity.

Mentor Clubs

Mentors may organize clubs to meet the interest of their youth and include other non-4-H YFP youth.

Family Clubs

Members of a family may participate under the direction of parents/family members as volunteer leaders. It is encouraged that family clubs participate with other clubs in the area for community service, fundraising, and social activities to expose youth to a broader variety of perspectives.

After-school Clubs

Quality after-school programs provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in after-school programs, research indicates that effective programs combine academic enrichment, cultural, and recreational activities to guide learning and engage youth in wholesome activities. Curriculum and training materials are available for integrating 4-H clubs and programming in after-school settings. National 4-H Council's after-school site may be accessed at <http://www.4hafterschool.org/>

Tools

On disk and hard copy

1. Enrolment forms
2. Medical history, 4-H Code of Conduct, and Photo Release
3. Volunteer/mentor application

Materials available by request

1. America Income Life Insurance brochure
2. Curriculum list

Other resources

www.fourhcouncil.edu/
www.utah4-h.org

References for good service projects

www.forbetterlife.org
www.actsofkindness.org
www.helpothers.org

Chapter Five: Family Night Out (FNO)



Chapter Five: Family Night Out (FNO)

FNO is designed to provide experiential learning opportunities to help families strengthen family life skills. Family Night Out can be held monthly or bi-monthly. The event should incorporate experiential learning techniques and focus on a family-related topic. The Family Night Out resource kits can be used to plan a meaningful event. It is recommended a light meal be provided at each Family Night Out.

| | | |
|----------------------------|--|---|
| Family Night Out Standards | Hold at least six Family Night Out activities per year covering the themes and topics listed below. | |
| | FNO is based on a family theme or topic including the six listed below. Others to be determined by 4-H YFP staff. | |
| | <p>THEMES/TOPICS:</p> <ul style="list-style-type: none"> • Building Trust • Family Support • Kindness • Positive Family Communication • Working Together/Problem Solving • Family Traditions/Rituals | |
| | <p>FNO follows the Mentoring Experiential Education Model:</p> <ol style="list-style-type: none"> 1. Action 2. Reflection 3. Transfer 4. Support | <p>FNO follows the structure:</p> <ul style="list-style-type: none"> • Welcome • Establish Rules • Briefing • Conducting • Debriefing • Dismiss |

Mentoring Experiential Learning Model

Experiential learning in Mentoring and Family Night Out is the purposeful use of active experiences to enhance change. In 4-H YFP the Mentoring Experiential Learning Model illustrates the element of ongoing support.

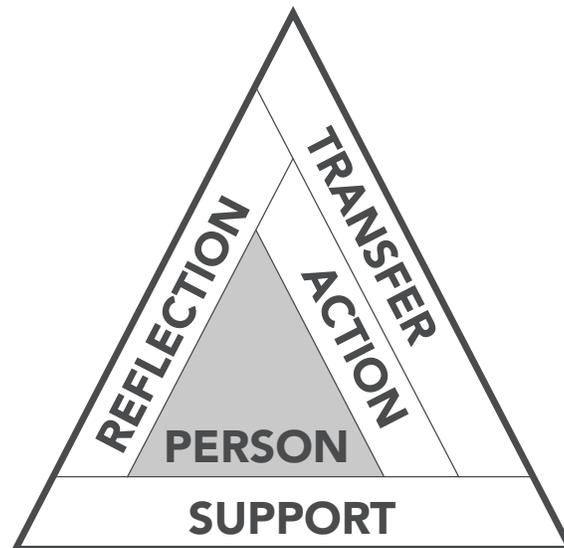
Action: The activities are “doing”(active) rather than being “done to” (passive).

Reflection: The examination of the activity enhances awareness of learning and highlights changes in feeling, thinking, or behaving.

Transfer: When change shows up in every day life.

Support: The opportunity to keep learning and maintain change. This element occurs with consistent participation of the activities.

The first element of the above occurs during the activity; the other three occur through facilitation.



Mentoring Experiential Learning Model

1. Person - The individual or youth participating in Experiential Learning.
2. Action - Actual activity, structured for a specific learning concept. This includes: set up, rules of participation, participation, and completion of the activity itself.
3. Reflection - Debriefing or processing of the activity with the youth/families/mentors. This is done using questions directed by the facilitator to the participants (“thinking and talking” about the experience). It also may involve discussing a metaphor used for the activity and how it applies to real life.
4. Transfer - The process of the youth/family/mentors understanding and applying the concepts being experienced to their own everyday lives.
5. Support - Continual contact and repeated activities through monthly Family Night Out, and other mentor-youth structured activities. This element helps insure that transfer occurs and is ongoing.

Types of Activities

Icebreaker: To get the group acquainted with each other.

Quick Physical: To get the group ready to work together. This is a fast-moving and shorter activity.

Quick Calming: When there is too much energy to accomplish the main objective, this will help bring the group back together and back to a more calm and workable rate. This should also be short.

Problem Solving: A major or longer activity that requires set up, rules, and explanation and/or processing when the activity is completed.

Building Together: Can be a longer or shorter activity. The focus is to get the group to accomplish something together. This develops a deeper level of "teamwork."

Facilitation is used to structure, control, and make activities meaningful and fun for the development of group members. It is defined as: "anything done before, during, or after the activity to enhance reflection, transfer, and support of learning and change." (Rhonke and Priest, 2000)

Characteristics of an Effective Facilitator

- Ability to use questions: The "Socratic Method" is the art of asking questions.
- Prepared, flexible, versatile, and open to change.
- Sense of humor - searches for happiness; laughs and smiles openly at situations and at self, but not at others.
- Energetic and can generate excitement, but doesn't talk too much.
- Willing to take the lead and be in charge.
- Maintains control.
- Confident - Believes in, and is passionate about, the subject.
- Is aware of the impact of the whole activity even though conducting a part.
- Takes risks, but can sacrifice ego for the good of the group.
- Patient with learners and with self.
- Independent and tough minded.
- Respects wisdom with knowledge and experience combined - continual learner.
- Likes people and building relationships. Involves as many as possible.
- Can and will reinforce comments and participation (i.e., "Thank you for participating.").
- Trained to be a facilitator and is reasonably proficient and comfortable in all aspects of facilitation.

Techniques of Facilitating Experiential Activities

1. Front loading – Ask questions before the activity. This will help learning take place at a quicker pace and bring change during the activity, as opposed to after the debriefing. Use this technique only 10 percent of the time when necessary to emphasize change. The five forms are:

Revisiting: Who can remember the skills (behaviors) we agreed to improve for this activity?

Objectives: What do you think this activity is designed to teach you or the group?

Motivation: How might this learning be used in your daily life, at school, or in your family?

Function: What are the positive actions needed to succeed with this activity?

Dysfunction: What actions will make this activity harder or stop us from accomplishing our goals?

2. Framing – Use to set the stage or introduce the activity. This is the most-used type of briefing for Experiential Activities. The four types are:

Fantasy: Fairytale-like introduction: spiders, sharks, alligators, poison peanut butter, radioactive yogurt, TNT, corrosive acid, floods, ogres, princesses, forest fires, etc.

Reality: What you are actually using, i.e., spots, ropes, barricades, balls, rocks, pool noodles, etc.

Contextual: Used for a specific type of training: mentors, agents, families, boards, etc.

Metaphors: Metaphors that fit a specific type of activity. Most used in Experiential Learning.

3. Solution focused - Focus on the desired solution and not the problem that you are trying to solve. Discuss the activity using the "wants" or "outcome," not the existing problems. Solution Focused centers on enhancing the "solution."

| Solution Focused | vs. | Problem Focused |
|---|-----|---|
| Centers on enhancing the "solution" | | Centers on reducing the "problem" |
| Looks at what families (people) are doing right | | Looks at what families (people) are doing wrong |
| Emphasizes what families want | | Emphasizes what families don't want |
| Highlights what is already being done well | | Highlights what could be done better |
| Seeks to accentuate positive family strengths | | Seeks to eliminate negative family weaknesses |
| Interested in when the problem doesn't happen (exceptions to the problem) | | Interested in why the problem happens (what "causes" and "maintains" the problem) |

Why we provide different types of experiences:

- Recreation – for personal pleasure or fun
- Education – for learning
- Development – for change in behavior
- Therapy – for change in meta behavior. Experiential practices should be used for various purposes in mentoring, except therapy. Mentors are not therapists.

Concepts and Methods of Debriefing (Reviewing – Processing – Reflection)

Debriefing Steps

1. Review: Can you review how things happened in the activity?
2. Recall/Remember: Can you think of an example of poor or good _____ (put your topic here)?
3. Affect/Effect: What was the impact of this (above topic) on you or the group?
4. Summation: Can you summarize what you learned from this discussion so far?
5. Application: How does the lesson you learned apply to your life etc.?
6. Commitment: What will you do differently next time something like this takes place?

Simple Theory is: What, So What, Now What.

Styles or elements to use in debriefing

1. Rounds – One-word quick responses – a lot to say and a lot of people.
2. Objects - Puppets, balls, props, etc. - smaller groups, resistant, quiet-sensitive subjects.
3. Spontaneous – What do you think? Open ended – smaller groups, good comfort with a lot of trust.
4. Directed or Controlled– facilitator toward an individual – Larger groups, outcome needs to be understood clearly or when a specific outcome is desired.

Benefits of debriefing

1. More effective learning from experience. Lecturer vs. total activity with participants.
2. An improved confidence in translating words into action, trying out ideas, making decisions happen, and turning plans into reality.
3. Language is more likely to be used accurately, responsibly, and sensitively. Language and action are no longer 'safely' separated; the quality of communication can only improve.

Outline for Facilitating Family Night Out

1. Welcome
Be enthusiastic and warm. (Give an introduction to the theme for the night.)
The icebreaker may come here, depending on the activities and the theme selected.
2. Set the ground rules
Minimum rules: Be safe with words and bodies. Choose to participate or not ("Challenge by choice").
Additional rules depend on the activity, safety issues, the place, and the equipment used.
3. Brief
Use one of the three techniques for facilitating. Front Loading, Framing, or Solution Focused.
Prepare and practice before the activity takes place so you will have time to adjust, if needed.
Make sure the objectives of the activity are clear to the group.
Give any necessary rules to the activity or game.
4. Conduct
Observe behavior and intervene when necessary
You may need to:
Increase level of activity; pick up speed, use a quick physical activity.
Have a couple extra activities prepared in case you need them.
Decrease level of activity or noise; get attention of the group and use one of the calming activities. Have one ready.

5. Debrief

Clarify what happened. Celebrate what happened. Investigate what happened.

Use active images – Keep it short and clear.

Let the participants discover and express their ideas and connections to life.

Listen to their answers. Don't do all the talking.

Stop at appropriate time. Leave them wanting more.

6. Dismiss

Be positive, friendly, energetic, and inclusive. Thank them individually for coming and participating. Express genuine interest and desire to see them at the next activity.

Family Night Out Topics

Building Trust

Key Concepts – Trust is the foundation for intimate, secure and successful family relationships. Other family life skills are difficult to develop if trusting relationships between family members are not established. Family support, kindness, positive family communications, problem solving, and having fun together, are all dependent upon family trust. Trust should be incorporated into all Family Nigh Out activities.

- Honesty
- Dependability

Family Support

Key Concepts – Members of strong families show a strong commitment to one another, investing time and energy in family activities. They do not allow their work or other priorities to take too much time away from family interaction. Family members are also committed to each other's personal growth as a means of strengthening the family as a whole.

- Dependability
- Faithfulness
- Sharing

Kindness

Key Concepts – People in strong families deeply care for one another and they let each other know this on a regular basis. They are not afraid to express their love.

- Caring for each other
- Respect for individuality
- Compassion

Positive Family Communication

Key Concepts – Successful families are often task-oriented in their communication, identifying problems, and discussing how to solve

them together. Perhaps even more important than this, however, is that strong families also spend time talking with and listening to one another just to stay connected. Some of the most important talk occurs when no one is working at connection. Open-ended, rambling conversations can reveal important information that helps smooth out the bumps of family living.

- Giving compliments
- Sharing feelings
- Avoiding blame
- Being able to compromise
- Agreeing to disagree

Working Together/ Problem Solving

Key Concepts – Strong marriages and families are not immune to stress and crisis, but they are not as crisis-prone as troubled families tend to be. Instead, they possess the ability to manage both daily stressors and difficult life crises creatively and effectively. They know how to prevent trouble before it happens and how to work together to meet challenges when they inevitably occur in life.

- Adaptability
- Seeing crises as challenges and opportunities
- Growing together through crises

Family Traditions/Rituals/ Playing together

Key Concepts – Strong and happy families are ones that do things together; families that genuinely enjoy the times they share with each other.

- Spend quality time together
- Realize that good things take time
- Enjoy each other's company

Tools

On disk and hard copy

1. Mentor Youth Asset Curriculum (CONNECT!)

Materials available by request

1. Mentor Youth Asset Curriculum (CONNECT)
2. FNO Guide
3. FNO Activity Kit
4. Supplies and Materials Resources
5. Search Activity Books
6. Tom Jackson Activity Books List
7. Project Adventure Book List (Silver bullets etc.)

References

Platt, S. & Dart, C. 2002. Mentoring Experiential Learning Model; Salt Lake City, Utah. National Mentor Conference.

Chapter Six: Program Management



Chapter Seven: Program Evaluation 2006-2007



Chapter Seven:

Program Evaluation Plan

The following is an explanation of the 2006-07 evaluation plan for the 4-H YFP program. The evaluation plan is divided into three sections: Outcome Evaluation, Process Evaluation, and External Evaluation.

Outcome Evaluation

Outcome evaluation is a data collection process designed to collect information which will help measure changes in youth behavior and attitudes. This evaluation is being conducted by Dr. Brian Higginbotham from the Department of Family, Consumer, and Human Development at Utah State University.

Subjects: This study will include the existing youth who have already enrolled in the 4-H YFP program and have taken the 2005-06 pre-test and post-test. This study will exclude any youth who come into the program after August 1, 2006.

Instrument: The Year 2 follow-up surveys will be similar to the post-program survey used in 2005-2006. You will receive these surveys pre-bar coded from the State 4-H YFP Office sometime after the new year.

Administration: Year 2 follow-up surveys should be given to youth, parents, and mentors near the conclusion of the academic year (May or June 2007).

Process Evaluation

Process evaluation is a measurement of the fidelity of program implementation. This information is gathered and reviewed to determine if mentors and sites are meeting program standards. The process data are also incorporated into the larger outcome evaluation to account for differential effects of 4-H YFP participation.

Subjects: This study will include all youth enrolled in the 4-H YFP program.

Instrument: These data will be entered on the 4-H YFP on-line management program. Site Coordinators submit individualized "youth" reports that document Match History (enrollment date, match date, subsequent match dates) as well as the amount of time spent in the following program components: 4-H and Family Night Out. Mentors enter regular reports that detail the nature and time spent in one-to-one mentoring activities. Site Coordinators are responsible for ensuring all data are entered accurately and in a timely fashion. See Chapter 6 for details.

Quality Assurance (See Program Standards): To document the completion of Program Standards the following areas will also be documented on-line.

- Mentor Management
- Youth Management
- Mentoring Standards
- FNO Standards
- 4-H involvement Standards

Administration: As outlined in Chapter 6, it is recommended that data be entered on-line regularly. Reports are real time and can be generated anytime. Site Coordinators should review on-line reports for completeness and accuracy at least once a month.

External Evaluation

The Department of Justice has selected 4H YFP as a recipient of an intensive six-year \$1,000,000 evaluation study. Justice Research and Statistics Association (JRSA) has been selected to conduct this evaluation. This evaluation is a great opportunity for the 4-H YFP program in its effort to establish Model Program status on the National Registry of Effective Programs (NREP).

Roles and Responsibilities of 4-H YFP Site Coordinators. Site coordinators are expected to do the following without additional compensation from JRSA:

1. Complete 4-H YFP referral form for all youths referred to 4-H YFP after August 1, 2006.
2. Complete consent form for evaluation and submit to JRSA. Request parent signature on the consent form for evaluation at the time of the initial home visit.
3. Update the on-line log regularly (weekly is preferred).
4. In coordination with JRSA, schedule a time and space to administer and collect pre-program questionnaire surveys at one (1) program activity in the Fall. Tell parents and youth about the data collection at this activity in advance and indicate the importance of their presence for the data collection. Return forms to JRSA.*
5. In coordination with JRSA, schedule a time and space to administer and collect post-program questionnaire data at one (1) program activity in the Spring. Tell parents and youth about the data collection at this activity in advance and indicate the importance of their presence for the data collection. Return forms to JRSA.*
6. Communicate with JRSA as well as 4-H YFP youth and parents, as needed, regarding the evaluation.
7. Attend a training session on data collection.

*Site Coordinators are not required to follow-up to ensure that pre-post data collection occurs for individuals who do not come to the scheduled group administration. JRSA will hire someone to collect forms for these cases.



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