

Ohio State University Extension 4-H Youth Development Internal Self-Study



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



Preface

Purpose

The purpose of a program review is to guide program development on a continual basis. A program review is a process that evaluates the status, effectiveness, and progress of programs and helps identify future direction and priorities. Program reviews are a standard practice in youth development programs (Roth & Brooks-Gunn, 2016) and higher education (Halonen & Dunn, 2017). The Ohio State University Extension 4-H Youth Development program review is a voluntary practice for self-study and external review.

The Review Includes Five Elements

- The State of Youth Development in Ohio
- Ohio State University Extension 4-H Youth Development Internal Self-Study
- Ohio State University Extension Crowdsourcing Insight Summary: 4-H Youth Development
- External committee visits and final report
- Key stakeholder communication throughout the process

Context

Ohio State University Extension embarked upon a multi-year effort to build the Extension organization of the future. That journey began with the [Vice President's Conversation on the Future of Extension](#). The overall goal of that effort was to ensure that OSU Extension remains relevant and responsive to the needs of Ohioans well into the future.

Data gathered through the *Vice President's Conversation* was used as a foundation for a [designEXT effort to put ideas into action](#). One of the designEXT steps includes partnering with individuals and communities to co-create multi-faceted solutions for current and emerging issues.

The *OSU Extension 4-H Youth Development Program Review* is the first of a series of OSU Extension program reviews. This project timing coincides with a national search for a new statewide leader.

"Seaman Knapp, known to many of us as the Father of Extension, reportedly advised new faculty against ever referring to themselves as 'experts.' More than 100 years ago, new Extension agents in Ohio were introduced to their communities as 'not a man who comes to criticize existing methods and force his own ideas, but is rather a clearing house where all may bring their problems and work them out together.' ...

"By working in this way, we become a partner in co-creating solutions to issues people care about. The 'work' therefore involves bringing local knowledge and science-based information together in a manner that recognizes and honors both."

*(excerpted from u.osu.edu/conspectus,
Roger Rennekamp – December 13, 2016)*

Contact

Ohio State University Extension Program Reviews are conducted on behalf of Dr. Roger Rennekamp, director of OSU Extension and associate dean, College of Food, Agricultural, and Environmental Sciences. Program Reviews are led by Dr. Julie Fox, with support from Michelle Gaston.

<https://extension.osu.edu/strategic-initiatives/ohio-4-h-program-review>

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Contributors

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Editors

Julie Fox and Michelle Gaston

Executive Summary

Ohio has a long history of 4-H programs, from the inaugural boys and girls clubs established by A.B. Graham in 1902 until the present time. This report sets that history in its contemporary context as a core component of Ohio State University (OSU) Extension. The report provides an overview of how program priorities, frameworks, and guiding principles align with those of national 4-H; OSU; College of Food, Agriculture, and Environmental Sciences; and OSU Extension. There is an explanation of the administrative infrastructure and staffing at the college, Extension, 4-H program, geographic area, and county levels. Demographic statistics for youth members and volunteers for the past seven years are summarized.

Ohio 4-H engages young people in educational opportunities to develop the skills needed to succeed now and in the future. Ohio 4-H curriculum has a nationwide reputation as high quality materials, including a robust array of project book offerings for its members. There are more than 200 self-study projects on topics from livestock to scrapbooking and robotics to nutrition. Additional details are provided about specific educational program opportunities that are available at the national, state, and county levels.

Ohio 4-H supports professionals, members, and volunteers in a number of ways. Various sources provide the funding for the Ohio 4-H program and operations. The Ohio 4-H Foundation's important role as a funding partner is explained. Since 2008, the Nationwide and Ohio Farm Bureau 4-H Center has been the home for the statewide 4-H program; the center provides office space for state 4-H staff, meeting space, and rental income. The State 4-H Office is organized to support state- and county-level personnel and programs through curriculum development, onboarding and professional development, educational opportunities, and awards and recognition. Administrators, faculty, staff, and volunteers all work in concert in support of the 4-H mission to empower youth to reach their full potential.

About Ohio 4-H

Ohio 4-H History

Ohio has a long and proud 4-H history, staking claim as the birthplace of what would become the 4-H movement. In 1902 A.B. Graham, a teacher and schools superintendent, started a boys and girls club in Clark County, Ohio. Aimed at helping youth deepen their knowledge and skills, Graham laid the foundations of the 4-H formula: experiential learning in an inclusive and welcoming environment; systematic observation fueled by youth interests and drawing upon the resources of the land-grant university; and friendly competition, awards, and recognition supported by the community.

Inspired by the successes the youth in these early agricultural experiment clubs had with their production methods and practices, the conversations community members had with family and friends spread Graham's model. This resulted in a substantial number of inquiries being sent to the Dean of the OSU College of Agriculture requesting information about replicating Graham's club model. In response, the College published a bulletin that was later revised, expanded, and reissued in 1904 that described the club model in sufficient detail so that others could implement it in their schools and communities. Graham wrote a significant part of the updated bulletin and included a sample club constitution. The bulletin also included an incentive by the College to help support local township clubs—that it would provide agricultural experiment observation report forms and seeds, enough for one club per township providing the club had at least 10 members and none were younger than age eight. In exchange, the club leaders (teachers from the community who volunteered their time) would report the name of the club, names of its president, vice president, and secretary, and all other members, and the date it was organized to the College.

By the fall of 1904, the Dean of OSU's College of Agriculture reported to the USDA that Ohio had 16 clubs with 664 members spread across 10 counties, and that seeds for 2,838 experiments with vegetables, corn, and flowers had been distributed to them. The following spring, the OSU Board of Trustees appointed Graham as OSU's first Superintendent of Agricultural Extension. Graham's first plan of work for Extension continues to resonate today: "...To emphasize the importance of hard work and habits of industry, which are essential to building a strong character; To acquaint boys and girls with their environment and to interest them in making their own investigations; ...to take care of as many boys and girls in agriculture clubs as practicable." In this role, Graham made significant efforts to formalize the development and distribution of educational materials the club members could use to deepen their knowledge and skills through hands-on learning and with support from a trusted adult mentor.

After Congress passed the Smith-Lever Act, Graham was recruited to work at the USDA. He helped to shape the national Extension Service, and his boys and girls clubs model rapidly spread throughout the nation. The Ohio-grown and OSU-endorsed community supported 4-H club became a proven delivery mechanism to help the nation implement practices, improve the economy, and develop future leaders. Ohio 4-H continues to build on our 117-year history to engage with communities to support positive youth development through engaging youth in pursuing their sparks through responsive, developmental practices that promote thriving.

Ohio 4-H Mission, Vision, and Values

Dynamic 4-H clubs develop plans to incorporate positive youth development experiences that are in line with the Ohio 4-H mission and vision statements. The goal of 4-H is to help young people develop to their fullest potential. 4-H believes that we can help our nation, state, and communities by giving the opportunity to youth for positive development. Following the 4-H motto, “To Make the Best Better,” and staying true to our core values accomplish this goal.

Mission

4-H Youth Development education creates positive environments for diverse youth and adults to reach their fullest potential as capable, competent, caring, and contributing citizens.

Vision

Ohio 4-H is the state’s premier leader in developing youth to become positive productive citizens and catalysts for effective change to improve our diverse society.

Values

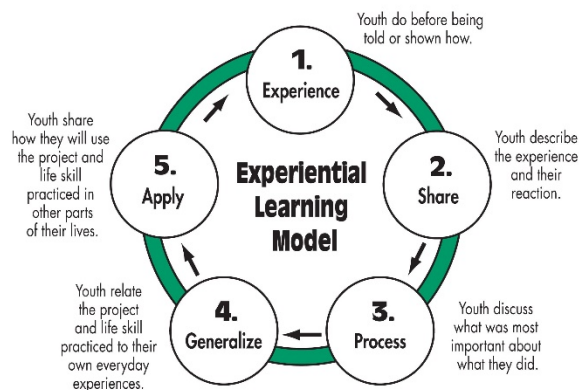
- Positive youth development is the focus of everything we do.
- Partnerships with other organizations, schools, and businesses are essential to successful youth development.
- Volunteerism is fundamental to our work.
- Strength is attained through diversity across the entire range of 4-H experiences.

Underlying Frameworks

Ohio 4-H emphasizes the importance of the “Eight Essential Elements” in all 4-H experiences. These “Essential Elements” are explained in Martz, Mincemoyer, and McNeely’s *Essential Elements of 4-H Youth Development Programs* (2016, National 4-H Council). McNeely was an Ohio 4-H state specialist at the time this work was developed. An explanation of these is included in the *Ohio 4-H Volunteer Handbook*.

We emphasize the importance of experiential learning. We believe the 4-H slogan, “Learn by Doing,” is mastery of knowledge and skill in action. Mastery of knowledge and skills is important, but it is critical to strengthen life skills, including decision-making, communication, leadership, responsibility, time management, creativity, and initiative. Teaching the Ohio 4-H way involves:

- Using multiple senses to increase members’ learning and mastery;
- Focusing on learning from the member’s perspective—hands-on and minds-on;
- Engaging members in scientific discovery, investigation, exploration, and research of the project and self;
- Reducing behavior problems by actively engaging members in learning; and
- Enjoying the fun of learning and teaching members.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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Youth-Adult Partnerships

Ohio 4-H's work with teens is based on a youth-adult partnership model that scaffolds the learning experience as teens develop confidence and competence in their roles. This youth-adult partnership model includes three key elements: positive youth-adult relationships, skill-building opportunities, and leadership opportunities. Programs may be focused on a particular content or delivery model and have an infrastructure suited to the particular program offering (e.g., age requirements, training, meetings, scope of responsibilities, etc.).

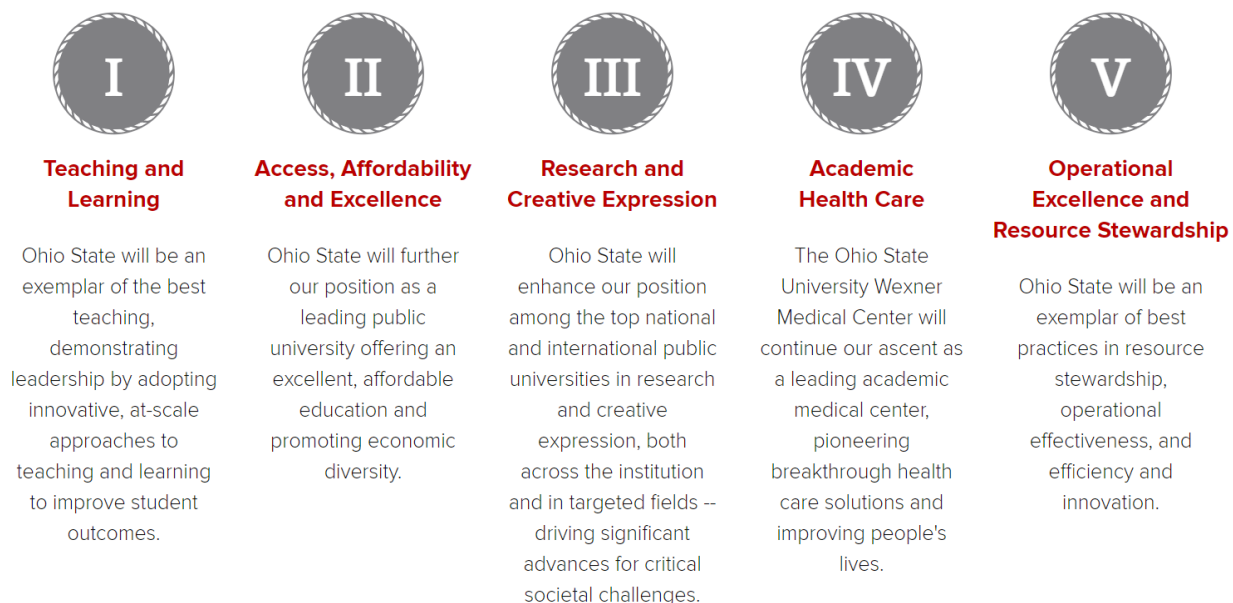
Examples of these programs include:

- Teen Leadership Council (state)
- Health Heroes (state)
- Food and Fashion Board (state and multiple counties)
- Digital Ambassadors (multiple counties)
- Camp Counselors (nearly all counties, county specific)
- Junior Fairboard (nearly all counties, county specific)
- Junior Leaders (most counties, county specific)
- CARTEENS (multiple counties, county specific)

Organizational Context: Overarching Priorities

The Ohio State University

OSU's strategic plan aims for the university to build on "five pillars."



From: <https://president.osu.edu/strategicplan/>

CFAES

The College of Food, Agricultural, and Environmental Sciences (CFAES), the cornerstone college of The Ohio State University, has honored its legacy as a land-grant institution for nearly 150 years. Our world-class teaching, research, and outreach – the everyday work of our college – impacts local, state, national, and global communities.

We have depth in our three divisions – food, agricultural, and environmental – and their interdisciplinary work; we have breadth in our three key mission areas of research, teaching, and Extension; and we have three distinct campuses – Columbus, Wooster, and statewide. We are using these advantages to tackle today's grand challenges:

- Sustainability – Supporting and enhancing the economic viability of agriculture, while protecting and remediating the environment and ecosystems. Focus on food security and environmental sustainability simultaneously through production, precision agriculture, controlled environments, food systems and distribution, food waste, value-added components, and water quality.
- One health – Integration of human health, animal health, and environmental health.
- Rural-urban interface – Focus on policy, economic issues, and consumer communications and education.
- Preparing the next generation of scientists and leaders.

We are one college ensuring and building student success, focusing our discovery and scholarship, engaging our stakeholders and partners, and enhancing efficiencies and resources. We sustain life.

From: <https://cfaes.osu.edu/news/we-sustain-life>

OSU Extension

Priority areas for OSU Extension are:

- Health and Wellness – helping people make healthy choices and catalyzing the creation of healthy homes, schools, workplaces, and communities.
- Workforce Development – helping individuals acquire the skills they need in their current jobs, but those they will need in the future positions to which they aspire.
- Thriving Across the Life Span – helping Ohioans flourish within families and the various social structures in which they live. Perhaps most notably, Ohio 4-H uses a youth development approach to help young people develop characteristics that build a foundation for a positive adulthood.
- Sustainable Food Systems – - bringing science-based information to the process of making decisions about food and the way it is produced, processed, distributed, stored, prepared, and consumed.
- Engaged Ohioans, Vibrant Communities – mobilizing people in ways that produce shared benefits and helping community residents gain the knowledge and skills they need to engage in meaningful dialogue focused on positive change and collective impact that meets local needs.
- Environmental Quality – helping Ohioans make informed choices and lead local efforts aimed at maintaining or improving environmental quality for future generations.

From: <https://extension.osu.edu/about/mission-vision-values/osu-extension-impact-areas>

Ohio 4-H

Ohio 4-H is currently focusing on:

- Working toward fulfilling the 4-H Grows: A promise to America's kids goal: By 2025, 4-H will reach at least 1 in 5 Ohio youth ages 5-19, engaging them in meaningful experiential learning opportunities; these youth, volunteers, and staff will reflect the diversity of the state.
- Aligning with OSU, CFAES, and OSU Extension strategic priorities, including proactive pursuit of career awareness and workforce development opportunities.
- Greater engagement with national 4-H efforts, including, but not limited to, implementing Common Measures 2.0, capitalizing on our investment in 4-H Grows, and exploring the 4-H national strategic plan.
- Continuing to strengthen and deepen shared programmatic leadership to give even greater voice to the communities and youth we serve.
- Strategic program management to make greater use of tools (such as 4HOnline and Qualitrics), models (such as ISOTURE and Thriving), policies, procedures, and best practices to help us become more operationally effective, efficient, and innovative.

Organizational Structure

At The Ohio State University, 4-H is one of four program areas under the OSU Extension organizational umbrella. OSU Extension is a part of the College of Food, Agricultural, and Environmental Sciences (CFAES). Dr. Cathann Kress is the CFAES Dean and Vice President for Agricultural Administration at OSU. Dr. Roger Rennekamp is OSU Extension's Director and Associate Dean.

Overall leadership for each Extension program area is provided by an Assistant Director. These four program areas and their leaders are:

- Agriculture & Natural Resources – Dr. Andy Londo;
- Community Development – Dr. Greg Davis;
- Family & Consumer Sciences – Pat Bebo. Bebo also holds an Assistant Dean appointment in the College of Education & Human Ecology (EHE); and
- 4-H Youth Development – Dr. Kirk Bloir (Interim).

In addition to the four program areas, OSU Extension has four functional areas:

- Operations, with leadership provided by a Director and Assistant Director of Operations, currently Drs. Jackie Kirby Wilkins and Jeff McCutcheon, respectively;
- Learning & Organizational Development – Dr. Cindy Torppa;
- Strategic Initiatives & Urban Engagement – Dr. Julie Fox; and
- Extension Publishing – Suzanne Steel. Extension publishing was formed in late September, 2018, bringing the 5 staff from the State 4-H Office curriculum development team together with four staff from CFAES Marketing and Communications to focus on Extension publications, including continuing to support 4-H project books and other learning materials.

OSU Extension also has a non-degree granting, tenure initiating departmental unit. Leadership for the Department of Extension is vested in an Associate Director of Programs and Department Chair. Dr. Ken Martin currently holds this position.

Academic Units within CFAES

Content-area expertise and programming support is provided by faculty and staff in other CFAES academic departments. Positive working relationships between 4-H and those units include:

- Agricultural Communications, Education, and Leadership (ACEL) – 25% state specialist support for Cloverbuds
- Animal Sciences – state specialist and program support for equine, poultry, beef, dairy, swine, sheep, goats, meat science, animal welfare, judging teams, quality assurance
- Food, Agricultural, and Biological Engineering (FABE) – program support for welding, agricultural engineering, tractor and ATV safety, Agribility/special needs accommodation

Significant opportunities exist to cultivate new collaboration with CFAES academic departments and other units, such as agricultural communication, food science and technology, ATI (Agricultural Technical Institute), forestry, rural sociology, fisheries and wildlife science, environmental social sciences, the arboretums, Waterman Farm, international programs, and the leadership center.

Centralized CFAES Support Units

Several CFAES units provide consider support for 4-H programming both on-campus and throughout the state:

- Business Operations;
- Communications & Marketing;
- Diversity & Inclusion;
- Fundraising & Advancement;
- Grant Development;
- Human Resources; and
- Legislative Affairs.

Academic Units within Other Colleges

Content-area expertise and programming support is provided by faculty and staff in other colleges across the university. Examples include Public Health, Social Work, Pharmacy, and Education & Human Ecology. Levels of engagement vary greatly. Examples of past and current efforts include pre-school vision screening, Generation Rx, addressing the opioid crisis, Real Money. Real World, and healthy living programming. Significant opportunities exist to cultivate new collaborations and partnerships, particularly focused on career awareness and workforce development and other programming opportunities, such as veterinary and other medical professions, performing arts, and aviation sciences.

Other University Units

The potential for engaging with other units across the University is incredible. A few untapped examples include WOSU Public Media radio and TV, Wexner Center for the Arts, Byrd Polar Research Center, Advanced Computing Center for the Arts and Design, Center for Automotive Research (CAR), and the OSU Alumni Association.

Centralized OSU units provide support for the following areas:

- Building maintenance and janitorial services for campus buildings – Facilities Operations & Development;
- Disability Accommodations – ADA Coordinator's Office
- Employee, volunteer, and student background checks – Office of Human Resources;
- Grants and other sponsored programs – Office of Sponsored Programs;
- IT infrastructure and technical support, including web servers – provided on a contractual basis by the OSU Office of the Chief Information Officer;
- Legal Counsel – Office of Legal Affairs;
- Philanthropic giving – OSU Foundation & Office of Advancement;
- Police and security services – Department of Public Safety; and
- Printing, warehousing, and order fulfillment – Uniprint.

Relationship with Central State University

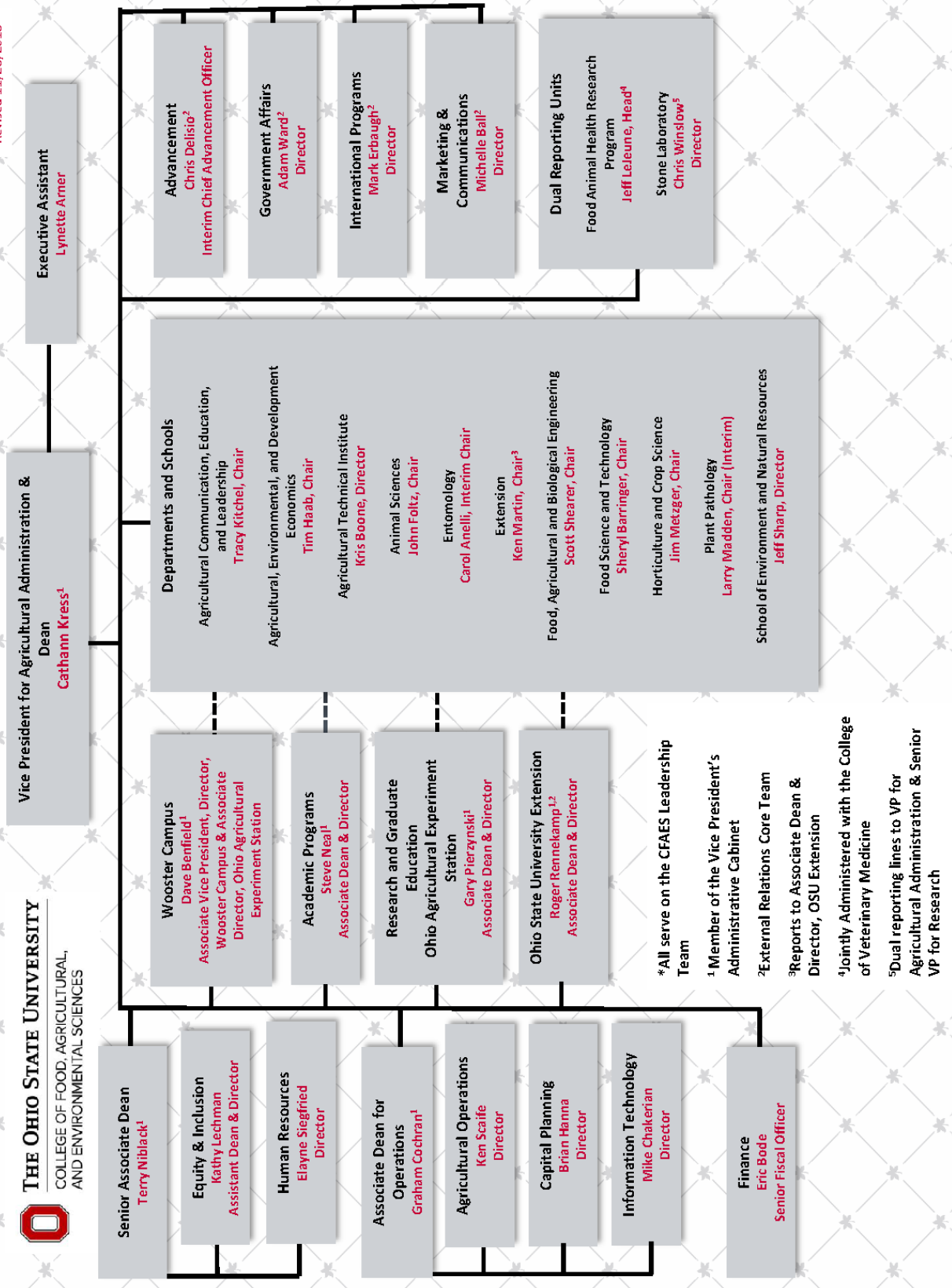
OSU Extension and Central State University Extension established operating principles in a Memorandum of Understanding (MOU). The initial MOU was finalized in 2015 and covered the 2016-17. The agreement provided detail around the cooperative prioritization, development, and delivery of programming focused in the following counties in which CSU Extension and OSU Extension will be co-located: Cuyahoga County, Franklin County, Lucas County, Butler/Hamilton County, Montgomery County, and Greene County.

The MOU also outlined a desire to jointly operate “one Ohio 4-H program.” CSU Extension and OSU Extension acknowledged the importance of having consistent requirements for volunteers and the establishment of new clubs, as well as all other 4-H special interest groups, and agreed to work together to agree upon and adopt a single set of requirements and processes. Staff changes and turn-over at CSU, recent changes in their programming approach, and the ending of the timeframe of the original MOU will require this agreement to be revisited. Our partnership with CSU Extension continues to be a work in progress.

Organizational Charts for CFAES and OSU Extension are on the next two pages.

CFAES Org Chart

Revised 11/28/2018



*All serve on the CFAES Leadership Team

¹Member of the Vice President's Administrative Cabinet

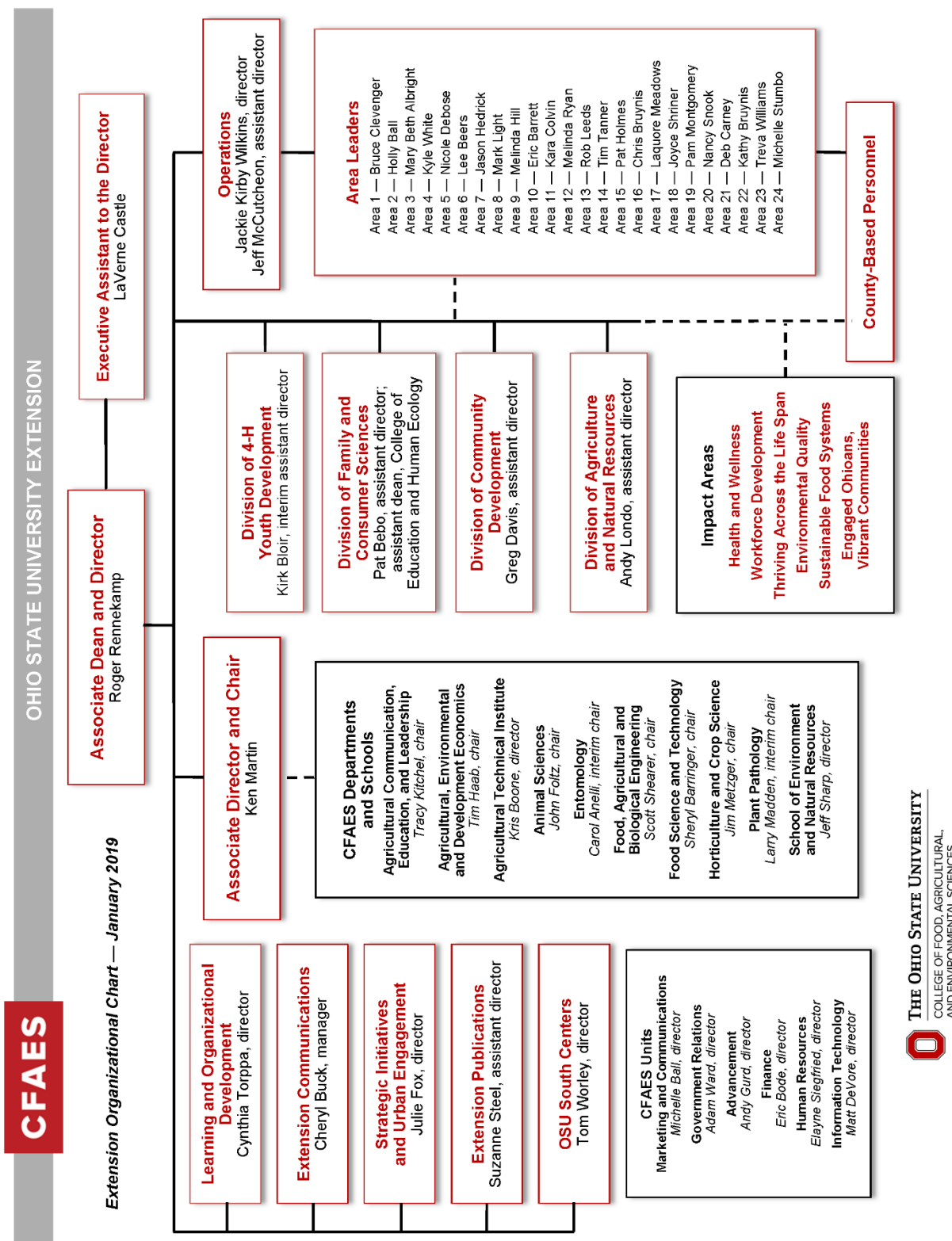
²External Relations Core Team

³Reports to Associate Dean & Director, OSU Extension

⁴Jointly Administered with the College of Veterinary Medicine

⁵Dual reporting lines to VP for Agricultural Administration & Senior VP for Research

OSU Extension Org Chart



Purpose and Function of the State 4-H Office

The State 4-H Office provides statewide leadership and direction to Ohio's 4-H Youth Development Program in programmatic and administrative areas.

Program Leadership

Assistant Director (AD) and State 4-H Leader

Provides overall program leadership and direction.

- Sets and interprets policies
- Budget oversight for the State 4-H Office and Ohio 4-H Foundation
- Conducts performance reviews of State 4-H Office faculty and staff
- Represents Ohio 4-H

The interim 4-H AD is Dr. Kirk Bloir. (Tenure-track faculty with academic rank.)

Associate State 4-H Leader

Focuses on risk management and assists the assistant director.

- Risk management
- Conflict resolution
- Assists with setting and interpreting policies

The acting Associate State 4-H leader is Dr. Tim Tanner. This is an 80% FTE assignment. Tanner is also a county 4-H educator and Area Leader.

Program Leadership

State Specialists (tenure-track faculty with academic rank)

- Provide program direction within their areas of subject matter expertise
- Develop and/or recommend curriculum
- Develop and deliver training to county personnel
- Seek external funding in support of programs; write, manage, and fulfill requirements of grants and contracts
- Serve as advisor to statewide groups
- Conduct and report applied research
- Keep apprised of trends and literature in their field
- Provide service to the unit, college, university, and profession
- Work to expand existing partnerships, develop new relationships, and foster long-term collaborations

The five current state specialists are:

- Dr. Hannah Epley, Assistant Professor – Camping and Older Teens
- Dr. Theresa Ferrari, Professor – Healthy Living & Ohio Military Kids
- Dr. Bob Horton, Professor – STEM & Curriculum Development
- Dr. Lucinda Miller, Assistant Professor – Companion & Small Animal Programs
- Dr. Scott Sheer, Professor – Pre-adolescence/Cloverbuds (25% appointment; shared with ACEL, housed in Ag. Admin. Bldg.)

Field Specialist (tenure-track faculty with academic rank). A field specialist has a particular focus and is able to respond quickly to current topics and pressing issues. OSU Extension field specialists also work to expand existing partnerships, develop new relationships, and foster long-term collaborations across the state to complement what local educators are doing. They develop and enhance new curriculum, provide regional and state-applicable programs, co-sponsor programs with county-based staff, work with grants, and perform and document impact evaluations.

Jeff Dick, Associate Professor, is the 4-H field specialist. His focus is on Volunteerism and 4-H Community Clubs: Strengthening volunteerism, risk management, and 4-H club management throughout Ohio. Dick is currently housed in the Fulton County office.

Program Support

Program Directors, Specialists, Managers, Coordinators, Assistants (A & P Staff) operate independently and/or in concert with state specialists to focus on:

- Programming
- Marketing
- Facility operations and management
- Fiscal support

Mary Lynn Thalheimer is the program director for International Exchange Programs.

Lizz Share Duling is the program specialist for Livestock and Food Animal Programs (50% 4-H; 50% Department of Animal Sciences. Duling is housed in the Department of Animal Sciences)

The five program managers are:

- Kayla Oberstadt – Ohio Military Kids and Older Youth Leadership Development
- Dustin Homan – Special Projects
- Allen Auck – Statewide Events
- Sally McClaskey – Education & Marketing
- Crystal Ott – Ohio 4-H Foundation (reports to CFAES Advancement)

The three program coordinators are:

- Larry Harris – Shooting Sports (housed at Canters Cave 4-H Camp)
- Tracy Nider – 4HOnline and data management and reporting
- Katie Riemenschneider – Healthy Living (50% FTE, working remotely)

The two program assistants are:

- Vacant – Program support
- Ashley Miley – 4-H Foundation and Fiscal (Reports to CFAES Advancement)

Administrative Staff

Supports program management and implementation

- Lisa Jinks – Clerical support to Assistant Director and Associate State Leader; program support, including club charters and IRS tax exemption
- Amelia Brashear – Customer service and Nationwide & Ohio Farm Bureau building rentals (refer to p. 16 for more about building rentals)
- Anna Bernard – Fiscal officer (shared position with Extension Publishing)

Student Assistants

Students assist with clerical tasks and program support under the direction of designated specialists and staff in either general office functions or specific program areas in support of specialists and staff program efforts.

- 2 general office support
- 3 state fair skillathons
- 3 state fair non-livestock assistants
- 3 OMK
- 1 Healthy Living
- 1 International Exchange programs

The total number of State 4-H Office faculty and staff is 20 (as of 3/1/2019 and does not include student assistants).

State 4-H Office Budget

For FY18, the State 4-H Office expense total from base funds was \$2,150,580 (personnel – \$2,002,690; operating – \$147,890). The budget allocation was \$1,755,561.

There are 52 endowments with a total principal of \$10,841,290, which yields an annual distribution of approximately \$581,633.18.

As of March 1, 2018:

- There are 55 current use funds with a total balance of \$484,510.
- The total amount of current grants and contracts is \$508,450.
- The building rental income is approximately \$200,000.
- Total funds available (not including personnel): \$1,540,305.
- Expenditures/transfers to date (not including personnel): \$1,159,519.

Ohio 4-H Foundation

Background

Founded in 1945 as part of The Ohio State University Development Fund, the Ohio 4-H Foundation solicits and receives contributions on behalf of Ohio 4-H in order to enhance the 4-H Youth Development Program and to recognize 4-H members and adult volunteers.

The Ohio 4-H Foundation established an endowment in 1946 in order to create a permanent investment. With private support from individuals, businesses, and organizations, the Ohio 4-H Foundation is able to fund new programs and improve existing programs at the county and state

levels. Annual program grants are awarded by the Foundation to support innovative programs, meet emerging local needs, or pilot new efforts.

The Foundation uses all contributions to benefit the educational efforts of the program. Gifts to the 4-H program support specific program areas, teen and adult leadership education, volunteer programs, member recognition, project clinics, camps, counselor training, teen leader clubs, livestock and non-livestock events, and much more.

Mission of the Foundation

The mission of the Ohio 4-H Foundation is to raise money to enhance the 4-H youth development program and to recognize 4-H youth and the adult volunteers.

Several values help determine the Board's plan of action each year:

- Youth development is the focus of all 4-H activities
- 4-H encourages individuals to reach their potential
- Partnerships are essential to successful youth development
- Volunteerism is fundamental
- Diversity strengthens 4-H

Internal Partners

OSU Foundation. The Ohio 4-H Foundation is part of the larger Ohio State University Foundation. This comes with university support for donations, general advancement training, annual giving, and other benefits of a larger university.

CFAES Advancement. The Ohio 4-H Foundation also is part of the College of Food, Agricultural, and Environmental Sciences Advancement team. This means that in addition to the 4-H Foundation Manager and Program Assistant, the Foundation has three full-time employees that devote their time to fundraise for 4-H Youth Development and Ohio State University Extension. There is also support for graphic design, stewardship, alumni relations, and event planning.

Board of Trustees

The Ohio 4-H Foundation is guided by a volunteer board, comprised of business and industry leaders, Extension personnel, and 4-H youth representatives from around the state. In addition to large fundraising efforts, the board reviews proposals and makes recommendations for distribution of annual endowment interest earnings. The board also oversees the 4-H support funds, which channel private sector annual investments directly to designated 4-H programs.

Endowment Principal

The current endowment principal as of the end of 2nd quarter FY19 (01/31/2019) is \$4,009,297.

Endowment Annual Distribution

The current amount of interest/dividends received from principal on an annual basis for FY19 is \$250,640. For FY20, the amount is projected as \$255,997.

Budget

The Ohio 4-H Foundation budget supports the grants program and operating expenses (salary and benefits of the program manager, fiscal assistant, and partial salary of the State 4-H Office fiscal officer, board meeting costs, marketing, and promotion/stewardship/fundraising). The

budget for FY19 is \$370,505 (grant funds: \$209,752.50; operating funds: \$160,752.50). The fiscal year is 07/01 to 06/30.

Grants. The Ohio 4-H Foundation provides program-based grants to 4-H professionals annually to support the state and the counties in their programming needs. The purpose is also to encourage new projects and programs. Amounts awarded the last two years:

- 2018: \$208, 933.40
- 2019: \$144,188.91

Grant Program Examples – 2019 Grants.

- **4-H Mental Health Retreat:** providing high school 4-H members with information on mental health and providing hands-on experience to broaden their understanding.
- **Using Teen Volunteers to Promote and Teach in the 4-H Program:** teens having the opportunity to co-teach a presentation at the National Extension Conference on volunteerism.
- **Incorporating the 4 “H”s in the 4-H Camp:** focused programming around the 4 H’s to remind youth what 4-H is about.
- **Day at the Airport: Learning STEM through Aerospace Science:** community partnership with Pilots & Boosters Association to learn about the science behind flying.
- **Global Adventure Camp:** a camp focused on addressing issues of hunger and poverty.

County Endowments

Ohio has 77 of 88 counties with an endowment to benefit 4-H programming. The 11 counties that do not have endowments are: Ashtabula, Champaign, Columbiana, Hamilton, Huron, Lucas, Mercer, Morgan, Noble, Preble, and Summit.

The total principal of 77 active county endowments is more than \$7.5 million. A total of \$177,096.80 was raised for county endowments during 2018 calendar year.

County Endowment Match. For the 2018 calendar year, the Foundation agreed to create a match program to support the growth of county endowments. The Foundation asked for counties to raise \$1,000 for their endowment and the Foundation would match with \$1,000 to be put toward the endowment principal.

Ohio had 57 counties that were successful reaching this match. They are the following: Adams, Allen, Ashland, Athens, Belmont, Brown, Clark, Coshocton, Crawford, Darke, Defiance, Delaware, Erie, Fairfield, Franklin, Fulton, Gallia, Geauga, Greene, Guernsey, Hancock, Hardin, Harrison, Henry, Highland, Hocking, Jackson, Knox, Licking, Lorain, Madison, Mahoning, Marion, Medina, Monroe, Montgomery, Morrow, Muskingum, Ottawa, Paulding, Perry, Pickaway, Portage, Putnam, Ross, Sandusky, Scioto, Stark, Trumbull, Tuscarawas, Union, Vinton, Washington, Warren, Wayne, Williams, and Wyandot.

The Foundation will be renewing this match again for the 2019 calendar year. The Foundation has challenged the counties to raise \$1,000 for their endowment principal and will match with a \$1,000 that can be put toward the endowment principal or can be used for current programming needs.

Nationwide & Ohio Farm Bureau 4-H Center

Ten years ago, The Ohio State University dedicated the Nationwide and Ohio Farm Bureau 4-H Center and opened the first “green” LEED-certified building on the Columbus campus. It is thought to be the first stand-alone facility built specifically for 4-H Youth Development on a land-grant campus. The aim of the building effort was to establish greater visibility for 4-H as the primary youth outreach component of the institution.

A grassroots effort took place to collect the required amount of funding that was necessary to construct the building and fund an endowment. Thousands of members, volunteers, clubs, committees, and other groups donated. Nationwide and Ohio Farm Bureau, longtime OSU Extension and Ohio 4-H supporters, generously made the naming gift.

As a result of constructing the Nationwide & Ohio Farm Bureau 4-H Center, Ohio 4-H Youth Development was hoped to be better positioned to achieve the following goals:

- More Ohio youth will be involved in positive program opportunities directly conducted at the center.
- Volunteers will be better trained and equipped to empower young people involved in all types of organizations.
- Professional teaching and research by OSU faculty and staff to further develop the field of positive youth development.
- Ohio 4-H Youth Development will be visible as the primary youth outreach and engagement arm of The Ohio State University.

Nationwide recently invested a significant additional amount to finish-out the 5th floor and establish new and enhanced efforts focused on career awareness, workforce development, expanding partnerships, and making research-based information more readily accessible. These new efforts are being led by Dean Kress.

The building endowment principal (\$2.7 million) generates approximately \$125,000 annually. Monthly facilities and maintenance fees (currently \$14,014.88/month; \$168,178/year), electric (\$46,698/year), and water (\$1,860/year) total approximately \$216,727 annually. Because the State 4-H Office is responsible for generating revenue to pay for these expenses, we rent meeting space to university and community members. A support staff position and partial FTE of a program manager is dedicated to managing building rentals and repairs. Rental revenues have increased and now cover the gap between endowment earnings and all other required monthly facilities and maintenance fees, repairs and upgrades to office furniture, and a portion of the salaries of the support staff and program manager.

Advisory and Other Planning Committees

The State 4-H Office works closely with the following advisory and other committees to provide on-going program planning, support, and direction:

- 4-H Internal Advisory Committee
- 4-H Teen Leadership Council
- Annual 4-H Professionals' Update Planning Committee
- Ohio 4-H Conference Planning Committee
- Ohio 4-H Foundation Board
- 4-H Curriculum Committee
- State 4-H Dog Advisory Committee
- State 4-H Horse Advisory Committee

County 4-H Staffing

OSU Extension has a two-track system for county educators: Administrative and Professional (A&P) Staff; and Faculty, tenure-track. County educators are hired at the A&P track and progress through the levels given exemplary performance. County 4-H A&P educator levels are:

- Educator 1: Bachelor's degree
- Educator 2: Master's degree and three years exemplary performance as Educator 1
- Educator 3: Master's degree and 10 years of direct experience and consistent pattern of satisfactory performance
- Educator 4: Master's degree, 10+ years direct experience, and consistent pattern of documented exemplary performance

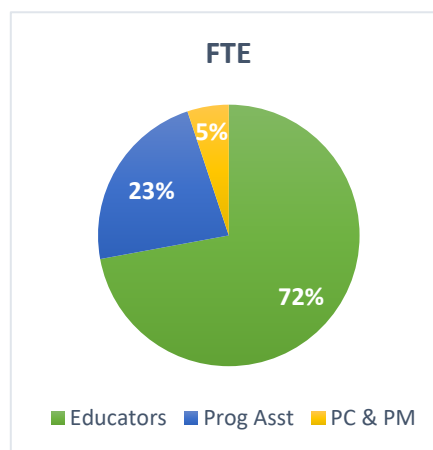
Once Educator 4 is achieved and there is a consistent pattern of exemplary performance, county educators can request a transfer to faculty tenure track without meeting the University requirement of being the successful candidate from a national faculty search. They then have seven years to meet OSU Extension, CFAES, and OSU standards for promotion and tenure. Current faculty ranks are assistant, associate, and full professor. (Tenure at the rank of instructor was granted for some county faculty who were hired before January 1993.)

County 4-H educators are supported in their efforts by program staff at one of the following levels:

- Program Assistant – supports and delivers programs under guidance of county 4-H educator; minimum education - High School diploma; hourly, non-exempt, administrative and professional (A&P) staff. As of 2/15/19, OSU Extension employed 37 4-H program assistants across the state. Of those, two were 4-H/FCS, two were 4-H/ANR, one was 4-H/ANR/CD, and one was 4-H/ANR/CD/FCS.
- Program Coordinator – coordinates, supports, and delivers programs under the guidance of county 4-H educator; minimum education – Bachelor's degree or equivalent combination of education and experience; hourly, non-exempt, A&P staff. As of 2/15/19, OSU Extension employed five program coordinators across the state. Of those, one was 4-H/MGV (Master Gardener Volunteer program).
- Program Manager – manages a general educational program in partnership with county 4-H educator; minimum education – Master's degree; salaried, exempt, A&P staff. As of 2/15/19, OSU Extension employed two program managers in Cuyahoga County (Cleveland).

As of 2/15/19, OSU Extension employed 144 county-based 4-H professionals:

- 100 educators – 95.25 FTE
 - 8 faculty
 - 1 instructor
 - 3 assistant professor
 - 4 associate professor



- 8 educator 1
 - 38 educator 2
 - 33 educator 3
 - 13 educator 4
- 37 program assistants – 30 FTE
 - 5 program coordinators – 4.75 FTE
 - 2 program managers

County 4-H Staffing Patterns

OSU Extension county staffing patterns for the four program areas are based on the availability of local cost share for educator positions (not including the community nutrition education programs-SNAP-Ed & EFNEP, which are situated under FCS administratively).

State funding for Extension (and Ag Experiment Station) work is provided by the state legislature via the bi-annual budget process, with each being a separate line item in the state budget. With the exception of directed funding mandates, overall allocation of state and federal funds for Extension rests with the VP and Dean in consultation with the Associate Dean and Director.)

County educator funding decisions are currently made by Extension Operations in consultation with the Extension Director. Other county Extension professional staffing decisions for program and office support staff are made by the Area Leader given local budget availability. As local budgets increase additional program support positions are added as local budgets increase to support 100% of those positions' salaries and benefits.

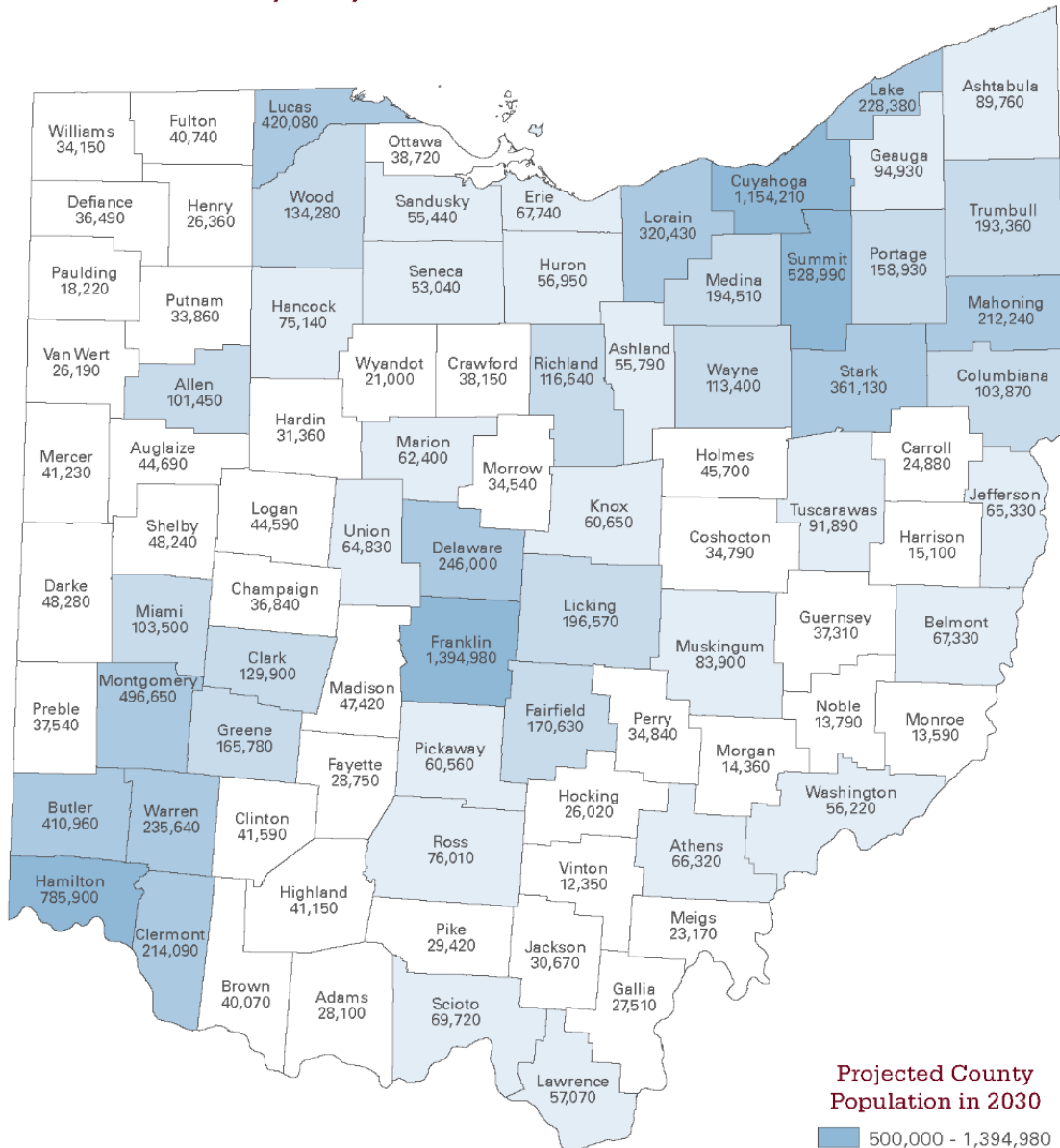
County Commissioner, local levy, grants, contracts, and a few special funding partnerships, when leveraged with state and federal funding, and added to the positions supported at 100% by local dollars, have resulted in respectable county 4-H professional staffing levels across the state. Respectable is a relative term, and is used here in comparison to the other three OSU Extension program areas (and not including community nutrition education programs). While 48 counties are supporting two or more 4-H professionals, 40 are served by a single 4-H professional, with four of those having sizable urban populations (Lucas County/Toledo, Mahoning County/Youngstown, Stark County/Canton, and Summit County/Akron).

The "Projected 2030 County Population" figure below shows Ohio counties with higher populations in darker shades of blue. These projections show that Ohio's current population densities will continue to grow in the urban/metro areas. However, county staffing is based on the availability of local budget resources and program priorities, and is not tied to county population demographics. An example is that Ohio's least populace county (Vinton) enjoys a larger OSU Extension program staff (not including community nutrition education) than the 4th most populous county (Summit/Akron). Disparate staffing patterns, while reflective of local support, prove challenging to meeting the goal of serving 1 in 5 youth by 2025.

Projected 2030 County Population

Statewide: 11,615,100*

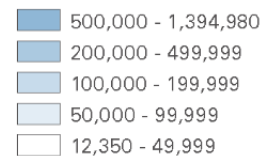
Ohio



*The sum of the county figures does not equal the statewide total due to rounding

Prepared by: Office of Research, Ohio
Development Services Agency (March 2018)

Projected County Population in 2030



RR32818A

Overall, 4-H enjoys a long, strong history of local funding support. OSU Extension 4-H professionals serve each of Ohio's 88 counties. Although a small number of counties continue to struggle financially, the majority have more than 1 FTE dedicated to delivering 4-H youth development programming. As of February 15, 2019, OSU Extension employed 100 4-H educators across the state. Of those, nine were also Area Leaders, one was 4-H/ANR, one was 4-H/FCS, and one was CD, primarily working with youth audiences.

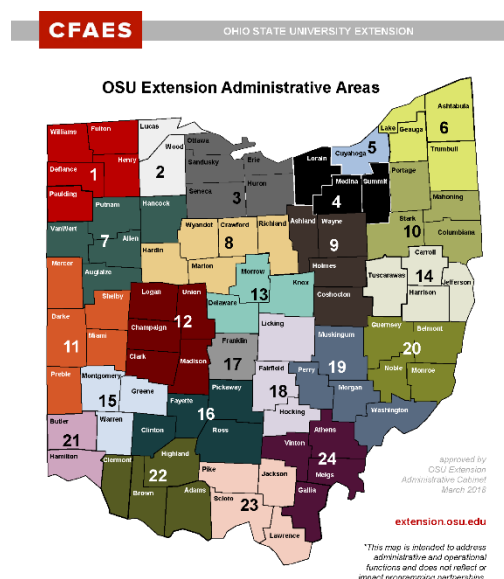
In addition to the 88 county offices, special funding agreements are in place for:

- a stand-alone, afterschool, and summer day camp program for urban under-served youth in Dayton (Montgomery County) – known as Adventure Central – with cost share and operations funding provided by the Five Rivers Metroparks;
- a jointly housed, outdoor recreation, adventure-based program for urban under-served youth in Cleveland (Cuyahoga County) – known as Youth Outdoors – with cost share and operations funding provided by the City of Cleveland and Cleveland Metroparks;
- an in-school agricultural awareness program for inner-city youth at targeted elementary schools in Cleveland and Cincinnati – known as AgriScience in the City – with directed funding included in the current state biannual budget;
- a Columbus campus-operated, sports-focused summer day camp and year-round leadership development program for urban, under-served youth in Columbus (Franklin County) – known as LifeSports – conducted in partnership with the OSU College of Social Work and Department of Athletics; and
- an agricultural careers awareness and exploration summer camp and year-round programming targeting youth in Central Ohio/Columbus, and based in Franklin County, with cost share and operations funding provided by the Ohio Farm Bureau Federation and Foundation.

County 4-H Professional Supervision

Supervision of county Extension professionals, including 4-H, is vested in 24 Area Leaders (refer to “OSU Extension Administrative Areas” map). With the exception of four urban counties/areas (Columbus, Cleveland, Cincinnati/Butler County, Toledo/Wood County), the remaining 20 Area Leaders (at a 50% FTE appointment) provide administrative oversight over groupings of 3-5 counties. They also provide local programming in their assigned program area in the other half of their time. Nine of the Area Leaders have 4-H program assignments. The four Area Leaders in the urban counties/areas are 100% administrative appointments.

The 4-H AD provides input for the annual performance reviews of county 4-H educators to the 24 Area Leaders. Available ratings include Consistently Exceeds



Expectations; Occasionally Exceeds Expectations, Meets Expectations; or Does Not Meet Expectations. Qualitative comments are also provided. Performance review input for county 4-H professionals in job roles other than county educators is provided as needed. The 4-H AD also provides an assessment of 4-H field faculty's performance to the OSU Extension Department Chair as part of that annual review process.

County 4-H Professional Positions

County educator position descriptions are developed by the Area Leader and reviewed by the program area Assistant Director, and approved by Extension Operations and CFAES HR. There is a shared expectation that specifies a minimum 25% FTE area of specialization and 10% FTE contribution to statewide efforts, however there currently is not a standard position description that specifies common job duties from one county educator position to another. This flexibility allows for positions to be highly locally relevant and tailored to meet local county needs, yet across the state there is lack of clear consistency from one county 4-H educator position to another.

Until recently, county educator positions were focused in a single program area and required a Master's degree. County educator positions can now have dual program area assignments and are open to individuals with Bachelor's degrees. These changes have resulted in a deepening of the applicant pool and greater diversity of educational backgrounds and training.

County educator job applicants are typically screened by a CFAES HR generalist, program area Assistant Director, a second state-level program area representative (in 4-H, this has been the AD and Associate State Leader, or when one of those two is not available, a state specialist), the Area Leader, and a second county-level representative. The candidate pool is reviewed, ranked, and consensus reached to identify individuals to screen at the state level.

State-level screening involves a short presentation followed by typical interview questions. The program area AD, CFAES HR generalist, and second state-level program representative conduct this screening interview and determine which, if any, candidates will move on to the county interview. County interviews are led by the Area Leader, a second county-level program area representative, and includes several representatives from the county. County interview committee members typically include other office staff members, key program area volunteers (such as the officers of the 4-H and/or county advisory committees), county commissioner, local organizational partners (such as local school district, county Farm Bureau, county senior fairboard).

Additional County Support

In addition to county 4-H educators and program staff, Ohio 4-H programs receive significant program support from office support staff and other program area professionals. County office support staff frequently assist with 4HOnline data entry, volunteer and club paperwork tracking, 4-H project book orders, and so forth. They are frequently the "face" of OSU Extension with county clientele and are the first point of contact for helping respond to questions and inquiries. County FCS and ANR professionals collaborate to meet local programming needs and develop new curricula. Examples include food safety education; food and fashion boards; mental health first aid; Real Money. Real World; quality assurance trainings, livestock and meat judging teams; joint efforts related to addressing the opioid epidemic; support for county and state fair judging events and other showcasing activities; and contributions to 4-H project book development, revisions, and reviewers.

Ohio 4-H Statistics

The data presented in the following tables is based on existing annual ES237 summary reports. Ohio 4-H uses 4HOnline to track members and volunteers.

Enrollment

	2012	2013	2014	2015	2016	2017	2018
Community Clubs	72,933	82,853	75,160	74,367	72,127	70,766	69,826
In-School Clubs	202	229	546	444	91	108	171
After School Clubs	1,063	498	298	316	446	408	365
Military Clubs	469	20	0	2	0	11	6
Special Interest/Short Term	81,801	58,322	119,045	28,567	44,112	33,581	39,993
School Enrichment	61,949	58,300	59,558	55,266	59,710	61,991	66,650
Individual Study/Family Learning	306	125	501	284	308	153	22
After School Program 4-H Curricula	2,777	952	3,390	1,842	1,567	3,466	4,434
Total	218,417	200,222	254,607	158,962	176,486	166,865	183,485

* Community Nutrition Education Program numbers excluded from all years in this enrollment table.

Membership Eligibility

- Ohio 4-H membership is based on a child's age and grade as of January 1 of the current calendar year. Eligibility for Cloverbud participation begins when a child is age 5 and enrolled in kindergarten.
- Eligibility for participation in 4-H projects and competitive events begins when a child is age 8 and in third grade. Any youth age 9 or above is eligible for project membership, regardless of grade level.
- A youth's 4-H eligibility ends December 31 the year he or she turns 19.

Ethnicity/Race

	2012	2013	2014*	2015*	2016*	2017*	2018	% of 2018
Hispanic/Latino	7,752	4,996	10,033	15,348	12,912	17,702	6,809	4%
Non-Hispanic	177,189	170,427	206,107	273,950	431,988	486,124	158,295	96%
American Indian/Alaska Native	557	565	618	1,849	900	1,488	441	< 1%
Asian	1,781	2,001	1,454	3,621	4,155	4,374	1,249	1%
African American	15,122	12,876	21,628	34,397	51,210	73,595	15,457	9%
Native Hawaiian/Pacific Islander	249	195	110	90	145	145	91	< 1%
White	159,574	158,718	186,324	246,467	333,820	373,591	142,774	86%
More Than One Race	444	371	5,906	2,732	54,402	50,284	4,410	3%
Undetermined	8,081	1,568	100	142	268	349	682	< 1%

* Community Nutrition Education Program numbers included in indicated years.

OSU Minority Enrollment: Point of Comparison

Enrollment, Minority (Autumn 2018)				
	Columbus Campus		Total University	
Total Enrollment	61,170	% of Total	68,100	% of Total
Total minorities	12,873	21.0%	14,299	21.0%
African American	3,713	6.1%	4,327	6.4%
Asian American	4,161	6.8%	4,414	6.5%
Hispanic	2,758	4.5%	3,018	4.4%
Two or More Races	2,153	3.5%	2,438	3.6%
American Indian/Alaskan Native	60	0.1%	73	0.1%
Native Hawaiian/Pacific Islander	28	0.05%	29	0.04%

Total student enrollment (2018) – 68,100

Total Undergraduate enrollment (2018) – 53,734

From: <https://www.osu.edu/osutoday/stuinfo.php> (sniped 3/3/2019)

Camps

	2012	2013	2014	2015	2016	2017	2018
Overnight Camp	11,656	13,247	11,763	9,774	12,250	12,612	12,404
Day Camps	3,457	3,741	4,405	2,372	4,106	4,601	3,419

Gender

	2012	2013	2014*	2015*	2016*	2017*	2018
Male	46%	46%	46%	49%	49%	49%	46%
Female	54%	54%	54%	51%	51%	51%	54%

* Community Nutrition Education Program numbers included in these years.

Place of Residence

	2012	2013	2014*	2015*	2016*	2017*	2018
Farm	39,358	34,817	50,020	37,267	36,095	32,532	34,688
Town	83,955	76,945	68,893	93,569	75,516	75,884	66,084
City	33,453	36,852	43,261	60,984	45,262	104,776	28,327
Suburb	10,352	10,888	21,747	49,404	65,902	58,432	13,382
Central	17,824	15,921	32,219	48,065	222,125	232,202	22,623

* Community Nutrition Education Program numbers included in these years.

Number of Clubs

Ohio 4-H had 3,367 clubs across the state in 2018. The number of clubs per county ranged from 10 (Hamilton) to 81 (Ross), with an average per county of 38.

Volunteers

	2012	2013	2014	2015	2016	2017	2018
Adult Volunteers	21,981	20,047	17,836	16,317	16,843	16,074	15,988
Youth Volunteer	7,181	4,867	4,693	5,259	5,847	6,793	6,074

Volunteer Demographics

	2018	%
Hispanic/Latino	68	0.005
Non-Hispanic	13,595	0.995
American Indian/Alaska Native	49	0.004
Asian	12	0.001
African American	42	0.003
Native Hawaiian/Pacific Islander	3	0.000
White	13,534	0.991
More Than One Race	50	0.004
Undetermined	60	0.004
Male	3,660	27%
Female	10,003	73%

4-H Professional Demographics

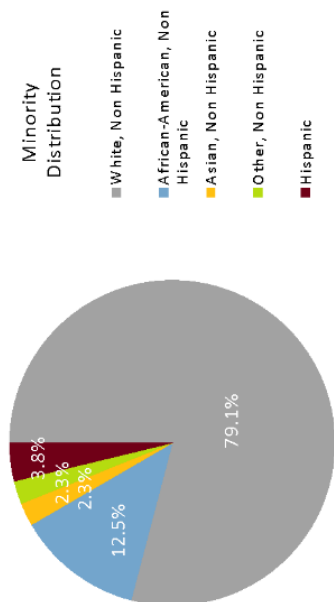
An informal estimate is that less than 5% of OSU Extension 4-H professionals are racially/ethnically diverse.

A demographic profile of Ohio's 2017 population is presented on the next page.

Ohio's Demographic Profile

Ohio Population Estimates by Age, Sex, Race, and Hispanic Origin 2017

Age	Total	Male	Female	Age	Total	White	African-American	Asian	Other	Two / More Races	Hispanic	Minority
Total	11,658,609	5,713,100	5,945,509	Total	11,658,609	9,579,207	1,504,482	271,531	39,624	263,765	440,886	20.9%
0 to 4	698,780	357,181	341,599	0 to 4	698,780	523,928	114,586	18,237	3,006	39,023	45,432	30.0%
5 to 9	709,211	362,887	346,324	5 to 9	2,980,023	2,305,965	456,434	74,677	10,598	132,349	166,698	27.1%
10 to 14	737,946	376,537	361,409	10 to 14	2,904,979	2,339,500	403,344	97,639	11,129	53,367	131,834	23.2%
15 to 19	767,484	392,890	374,594	15 to 19	3,131,691	2,680,770	355,567	57,061	10,413	27,880	72,068	16.4%
20 to 24	765,382	389,045	376,337	20 to 24	1,686,706	1,497,089	153,588	21,889	4,058	10,082	21,838	12.4%
25 to 29	796,439	402,124	394,315	25 to 29	256,430	231,955	20,963	2,028	420	1,064	3,016	10.6%
30 to 34	727,322	364,063	363,259	30 to 34								
35 to 39	715,051	356,089	358,962	35 to 39								
40 to 44	666,167	330,349	335,818	40 to 44								
45 to 49	744,174	368,639	375,535	45 to 49								
50 to 54	775,242	381,400	393,842	50 to 54								
55 to 59	836,488	406,593	429,895	55 to 59								
60 to 64	775,787	373,706	402,081	60 to 64								
65 to 69	646,774	305,592	341,182	65 to 69								
70 to 74	473,817	218,136	255,681	70 to 74								
75 to 79	333,531	145,607	187,924	75 to 79								
80 to 84	232,584	95,043	137,541	80 to 84								
85+	256,430	87,219	169,211	85+								
Median Age	39.4	37.9	40.8									

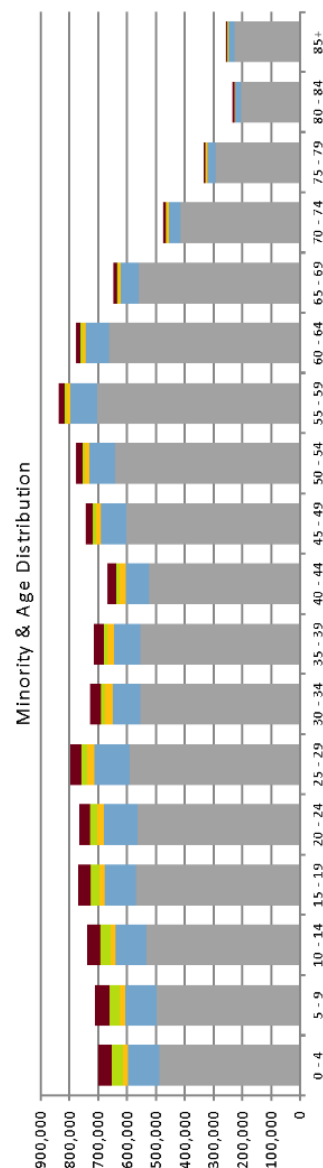


Notes: Hispanic origin is considered an ethnicity, not a race. Hispanics may be of any race.

For the purpose of this report, Minority is the difference of Total Population minus Non Hispanic Whites.

Other category includes American Indian, Alaska Native, Native Hawaiian, and Other Pacific Islanders.

Source: U.S. Census Bureau.



From: <https://development.ohio.gov/files/research/P5020.pdf>

Professional Development

The State 4-H Office provides leadership and coordination for several professional development in-service opportunities each year. These educational sessions support both 4-H program professionals and volunteers. Content of these opportunities can be linked back to the Professional Research Knowledge, and Competencies (PRKC) and Volunteer Research Knowledge, and Competencies (VRKC). The main driver of content decisions, however, tends to be consensus from a planning committee comprised of county and state professionals, and volunteers when they are also a target audience. Additional in-service topics are determined by the state and associate state leaders and specialists given feedback from on-going interactions with county professionals, volunteers, parents, youth, and other staff. A recent example of a youth-initiated professional development opportunity was the first-ever LGBTQ+ Summit was hosted in 2018. This section provides an overview of the professional development training by target audience: 4-H professionals; 4-H professionals and volunteers; and volunteers.

4-H Professional-Focused

New Hire Onboarding

New county professionals participate in an on-campus, Day 1 orientation on pre-established common start dates. Area Leaders assign mentors to newly hired county educators. In addition, the 4-H camping state specialist assigns a camping mentor to new 4-H county educators. Camping mentors are 4-H educators who specialize in camping and are members of the 4-H Camping Design Team (explained on p. 33). County office budgets pay for the mileage expenses associated with Day 1 orientation.

Following the Day 1 orientation, the State 4-H Office offers day-long “4-H 101” training sessions on an as needed basis when there is a reasonably-sized new hire cohort, typically about every other month. This session takes place at the 4-H Center on the Columbus campus. It is designed to help familiarize new county 4-H professionals with Ohio 4-H program basics, including introducing essential policies and procedures, 4HOnline, reporting categories for tracking program participants, resources available on the 4-H intranet (including 4-H camping requirements), and putting faces with names for who’s who in the State 4-H Office.

In addition to 4-H 101, quarterly day-long “4-H Fundamentals” training for new county professionals provides more in-depth coverage of seasonally-applicable topics. Topics typically include volunteer recruitment, screening, selection, training, retention, and volunteer management best practices; using 4HOnline; and risk management, including navigating difficult conversations, progressive discipline, and crisis communication. 4-H Fundamentals is open to any “newish” county 4-H professional and the support staff who work with them. County professionals self-identify as “newish.”

Both the 4-H 101 and 4-H Fundamentals training sessions have been coordinated and largely delivered by a State 4-H Office program coordinator. Other State 4-H Office members assist with teaching sections of the agenda. Because this Program Coordinator was recently hired to be the Ohio 4-H Foundation Program Manager, and due to budget constraints, this position has not been refilled. As a stop-gap measure, the Acting Associate State 4-H Leader is coordinating and teaching these sessions. County office budgets pay for the mileage expenses associated with attending and the State 4-H Office budget covers morning refreshments and lunch. State 4-H Office funds come from non-base sources of funding. Qualitative program survey evaluation data (open-ended feedback) has been uniformly positive. New county 4-H professionals (and a

few support staff) report that both 4-H 101 and 4-H Fundamentals are very helpful in acquainting them with 4-H policies, people, and program resources.

Annual Spring and Fall In-services

Two annual, all-hands professional development days are planned with a planning committee comprised of state and county 4-H professionals. The spring in-service focuses on programming and the fall in-service focuses on policies, procedures, and best practices. They are held at the Nationwide & Ohio Farm Bureau 4-H Center. Typical attendance for both hovers around 140.

Periodic Content-area Specific

In addition to the two in-services described above, other 4-H professional development opportunities are offered regularly. These include the 4-H camp directors in-service, 4-H camp bus tour, STEM-focused in-service, Mental Health First Aid, Older Teen Programming, and 4-H Yoga, shooting sports, LGBTQ+, and so forth. All are held at the Nationwide & Ohio Farm Bureau 4-H Center. Attendance varies.

On-going Support

On-going professional development support efforts include: “Hot Topics” webinars on the 3rd Tuesday of the month; “Policy of the Month” emails sent to the 4-H professionals distribution list; and mentoring and coaching, especially for new hires. A significant amount of the Associate State Leader’s time is spent mentoring and coaching professionals through risk management and conflict resolution challenges.

4-H Professionals & Volunteers

Training that is targeted to both employees and volunteers includes:

Assuring Quality Care for Animals

This is an annual in-service offered to meet requirements outlined in Chapter 901-19-07 of the Ohio Administrative Code. This rule requires all exhibitors to complete a quality assurance program prior to exhibiting terminal or partial terminal livestock in a junior livestock show. The program is conducted cooperatively by the Exhibition Sponsor, OSU Extension, Ohio agricultural education, or agricultural commodity organizations. Extension 4-H professionals are responsible for taking leadership for their county’s quality assurance education program. They must attend the Assuring Quality Care for Animals (AQCA) in-service held at the Nationwide & Ohio Farm Bureau 4-H Center to become a county coordinator; and/or ask individuals such as ANR Educators, livestock project 4-H volunteers, senior fairboard members, and/or agriculture education instructors to attend the AQCA in-service to become county coordinators. Certified county coordinators must attend the AQCA in-service sessions at least once every three years.

Shooting Sports

This training was created in 2018 in response to an identified need to educate new county 4-H professionals about shooting sports requirements and update already trained 4-H professionals and their county shooting sports volunteer coordinators.

Ohio 4-H Conference

The Ohio 4-H Conference brings together 4-H teens and adult volunteers from across the state on the second Saturday in March at the Columbus Convention Center. The Ohio 4-H Conference Steering Committee, comprised of volunteers and 4-H professionals, works throughout the year to achieve these goals:

- education (to strengthen the Ohio 4-H program);
- recognition (which aids retention);
- networking (that builds positive relationships); and
- group identity (for a strong sense of belonging).

The Ohio 4-H Conference is designed to equip participants with resources, information, and skills to meet the ever-changing needs of youth. Attendees have the opportunity to receive training in more than 125 different topics such as career exploration, risk management, camping, leadership, cake decorating, dancing, animal sciences, and much more.

In addition to the educational sessions, the day features the Ohio 4-H Volunteer Recognition Luncheon highlighting the extraordinary accomplishments of volunteers. The teens (age 13 and older) have a luncheon that recognizes their peers and often features a keynote speaker.

The main goal is to provide educational opportunities for Ohio 4-H teens and adult volunteers to learn together, and from each other, in order to improve skills and abilities to deliver outstanding 4-H programming. Additional goals are recognition, retention, and fostering a strong sense of group belonging. Approximately 1,250 to 1,450 individuals participate each year (60% adult; 40% teen).

Volunteers

Significant efforts are devoted to providing on-going volunteer training. Examples of statewide volunteer-focused professional development include events early in the year for: Horse Advisors; Dog Advisors; Horse Judges, Dog Judges; Shooting Sports Instructor Training; and Master Clothing Educator Volunteer training. Planning committee comprised of 4-H professionals and volunteers plan and help conduct these educational opportunities. Examples of county volunteer trainings include: Annual Advisor Updates; New Volunteer Orientation; and subject matter specific opportunities.

Program Development

Ohio 4-H program development over the past 15+ years has been largely driven by the efforts of 4-H Design Teams. Efforts of state specialists and other Extension-wide programming have also contributed.

In the winter and spring of 2011-12, efforts were undertaken to update the focus and structure of Ohio 4-H state-wide teams and 4-H educator specializations. A survey of all Ohio 4-H professionals identified 4-H programming priorities. A content analysis of 4-H educators' specializations quantified how specializations were distributed. Additional components included listing the products and activities of 4-H EERA teams (based on the former OSU Extension administrative organization structure) and soliciting input for suggestions for improvement. All of this information was summarized and presented at a day-long meeting of EERA 4-H Program Leaders, State/ Field 4-H Specialists, State 4-H Leadership, and one Extension Regional Director on May 7, 2012. The resultant discussion led to the creation of the current Ohio 4-H Design Teams and areas of specialization.

Design Team members include county educators, program assistants, program coordinators, program managers, and state faculty and staff. Educators are expected to participate as a part of their 10% statewide contribution, while other county program support personnel participate with the support of their current supervisor.

Design Teams

Ohio 4-H has nine Design Teams. They are:

- Animal Science – 20 members
- Camping – 13 members
- CARTEENS – 8 members
- Healthy Living – 12 members
- Innovative Program Delivery Methods – 17 members
- Pre-Adolescents/Cloverbuds – 8 members
- STEM – 19 members
- Teen Leadership – 14 members
- Volunteers & Community Clubs – 12 members

Ohio 4-H Design Teams are expected to:

- Create curriculum
- Plan and share delivery methods
- Complete applied research
- Give direction to professional development of Design Team subject matter
- Coordinate 4-H marketing efforts with other 4-H Design Teams and CFAES Communication and Marketing
- Identify ways to increase diversity in Ohio 4-H through Design Team work
- Have a 4-H Specialist connection
- Utilize appropriate and up-to-date technology
- Select a chair from the 4-H Educators who make up the team

Educator Specializations

The purpose of Educator specialization is to improve Extension programs by:

- providing expertise close to the clientele;
- increasing efficiency since Educators will not need to devote teaching preparation time to all subject matter specialty areas; and
- strengthening Design Teams' ability to address pressing issues.

Extension 4-H educators specializing in a certain discipline are expected to read, receive and seek extra training, teach, contribute to team efforts, and develop creative and scholarly works in their specialty. Educators should link with appropriate university faculty in and out of state who work in the same or similar specialty to strengthen their knowledge. Educators are expected to devote 25% of their time to their area of specialization.

Specialization provides an opportunity for Educators to share their expertise in the Area and State and also with program area and interdisciplinary teams. Several ways an individual's expertise can be shared include:

- Information: Ohio peers call or contact Educator seeking help in answering questions or developing teaching materials.
- Teaching materials and curriculum: Educators share masters or copies of peer reviewed handouts, teaching outlines, visual aids, etc. with other Educators. Newsletter items or news releases can be used by Educators in other counties with credit to author. Curriculum developed as a part of the specialization is adopted by others.
- Teaching assistance: Educators teach in other counties or at a state, national, or professional meeting/conference on a topic related to the specialty area.
- Applied research: Faculty Educators participate in applied research projects within their area of specialty.
- Area program: Educators work with other Educators or teams to plan and present programs in their specialty to an audience drawn from their Area.
- Program and interdisciplinary teams: Educators' expertise is used to enhance educational efforts of an Extension team(s) in addressing a critical issue or theme.

The 17 areas of Ohio 4-H educator specialization are listed below. A brief description of each follows.

- Afterschool Programming
- Camping
- CARTEENS
- Character Education/ Citizenship
- Cloverbuds – Preadolescent Development
- Club Management
- Companion & Small Animals
- Environmental Education
- Healthy Lifestyle Issues
- Livestock
- Quality Assurance
- Risk Management in Volunteer Organizations

- School Enrichment
- Science, Technology, Engineering and Math (STEM)
- Special Needs Youth
- Teen Leadership Development
- Volunteerism

Afterschool Programming. Development, marketing, and delivery of educational programs offered to youth outside of school hours, usually in a school or other community center and incorporating 4-H curricula.

Camping. Provide educational resources and assistance for the wide range of camp management and camp program subject matter necessary to deliver effective residential and day camp programs.

CARTEENS. CARTEENS is a traffic safety education program for juvenile traffic offenders that is conducted by 4-H teen leaders and their program partners. 4-H CARTEENS goals include: reducing the number of repeat juvenile traffic offenders; decreasing the number of teen traffic offenders; and increasing teen awareness of traffic/vehicular safety.

Character Education/ Citizenship. Knowledge and skills in teaching youth that will help them develop as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant and/ or socially-acceptable beings. Concepts include social and emotional learning, moral reasoning/ cognitive development, life skills education, health education, violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation.

Cloverbuds – Preadolescent Development. Expertise in the 4-H Cloverbud Program; programming for children (youth age 5 and in Kindergarten until they reach age 8 and in the third grade) to explore areas of healthy lifestyle, earth / environment, citizenship, plants and animals, consumerism, science and technology, personal development, and community expressive arts.

Club Management. Ability to assist 4-H volunteers in managing local 4-H community clubs; expertise in developing annual 4-H club program, 4-H club officer training, 4-H club committees, 4-H member recruitment, and 4-H member recognition.

Companion & Small Animals. Educators should have a strong interest in companion and small animals, human-animal interaction education, and program and curriculum development. Companion animals include dogs, cats, guinea pigs, hamsters, and other animals kept as pets. Small animals include rabbits and small ruminants. Educators would work individually and as teams, with leadership and support from the Extension specialist, in delivering educational programs and activities at area, regional, state, and national levels for volunteers, youth, and Extension professionals.

Environmental Education. Expertise in subject matter that includes natural resources, water quality, forestry, and shooting sports.

Healthy Lifestyle Issues. Proficient in youth issues relating to: health and safety consequences of behaviors; the importance of physical activity for general health; nutritional needs and dietary recommendations; and partnership and coalition building with community groups which work with health-related concerns.

Livestock. Subject matter expertise in one or more the large livestock species of goats, sheep, swine, beef cattle, dairy cattle, or horses.

Quality Assurance. Interest and expertise in the Ohio Youth Food Animal Quality Assurance Program; must attend a certification once every three years; assists in planning and conducting quality assurance programs.

Risk Management in Volunteer Organizations. Knowledge of the discipline of risk management which deals with the possibility that some future event will cause harm to people, property, income, or organizational goodwill; developing and implementing educational programs involving volunteers that will appropriately manage a multitude of potential risks; ability to acknowledge/identify potential risks, evaluate and prioritize consequences, implement risk management techniques, and finally monitor and update programming to reflect changes in environment, participants, and educational content.

School Enrichment. Expertise in the delivery of experiential learning activities through school classrooms or other educational setting which achieve selected 4-H learning outcomes as well as enrich the classroom curriculum.

Science, Technology, Engineering and Math (STEM). A specialization in 4-H STEM programming focuses on developing the skills needed for youth to become proficient and competitive science, engineering, and technology leaders. A STEM specialist uses traditional 4-H topic areas (such as agricultural science, electricity, mechanics, entrepreneurship, and natural sciences) and topic areas newer to 4-H (such as rocketry, robotics, bio-fuels, renewable energy, and computer science) as starting points in developing science literacy and aptitude among 4-H youth.

Special Needs Youth. Interested in working with the diverse population of special needs youth; Educators would develop curriculum, modify project manuals, fact sheets and other forms of materials to aid Extension professionals, volunteers, parents, and youth understand 4-H programs and camps that would provide educational experiences within the expectations of 4-H project requirements.

Teen Leadership Development. Expertise in the development 4-H teen leadership programs that give adolescents the opportunity to develop advanced leadership abilities through a variety of real-life leadership roles; specific teen programs include: 4-H leadership projects, 4-H club officer and committee systems, junior/teen leadership programs, 4-H camp counselor opportunities, 4-H teen board members, 4-H CARTEENS, state 4-H leadership camp, and national and international 4-H leadership.

Volunteerism. Skills and knowledge in the development and maintenance of a comprehensive, dynamic, and contemporary volunteer model for Ohio State University Extension focusing on volunteer identification, selection, training, utilization, and evaluation.

Mission Mandates, Design Teams, and Area of Specialization Matrix

The following table represents how the areas of specialization fall under each Design Team and relate to the national 4-H mission mandates.

4-H Mission Mandate	Design Team	Specializations		
Leadership/ Citizenship	Camping	Camping		
	Teen Leadership	Teen Leadership	Character Education/ Citizenship	
	Pre-Adolescence	Cloverbuds		
	Volunteerism and Community Clubs	Volunteerism	Risk Management	Club Management
Science	STEM	STEM	Environmental Education	
	Innovative Programming Approaches	School Enrichment	After School Programming	
	Animal Science	Livestock	Quality Assurance	Companion & Small Animals
Healthy Living	Healthy Living	Healthy Lifestyles	Special Needs Youth	
	CARTEENS	CARTEENS		

Ohio 4-H Curricula

Ohio 4-H curriculum has a nationwide reputation as high quality materials, including a robust array of project book offerings for its members. In 2018, 4-H members enrolled in 127,995 projects.

Project Books

We offer 221 self-study project books on topics from livestock to scrapbooking and robotics to nutrition. We also offer 15 group enrollment project books. (As a point of comparison: OSU offers more than 200 undergraduate majors, specialties, and tracks, and an estimated 12,000 courses.) Forty-eight have the National Peer Review “seal of approval.”

Complete descriptions of Ohio 4-H projects and the publications that support them are available in the annual *Family Guide* (print and online). We also have an interactive web site that includes sample pages, ratings, and comments about the project books: Ohio 4-H Project Central.

We ask that members purchase a book for each project in which they enroll. The cost of a project book, which is usually \$6, covers the cost of curriculum development, printing, storage,

and delivery. Each book purchased helps to support the 4-H program at the state and county levels. This cost recovery plan is seen as the most desirable option among alternatives such as a state membership fee or other fees.

Each project book contains a wealth of information and three types of activities:

- Hands-on activities: making, producing, practicing, observing, testing, interviewing, caring for, etc.
- Organized activities: demonstrations, speeches, workshops, camps, county judging, project activities, exhibits, etc.
- Leadership/Citizenship activities: conducting, planning, teaching, assisting, informing, organizing, etc.

Project books and other curriculum materials are developed by county Extension professionals, state-based faculty and staff, volunteers, youth, and other community content experts. Authors work with our curriculum team in Extension Publishing to move from concept to finished, peer-reviewed product.

As other state Extension publishing units change focus, or have been shut down, OSU Extension has become a go-to source for 4-H curricula. Several of our project books are offered for sale through National 4-H Council's *Shop 4-H* store.

Self-Determined Projects

The Self-Determined Project Guide is for 4-H members who have a great project idea of their own or are ready to go beyond a current project book. Self-Determined projects may be repeated if new areas of interest, learning experiences, and leadership/citizenship activities are selected.

Idea Starters

Idea Starters are written as an open invitation to members to explore a new or innovative topic as a self-determined project. This growing list of Idea Starters provides a timely and exciting variety of non-traditional 4-H topics, from clowning to shale gas extraction to hedgehogs.

Learning Lab Kits

Learning Lab Kits are species-specific, hands-on, durable learning materials designed to be used for teaching and evaluating knowledge of livestock and companion animals. Additional kits provide information on plant identification, lawn care, and lawn and garden equipment. They are ideally suited for classrooms, 4-H clubs, FFA chapters, skillathons, and other hands-on learning programs

Levels of Change Game

This is an interactive, hands-on game that applies the social ecological model to the pursuit of policy, system, and environmental change. This kit engages public health professionals and others with real-life scenarios, challenges, and discussions, suggesting that effective health promotion strategies target individual change (education), and social, organizational/physical environment, and policy changes. Customized scenarios make the game fun and relevant for teen and adult groups.

Statewide Programs

This section of the report provides an overview of selected statewide programming efforts for which personnel in the State 4-H Office have been providing primary leadership. More detailed information about these areas is on the Ohio 4-H website: ohio4h.org.

4-H Animal Sciences

General Animal Sciences

Ohio 4-H Animal Sciences provides educational programming for youth who participate in animal projects through 4-H. Quality assurance programs, skillathons, meat and livestock judging contests, companion and small animal programs, human-animal interaction/pet therapy programs, written subject matter resource materials, knowledge bowls, etc. are all examples of what this program provides. Over 3,500 youth participated in state contests and events in 2018.

Livestock

The 4-H Livestock/Food Animal Program's primary focus is to address the 46,916 4-H members enrolled in the 13 livestock/food animal 4-H projects. Projects include breeding and market animals including cattle, sheep/lambs, rabbits, poultry, swine, and goats. Livestock projects account for nearly one-third of the total number of 4-H projects taken in Ohio, with youth enrolled in 63,615 projects in 2017.

The Livestock/Food Animal Program provides leadership and curriculum for quality assurance programs mandated by Ohio law for youth taking food animal projects. Quality assurance programs in all livestock species engage and educate youth about providing safe, wholesome, nutrient-dense products to consumers. Youth programs are designed to give youth the opportunity to learn about the science-based practices necessary for producing quality food, developing life skills, and career exploration.

Companion and Small Animals/Human-Animal Interactions

The Companion and Small Animal program includes the six dog projects, three cat projects, cavy and pocket pet projects, and reptiles and amphibians, pigeons, chinchillas, ferrets, and hedgehogs Idea Starters. Also included in this program area are any other projects where the animal is kept as a companion or pet, including pet rabbits, pet goats, exhibition poultry, and other livestock. Youth learn leadership, life skills, and best practices by providing daily care, management, and animal husbandry to their companions, when in many cases they are not permitted to do so with a larger animal. Companion animals, backyard poultry, and rabbits are especially adaptable as 4-H projects taken by suburban and urban youth.

4-H PetPALS is a project exemplifying the power of human-animal interactions and the human-animal bond via pet therapy. The only 4-H project in the nation of its type, 4-H PetPALS teaches youth how to train and socialize pets for animal-assisted activities, as well as skills necessary to interact with adults in health care facilities, youth-at-risk, meet-and-greets at library reading programs, finals week at universities, etc.

Statistics

- Assuring Quality Care for Animals In-Service: 91% of attendees considered the training very useful. Many attendees commented that the in-service was a great learning opportunity.

- Dog Advisor Training: 58-89% of participants marked each session as being great (4) on a scale of 1-4. 100% said they would attend again if we offered this every other year.
- 4-H PetPALS Evaluations: 100% of attendees said they gained knowledge and skills during the training; 92% said this was the most beneficial/rewarding training they have ever attended.

Partners

Ohio 4-H Animal Sciences works extensively with county, campus, and community partners. Selected examples include:

- The Assuring Quality Care for Animals Advisory Committee is a partnership between county Extension, college (CFAES), and industry professionals to ensure that emerging issues are addressed using best practices in livestock, quality assurance, and companion animal programming at state and local levels.
- The CFAES Center for Human-Animal Interactions Research & Education (CHAIRE): Through collaborative research, education and outreach, CHAIRE will enhance the relationships between humans and animals and advance appropriate husbandry and management of wild and domestic species. The four focus areas of CHAIRE include: Welfare & Behavior, Conservation, Zooeyia (positive health benefits on people interacting with animals), and Social/Companionship. A grant was received: *Reducing Trauma in Opioid-Affected Families Using Human-Animal Interaction Techniques: A Feasibility Study*. March 2018. OSU Opioid Innovative Fund. \$49,970.00
- The Ohio Department of Agriculture's Livestock Exhibitions Advisory Committee discusses and gives counsel to ODA on matters that pertain to state law and animal exhibitions throughout Ohio.
- The Animal Sciences Design Team consist of 4-H County Educators who discuss current needs and emerging issues in the state as it relates to youth taking animal science projects through 4-H.
- The Ohio 4-H Animal Sciences Program collaborates with OSU Animal Sciences faculty and staff to ensure current, science-based knowledge is incorporated into curriculum, resources, and events throughout the state.
- Community/Industry Partners include Ohio Department of Agriculture, FFA, Ohio Cattlemen's Association, Ohio Poultry Association, Ohio Expositions Commission, Ohio Sheep Improvement Association, Ohio Pork Producers, Ohio Fair Managers Association, American Kennel Club, American Rabbit Breeders Association, and many others.

Engaging with Clientele

The Ohio 4-H Animal Sciences Program engages clientele in various ways:

- Training opportunities for Extension professionals including Assuring Quality Care for Animals In-Service, Quality Assurance Assistant Instructor Trainings, "Hot Topic" webinar/updates, and many more.

- Numerous county, community, state, and national presentations on various topics including Quality Assurance, Animal Health and Nutrition, Skillathons, Human-Animal Interactions, and Companion Animal Care.
- Resource materials for youth, parents, volunteers, and county professionals that include curriculum in the form of project/resource books for various species (Livestock/Food Animals, Companion Animals) and Assuring Quality Care for Animals curriculum (PowerPoints, activities, etc).
- Social Media (Facebook, Instagram) allows for engagement of youth, parents, and volunteers with dates/deadlines posted, career opportunities in agriculture, upcoming events, scholarship opportunities, and more.

Contributions to Scholarship

Presentations

- Topics included Quality Assurance, Animal Health, Animal Nutrition, Skillathons, Human-Animal Interactions, 4-H PetPALS, and Companion Animal Care.
- Venues included Global 4-H Summit, National Association of Extension 4-H Agents (NAE4-HA), Ohio Fair Managers Association Conference, Ohio 4-H Conference, 4-H Professional In-services, as well as numerous counties throughout the state of Ohio.

Fact Sheets

- Requirements of Livestock Projects for Exhibition in Ohio Fairs (Share) 2018
- Rabbit Health and Biosecurity (West, Moore, Miller) 2018
- Veterinary Feed Directive (VFD) for Youth Livestock Producers and Families (Miller, Snook, West) 2017
- Choosing an Incubator (Miller) 2016
- Instructions for Tattooing Rabbits (West, Miller) 2016

Other

- Brochure: Careers – Companion Animal Industry 2018 (Miller), OSU Poultry Team, Columbus Channels 4 and 10 TV appearances – discussing CHAIRE and recipient of Opioid Innovative Funding

Awards and National Recognition

- JCEP 2018 – 1st Place Instructional Video: Miller, Ulry, Wright (poultry breed videos)
- NAE4HA 1st Place Educational Piece – Team: Dog Resource Handbook (Miller, Breech, Stover)
- JCEP 2018 – Project Books – 1st Place: All About Dogs (Cochran, Miller)
- JCEP/ESP 2016 – 1st Place Fact Sheet: Instructions for Tattooing Rabbits (West, Miller)
- Cavy Resource Handbook, Dog Resource Handbook, ChickQuest Teacher Guide sold by National 4-H

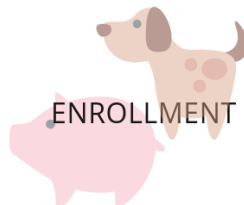
OHIO 4-H ANIMAL SCIENCES PROGRAM AT-A-GLANCE



4-H MEMBERS INVOLVED

>62,500 members enrolled in animal science projects

>3,500 youth participated in Ohio State Fair-related events including skillathons, outstanding market exhibitor, judging & knowledge bowl contests



ENROLLMENT

>91,500 4-H projects related to animals (over 1/3 of all 4-H projects)

Top 4 projects: market hogs, poultry, beef cattle, and goats (2017)



RESOURCES

Assuring Quality Care for Animals (AQCA) curriculum

Project/resource books and Learning Lab

Kits: beef, dairy, rabbit, goat, dog, horse, llama/alpaca, sheep/lamb, swine, poultry

Social media: Facebook and Instagram

Clinics and in-services



SCHOLARSHIP

Conference presentations: Ohio Fair Managers Association, Ohio 4-H Conference, Global 4-H Summit, NAE4-HA, in-services

Fact sheets: topics such as quality assurance, skillathons, animal health, biosecurity



OUR INTERNAL PARTNERS

AQCA Advisory Committee

Animal Science Design Team

Department of Animal Sciences

CHAIRE - Center for Human-Animal Interactions Research & Education

OUR EXTERNAL PARTNERS



Camping

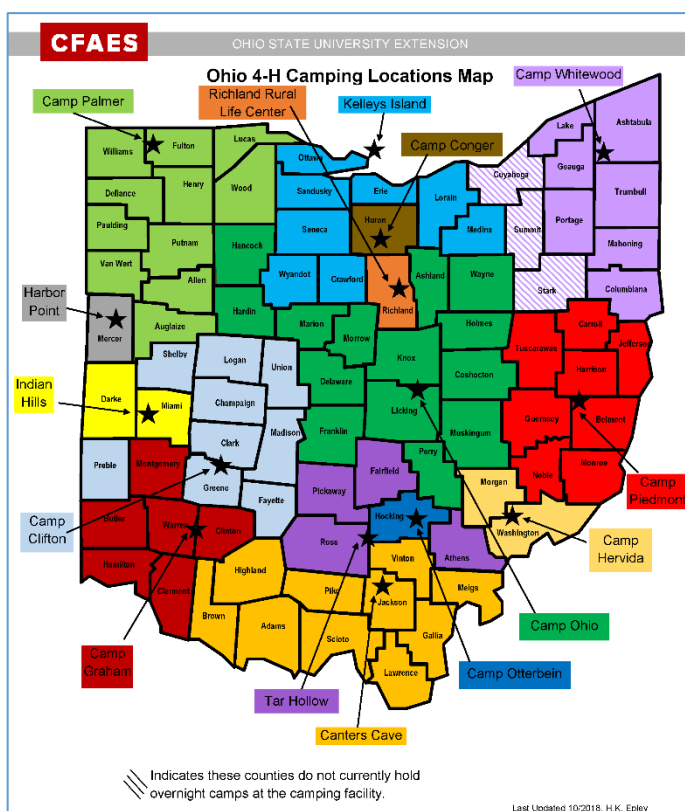
Ohio 4-H camps are creative experiential learning endeavors in which participants (typically age 8-13) engage with each other, older teens, and adult staff. They are intentionally designed in a carefully supervised and supportive environment that generally incorporates aspects of the natural surroundings. Teens are part of the supervision and supportive environment through their involvement as camp counselors where they undergo a selection process, receive training, and assist in planning and the evaluation of camp.

Research has shown that participation in 4-H camping programs has promoted the social growth and development of life skills such as personal responsibility, accepting differences, character development, and positive decision-making. Participation as a camp counselor enhances teens' development through opportunities to practice teamwork, social skills, and initiative. Values being developed include teamwork, relationships, integration of science and local knowledge, adaptability, and lifelong learning. These are important skills valued by employers in the workforce.

Ohio 4-H overnight camps take place at 15 locations around the state. All but three of the 88 counties hosted an overnight residential camp in 2018. Those 85 counties provided a total of 96 overnight camps. Many counties partner to offer multi-county camp counselor training events (e.g., Clifton, Canters Counselor College, Kelleys, Palmer, Tar Hollow). Several counties also combine efforts and offer multi-county camps. In 2017, more than 1,615 older teens served as 4-H camp counselors.

The Ohio 4-H camping tradition is long and proud, with some of the original 4-H camp facility locations dating back to the 1920s. None of the camp facilities are owned by OSU/Ohio 4-H. For example, Camp Conger is located in the middle of a cow pasture on private land dedicated by that family for 4-H's use; Harbor Point (a former WWII internment facility) is owned by the County Commissioners; and Tar Hollow is a state park with camping facilities.

Affiliated entity agreements are in place for the 12 camp facilities that use the 4-H name and emblem. There is wide variety in the composition of the affiliated entity governing bodies.



State Leadership for Ohio 4-H Camping Program

- **Engagement related to programming:** 4-H volunteers (adult staff), camp facility managers, teen counselors, 5-14 year old campers, guest speakers, mentorship program with new professionals, etc.
- **Training opportunities provided above the state level:** state camp director in-service, state counselor workshop (MXC), camp wide counselor training (on a regional level), sessions at Ohio 4-H Conference that are geared toward camping, and camps bus tour offered every other year.
- **Curriculum development related to:** camp program directors, state counselor workshop, child abuse recognition. These materials have been requested by individuals nationwide and also from other (non 4-H) camping organizations.
- **Resources developed:** Annual requirements, guidelines for searching belongings, camp management FAQs, camp program director timeline, active threat guidelines, day versus residential camp, standardized counselor application, standardized health form, cell phone policy, fact sheets on topics (e.g. LGBTQ+ inclusion, marketing camp).
- **Evaluation:** piloting camper evaluation; additional sample evaluations for counselors and parents are included in the curriculum.

Statewide Camps

Descriptions of the primary annual statewide camps follows.

State 4-H Leadership Camp

The premiere leadership development opportunity available to Ohio 4-H members. The focus of the five-day leadership experience is the development of concrete peer leadership skills that will enable participants to have an immediate impact in their 4-H club, county, community, or school.

Shooting Sports Camps

Junior and senior levels. Held at Canter's Cave 4-H Camp, Jackson. Participants select a shooting sports discipline as the week's focus, and enjoy other traditional 4-H camp activities.

Special Needs Camp

A statewide 4-H camp is held at Canter's Cave 4-H Camp in Jackson, Ohio for young people with disabilities and their caregivers. Ohio 4-H Special Needs Camp is designed with special needs youth in mind and is tailored to their needs. It gives youth a chance to try new things in a safe environment while building relationships. The camp allows youth to actively participate in activities such as environmental science, crafts, music therapy, outdoor education, aquatic skills, and self-reliability. The youth, along with their caregivers, enjoy two nights and two days of a camping experience that may not have been available otherwise through 4-H.

When campers and caregivers were asked about the camp, 100% of those surveyed stated that they want to return next year and one caregiver stated, "Everyone helps all the kids have a great time. No one is left out." Campers feel the same way – one camper listed their favorite memory as, "seeing all of the kids, staff, counselors, and parents." We served 16 youth in 2018, three were 4-Hers.

Carving New Ideas Camp

CNI is a statewide teen leadership camping opportunity for any 4-H members in grades 8-12. The focus is on improving skills in critical thinking and program facilitation. This unique event is planned and facilitated by the Collegiate 4-H Club at The Ohio State University.

OMK Camp

Programs are designed for military youth to help them find positive ways to meet others who share the experience of growing up in a military family and to cope with the challenges of their family member's deployment. Residential camping is one such program; camp is held at Kelleys Island. Counselors are needed for Youth Camp (9-11 year-old campers) and Teen Camp (12-15 year-old campers).

Sea Camp

Through partnerships of Ohio State University Extension and organizations that offer aquatic education and water recreation, Ohio 4-H Sea Camp at Kelleys Island has offered hundreds of young people the opportunity to learn about aquatic science and experience a variety of recreational watersports on Lake Erie. Sea Camp is undergoing an evaluation of program offerings, staffing structure, and the alignment of 4-H Youth Development best practices. Due to this, Ohio 4-H Sea Camp will not be hosted in 2019.

Cloverbuds

First-time 4-H clientele are typically engaged through the 4-H Cloverbud Program. The philosophy and goals of Ohio's program are consistent with the National Association for the Education of Young Children's position statement on developmentally appropriate practice in the primary grades.

The Ohio 4-H Cloverbud program serves 5- to 8-year-old children. The goal of the program is to promote children's healthy development – mentally, physically, socially, and emotionally. The 4-H Cloverbud program provides an informal educational experience through which parents, other interested adults, and youth can help young people develop life skills (learning, self-confidence, social interaction, decision-making abilities, and physical mastery). Human development is like building blocks in which the building (youth) is only as strong as its foundation (past and future experiences). Therefore, it is evident that 4-H target members before age 8 or 9 as part of the 4-H youth development program to promote positive gains in youth development.

The program is delivered through community clubs, classroom settings, after-school environments, and camps. Resources developed for the program includes activity curriculum, public speaking material, and bioenergy resources. Formative and summative evaluations have been conducted. Results indicate positive experiences by participants through gains in life skills. The program has long-term implications for helping children navigate successfully through later life stages.

Statistics

For outputs, over 9,000 children participated in the 4-H Cloverbud Program in 2018. This number is underrepresented since Cloverbud members do not use project books, rather leader directed and "experiences" are recorded based on activities with multiple Cloverbud participants. Outcomes/Impacts Studies have shown positive impact to increase children's life skills through observational analysis and stakeholder evaluations. One such study with stakeholders agreed or strongly agreed that overall the program was beneficial for children (91% of the parents, 90% of the volunteers, and 98% of agents/program assistants).

Statewide Leadership for Cloverbuds

- Led by a state-wide Preadolescent Education, Cloverbud Design Team (two co-leaders, eight team members total)

Engaging with Clientele

- Training opportunities: Cloverbud related professional development is regularly offered to all 4-H Extension professionals twice a year at state-wide in-services. There is also a Cloverbud track of educational training workshops at the annual 4-H Conference for volunteers from throughout Ohio. Each county offers Cloverbud training opportunities for their volunteers.
- Teaching/presentations via visits: Visits to counties for teaching presentations are made as requested by Extension professionals.
- Resource materials: My 4-H Cloverbud Year; The Big Book of 4-H Cloverbud Activities; 4-H Cloverbud Educational Activity Kits; Clover Cubes; 4-H Cloverbud Connect to College; Choose and Tell Cards; Cloverbud Farms at the Fair; Bioenergy Curriculum (<https://ohio4h.org/cloverbudresources>)

Contributions to Scholarship

Numerous presentations (state and national) and journal articles have been shared at conferences such as NAE4-HA, CYFAR, NCFR (National Council on Family Relations) and through published articles in the *Journal of Extension* and the *Journal of Youth Development*.

Awards and National Recognition (partial)

- National Program of Distinction (NIFA, National 4-H Headquarters)
- National Communicator Award (NAE4-HA, Educational Piece Team, "Choose & Tell Card")
- National Educational Technology Award (NAE4-HA, "Cloverbud Connections")
- National Communicator Award (NAE4-HA, Cloverbud Team Periodical Publication)
- North Central Regional Communicator Award (4-H Cloverbud Volunteer Training Video)

Healthy Living Programs

Since 2013, Ohio 4-H has had a statewide program focus in healthy living. 4-H's Healthy Living programs aim to educate youth and inspire them to lead healthy lives that balance physical, mental, emotional, and social health. Ohio 4-H Health Heroes, a teen healthy living advocate program, is a new program that has provided an opportunity for teens to be leaders in this area and learn about potential careers in the health field. Programs based on a teens-as-teachers model allow teens to develop their own skills, personal qualities such as self-confidence and responsibility, and relationships with adults and peers. Teens can be effective advocates on health issues, including the following:

- Obesity is a major public health problem that has reached epidemic proportions in many populations. Healthy lifestyle habits can lower the risk of becoming overweight and developing diseases associated with increased obesity.
- Mental health is a significant public health concern, with teens reporting higher stress levels than adults. Depressive symptoms, suicide-related outcomes, and suicide death among adolescents all rose during the 2010s.

- After years of steady decline in youth smoking rates, teens' use of e-cigarettes has tripled since 2011.

Health is a priority for 4-H, FCS, and Extension at the local, state, and national levels. This effort uses a social ecological model and youth development principles from the *National Extension Framework on Health and Wellness* and aligns with National 4-H Mission Mandate – Healthy Living.

Statistics

- Trained 48 teen health leaders this year (63 total participants); about 100 trained since 2015.
- Trained teen leaders at Adventure Central each summer since 2015.
- Events featuring the blender bike have reached over 5,500 individuals at camps, classrooms, and fairs.
- The Medicine Cabinet exhibit and medication safety activities related to the opioid epidemic have reached hundreds individuals and received considerable media attention. The concept was replicated by two other universities.
- For the past four years, the teams of teens and adults who have attended the National 4-H Summit on Healthy Living have consistently delivered on their action plans. This includes planning and conducting three statewide health summits in 2016, 2017, and 2018 and teaching sessions at national summits and Ohio 4-H Conferences since 2016.

State Leadership for Health Living Programming

- Engage county 4-H professionals through the 4-H Healthy Living Design Team.
- Enlist county 4-H professionals to assist with expansion of teen leader training and follow up.
- Collaborate with state FCS specialists and FCS educators.
- Engage in programming at Adventure Central and Lodi Family Center, supported through grant funding.
- LiFEsports (College of Social Work, Athletics, College of Nursing)

Engaging with Clientele

Training opportunities

- For professionals: Yoga for Kids (2016); Extension's Response to Opioid Epidemic (2017); Yoga for Kids (scheduled for 2019); presentations at 4-H in-services, orientations, and Hot Topics meetings
- For teens: Health Heroes teen leader training for four years; a team to the four-day National 4-H Summit on Healthy Living for five years

Resource materials

- Purchased a 4-H Blender Bike that is available for loan to county Extension professionals
- Created Teaspoons of Sugar kit, Blender Bike curriculum (<https://ohio4h.org/4Hblenderbike>), Levels of Community Change game (<http://www.ohio4h.org/changegame>), and Medicine Cabinet display and activities
- Revised Healthy and Safety Officer book
- Conducted evaluations using the 4-H Common Measures (Healthy Living)

- Engagement with community organizations such as Youth to Youth, Girl Scouts, and Rural Health Conference

Resource Generation

- 2014-present: 23 grants generating \$203,936; ~\$6,000 gifts, ~\$3,100 participant fees, and in-kind resources generated

Contributions to Scholarship

- 5 journal articles; 26 peer-reviewed presentations (international, national, state, and local); 20 creative works (e.g., newsletter articles, reports, exhibits)
- Co-editor, *Journal of Youth Development*, special issue of youth health and well-being (published September 2018)

Awards and National Recognition (2016-present)

- 20 awards for teaching, teamwork, programming, and creative works from NAE4-HA, Ohio JCEP, and ESP

Older Youth Opportunities

Teen leaders are involved in the Ohio 4-H program in multiple ways. On the county level, teens may be in programs such as CARTEENS, junior fair board, camp counselors, teen leadership groups, and 4-H awareness teams. Leadership opportunities also exist on the state level.

The purpose of these programs is for teens to be provided with opportunities to learn about the qualities and competencies needed to be a leader, develop cooperation, teamwork skills, build confidence, and skills necessary to be successful in college and the workforce. They provide opportunities for teens to thrive through active engagement and allow teens to engage in the concept of mastery (as part of the Essential Elements of Youth Development). As teens age out of the program, those who were more engaged tend to return as adult volunteers.

Research has shown youth develop critical life skills such as decision-making, responsibility, interpersonal skills, a service ethic, and social skills when they are involved as leaders in the 4-H program. They enhance skills desired by employers and transfer their learning to the workforce. Additionally, teens learn various subject matters, including workforce preparation skills. Values developed include teamwork, credibility, innovation, flexibility, adaptability, lifelong learning, and appreciation of diversity.

Statistics

- 16% of project enrollments in 2017 were in citizenship projects, such as civic engagement, community/volunteer service, leadership/personal development, and communications/expressive arts.
 - Grade level and number of enrolled members:
 - 8th – 45,573
 - 9th – 9,455
 - 10th – 9,590
 - 11th – 11,311
 - 12th – 10,137
 - Post H.S. – 1,550
 - not in school – 1,246

State Leadership for Older Youth Opportunities

- **Engagement related to programming are with:** 4-H volunteers who work with teen audiences, guest speakers, relationships with Farm Bureau/FFA for capital challenge, National 4-H with conferences, mentorship program with new professionals, teens in state programs, etc.
- **Training opportunities/programs provided above the state level:** connecting to teens in-service, zoom series on teen programs (planning for 2019), Ohio 4-H Conference teen options, achievement form workshop, Teen Leadership Council/4-H Event Youth Assistants program series, Ohio Capital challenge, State 4-H Fashion Board, Health Heroes program, achievement awards and scholarship opportunities, and national trip opportunities.
- **Curriculum development related to:** Teen Leadership 20 (lessons on teen leadership development); teen leadership council (teens present in counties), emotional intelligence (also can be used with volunteers), adding a youth flavor to local foods (local food education)
- **Resources developed:** fact sheets on topics related to traveling with teens, keeping teens involved, starting a teen leader group; document and notecards on teen opportunities
- **Evaluation:** currently working on a “teen exit survey” evaluation of the Ohio 4-H experience, and an evaluation to use with all teen programs such as teen leaders groups, junior fair boards, CARTEENS, 4-H awareness promotion, etc.

CARTEENS

4-H CARTEENS, a traffic safety education program conducted by 4-H teen leaders and their program partners, is for first-time juvenile traffic offenders referred by local courts. The program's goals are to reduce the number of repeat juvenile traffic offenders, increase teen awareness of traffic/vehicular safety, and improve public speaking and leadership skills of teen instructors.

Health Heroes

Middle and high school members learn how to be advocates for change by teaching peers and younger youth, participating in health-related events, and influencing others to adopt a healthy lifestyle. After completing a regional training, youth attend periodic meetings and develop action plans to put the 4th H into practice.

Ohio 4-H Fashion Board

This is a small group of outstanding 4-H youth involved in 4-H textiles and clothing projects. State Fashion Board members are selected from across the state to:

- Assist in conducting Ohio State Fair 4-H Fashion Revue;
- Assist with educational programming efforts related to textiles and clothing at county, regional, and state-wide events;
- Serve as an advocate for Ohio's 4-H textiles, clothing projects, and programs.

4-H Event Youth Assistants

This groups of teens assists with three or more state fair events. Selected individuals must attend a training in July.

Ohio 4-H Teen Leadership Council

TLC is a statewide group of 4-H teens and young 4-H alumni that provides a youth stakeholder perspective in the planning, implementation, and evaluation of Ohio 4-H programming. In the process, council members develop knowledge, skills, attitudes, and aspirations needed for future success.

Ohio Youth Capital Challenge

Youth from across the state coming together to learn how to make their voices heard in government and make a difference. Held in three phases: 1) March in downtown Columbus and the Capital, 2) Work in teams in local communities, 3) Competitions (May and July/August).

Buckeye Leadership Workshop

Held at Recreation Unlimited in Ashley, Ohio. This learning, sharing “workshop” is intended as a balanced program of social, physical, mental, and spiritual activities. It’s powerful learning environment in which anyone who works with people, professionally or informally, can develop programming for youth or adults.

County Junior Fairboard

JFB is designed for youth who have proven leadership abilities and are willing to take on major responsibilities before and during the county fair.

Teen Award Winners

- **Teen of the Year.** Honors one outstanding teen that has had great accomplishments in the past year. This award was created to honor a select individual for their performance, dedication, and passion for the 4-H program. Nominee must be between the ages of 13 and 18 as of January 1 the year they are nominated.
- **Teen Hall of Fame.** Induction into the Teen Hall of Fame is meant to be a very high honor for youth who are selected. It is meant to honor those who have dedicated it all to make the best better in their club, community, country, and world. Nominee must be between the ages of 15 and 18 as of January 1 the year they are nominated.

Achievement Awards

Achievement awards allow youth to showcase their outstanding personal growth and development gained over the course of several years of 4-H project work and participation. There are 29 broad project categories that reflect the diversity of activities youth can engage in over their 4-H career. Areas include: Beef, CARTEENS, Citizenship and Community Service, Creative Arts, Clothing and Textiles, Communications, Companion Animals, Dairy, Environmental Sciences, Family Life and Child Development, Foods and Nutrition, Gardening and Horticulture, Health & Safety, Horse, Leadership, Goats, Llama Mechanical Engineering Sciences, Personal Development, Photography, Poultry, Rabbits, Sheep, Shooting Sports, Swine, Woodworking, and Veterinary Science.

Although duration of participation is one factor, the quality of the youth’s presentation of their overall personal growth and other details they document on the application form are given primary consideration. Teams of two to four county 4-H professionals review, discuss, rank, and select the overall winners in each project category. Those who are selected are recognized at a statewide awards recognition banquet held at the Nationwide & Ohio Farm Bureau 4-H Center each June. They are also featured on a banner that is displayed at the Ohio State Fair. All selected are offered a fully-paid scholarship to represent Ohio 4-H at National 4-H Congress.

College Scholarships

Ohio 4-H has 28 scholarship endowment funds that provide approximately \$100,000 in college scholarships each year. Awarding these is a collaborative effort with CFAES Dean's office.

Immersion Learning Trips

Citizenship Washington Focus (CWF). Ohio 4-H usually sends 80-90 youth each year, divided into two groups. Trip expenses are most frequently paid at 100% by local 4-H committees because the youth selected to represent Ohio have been identified through a local awards and recognition selection process (which varies from county to county). The second source of funding is a cost-share between the youth and local county committee; this is usually due to county youth self-identifying that they would like to participate. The third, and least common, is youth pay the entire cost themselves (this is a rare occurrence). The various funding arrangements have not been tracked. Adult chaperones are OSUE employees and volunteers.

Leadership Washington Focus (LWF). Typically 30 Ohio youth attend each year. Trip expenses are most frequently paid at 100% by local 4-H committees because the youth selected to participate have been identified through a local awards and recognition selection process (which varies from county to county). The second source of funding would be a cost-share split between the youth and local county committee; this is usually due to county youth self-identifying that they would like to participate. The third, and least common, is youth pay the entire cost themselves (this is a rare occurrence). The various funding arrangements have not been tracked. Adult chaperones are OSUE employees and volunteers.

National 4-H Conference. Between 8 to 12 youth typically attend. The number of youth sent each year varies depending on amount of cost-share funding and youth interest. Youth complete an application form. Applications are reviewed by a team of professionals. Funding is provided via an annual Ohio 4-H Foundation grant. Chaperones are usually OSUE employees from the State 4-H Office.

National 4-H Dairy Conference. Two youth are fully funded by annual statewide donor support. This is a state award trip. Youth are selected via the Ohio 4-H Achievement Awards process. Chaperones are usually OSUE county-based 4-H employees.

National 4-H Poultry & Egg Conference – 4-H Poultry Judging Contest & 4-H Avian Bowl Contest. Two teams of up to five youth – one team participates in the poultry judging contest and the other the avian bowl. There is no overlap of team members. Chaperones are usually adult volunteers. They are selected at the state fair 4-H poultry judging and avian bowl contests. Partial funding is provided from statewide donors, based on those annual donations (in 2018 the amount provided to the entire group was \$1,500). The teams self-fund the remainder.

National 4-H Shooting Sports Competition. Ohio 4-H sends a team. This has been a volunteer-initiated and led effort. Selection for team membership has been via self-identification. They have self-funded the past several years. The adult chaperones are certified shooting sports instructors and the last two years, a 4-H professional. A process is underway to create a formalized selection process.

Film Festival. Filmmaking is a self-determined project. A day-long learning program is offered at the Nationwide & Ohio Farm Bureau 4-H Center, led by Program Manager, Sally McClaskey. Participants can also attend national the National 4-H Film Festival.

National 4-H Healthy Living Summit. Some funding comes from an Ohio 4-H Foundation grant and other donations, with the remainder from National 4-H Council Healthy Living grants to Theresa Ferrari. Participants pay a small amount (\$100), or seek a local sponsorship for that amount. The size of Ohio's delegation is based on available funding and has ranged from 3 to 21. Chaperones are OSU Extension employees.

Lifesavers Conference. Our statewide CARTEENS leader has been taking CARTEENS youth to this conference with funding provided by an annual State Farm Insurance grant.

National 4-H Congress. Ohio 4-H has recently increased from sending 25 delegates to 29. This is one of our state award trips. Youth are selected via the Ohio 4-H Achievement Awards process. Chaperones are usually OSUE county-based 4-H employees. This trip is fully funded by annual donations to this statewide opportunity. Four additional delegates have been added to better represent the full range of 4-H project participation.

Military Youth

Ohio 4-H has created positive youth development programs to reach military-connected youth and their families since 2002. The focus has been on helping to build resilient military youth and families because military deployments have occurred at an unprecedented rate since September 11, 2001. Children in military families have unique needs and experiences compared with peers of the same age, including lengthy separations and deployment of family members. Experiences of wartime deployment and reintegration affect the entire family system, creating changes and challenges that are stressful for youth, the at-home parents, and service members.



Statistics

- 4-H program at Wright-Patterson Air Force Base since 2002 reaches approximately 85 youth/teens per year.
- Since 2005, conducted more than 150 youth and family events, including 67 five-day youth/teen residential camps.
- Since 2005, reached more than 3,000 campers, who have participated from 1 to 7 years.
- Since 2005, involved more than 300 camp counselors, who have participated from 1 to 8 years. Approximately 50% of counselors were former campers.
- Parents, campers, and camp counselors consistently report that connection with others is the most important outcome of their participation.

- Military-connected youth who served as camp counselors reported that camp was a meaningful experience that contributed to their skill development and growth. They formed close, family-like relationships that served as a support system through the challenges of military life.
- Feedback from family camp participants has been extremely positive and is consistent with indicators of family functioning (i.e., family cohesion and adaptability).
- Builds on the U.S. Department of Agriculture's MOU with the National Guard Bureau.

Engaging with Clientele

- For professionals: presentations at in-services
- Training opportunities for teens: annual camp counselor training
- Hiring camp counselors as student assistants
- Direct interaction with campers and family members through directing camp programming since 2005
- Hosting annual VIP Day to showcase the camp program to donors, supporters, and collaborators
- Resource materials: training materials, emergency procedures
- Working with Green and Montgomery counties to engage youth and families at the Wright Patterson Air Force Base

Generating Resources

- 56 grants generating \$3.37 million since 2003
- Multiple gifts (over \$1 million), fees, and other in-kind resources generated

Contributions to Scholarship

- 4 journal articles; 51 peer-reviewed presentations (international, national, state, and local); 4 invited presentations; 38 creative works (e.g., newsletter articles, displays, reports); 1 presentation under review

Awards and National Recognition

- 26 awards for teaching, teamwork, programming, and creative works from NAE4-HA, ESP, Ohio JCEP, American Camp Association, and Ohio National Guard
- The Ohio National Guard recognized Dr. Theresa Ferrari with an honorary commission as a Buckeye Colonel.

International Opportunities

The Ohio 4-H International Exchange Program began in 1949 as a response to WW2, as Americans of all ages perceived the need for greater international understanding and cooperation. Of note, the words "and my world" were added to the 4-H pledge in 1973, and represent the only change ever made to it. Cross-cultural literacy is now a core value of The Ohio State University ("As the world becomes increasingly interconnected, universities across the nation are embracing the value of integrating international dimensions across their campuses." – OSU OIA Mission Statement) and of OSUE, which has 31 international agreements with institutions in 19 different countries. Ohio 4-H has an obligation to "extend"

these opportunities for global and cultural education, including language acquisition, to the youth and families of Ohio.

The Ohio 4-H International Programs provide important opportunities for youth and adults to:

- Participate in 4-H in a new and innovative way.
- Strengthen families through shared activities, achievements and interaction.
- Learn and practice “real-world” foreign language skills (from basic to advanced).
- Understand and assume your citizenship responsibilities in today's global society.
- Gain cross-cultural skills which will assist youth as they join our country's diverse workforce.
- Learn about other countries, including the social, economic, political, and cultural contributions of all people.

Statistics

The program brings approximately 90 international youth and adults from a variety of countries to the state each year to live with host families for 1-2 months, and sends about 15 Ohio 4-H youth to overseas families for the same time period. Administered at the state level by a program director, the program is supported by a team of 25-35 county volunteers around Ohio, who collectively contribute 6,350 work hours annually. In 1993, Ohio's 4-H International Program developed the very first “Special Needs Exchange,” in which youth with disabilities participated on the exchange. Another unique aspect is the high number of first-time clientele (average 50% annually) who participate as host families and are thus introduced to the 4-H program as a whole.

State staff and county volunteers conduct cross-cultural education sessions annually for approximately 1,000 Ohioans. State staff create original resource materials each year, including orientation and debriefing handbooks for outbound travelers/Ohio host families/visiting international youth; evaluations; standard application forms; reference forms; promotional materials; and educational curriculum for international visitors. Best practices and policies are reviewed and updated annually. Cross-cultural sessions are presented at annual national conferences by both staff and volunteers. Original news articles written by state staff are placed in Ohio's print and online news outlets throughout the year.

Ohio host families report many long-term impacts as a result of hosting a 4-H international visitor, including:

- The children in our family developed new cross-cultural knowledge, skills, attitudes, understanding and aspirations that will help them later in life.
- We developed skills in adapting to differences in people.
- Our family spent more time together in family activities.
- We improved our language and communication skills.
- Our family became closer and has stayed closer
- We developed greater respect, understanding and appreciation for people from other cultures and countries.

Funding

The International Exchange Program is funded in Ohio through a variety of sources, with the largest percentage coming from administrative fees paid by both inbound and outbound youth

travelers. In addition, state funds, grants from the Ohio 4-H Foundation, interest from several International Endowments, and individual donor gifts are added. Volunteer hours (6,350 at \$15) are valued at \$95,000 annually.

Awards and National Recognition

For 29 straight years, Ohio 4-H has been honored with awards at the annual International Programs Conference, ranging from “Top Quality Program” to “Extraordinary Quality Program.” In addition, over these 29 years, we have hosted the largest number of exchange youth in the country. Finally, our state has achieved Consecutive 100% Placement Awards for our Month-Long (29 years) and Year-Long Programs (24 years).

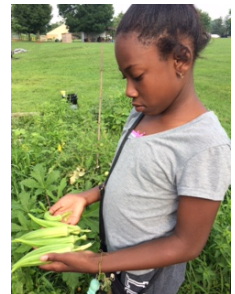
Additional International Efforts

In addition to hosting and trips, Ohio 4-H is creating experiences for youth who may not be able to travel to make connections among the Global 4-H Network, acquire cultural competency to help them thrive in future diverse environments, and improve food insecurity. Below is a summary of activities occurring with six countries identified as strategic partners:

Nicaragua: Coffee grown by 4-S (the 4 “H’s” translated into Spanish) youth and families is affixed with a custom label and sold as a fundraiser by 4-H clubs in Ohio. Ohio 4-H clubs support their Nicaraguan peer entrepreneurs while raising money for their activities and learning about a new culture. Skype video calls between 4-H clubs in Ohio and 4-S clubs in Nicaragua have also occurred.



Ghana: Beaded bracelets made by 4-H youth are sold as a fundraiser by 4-H clubs in Ohio. “Sister” urban 4-H gardens were cultivated in Columbus and Accra to improve food security. The project received an Emerging International Engagement Award and \$1,000 from Ohio State. An outgrowth of the sister gardens was an interdisciplinary proposal to identify local constraints to food security in Ohio and Ghana by youth as citizen scientists. Nearly \$150,000 has been requested from external grantors to support the proposal.



Kosovo: Ohio 4-H professionals and teens have counseled young people from Kosovo through Skype sessions, sharing of resources, and reviewing materials who are starting a 4-H program.

Honduras: Initiated a partnership with Zamorano University to introduce the 4-H methodology and club-structure into Honduran schools and replicate Ohio’s Youth Institute, which is supported by the World Food Prize. During a follow-up visit, a county educator facilitated an adult advisors’ training for schools interested in starting 4-S clubs.



Nigeria: Over \$45,000 requested from the Embassy of the U.S. in Nigeria to expand and establish a strategic plan for 4-H clubs in Nigeria after an Ohio 4-H professional helped start 4-H clubs there in 2017. Application was not funded but is being resubmitted under another grant program.

Ukraine: Partnering with an OSU faculty member already working in Ukraine to pilot the 4-H club methodology in two villages. Poultry and Real Money. Real World kits were donated to the schools and a virtual training hosted with the adult advisors.

A **new 4-H project book** has been drafted and is under review titled, “4-H Around the Globe.” The book will introduce youth to 4-H organizations in other countries, as well as their similarities and differences. A new **4-H Global AgriCULTURE Camp** will occur summer, 2019 for teens to decipher hunger and poverty locally and globally and commit to action.

Presentations about the aforementioned partnerships and programs have been delivered at the Global 4-H Summit, Association for International Agricultural and Extension Education (AIAEE) Annual Conferences, Global Learning in Agriculture Conference, OSU Outreach and Engagement Conference, NAE4-HA Conferences, International Leadership Association Annual Conference, and to local 4-H clubs throughout Ohio.

Shooting Sports

About two-thirds of the homes in the U.S. have firearms. Exposure to safe and responsible handling is vital to preventing accidents in or out of the home. Shooting is the second most popular international sport behind track and field. It is nearly unique in being a lifetime sport. Shooting Sports attracts new audiences to 4-H and creates adult-youth bonds. In the past several years at the three adult leader trainings held annually, there has been over 40% new clientele to the 4-H shooting sports program.

Shooting sports is an active program that is attractive to both youth and adult audiences. Ohio follows the National Curriculum, which is designed to assist young people in personal development, establishing a personal environmental ethic, and exploring life-long vocational and recreational education.

The program uses experiential learning and positive interactions with youth and adult role models to help young people develop self-concept, self-assurance and a positive self-image. The content provides a framework of knowledge and skills for lifetime participation in recreation, hobbies and careers related to shooting sports and wildlife. Core concepts stress safety, ethical development, personal responsibility, and lifetime recreational skills.

The program promotes responsibility, decision making, and identifying realistic, personal goals. Participants may elect to compete at a level appropriate for their abilities or pursue other objectives. 4-H shooting sports provides another avenue to help young people develop the knowledge and skill to become caring, competent, contributing citizens.



The 4-H Shooting Sports Program continues to enjoy increasing youth numbers and volunteers willing to teach youth. Shooting Sports requires specially trained instructors to teach youth in nine basic and five advanced disciplines. Shooting Sports attracts new audiences and helps retain older 4-H youth. Our goal is to certify up to 250 volunteers to teach shooting sports to youth in county clubs and at 4-H camps and junior fairs. Adult weekend workshops will be held in February, April, and October to provide about 16 hours of intensive training in youth development, bow and firearm safety, and standardized shooting curriculum. Our state-wide 4-H Shooting Education Junior and Senior Camps has served many campers throughout the 21 years.

4-H Shooting Sports Provides

Positive Relationships with Caring Adults by:

- Selecting, training, and supervising adult volunteers and Junior Leaders to be significant role models for youth members.
- Adult volunteers investing time in getting to know youth members in order to create relationships where youth feel comfortable approaching volunteers for help with questions.
- Making efforts to involve county 4-H Educators and parents so they may be personally aware and directly involved with shooting sports programs for youth 4-H club members.

Emotionally & Physically Safe Environment by:

- Selecting and training adult volunteers and Junior Leaders who will be kind, nurturing and safety- minded.
- Planning programs that are safe and age appropriate.
- Following all safety standards.

Inclusive Environment by:

- Focusing programming on the needs and interests of youth members (not of adult volunteers).
- Training adults and members to speak and listen to each other with respect.
- Evaluating activities continuously to encourage participation by youth of all genders, national origin and socio-economic backgrounds.

Opportunities for Mastery/Competence by:

- Teaching and practicing firearms and archery shooting protocols that emphasize SAFETY for participants and spectators at all times.
- Teaching and practicing shooting fundamentals that enable youth members to learn and progress at their own rate, free from competitive pressures of peer shooters.
- Providing opportunities for youth members who have learned fundamentals to become peer teachers of shooting information through coaching and demonstrations.
- Providing opportunities for recognition of “improvements” in knowledge and skills.

Active Engagement in Learning by:

- Providing hands-on learning experiences based on the national shooting sports curriculum.

- Providing learning opportunities that may not be available in the home or community.
- Providing evaluation opportunities that allows members to practice life skills such as record keeping, self-assessment, group assessment, interviewing, etc.

Self-Determination by:

- Involving club members in the selection of club or group program or service opportunities.
- Providing the opportunity for youth to take care of themselves and their belongings without parental guidance.

Value & Practice Service to Others by:

- Having members assist in the “setup”, “teardown,” and securing of shooting equipment.
- Becoming aware of and respecting the property of others.
- Conducting service projects that benefit others in their community.
- Discussing people who have been role models of ethical conduct in shooting situations.

Opportunity to See One’s Self as an Active Participant in the Future by:

- Youth members learning to develop shooting and personal goals for short and long term.
- Youth members setting goals to become Junior Leaders when they are enough.
- Youth members understanding the laws that enable them to participate in shooting sports.

Statistics

- Counties active with 4-H shooting sports programs – 83
- 4-H Volunteers Completed Training Since 1992 to date – 7,949
- 4-H Volunteers Completed Training per year – 294
- 4-H Volunteers active Since 1992 to date – 1,797
- 4-H Shooting Education camp Senior Camp – 1,998
- Weeklong camp – 2892 campers Ages 12-18 have experienced all aspects of the shooting sports has to offer.
- 4-H Shooting Education camp Junior Camp Started 2007 to present – limited to 75 participants.
- Weekend camp – 792 campers ages 9-12 have experienced all aspects of the shooting sports has to offer in shorter segments of live fire exercises. Building to the future weeklong senior camp.

State Leadership for 4-H Shooting Sports

- Work with 4-H professionals, county, campus, and community as needed to assist with whatever their needs would be for the 4-H shooting sports program.
- Trained and certified shooting instructors are essential to teach and conduct safety-based shooting lessons and activities in local counties and at statewide shooting camps. Instructors are also needed to teach shooting at county camps and two state-wide shooting camps. Maintaining current volunteers while increasing the number of new volunteers is essential to keep up with the growing youth interest and maintain the excellent safety record of shooting sports program.

Engaging with Clientele

- Training opportunities – in-services, webinars, etc.
- Three Adult trainings held annually at two 4-H camps in the state open to 4-H volunteers, Junior leaders Age 14 and up, Extension professionals, etc.
- Other (trainings) 4-H shooting sports workshops are offered if a need indicates so.
- 4-H shooting sports in-service held December 2018 State 4-H office
- Teaching/presentations via visits

Resource Materials

- Curriculum – use of National 4-H shooting sports curriculum at all trainings.
- Other resources (standard applications, recommendations for procedures or protocols, etc.)
- All forms, applications, recommendations, procedures, best practices, and or protocols are given to 4-H volunteers at all trainings essential parts in paper form (three ring binders) and all materials also passed out via thumb drive digital form as well.

STEM Pathways

STEM Pathways provides hands-on, problem-based and inquiry learning to support the “inspire to prepare” approach for propelling young people on a STEM career path. The jobs of the future are in STEM. Ohio State University Extension is working to inspire young people to pursue a career in STEM.

Current scientists and engineers are retiring in record numbers. Coupled with colleges not meeting the STEM graduate needs of industries, there is a need for Extension to spark young people's interest in STEM. In general, no job is completely isolated from the influence of new technologies and new ideas derived at least in part from STEM.



Statistics

In 2018, OSU Extension professionals reported utilizing STEM Pathways curriculum in programming with some 50,000 Ohio youth through camps, clubs, in-school, after-school, and large group events. 25% of the 552,916 4-H projects and programs participated in by Ohio's 4-H membership focused on STEM. Whether one-shot authentic STEM experiences, sequential STEM learning episodes, 4-H project-driven or classroom-centered instruction, STEM Pathways Signature programs resulted in heightened awareness of STEM careers, application of STEM skills and concepts through inquiry-based experiential learning and a reinforcement of the need for problem solvers and critical thinkers to address today and future world issues.

Youth participant and facilitator data collection included both qualitative and quantitative results. 2018 Highlights include:

- 94% of the participants agreed that teamwork and communication, two essential elements of STEM projects and real-life problem solving, were important to accomplish STEM Pathways challenges.
- 78% are more interested in science because of their STEM programming participation.

- Youth gained skills in subject matter as well as STEM skills and concepts. Teachers reported increases in science testing scores.
- Building youth's awareness of STEM careers, creating an interest in STEM content, engaging youth in the application of STEM concepts is helping youth to imagine themselves in future STEM careers.

Generating Resources

In 2018, \$184,000 in grants from local, state, and national funders assisted OSU Extension professionals in delivery of dynamic STEM focused efforts. Significant support came from the Ohio 4-H Foundation, National 4-H Council, commodity groups and local funders as well as targeted legislative funding for the Agri-Science in the City initiatives in Cleveland and Cincinnati. In addition, \$240,000 in Tech Wizards funding aids efforts to build STEM leadership and facilitator skills.

Engaging Clientele

88% of 4-H Extension professionals that attended STEM Pathways professional development training in 2018 increased the STEM Programming efforts including conducting more training to prepare both adult and teen volunteers to deliver STEM programming, STEM focused day, and overnight camps as well as an increase offering of STEM related workshops at 4-H camp were sited. The ultimate goal - to engage young people in authentic STEM experiences enhancing STEM skills and capacities and sparking interest in STEM careers.

STEM Camps on Campus

Ohio 4-H offers a variety of science-related overnight and day camping programs based out of the Nationwide & Ohio Farm Bureau 4-H center. These include:

- **Camp Tech** – a three-day, two-night camp, located on the campus of The Ohio State University, that introduces youth in grades 6-8 to a variety of activities that include: coding, robotics, engineering design, electricity, and more. Camp Tech is based at the Ohio 4-H Center with overnight accommodations in an OSU dorm.
- **Science Saturdays** – held during the academic year at the Nationwide & Ohio Farm Bureau 4-H Center. They are designed to connect children in grades 3-6 with the science and research that occurs every day at The Ohio State University. Faculty, staff, and researchers present hands-on activities that introduce youth to a wide variety of science-based topics.
- **Space Adventure Camp** – for boys and girls ages 11 to 13 and/or students who were 5th to 7th graders during the school year. Participants have the opportunity to explore the world of flight and science as they build and test flying machines, conduct computer flight simulations, learn about the principles of aerodynamics, and gain an overview of the development of the space flight program.
- **4-H Global AgriCULTURE Camp** – The 4-H Global AgriCULTURE Camp is a new statewide camp designed to help teens decipher the daunting issues of hunger and poverty, and create commitments to local actions. The camp commences with expert presentations and activities to help youth understand the complexities of food insecurity. Activities include exercises from a new global 4-H project book and hunger and poverty simulations. Youth visit laboratories and demonstration plots around Ohio State University's Columbus campus to examine multi-disciplinary ideas, along with volunteering at the Mid-Ohio Foodbank. The event culminates with a trip to the Heifer

Global Village in Michigan for an overnight stay to better understand global perspectives of food insecurity and poverty. Campers leave with a community service plan and the opportunity to extend their learning by participating in the Ohio Youth Institute of the World Food Prize.

Science on a Stick

Sponsored by The Ohio State University 4-H Foundation and part of Ohio's 4-H STEM initiative. Use the sturdy, hand-held fan to promote the science-side of 4-H with 10 simple-to-do experiments that allow participants to experience 4-H's unique and engaging hands-on approach. 4-H professionals, volunteers, and older members can use these fans to captivate citizen scientists at fairs, in schools, and anywhere else audiences will respond to its fun and educational activities.

10-Minute Science

These 10-minute hands-on science activities guarantee fun at club meetings and other gatherings. Presented in a vintage comic book format, the activities are engaging, easy to implement, and appropriate for all ages. Teen leaders and non-science adults can lead them. Materials are likely to be on hand or are readily available at grocery stores or other retail locations.

Volunteer Screening

Extension Process

All individuals who wish to volunteer with OSU Extension must complete a screening and selection process:

1. Complete a volunteer application and submit to the appropriate OSU Extension office.
2. Receive, at the time of application or change of position, a written volunteer position description outlining responsibilities.
3. At minimum, two or three positive references that are non-relatives.
4. Complete an interview with the appropriate OSU Extension professional.
5. Submit to a criminal history fingerprint background check. OSU Extension uses a position description-based approach to determine which volunteers must have fingerprint background checks:
 - a. All 4 H volunteers, and other volunteers who will, or are likely to, have care, custody, or control of minors, and/or ongoing, unsupervised access to members of vulnerable populations (i.e., developmentally delayed, elderly incapable of self-care, homeless), must have a clear fingerprint-based criminal history check on file before beginning service and every four years thereafter.
 - b. Those who are not required to have a fingerprint-based check will undergo a non-fingerprint criminal history check before being accepted to begin volunteer service. This will be a "one and done" check.
6. Read, agree to, and sign the OSU Extension Volunteer Standards of Behavior Form.
7. Participate in a new volunteer orientation/training program.

University Protection of Minors Policy Compliance

OSU's Activities and Programs with Minor Participants (Policy 1.50) was revised and expanded in 2014. It moved from a "one and done" background check to an every four-year process for all employees, students, and volunteers who have care, custody, and control of minors. The policy specifies a fingerprint background check completed by Ohio's Bureau of Criminal Identification and Investigation. The background check searches Ohio records only when the individual has lived in Ohio for the past five years. Results of the background check are sent from BCI to the OSU Office of Human Resources. OSU OHR background check team members process all background checks and enter "last approved on" dates in 4HOnline for volunteers. They maintain a separate tracking process for employees. Ohio BCI uses a network of local providers to scan and transmit the fingerprints and associated paperwork to them. In some counties, the local sheriff's office is the only location to have the background check fingerprints taken, which because of their hours of operation, is a barrier for some volunteers. The cost of the background check varies from provider to provider, however the average cost is approximately \$33. When the expanded policy was rolled-out in 2014, a grassroots lobbying effort by a small number of disgruntled volunteers resulted in a provision in Ohio's Revised Code that now requires OSU Extension to reimburse volunteers the cost of the fingerprint background check. The approximate total for annual reimbursement requests has been between \$90,000 and \$100,000. The funds are allocated from the biennial state appropriations for OSU Extension.

In addition to the fingerprint background checks, OSU Policy 1.50 requires annually signing standards of behavior and completing training designed to help individuals recognize and know how to report actual or suspected instances of child abuse or neglect. This training is delivered

via OSU's BuckeyeLearn learning management platform for employees and students. There would be an additional per volunteer fee for 4-H and other OSU Extension volunteers to have access to the system. Alternative on-line delivery platforms are being explored, however the most common platform for volunteers is 4HOnline. Yet due to challenges unique to the 4HOnline system, volunteers experience frequent frustrations with browser compatibility issues. The most frequent method for delivering the child abuse recognition and reporting training is via face-to-face trainings delivered at the local, or regional, level by county professionals during their annual volunteer advisor trainings/kick-offs.

OSU Policy 1.50 also requires a set of standard steps for all neglect and abuse reports:

- the individual making the report calls 911 or the county department of children's services;
- calls OSU Police (on the Columbus camps), regardless of location around the state; and
- completes and submits a brief written report within three business days.

Volunteer Liability Coverage

OSU Extension Administration purchases an annual volunteer insurance liability policy. This is personal, secondary liability insurance of up to \$1,000,000 per occurrence for incidents occurring when volunteers are performing duties according to their volunteer position descriptions. It does not cover transportation liability, and has other exclusions.

Accident Insurance Coverage

Ohio 4-H encourages clubs to purchase an annual accident insurance coverage for members and approved adult volunteers. In some counties, the county 4-H advisory committee covers the premium for all members and volunteers. Ohio 4-H also encourages event accident coverage, and requires this coverage for all overnight 4-H events and camps. American Income Life is the mostly frequently used provider for securing this coverage.

Volunteer Recognition

Ohio 4-H's formal, statewide volunteer recognition efforts include the following annual awards, in addition to recognizing volunteers for the many years of service. Volunteers who have given 40, 45, 50, 55, 60, 65, 70+ years of service are invited to a special reception in their honor. In 2019, a volunteer was recognized for 72 years of active (and she still is very active) service.

- **Community Service** – Recognizes adults and youth 4-H volunteers who have collaborated with community groups, or undertaken them with their own 4-H club or unit, community service projects or activities.
- **Friend of 4-H** – An individual, family, business, or corporation that supports the Ohio 4-H Program, in a charitable manner at the county, state, or national level.
- **Hall of Fame** – Recognizes individuals who have made significant lifetime contributions to the Ohio 4-H program and who have also made an important positive impact upon clubs, communities, and the state 4-H program.
- **Innovator** – Recognizes adult and/or youth volunteers who have developed new programs, county projects, or activities.
- **Meritorious Service** – Recognizes adult 4-H volunteers for a lifetime of meritorious service.
- **4-H Alumni** – 4-H Grows True Leaders! Nominate a 4-H alumnus who has demonstrated distinctive achievement in career or service and can attribute part of their success to participating in 4-H.

County and State Fairs

Ohio 4-H has a long history and strong partnership with its fair partners. Each year there are 95 county and independent fairs across the state, in addition to the Ohio State Fair. For many Ohio 4-H members, the county fair is a highlight of their 4-H year. This is perhaps due in part to the recognition, fun, and financial incentives county fair participation provides to 4-H members. County and state fair participation offers important showcasing, as well as a host of other leadership and life lesson learning opportunities.

Fair season starts the beginning of June and ends the middle of October. The Ohio State Fair runs for 12 days at the end of July through the beginning of August.

The Ohio Fair Managers Association (OFMA) works to promote and encourage the development and improvement of agricultural fairs, shows, and expositions across the state. The State 4-H Leader is an invited presenter at OFMA board meetings. County 4-H professionals take the lead in partnering with OFMA to plan and provide the educational sessions for the annual OFMA Junior Fair Conference. The Junior Fair Conference takes place during the annual OFMA convention in Columbus in early January. County 4-H professionals who work with their junior fairboards attend with their youth members.

County and Independent Fairs

The relationship between county fairboards and county OSU Extension offices ebbs and flows. The vast majority of those relationships are positive.

Across the state 4-H project judging is scheduled to be completed in time to identify the outstanding project learning and presentation winners who will represent their county at the Ohio State Fair non-livestock events. Youth who want to show their market or breeding animal project(s) at the state fair must be members in good standing in their county, be enrolled in each project, and meet all other state fair guidelines for that species. County 4-H professionals work in partnership with their local FFA teachers to validate with the state fair those youth who are taking animal projects through FFA.

County fairboards are accountable to the Ohio Department of Agriculture (ODA). ODA's rules for county fairboards specify that OSU Extension 4-H educators are ex-officio members of their county fairboard. County 4-H professionals frequently work with providing education and guidance to the junior fairboard. Some county senior fairboards hire a junior fair coordinator, in other counties, that role is performed by the 4-H professional.

County 4-H professionals are also responsible for working with their local senior fairboards and other commodity groups to ensure youth who intend to exhibit a livestock project meet quality assurance training minimum standards and deadlines. Ohio 4-H members take more than 45,000 livestock projects each year (this number does not include equine projects). Market hogs are the most common, representing 25% (more than 11,000) of livestock enrollments.

Ohio State Fair

Ohio 4-H and OSU Extension partner with the Ohio State Fair to provide more than 15,000 4-H members and their families opportunities to participate in educational and competitive judging events. The total number of OSU Extension employees and volunteers who work on state fair efforts has not been tracked. At the state fair, the work is divided among livestock (e.g., beef,

swine, dairy, goat, poultry, rabbit, sheep), other animals (e.g., dogs, horses, companion), and non-livestock projects (foods, clothing, woodworking, natural resources, etc.).

The state fair provides funding to support the costs of three student assistants and other expenses associated with skillathons, outstanding market exhibitor, and other judging events. Ohio 4-H also works to secure donors to pay for some of the costs associated with member recognition (i.e., clock trophies, \$8,435 in 2018 for non-livestock).

Livestock/Animals

Many members of the State 4-H Office, faculty, and staff in animal sciences, and volunteers work to plan, coordinate, conduct, and provide oversight for state fair skillathons, judging, species barns and shows, judging contests, quiz bowls, etc.

A point of pride is the skillathon and Ohio 4-H's support of the state fair's outstanding market exhibitor program (OME). Skillathons are educational events that test a member's knowledge of specific subject matter related to livestock using the experiential learning model. Skillathon scores are combined with project book judging scores and placings in showmanship and live animal classes at the state fair to determine top placings. OME encourages and recognizes the knowledge and skills gained through project work. The top three scores in each species and age category (9-18) receive a cash scholarship from the State Fair Youth Reserve Program (funds received in the sale of champions that are over the cap amount for each specie). The Youth Reserve also funds carcass contest winners, scholarships, outstanding breeding exhibitor, showmanship, skillathons, and other 4-H and FFA events. In 2018 the sale of champions raised a total of \$255,000, with \$166,500 going to the Youth Reserve program. Since its inception, the program has awarded \$3,201,530 to approximately 33,600 youth exhibitors.

Non-Livestock

Many members of the State 4-H Office and county OSU Extension professionals spend considerable time and effort to work with volunteers to plan and coordinate 24 non-livestock (e.g., foods, clothing, woodworking, etc.) events, secure volunteer judges, and communicate and problem-solve with parents and other family members. Faculty and staff in FABE also help with the agricultural engineering events that take place on the state fair grounds and off-site (i.e., welding day at the Agricultural Engineering Building welding lab on campus and tractor day, hosted 30 miles west of Columbus at an implement dealer's facility). Each year, more than 5,000 4-Hers from across the state participate in state fair non-livestock events. Those 4-Hers and the other family members they bring with them to the State Fair total nearly 10,000 strong.

Conclusion

The Ohio 4-H Youth Development program annually provides opportunities for more than 190,000 youth. The coordinated efforts of state and county 4-H professionals, along with more than 16,000 volunteers, results in programming that is not only impactful for youth, but recognized and replicated nationally.

This self-study report is intended to provide a high-level overview of the statewide program, with a specific focus on leadership efforts provided by the faculty and staff in the State 4-H Office. Time and space constraints preclude a fuller accounting of both the breadth and depth of 4-H positive youth development programming that occurs across the state each day.

Additional information and details about the information presented in this report is available on the Ohio 4-H website: ohio4h.org. More information about the richness of the county-based 4-H programming is available on the 88 county websites. To learn more about county programming, use this model in your web browser: COUNTY.osu.edu (e.g., franklin.osu.edu).



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