

# FUTURE DIMENSIONS OF URBAN 4-H PROGRAMS

**EXTENSION SERVICE U.S. DEPARTMENT OF AGRICULTURE WASHINGTON, D.C. 20250**

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FUTURE DIMENSIONS

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URBAN AND RURAL

## Future Dimensions of Urban 4-H Programs

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Dr. E. Dean Vaughan, Assistant Administrator, 4-H youth, USDA-ES, stated that "If 4-H is to have a viable, growing, on-the-move level of program, it is necessary to look beyond rural America to the towns and cities where a growing majority of youth - especially unreached youth live."

The potential 4-H membership in the United States is approximately 50 million with 74% of these youth residing in cities of 5,000 or more, 65% in cities of 10,000 or more and nearly 60% of the nation's youth living in central cities and their urban fringes. These statistics indicate that nearly 30 million youth live in or near central cities and 4-H was reaching <sup>(1)</sup> / 400,000 of them in 1972.

The challenge of every Extension worker concerned with 4-H youth programming should be to reach more urban youth with a quality program which will require vast changes in the role of the Extension Professional and the organization of programs for maximum efficiency.

(1) Annual Youth Development Report (1972 FY) ES-USDA, Washington, D. C.

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Presentation by Joel R. Soobitsky, Program Leader, 4-H Youth (Urban) 1973 Annual Cooperative Extension Conference, University of Illinois, October 12, 1973.

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(1) Annual Youth Development Report (1975 FY) ES-1880A, Washington, D. C.

## OBJECTIVES IN THE '80s

John Banning, Program Leader 4-H, ES-USDA, presented objectives in the '70s to the National Association of Extension 4-H Agents in November 1970 which are still relevant as we move toward the '80s. These objectives become more crucial and complex and the tremendous unmet needs of youth in the cities of this country become more disenfranchised.

The 4-H program must gain its focus from these needs:

1. Understand and fulfill one's role in our society.
  - Get an identity as an individual, as a male or female.
  - Feel useful, contributing to others, worthy to himself.
2. Develop independence.
  - Achieve self-sufficiency.
  - Work successfully, experiencing a balance between failure and frustration and success.
  - Learn to cope with a complex society, including governmental and economic systems.
3. Acquire economic independence.
  - Learn a marketable skill or skills.
  - Learn and practice acceptable employer-employee relationships.
  - Learn to manage resources.
4. Learn socially acceptable behavior.
  - Feel accepted and wanted by contemporaries.
  - Develop growing, acceptable relationships with peers.

-- Develop a feeling of worth, pride, self-respect and confidence.

-- Be articulate and learn to trust others.

5. Develop and use active, inquiring minds to their fullest potential.

-- Make one's world a continually larger place.

-- Be experimental in all activities.

-- Discover, improve and understand individual competencies.

6. Physically develop to the individual's optimum.

-- Be active; do things.

7. Explore career opportunities.

-- Learn to appraise individual interests and potentialities.

-- Gain insights into the structure of career patterns.

-- Learn of career opportunities and the requirements for entry, continuance and advancement.

-- Learn the requirements and opportunities for training in various career areas.

-- Learn the structure of the productive and service requirements of the economy and society.

8. Prepare for marriage.

-- Develop wholesome attitudes and a regard for the family as the basic institution of society.

-- Develop a realistic attitude and appreciation of the role of the opposite sex in this society.

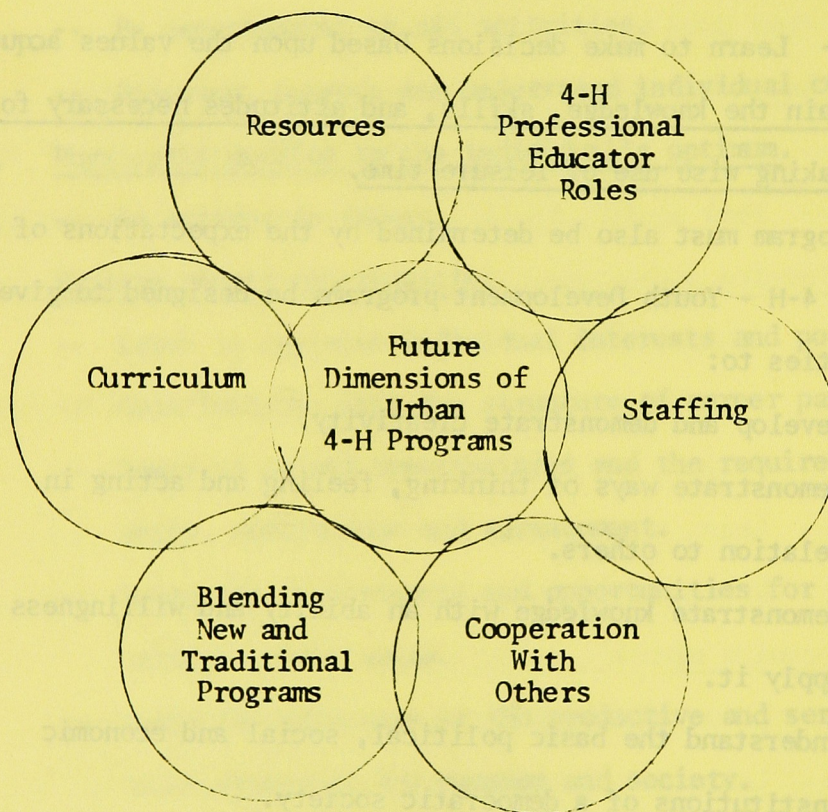
- Develop wholesome attitudes toward the relationships between the sexes.
  - Learn appropriate conduct in co-educational peer groups.
9. Develop a value system to guide behavior within the society.
    - Learn to test values.
    - Learn to make decisions based upon the values acquired.
  10. Gain the knowledge, skills, and attitudes necessary for making wise use of leisure time.

The program must also be determined by the expectations of society. These imply that 4-H - Youth Development programs be designed to give young people opportunities to:

1. Develop and demonstrate creativity.
2. Demonstrate ways of thinking, feeling and acting in relation to others.
3. Demonstrate knowledge with an ability and willingness to apply it.
4. Understand the basic political, social and economic institutions of a democratic society.
5. Learn and apply the principles of management to daily living.
6. Develop and carry out a personal career plan.
7. Build patterns of purposeful use of time.
8. Develop leadership competencies.
9. Foster receptivity to new ideas and experiences.

10. Work actively toward attaining full potential productive capacity.
11. Develop a desire for life-long learning.

### DIMENSIONS



Several studies have been made prior to Extension conferences focused upon the barriers present which hinder the expansion of 4-H programs in urban areas. The dimensions of resources, professional roles, staffing, curriculum, cooperation and blending of new and traditional programs usually are indicated as concerns for future 4-H expansion.



#### 4-H PROFESSIONAL EDUCATOR'S ROLE

The urban 4-H agent's role must take on certain responsibilities if the program is to become significant in communities of larger populations.

The professional worker must truly become professional and become a manager of an educational organization and program. The agent should assume the major roles of program development, administration and supervision and public relations.

##### -- Program Development Role:

- Establish process for program focus
- Coordinate methods and strategy
- Identify and involve leaders at all levels
- Utilize advisory groups
- Determine success of programs
- Keep current with new technology and curriculums
- Establish total CES approach

##### -- Administrative and Supervisory Role:

- Represent USDA, State Land-Grant University, CES and 4-H
- Analyze organizational structure and policies
- Establish staff patterns
- Obtain and relocate resources as needed
- Recruit professional and paraprofessional staff
- Manage office including satellite facilities

- Maintain positive mental attitudes
- Public Relations:
  - Maintain open and direct lines of communications with community
  - Establish rapport with mass media
  - Involve other agencies in program efforts
  - Establish rapport and involvement with influentials

### RESOURCES

Urban 4-H programs will obtain limited financial allocations through the usual State and federal budget systems. At the same time, it is unrealistic to believe that a dynamic 4-H program can expand to meet the needs of larger and more diversified youth audiences without an aggressive approach to secure additional resources both from the private and public section. Resources may include human, physical and financial.

There are many excellent examples of successful attempts to secure additional resources by 4-H agents across this country. A sincere enthusiastic plan of action by the 4-H professional may facilitate the expansion of urban 4-H programs far beyond expectation. One recommended plan of action would be to (1) determine the needs of youth which the 4-H program could focus on; (2) indicate specific objectives of the proposed program; (3) outline a program description and procedures; (4) determine resources needed; and (5) identify potential sponsors. This process should involve relevant advisory committees.

Examples of Potential Sponsors Include:

Home Builders Associations	Rotary Club
Power and Light Companies	Kiwanis Club
Craftsmen's Guilds	Federated Womens Club
Newcomers Clubs	Banks
Chamber of Commerce	Real Estate Companies
Jaycees	Insurance Companies
Health Associations	Knights of Columbus
Local Association of	Lions Club
University Women	Community Centers
Council of Churches	Junior League
Sportsmen Associations	Scouting
Horticultural Societies	United Givers Fund
YWCA	Boys Clubs of America

Many public agencies may also become potential sponsors of urban 4-H programs. Examples are HEW, HUD, State Education Departments, city councils, school districts, park departments, community colleges, juvenile departments, protective agencies, county and city libraries, municipal housing authorities, S.C.S., City Health Department, welfare departments, PTA, interagency councils, food stamps, and state art councils.

STAFFING

An urban staffing model for the '80s will look something like the following:

- 1 Urban 4-H Program Leader
- ⋮
- 5-8 Urban 4-H Youth Agents
- ⋮
- 25-50 Program Assistants
- ⋮
- 1,000 Volunteer Leaders
- ⋮
- 5,000 - 10,000 Youth Served

The employment of program assistants will add a new hierarchical level to most traditional staffing patterns. The role of the program assistant must be realistic, specific and viable to the person and organization. Dr. John Kiesow, Oregon State University Extension, recently surveyed the functional tasks of paraprofessionals (program assistants).\* Examples of his findings were:

Maintenance - public relations, interprets 4-H, develops understanding among leaders, liaison between 4-H agents and leaders/members, promotion and publicity.

Needs - helps leaders determine needs of youth, selection of opportunities, keeps up to date with needs of county.

Planning: Assists 4-H agents and leaders in determining program objectives, locating resources, planning educational activities, maintaining effective advisory committees and preparing materials for leaders and members.

Execution: Assists leaders in working with parents, leaders and youth, organizes clubs, special interest groups; conduct leader training, secures resources, conducts county-wide events and coordinates activities.

Evaluation: Assist agents in determining effectiveness of methods and procedures used, recommendations for improving and strengthening programs, keeps essential records, reports training needs of leaders and assists in evaluating county activities.

Volunteers in an urban program may be recruited for long term, continuous tasks and for short term jobs that require special talents. The idea that only a few special people have leadership potential and they must serve relatively long periods of time will be a deterrent to recruiting people to help in achieving 4-H goals. Volunteers are available in urban areas and must be trained to perform the expected tasks.

The National 4-H Volunteer Leadership Development Committee in March 1972 presented a section of their report on the "functional categories of volunteer leadership". They considered adults, teens, citizens of community sponsors, business and governmental agencies and civic and religious organizations as potential volunteer categories. Many of the tasks identified were related to organization and projects and activities. Examples of functional tasks in urban areas are as follows:

	<u>Organization</u>	<u>Projects &amp; Activities</u>
<u>Adults</u>	Recruit Youth	: Secure project materials
	Organize Clubs	: Plan training
<u>Teens</u>	Assist in Project Selection	: Project Development
	Assist in Parental Support	: Counsel Youth
	Help Secure Donors	: Recruit Teens
<u>Community Citizens</u>	Assist in Recruiting	: Help develop projects
	Secure Meeting Place	: Provide transportation
	Secure Sponsors	: Help with parents
<u>Sponsors</u>	Provide financial support	: Donations, materials
	Help Promote Program	: Exhibit Places
	Suggest Program Direction	: Sponsor Projects

<u>Business &amp; Government</u>	Sponsor programs	: Materials
	Provide resources	: Tours
	Publicly endorse	: Exhibits
	Participate in programs	: Facilities
		: -----
<u>Civic &amp; Religious</u>	Assist with publicity	: Public relations
	Sponsor programs	: Planning Committees
	Conduct special events	: Conducting activities
		: -----

Volunteer leaders may also provide assistance at the county or city level by serving on program, resource or policy committees; special activities such as camps, fairs, illustrated talk sessions, etc., recruit and train other volunteer leaders, and assist with public relations in a variety of ways. Many volunteer leaders would prefer these functions rather than have direct contact through a club or group structure with youth and some could assist with both efforts.

#### CURRICULUM DESIGN

The development of 4-H curriculum that satisfies developmental needs of urban youth is more than subject content, but is the total learning experience of the 4-H members and the adult teacher. The project must consider the youth's needs, interests and abilities, it must be flexible, motivating and provide realistic, meaningful new experiences. Some specific educational areas that seem appropriate and basic to the 4-H educational program in urban areas were identified by the National 4-H

Urban Development Committee:

- Social skills
- Interpersonal relationships
- Community involvement
- Education for mental and physical well-being

- Money management
- Citizenship - understanding the system
- Helping others
- Understanding other racial/ethnic groups
- Work experiences
- Family life education
- Personal hygiene and care
- Use of time wisely

The needs of all youth such as to belong, to develop self-worth, to develop positive family relationship, to develop respect for self and others, to establish positive interpersonal relationships, to seek positive models to emulate, to develop basic language and communication skills, to succeed and to learn societal skills must be considered.

Urban youth should be provided opportunities to select from a self-determined individual program and/or a group oriented program, and have a competitive and/or noncompetitive experience. Organizational structures could be organized clubs and special interest groups, 4-H TV and cooperative groups involving other agencies, schools, etc.

There are many, many 4-H projects already available for urban youth as illustrated by Russ Smith's list of materials in the Northeast Extension Publications Library at Rutgers University and Irving Blatt's recent survey as a National 4-H Foundation Staff Intern. Russ lists over 6,000 4-H publications and Irving has critiqued 1,200 projects currently being implemented in urban centers throughout the United States.

Although many of the following educational programs overlap into different categories, this listing is only an example of the many areas of learning experiences that 4-H can offer in an urban setting.

- Career Development - electricity, woodworking, small engines, horticulture, physical sciences, welding, rocketry, crystal radios, interior design, food service.
- Understanding of Yourself and Others - Self-expression activities like drama, dance; junior leadership, group training like committees, community pride and development
- Personal Skills: Textiles and clothing, public speaking, foods and nutrition, home improvement, fix-it activities, creative writing, photography, exhibiting, money management, socio skills
- Physical Fitness: Basketball, football, volleyball, softball, soccer, swimming, personal hygiene, good grooming, karate, wrestling,
- Heritage and Culture: art, music, dance, history, foods, clothing, crafts - cultural appreciation
- Craft Skills: leather, metals, macrame, wood, ceramics, beads, stained glass, jewelry.
- Animal Sciences - Embryology, gerbils, aquariums, white mice, bees, horsemanship, parakeets and canaries.
- Health Sciences: physical fitness, drug abuse, nutrition, chronic diseases, communicable diseases, environmental health, prenatal care, sanitation.



-- Community Involvement and Development: governmental processes, police awareness, citizenship responsibilities, navigation of the "system", community services, home and neighborhood beautification, personal and property safety.

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(1) The Development of an Urban 4-H Program as Seen by Youth-Serving Agencies in a Detroit Community, Joel R. Southworth, The Youth-Serving Institute, Detroit, Michigan, 1967.

## COOPERATING

4-H programs have always cooperated with other youth-serving agencies. However, there have been many occasions when the term "competitor" entered the communities where 4-H clubs provided opportunities for youth and leaders in other organizations to resign and start 4-H programs. As urban 4-H programs expand into inner-city neighborhoods, it is essential to cooperate as much as possible. Many other youth agencies have been serving urban youth for over a century and have experiences to share with us. They have recruited volunteers, secured facilities, employed professional staffs, searched for resources and attracted youth to their programs. We can gain much from them in our pursuit to provide educational opportunities for urban youngsters.

In a recent study conducted in Detroit,<sup>(1)</sup> several youth agency directors were interviewed as to their interest in cooperating with 4-H. All directors were very surprised at the resources 4-H had and were anxious to cooperate in order to strengthen their existing programs and create new programs together.

There is a real need for 4-H staff members to initiate contacts with other agencies in order to familiarize both agencies with program objectives and possible areas of cooperative programming.

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(1)

The Development of an Urban 4-H Program as Seen by Youth-Serving Agencies in a Detroit Community, Joel R. Soobitsky, The Merrill-Palmer Institute, Detroit, Michigan, 1967.

Examples of Cooperative ventures are:

Conservation Leader Training for Boy Scoutmasters  
Homecrafts and Science Leader Training with Camp Fire Leaders  
Home Mechanics Training with Boys Club Leaders  
Embryology Leader Training with School Teachers  
Fire Prevention Programs with Firemen and School Teachers  
Summer Gardening Programs with Municipal Housing Authorities  
Recreation Training in Settlement Houses  
4-H Groups and Clubs in Community Centers  
Indoor Gardening Groups in Girls Club Centers  
Automotive Safety Programs with Sheriff Departments  
Bicycle Safety Programs with Park & Recreation Departments  
Home Economics Programs in Neighborhood Churches  
Horse Science Programs in Detention Centers

There is always a concern about losing the 4-H identity.

The 4-H emblem should be used on all literature, certificates and with all publicity. Agreements must be made during the early stages of program planning so that Scouts know the youngsters are also 4-H members, Boys Clubs have a 4-H Club, teachers realize the students have completed a 4-H project, churches publicize their 4-H program, etc. Cooperative ventures will strengthen the 4-H image as more agencies and youth are involved in the program.

BLENDING NEW & TRADITIONAL PROGRAMS

As 4-H programs expand into urban areas, there are many opportunities to share the experience with 4-H leaders, parents, members, alumni and sponsors. Involving 4-H participants from the initial stages of program development, including planning committees, will add strength to the overall 4-H program. Let the urban program become part of the existing 4-H program by giving them a "piece of action."

Examples of cooperative ventures were cited in the October issue of the National 4-H News in the article "Meeting Inner City Needs." The list illustrates ways in which 4-H participants have assisted with new urban thrusts.

- Tutorial volunteers who may assist youth with mechanics, reading, math, science, art and music appreciation, etc.
- Leader training in which 4-H leaders may assist new and potential leaders with organization, projects, activities, recreation, etc.
- Inter-group activities which combine 4-H clubs with city groups for unlimited experiences like picnics, nature hikes, "day in the city or country," etc.
- Provide needed materials and equipment like sewing machines, used lumber, and woodworking equipment, household goods, leather, etc.
- Provide camp scholarships, transportation to 4-H fairs and events, fellowship to State 4-H activities, resources for recognition and recreational events, etc.

- Encourage other organizations like church groups, retired teachers' associations, Jaycees, PTAs etc. to assist in providing learning experiences for urban youth.
- Assist urban youngsters in establishing "community centers", "Coffee Houses", recreation leagues, church activities, garden plots, and raising funds.
- Encourage the establishment of urban-suburban, urban rural committees of youth and interested adults to open channels of communication between urban and suburban people and plan activities of interest to each group such as jazz pianist, karate group, etc.
- Encourage contacts with the mass media to include urban activities, especially those of a cooperative nature in editorials, features etc.
- Encourage and support the participation of urban youth and leaders in 4-H activities like fairs, camps, field days, talent shows, etc.

This list is not exhaustive but only presented to stir your imagination.

RECOMMENDATIONS FOR EXPANDING FUTURE 4-H PROGRAMS IN URBAN AREAS

1. -- Based on Congressional Appropriations, "A People and a Spirit", "4-H in the '70s" and other documents, 4-H programs in urban areas are legitimate and encouraged.
2. -- 4-H program objectives be reviewed and revised to provide learning experiences addressed to the sociological or psychological needs of urban youth.
3. -- Policies be reviewed and revised to insure methods appropriate to urban clientele such as membership requirements, age, records, 4-H leadership requirements, etc.
4. -- Urban agents be allowed to devote full time to the youth program.
5. -- Agents roles be reviewed and revised to provide framework to carry out urban programs.
6. -- Urban programs should be developed with a sound program development approach involving both 4-H participants and new clientele.
7. -- Based on the needs and interests of urban youth, programs should be secured from the over 6,000 projects available or developed at the State and local level.
8. -- Think big, as both quality and quantity of urban programming is complementary when the program is efficient. Metropolitan area programs have 10,000 or more 4-H participants.
9. -- Increased in-service training be provided for field staff in the form of consultants, field trips to other urban programs, and academic opportunities.
10. -- A more active plan to secure resources in both the private and public sector of national, State and local communities be implemented.
11. -- Utilization of paraprofessional and volunteers in urban areas must be increased.
12. -- Research and evaluation should be carried out by Extension professionals and contracting agencies to improve programs and publicize accomplishments.
13. -- The 4-H name and emblem should be used whenever possible including publications, certificates and mass media.



