

ANNUAL REPORT
4-H AND YOUTH PROGRAM
1979-80

A. Nature and Scope of the 4-H Program.

The 4-H program is the largest youth serving program in North Carolina outside of the public school. The aim of 4-H is to assist youth in meeting the basic needs, developmental tasks, and essential life skills through planned "learning by doing" experiences. The essential life skills addressed in the recent six-year long range plan called "4-Sight" are:

1. Relating to change.
2. Helping and sharing with others,
3. Learning how to learn and use knowledge,
4. Becoming self-reliant.

4-H is one of four programs of North Carolina Agricultural Extension Service. 4-H youth are served through learning groups called 4-H clubs and special interest groups. These 4-H groups are:

1. informal and out of school,
2. community based and locally determined,
3. primarily group focused and family oriented,
4. volunteer operated and
5. supervised by professional staff.

The "locally determined" aspect of 4-H is worthy of further discussion as an extensive system of 4-H participant and citizen involvement is being developed in North Carolina.

The specific objectives for 1979-80 in this area were:

1. To instruct staff in the organization and functioning of community 4-H clubs, project clubs, and special interest groups;
2. A functioning 4-H and youth committee met in 90 percent of the counties;
3. A representative 4-H council in 95 percent of the counties; and
4. A Leaders' Association in 75 percent of the counties.

Work that has contributed to meeting these objectives includes:

1. A theoretical framework and process guide for organizing the three types of 4-H learning units has been prepared for inclusion in the 4-H Agents Guide.
2. A videotape on assessing the needs of youth has been prepared for use with county 4-H and Youth Committees. A lesson plan and a handbook of supplementary materials accompanies the videotape. The videotape was prepared for agents to use in training 4-H and Youth Committees, or other specialized committees on the process of needs assessment.
3. One district organized a Volunteer Leaders' Association. All seven Extension districts now have functioning 4-H Leaders' Associations. The eight-step plan for organizing a State 4-H Leaders' Association is on schedule and the state association will be chartered this coming year.
4. Training aids have been prepared for agents to use with volunteers to improve their skills in club programming.

Based on a recommendation from the University Chancellor's evaluative report, counties have placed renewed emphasis on organizing 4-H community and project clubs. The response to this recommendation has been to develop a week of agent in-service training focusing on how to be efficient and effective in organizing and staffing the three-types of 4-H learning units--community clubs, project clubs and special interest groups.

The development work on the 4-H Agents Guide consisting of a theoretical framework for organizing learning units will be ready to introduce to the agents during the in-service training in the fiscal year '81. Along with the written information will be the audio-visual aids that agents can use in training volunteer groups. The ultimate goal is to improve the quality of local 4-H club programming.

The 4-H Program Uses Knowledge as a means of assisting youth with their developmental tasks. There is an emphasis on subject matter related projects and activities using Extension and land-grant university resources.

A major emphasis in 4-H is a continuous and effective system whereby 4-H curricula are proposed, delineated, and developed. Equally important is that present 4-H curricula be reviewed, continued, revised or deleted from the total 4-H curriculum.

The 1979-80 4-H Curriculum Development Committees and Curriculum Development Council reviewed and acted on 21 proposals. In addition,

the seven committees reviewed and made recommendations on all printed materials relevant to the committee. The curriculum council discussed many state-wide issues that will effect the future direction of 4-H in the state.

The 4-H curriculum development process allows the 4-H and Youth Development Department to identify and alleviate many of the needs expressed by 4-H groups. The curriculum development model provides for input from all levels of 4-H clientele in curricula. The model has the following features:

1. Enables the 4-H staff to quickly concentrate on the more pressing needs of clientele.
2. Assures a more coordinated 4-H program in which parts compliment the whole.
3. Offers a more consistent approach to curriculum programming for agents and leaders.
4. Facilitates the development of the 4-H curricula by state level specialists.
5. Reduces the costs of instructional materials through avenues such as the use of cross references and uniform reporting forms, deletion of unnecessary materials and better determination of printing needs.

Curriculum direction and development has always been of importance in 4-H. Today there is a need for diversity of curriculum in 4-H to attract and hold the interest of youth. More than 100 4-H subject matter projects

are available for the youth of North Carolina. These projects must be kept up-to-date with the rapidly changing knowledge. They must be adaptable to the needs and interests of all youth. The following programs developed during FY'80 were in response to expressed needs by the clientele through the curriculum development process.

Energy

An energy packet "4-H - The Energy of the Future" was developed for local 4-H units. The packet included information on the following:

1. Home Energy
2. Meter Reading
3. The Kitchen
4. Alternative Energy Sources
5. Transportation
6. Change of Habit
7. Careers
8. Energy Games
9. Home Energy Audit

The nine categories have over 30 lesson plans that can be used by the volunteer. Each lesson plan is written to stand alone or in combination with other lesson plans.

Energy has also been emphasized in state-wide events, district retreats, and county groups. The subject matter has been presented in the form of seminars and workshops.

Crime Prevention

The 4-H Crime Prevention program was inaugurated in FY '80 with financial support from the N.C. Department of Crime Control and Public Safety. Outside resources to the program totalled more than \$30,000. An initial grant of 5,000 was used to:

1. produce two slide sets concerning crime prevention and the 4-H role;
2. begin development of a videotape to be used for state-wide educational TV; and
3. compile 225 copies of a crime prevention resource guidebook for use by agents and volunteers.

In addition, a mobile unit with two employees was used to travel the state during the summer, going to 4-H Camps, District Activity Days, and 4-H Congress. This means was used to introduce the program, reaching more than 10,000 4-H youths and adult volunteers. A follow-up grant from Crime Control and Public Safety, in support of the State 4-H Council's decision to adopt Crime Prevention as a state citizenship/leadership/community service emphasis for the year, amounts to \$5,500. These funds will be used to plan and conduct a state-wide retreat "kicking-off" the project by training 4-H representatives in each county. In addition, the mobile educational unit and employees from Crime Prevention will be available during the year for county, district, and state activities. The cooperation with other agencies such as Crime Control, Sheriffs' and Police departments, Farm Bureau and others enhances this effort and potential

impact. The Crime Prevention program that can be integrated at the county level among the four program components of the Extension Service.

Marine Science

The North Carolina 4-H Marine Education program evolved from a demonstrated need for a comprehensive program for North Carolina 4-H youth. Youth and adults involved in 4-H expressed a keen interest in learning more about the marine discipline. The following objectives were established at the outset of the program:

1. To develop and promote the use of marine education materials with Extension Agents and volunteer leaders.
2. To develop a volunteer leader training program for use by the 4-H, Sea Grant, Marine Resources Center and other public education agencies.
3. To conduct state-wide activities that deal with marine education topics including training and workshops for volunteer leaders, agents and youth.

The 1980 marine education workshop proved to be the most successful ever held. Forty youth and five adults experienced an intensive week of marine education programs at Mitchell 4-H Camp.

In addition to the workshop, a packet of materials containing four distinct programs were developed during FY '80. These programs were:

1. Fish Printing
2. Fresh Water Aquariums
3. Seafood in North Carolina
4. Life on the Seashore/Exploring the Food Web

Funding for marine education amounted to approximately \$5,000 for FY '80. A proposal for approximately \$50,000 has been submitted for FY '81 and '82.

North Carolina 4-H Congress

The North Carolina 4-H Congress provided over 1,000 youth and adults a means to relate to the total 4-H program, develop communication skills, attend interesting classes and participate in educational programs. Held on the NCSU campus, the event helps youth develop self-confidence, receive recognition and gain acceptance by their peers. The 1980 Congress provided the delegates the opportunity to participate in educational workshops and listening to outstanding speakers. One of the highlights of Congress was the presentation of the State Council 4-H Project, "Interesting Opportunities Unlimited". The team leadership of 4-H set as one of their goals in FY 80 "Telling Other Youth About 4-H." 4-H members across the state participated in this program by being involved in various group meetings and telling the story of 4-H. A slide presentation at North Carolina Congress depicted accomplishments throughout the year.

District Activity Days

District 4-H Activity Days have surfaced as one of the outstanding features of the North Carolina 4-H program. In 1980 there was an increase in attendance and participation in demonstrations over the previous years. In the main, this is an activity that appeals to the younger 4-H'er. District Activity Days provide the youngster with an opportunity to exercise

free expressions, gain poise and confidence, and learn the principles of the art of communication.

New teaching and training materials have been added to the 4-H library. Four state winning demonstrations from 1980 State Competition have been videotaped and are available for county use.

The involvement of county personnel with subject matter responsibilities in leadership roles added a new dimension to the scope of District Activity Days. In the future it is expected that this exposure will increase the interest at the county and local level. The ultimate aim is to capitalize on the resources of the total Extension staff, to enhance county 4-H programs, and extend 4-H to more youth.

Citizenship

To many Americans citizenship means participating in patriotic rituals, saluting the flag, praising heroes in American history, voting and inculcating love of country. The Citizenship Education Program in North Carolina provides wider opportunities for the youth to acquire new perspectives. The degree to which our county personnel delve into these new directions is directly related to the understanding and acceptance of the clientele and the ability of the agent to seek resources to provide the appropriate learning experiences.

Even though the results of efforts expended to carry out an effective Citizenship Education Program cannot be measured in dollars and cents, there is evidence through increased participation that better understanding and a

richer quality of life exist among participants. During the last reporting period more than 2500 youth enrolled in the Citizenship project.

Many more participated in county and district Citizenship Programs and National Citizenship Shortcourse (Citizenship Washington Focus).

Camping

The North Carolina 4-H camping program is designed to meet many of the basic and special needs of youth. The camps offer "structured flexibility." Youth are able to make decisions as individuals and in groups within a controlled setting. Camping is a group living experience that provides good role models, wise use of leisure time and education directed at essential life skills. It is an educational experience in a recreational setting.

Society is making increased efforts to meet the special needs of certain groups. In FY '80 the North Carolina 4-H camps piloted successful programs with both "problem" youth and senior citizens.

The 4-H specialist with camping responsibility conducted training with over 60 percent of the 4-H agents across the state. Agents in turn recruited and trained over 300 volunteers to participate in resident camping programs. This resulted in over 1900 volunteer/days to support the company.

A 4-H Camp Review Committee studied the status of the 4-H camping programs. A series of recommendations were presented and implemented. A survey of 4-H agents was conducted in regard to meeting youth needs through the camping program.

The 4-H Program is operated by volunteers under the supervision of a professional Extension Staff. Over 15,000 volunteer 4-H leaders are presently delivering the 4-H program to North Carolina youth. The quality of the learning experience for youth is directly linked to the skill of the individual volunteer. Therefore, the major thrust of the volunteer 4-H leadership development in North Carolina continues to be the improvement of the skills of the individual volunteer for his or her own personal development and the resulting benefits to 4-H'ers. This need is being met through systematic orientation and in-service educational opportunities for volunteers at the county, district and state levels.

Volunteers are recruited, trained and supported by professional 4-H agents in each of the North Carolina's 100 counties. The State 4-H Staff has the responsibility of keeping 4-H agents competent in the development of 4-H programs for youth through volunteers. This is accomplished by:

1. A regular orientation program of 7 days duration for each new worker.
The three components of the orientation program are repeated every six months and new 4-H agents are expected to complete the series within one year of employment.
2. District 4-H program leaders maintain a close working relationship with each 4-H agent to meet individualized training needs.
3. In-service education programs are planned and scheduled with 4-H agents on a multi-county, district and state basis.
4. A special graduate course is offered to 4-H agents once each year on a topic of special relevance to the development of 4-H programs.

5. A regular newsletter is prepared for 4-H agents and distributed on a monthly basis.
6. The professional 4-H agents association is supported through the staffing of workshops and the maintenance of a liaison relationship.
7. A number of special activities beyond the county level are designed for 4-H volunteers. Among these are:
 - a. District and state volunteer 4-H leaders associations. These exist in each of the seven Extension districts and the state level association is to be organized in the fall of 1980.
 - b. The Southern Region Leader Forum continues to be an important training program for 60 to 90 4-H volunteers each year.
 - c. The State 4-H Center is being established as a training site for volunteers. Examples of training programs conducted during the past year include:
 1. foods and nutrition,
 2. community resource development,
 3. communications and drama
 4. drama
 - d. A program of leader recognition has been established and is being improved annually at the district and state levels. County Extension staffs continue to provide opportunities for recognizing volunteers.
 - e. Volunteers are a regular part of county, district, state, regional and national level 4-H activities and events.

4-H is privately supported to a greater extent than it is publicly supported in terms of value of money, services, facilities and other contributions. The public funds appropriated for 4-H are used to hire and support staff and provide educational materials. The nature of public funding prohibits the use of these dollars in direct support of activities for young people. Nevertheless, youth desire involvement in a program of developmental activities and these require resources that must come from the private sector. Likewise, 4-H volunteers give of their time but they expect an opportunity for personal development and training for the organizational tasks. The cost of training activities beyond those that can be supported from public funds, must come from private sources. A comprehensive program of resource development and utilization is conducted throughout the state. The 4-H and Youth office uses five approaches to securing the resources necessary for an efficient and effective 4-H and youth program in North Carolina.

1. Established and maintains a 4-H Development Fund as a part of the University Foundations office that annually secures and contributes approximately \$150,000 to the 4-H and Youth Program. The 4-H Development Fund has a one-third time professional executive and 48 directors throughout the State. In addition to the annual program support, the 4-H Development Fund has contributed over \$300,000 in capital improvements to the 4-H camping system in the past four years.

2. The 4-H and Youth office works with subject matter specialists to assist them in seeking and accounting for contributions to their 4-H programs at the state level. These contributions are handled through the 4-H Development Fund as restricted accounts. Each project or program is given a separate accounting.
3. The 4-H and Youth office conducts programs, maintains communication with and accounts to private donors to the 4-H program. Each contributor receives a "thank you" letter that is a receipt for the contribution and recognition of the gift.
4. All new 4-H agents employed with the North Carolina Agricultural Extension Service are trained by the 4-H and Youth staff in the development and use of the community resources. The training in resource development is part of a seven-day orientation training each 4-H agent receives during their first year of employment.
5. The 4-H and Youth office supports the development and use of resources of the National 4-H Council. Included in their contributions are items such as awards, trips, scholarships, volunteer leadership development, youth activities, and support for the development and distribution of curriculum materials.
6. A special status study of 4-H was conducted using a random sample of ten counties in North Carolina. In each of these counties an extensive interview was conducted with a county Extension chairman and the 4-H agent. One element of the study was concerned with private support for 4-H.

Among the findings are:

- a. Eighty percent of the counties in North Carolina have a 4-H budget prepared by the 4-H agent.
 - b. The county staffs (professional and volunteer) raise an average of \$11,456 per county. This amounts to a state-wide contribution \$1,145,600.
 - c. Fund raising in North Carolina at the county level is done with limited formal organization. Only 20 percent of the counties have an organized committee, fund or foundation.
 - d. 4-H agents make extensive use of local media--radio, television, and newspapers--to account to the public and make them aware of the accomplishments in 4-H. Approximately 95 percent of the releases to media are prepared locally.
 - e. All county staffs in North Carolina conduct some interpretive activities during National 4-H Week.
- B. Include, where possible, results in qualitative and quantitative terms, such as "number of people reached," "what people did," "practices changed," "dollar value," "income increased," "learning demonstrated," "implications to individuals, groups, families, industries, communities, society," etc.

There are a number of results in 4-H and youth work that are worthy of notation. A significant point for emphasis is the continuing growth of 4-H participation.

1. A 9 percent increase in volunteer leadership development in North Carolina is particularly gratifying. The corp of volunteers reached

1. (continued) a total of 15,500. ~~Some~~ activities of interest in the area of 4-H volunteer leadership development are noted below.
 - a. A leadership development laboratory in community resource development work was conducted for county teams at the State 4-H Center. The laboratory is a model future training of volunteer teams.
 - b. A second model for the training of volunteers was the national foods and nutrition workshop at the National 4-H Center which was in turn delivered through a state-level training program at the State 4-H Center. The state level training involved foods and nutrition volunteers and home economists with the subject matter responsibility for foods and nutrition.
 - c. A state leader convention was held for the first time at the Continuing Education Center on the North Carolina State University campus. Three hundred volunteers attended the weekend session.
 - d. 4-H Leader Associations are in operation in 75 percent of the counties, in all of the Extension districts, and a state-wide volunteer association will be formally organized in the fall of 1980.
2. The youth participation in 4-H increased by 10 percent reaching 109,000 for the first time since the program was removed from the public school in the early 1960's.

- a. The North Carolina 4-H Program continues to attract minorities in large numbers. The percentage of black citizens in the population is about 23 percent while the percentage of black youth in the 4-H program is approximately 35 percent.
- b. The 4-H camping program has been especially attractive to low-income youth. During the summer of 1979, low-income participation in the statewide camping program was 55 percent.
- c. The North Carolina 4-H resident camping program served 4,500 individuals for a total of 26,973 camper days. Each participant was involved in over 70 hours of planned educational activity directed at the attainment of life skills. The value of the camping experience is difficult to document. A similar experience in a private camp would cost approximately \$125 per week. The savings to North Carolina families sending youth to 4-H camps is estimated to over \$300,000.
- d. During the past year, there have been some exciting results in the 4-H CRD effort.

Included are:

- (1) the establishment of a new child day-care center,
- (2) the implementation of a "youth in government" day for high school students,

- (3) teen leaders expanding the 4-H program into four new communities,
 - (4) establishment and completion of a 4-H special interest photography program, and
 - (5) implementation of a community summer recreation program,
 - (6) groundwork for the development of a community swimming pool.
- e. The 109,000 young people participating in the 4-H program conducted approximately 170,000 project-related learning experiences. In addition 5,000 participated in public presentations at the county, district, and state levels.

C. Indicate the ways in which Extension programs were enhanced through cooperation with other agencies, organizations and private sector groups. Note any grants or contracts involved.

1. The cooperation with groups, businesses and individuals resulted in financial contribution to 4-H totalling nearly \$1,125,000.
2. Special grants were received for volunteer leadership development in the amount of \$38,000. (One grant each from federal, private foundation and industry sources).
3. A grant of \$3,500 was received for development of 4-H programming in the humanities from a private foundation.
4. A grant from the National 4-H Council was received for eye-care education and is being shared by two North Carolina counties.
5. A grant in the amount of \$9,000 was received for the development of educational materials in the area of marine science. A continuing grant is being requested.

The generation of the private resources in addition in grants in support of the 4-H program is an important indicator of the vitality and public acceptance of the 4-H program. Evidence of support includes:

1. \$150,000 raised and expended at the state level through the North Carolina 4-H Development Fund in support of 4-H and youth work.
2. The electric power companies contributed approximately \$25,000 for the conduct of an electric 4-H congress.
3. The improvement of physical facilities at the five state 4-H camps accounted for an expenditure of \$300,000 for capital items in the past four years.
4. Negotiations are under way to secure a new resident camp at no cost to the 4-H program. The camp site is in the high population area of North Carolina consisting of 338 acres of mountainous and wooded land with an operating facility adequate for 100 to 125 youth.

4-H ANNUAL REPORT

4-H Participation

Some 104,911 Tar Heel boys and girls participated in 4-H work through community 4-H clubs and special interest groups during 1979. This figure reflects an 8.1 increase in enrollment over 1978.

The number of 4-H'ers in community clubs decreased by 2,512 from 1978 to 1979 but the special interest group enrollment increased by 10,378 4-H members.

About 22 percent of the 4-H'ers live on farms, 51 percent live in rural non-farm areas and in towns with less than 10,000 population, and 27 percent live in larger towns and cities.

Some 14,948 volunteer adults and older teens served as community club and special interest group leaders, an increase of 742 over 1978. This 5.2 percent increase continues to reflect accomplishments within the highest priority area of the state's 4-H program.

4-H ANNUAL REPORT

4-H Leadership Development

Numerous forums, retreats and share-ins were held on county, district and state levels to train volunteers for 4-H leadership positions.

The first North Carolina 4-H Volunteer Leader Convention at the McKimmon Center on the NCSU Campus in early November attracted 216 leaders from 53 counties. The convention, which was planned and conducted by a committee of volunteers representing the seven Extension Service districts, included sessions on club, county and district level programming.

District leader teams attended a 4-H Volunteer Share-In at the McKimmon Center in late March to discuss generating and maintaining county and district 4-H leader associations.

Eighty Tar Heel 4-H leaders attended the Southern Regional 4-H Volunteer Leader Forum in Georgia in October. Teams of volunteers and agents from six North Carolina counties conducted 4-H management skill workshops.

Six districts have organized 4-H leader associations; 60 of the state's 100 counties have 4-H leader associations, and 80 counties have 4-H and youth committees to program for youth.

4-H ANNUAL REPORT

4-H Curriculum Development

A systematic procedure through which 4-H curricula are proposed, delineated and developed became operational this year.

A council and seven committees seek input from all levels of 4-H clientele in the 4-H Curriculum Development Process.

The process is expected to (a) enable the 4-H program to concentrate quickly on the clientele's most pressing needs, (b) assure a more coordinated program, (c) offer a consistent approach to programming, (d) facilitate curricula development by state-level specialists, and (e) reduce materials production costs.

4-H ANNUAL REPORT

National 4-H Winners

North Carolina's 40-member delegation won a record 16 national honors and \$16,000 in educational scholarships at the 58th National 4-H Congress in Chicago in late November. The winnings exceeded the 1975 Congress from which the Tar Heel delegation brought home 15 scholarships valued at \$12,200 and a national 4-H alumni award.

The state's 4-H dairy judging team won first place in the national judging contest in October at the World Dairy Exposition in Madison, Wis. This is the second time a Tar Heel 4-H team has won national dairy judging honors, having won in 1967.

Tar Heel 4-H'ers won 17 national honors at the National Junior Horticultural Association's 45th annual convention in St. Louis in late October.

4-H ANNUAL REPORT

Research Project

A research project in Wake and Durham counties proves that adults from low-income housing projects can be recruited and trained to work with 4-H members.

Some 125 volunteers have been recruited and trained by two part-time research assistants who have worked in Raleigh and Durham for two years.

Evidence indicates that low-income adults will volunteer when asked; they desire appropriate training; they will participate fully in training experiences, and positive attitudes and useful competencies can be developed through appropriate training.

The three-year project, being funded by a \$72,000 grant from Extension Service, USDA, includes Michigan and Pennsylvania.

4-H ANNUAL REPORT

4-H Camps and Camping

The state 4-H council chose camp improvement and promotion as one of its service projects and over 4,000 North Carolina 4-H'ers, their adult leaders and extension agents attended the state's five resident 4-H camps during the summer.

In addition, hundreds of youth participated in educational activities at the Coleman 4-H and Youth Wilderness Camp in Currituck County and the Anita-Alta 4-H Outpost Camp in Caldwell County.

During the year an additional campsite was completed to double the capacity to 64 persons at Anita-Alta; a \$48,000 swimming pool was built at Millstone 4-H Camp, and a \$160,000 educational classroom building was constructed at Betsy-Jeff Penn 4-H Center.

Millstone was certified as a National 4-H Tree Farm by the American Forest Institute and N. C. Forestry Association in June, and new entrance and exit signs were dedicated in August as memorials to L. R. Harrill, who served as State 4-H Leader for 37 years.

4-H ANNUAL REPORT

Blood Drive

North Carolina 4-H members and their leaders cooperated with the Red Cross to sponsor bloodmobile visits across the state.

The 4-H'ers and leaders promoted and assisted with the blood drive, distributing leaflets, encouraging friends and neighbors to give blood, and helping Red Cross personnel prepare for the visits.

The blood drive was conceived by the 1978-79 State 4-H Council as a community service project.

4-H ANNUAL REPORT

Leadership Skills Program

Some 110 Union County senior 4-H members and their parents participated in a unique leadership skills development program. They attended two retreats and received training in leadership, communications, values clarification, and taking risks. Under supervision of adults, these teenagers recruited youngsters and taught six hours of classes on a subject they had studied at the retreats. More than 600 8- to 10-year-old youngsters were reached through this Teen Organizers' Project. TOP is a part of the Alcohol Prevention and Awareness Program which helps youth develop a positive self concept and leadership skills.

Involving the Elderly

North Carolina 4-H'ers are becoming aware of the talents and skills that older people have to contribute to their communities.

The 4-H'ers who once built their own self-esteem making holiday tray favors and singing for the elders in nursing homes are now turning to projects to involve older persons in order to build the self esteem of the elders, too.

Nursing home residents want to fold church bulletins, stuff envelopes for charity organizations, help collect cancelled stamps and clip coupons to feed hungry children, the 4-H'ers have learned.

Some 4,235 Tar Heel youngsters were reached with the Youth Looks at Aging Program. Nineteen 4-H Clubs with 395 members and 38 volunteer adult leaders involved 704 senior citizens and entered the Aging Contest.

4-H ANNUAL REPORT

Work with Low-Income Audience

Extension personnel with the A&T State University Agricultural Program continued their efforts to reach youth and adults with limited resources.

With help from key citizens and cooperation with other governmental agencies, A&T staff members planned and conducted programs to help meet the needs of 8,730 youngsters and 1,090 adults in public housing projects in nine counties.

4-H ANNUAL REPORT

Economics Program

Volunteer business and community leaders with the help of Extension specialists and agents planned, implemented and evaluated 12 4-H Economics in Action Programs which reached 480 high school students. Through interaction with 145 leaders representing 120 private businesses, the teenagers learned how the business world operates.

4-H ANNUAL REPORT

Innovative 4-H Approaches

Youngsters from 14 Western North Carolina counties completed 61 projects in the Cash Crops for Kids Program. With help from the county extension agents, the 4-H'ers selected a cash crop, borrowed up \$100 per project from the Tennessee Valley Authority, and followed recommended cultural practices. The program provided jobs for youth from limited resource families.

Ten county teams from the Southwestern District competed in the first District 4-H Fire Safety Bowl in May. Patterned after the College Bowl television show, the contest deals with fire prevention and control and is a supplement to the 4-H Fire Safety Project.

The Community School Act recently implemented in North Carolina enables 4-H clubs and special interest groups to use school facilities. Youngsters meet with their volunteer leaders after school and their parents pick them up, thereby cutting down on transportation.

Tar Heel youngsters have added a new twist to their projects and are learning the realities of public speaking, clothing design and construction, electricity, communications, economics, woodworking and leadership through theatrical groups. One such group -- Ashe County Playcrafters -- travels around the county to present plays.

4-H ANNUAL REPORT

Money-Raising Techniques

Fourteen North Carolina 4-H agents received unique training in fund-raising in a two-day workshop in May.

Sponsored and conducted by Burroughs Wellcome Company in the Research Triangle Park, the workshop focused on preparing annual financial budgets and soliciting funds to support local 4-H activities.

The agents, two per Extension Service district, provided the training to other agents in their respective districts.

4-H ANNUAL REPORT

EFNEP-and 4-H

Special efforts continued to bring youth from Expanded Food and Nutrition Program families into the on-going 4-H program. Most counties provided special summer activities for the EFNEP youngsters, including day camps, food-fun festivals and demonstrations. Twelve counties in the Northeastern District held an EFNEP Activity Day and let the youngsters give demonstrations, prepare exhibits and make posters.