

today, marine science, soil resources, water conservation and exploring wildlife habitat. The 4-H'ers participate through individual and group study, field trips, surveys and census reports, experiments, interviews, dramatic role-playing, ecosystem games, exhibits and writing and speaking contests.

It is anticipated that training will continue for the professional and volunteer staff in FY 78. The environmental handbook that was published in 1976 will be updated throughout the year. Information on out-of-doors camping and camping skills will be provided for both the professional and volunteer staff throughout the year. These programs will be conducted in conjunction with the five residential camps and the two primitive camps in North Carolina. The expected results will be based on continued participation in the seven identified program areas. An increase in primitive camping and more involvement of the volunteer as a specialized leader will increase in the summer of 1978.

#### F. Program Component 6 - Mechanical Science, Technology and Engineering

As interest and residence of the youth population shift away from the operation and maintenance of farm machinery, greater emphasis is being placed on equipment utilized by today's youth. Small engines, automotive, bicycle, electric, aerospace and woodworking programs and activities are being stressed. County-wide bicycle, automotive and electric programs are receiving increased attention.

The mechanical science, technology and engineering programs are especially popular with suburban and urban youth and offer opportunities for their increased involvement in the 4-H program.

#### G. Program Component 7 - Safety

Individual club programs and county-wide special interest groups that emphasize safety education are receiving increased attention among 4-H youth. The areas of safety education include: automotive, bicycle, electric, chemicals, firearms, fire, power tools and water.

With the assistance of local power suppliers, workshops are conducted in the areas of electrical and power tool safety. Safety demonstration programs (automotive, bicycle, electric, firearms, fire, water, etc.) continue to be very popular with 4-H members.

A curriculum development committee in the area of emergency medical services for 4-H members is planned for FY 78.

Vocational and avocational occupational safety and health practices are provided for adoption to the current and future living patterns of youth.

#### H. Program Component 8 - Food and Nutrition (EFNEP)

The 4-H EFNEP Program has significantly contributed to the personal development and nutritional awareness of youth from low-income families. However, there are some areas of need which inhibit the implementation of the program to achieve maximum results. The indicators of greatest need are a slower than anticipated progression of EFNEP youth into other 4-H activities and a lack of an adequate core of volunteer leaders.

Based on the aforementioned needs the major thrust in the future 4-H EFNEP Program will be in training. The training will be conducted cooperatively with professionals working in 4-H and in the Adult Foods and Nutrition Program. The content of the training will include: understanding the characteristics and special programming needs of the target audience, teaching techniques, use of multi-media and identifying, selecting, orienting, recruiting, training, utilizing and evaluating volunteers involved in the 4-H EFNEP Program.

Learning experiences to be offered for youth include camping (day, overnight and multi-day), projects such as foods and nutrition and gardening, tours, field trips, farm-city exchanges, and special interest experiences.

The emphasis and experiences described here should result in an increase in the number of youth who move from EFNEP into the mainstream of the on-going 4-H program and a greater utilization of volunteers in this component of the program.

#### I. Program Component 9 - Food and Nutrition

Today 4-H'ers are faced with many food options as more meals are eaten outside the home. Almost half of American families have poor or fair diets. High carbohydrate desserts, snack foods and sweetened drinks tempt many. Many teenagers are overweight because they have developed bad eating habits, other young people have dental problems and iron deficiency anemia. Active young people need sound nutritional information and must become aware that a balanced diet promotes their physical activity and growth.

The foods and nutrition projects are very popular among 4-H'ers who have opportunities to learn: meal planning, food preparation, food buying and storage techniques and to appreciate foods of another culture. With increased involvement in camping, outdoor cooking has also increased and 4-H'ers learn proper selection and preparation of food. Many study consumerism and learn how to get the most nutritional buy for their money. Home gardening has increased 4-H'ers' interest in food preservation.

In order to teach proper nutrition to 4-H'ers, programs are being designed to focus on critical issues involving obesity, vitamins, fiber content, etc. Through special activities 4-H'ers will have opportunities to learn the nutrients needed for good nutrition and what to select to meet their daily physical needs.

J. Program Component 10 - Personal and Family Resource Management

As we face continued inflation, slower growth in personal incomes and a less rapidly expanding labor market, we need to help youth plan for the future. Knowledge, creativity and innovative ideas to solve problems and use resources efficiently are needed. Teenagers comprise a large portion of our consuming public. It is time to focus on this group and plan programs for youth to help them learn to make wise decisions, understand the use of credit and confidently function in the marketplace.

Through family resource management projects, 4-H'ers have an opportunity to discover their personal resources and learn about their wants, needs, goals and budgets. Consumer education projects provide activities for 4-H'ers to learn about advertising, buymanship and decision making based on personal needs.

In North Carolina, 4-H'ers who participate in consumer programs better understand consumerism and will become more self-reliant. With this increased awareness of financial management, 4-H'ers are able to use their personal resources wisely.

K. Program Component 11 - Family Life, Human Relationships, Personal Development

Approximately one of two marriages in North Carolina involve teenaged couples. Over 10,000 of reported births in the state are to girls under nineteen years of age out of wedlock. These births are in the high risk group for birth defects due to the lack of prenatal care and related information.

Systematic programs to help young people prepare for the task of child rearing are almost non-existent. We must help youth, through 4-H programs, become aware of the social, emotional, educational and health needs of children and the role of parents in nurturing a child's development.

Through special interest group activities and retreats, 4-H'ers are prepared for parenthood. With this training and exposure, 4-H'ers begin to understand and become aware of the need to help and share with other teens their information and available community resources.

Projects in child care and babysitting help 4-H'ers learn about themselves and the developmental process. Through sharing experiences as these, 4-H'ers have opportunities to grow, develop and learn how to become responsible adults, make mature decisions, and relate to others.

L. Program Component 12 - Textiles and Clothing

Good clothing consumerism is needed by all. As prices rise for ready made garments, home sewing is a viable alternative which allows for creativity and financial saving. Teenagers need to recognize fads and fashions so they get the most for their money. Care and selection are areas in which more education is required because of the wide variety of fabrics available. Teenagers should realize the social pressure of dress and its effect on their behavior.

Good personal hygiene and appearance continue to be important as young people seek employment opportunities.

Because of a large textile industry in North Carolina, many 4-H'ers are interested in clothing related careers. The participation in clothing projects continues to grow. 4-H'ers have opportunities to learn good buying, construction and proper care of clothing. Also, they are encouraged to make decisions and select fashions to bring out their individuality through clothing and textile projects. Clothing, Camp, Back to School Fashions, demonstrations and other activities are also offered to 4-H'ers.

#### M. Program Component 13 - Human Health

Health programs have traditionally been designed to help youth acquire sufficient facts upon which to base health decisions. However, these programs have failed to encompass many subject matter areas which directly influence mental and physical health. This is evidenced by the unprecedented increase in teenage drug abuse and the use of alcohol. The age of first exposure to drugs and alcohol is also decreasing at a fast rate.

Young people are also subjected to various pressures to place a higher value on sexual relationships than on caring for and respecting others. Venereal disease is on the rise. In 1975 approximately 39,000 cases of venereal disease were diagnosed in North Carolina, the majority of which were reported among youth ages 16-19. One in seven births in 1974 was out of wedlock--most were to mothers under the age of 20. Of the 16,463 abortions performed in North Carolina in 1974, 64.5 percent of the cases involved patients 15-24 years of age. Unplanned pregnancies, venereal disease and abortions not only may be emotionally damaging to youth, but also pose a severe biological risk to many young people.

New attempts at broadening the 4-H health program have begun. 4-H'ers have opportunities to learn about mental, social, nutritional, physical and moral aspects of health. Special interest groups and workshops provide 4-H'ers a chance to learn more and aid them in coping with problems. The study of smoking, alcohol, drug abuse and interpersonal relationships is an opportunity to discuss these special issues as they relate to values and decision making.

#### N. Program Component 14 - Housing and Home Environment

The energy crisis is a reality. Housing and energy consumption are gaining the attention of more people who experienced a colder winter and a hotter summer. It is vitally important that today's youth learn how to conserve energy and make their homes energy efficient.

Surroundings affect all family members but they can in turn affect and control their surroundings. It is important to be aware of the strong relationship between one's physical environment and one's quality of life. An improvement in one's environment tends to improve the general quality of one's life. Youth need to gain this awareness of how home improvement will better their family's quality of life. We need to encourage 4-H'ers to assist families in home repair and maintenance.

4-H'ers have a renewed interest in the arts and crafts of their ancestors after celebrating our nation's bicentennial. Enrollment in craft projects is at an all-time high as 4-H'ers rediscover the pleasure and joy of creating something. More young people are interested in refinishing furniture for themselves and are involved in community landscaping and revitalization projects.

Through projects in Home Environment, 4-H'ers learn about remodeling and developing a place to call their own. Special workshops and activities like Electric Congress provide opportunities for 4-H'ers to learn about alternative sources of electric energy as well as methods for energy conservation.

#### O. Program Component 15 - Leadership Development

Leadership development is a major priority in the North Carolina 4-H program. Efforts directed toward increasing staff competencies in group process skills, facilitating the effective utilization of various leadership styles, planning, decision making, delegation, communication, motivation, and human relations have produced positive results. For example, the total number of volunteers involved in the 4-H program has increased from a 1972 total of 8,795 to a current 12,065. Moreover, an increase in professional and paraprofessional staff competency levels is reflected in these figures as well as in the observed quality of programming throughout the state.

Leadership development for volunteer staff will center on an expanded set of "specialized leader roles" designed to utilize volunteer adult leaders in recruitment, training, planning, and management functions in the county program. The specialized leader roles being considered are directed toward increasing leader involvement in certain "middle management" roles presently being carried by professionals and paraprofessionals. Emphasis will also be placed on developing leader organizations for the improvement of inter-county and district communications between groups of volunteers involved in similar functions.

The increased effort in the area of volunteer staff development during FY 78 will be reflected in leadership development experiences for the 138 full-time equivalent professional county staff assigned to 4-H work and the approximately 60 4-H program assistants working in a paraprofessional role. The North Carolina Orientation Training Plan will continue as the basis for training new professional staff in the major concepts of leadership development as well as the basics of 4-H programming and management. In addition advanced in-service training will concentrate on current theory and practical application of relevant concepts associated with volunteerism, leadership development, and the management and supervision of volunteer programs. Major professional staff development thrusts will be directed toward increasing both staff competencies and staff commitment to the leadership component of the North Carolina 4-H Program. The professional staff will be offered opportunities to participate in formal course work, professional association meetings, and state Extension conferences designed to increase professional leadership competencies relative to program management, supervision, time management, evaluation and accountability in 4-H programming.

While the role of 4-H paraprofessionals has previously focused on the identification and development of adult volunteers who provide leadership for

4-H youth groups, there remains a significant need for 4-H paraprofessionals to learn how to function and satisfy their responsibilities more effectively in relation to adult volunteer leaders. They especially need to understand the relationship between their role and that of persons occupying specialized leader roles. In addition, training in communications, motivation, group effectiveness and decision making is needed to properly prepare the 4-H paraprofessionals for the roles described in their job description.

The necessary training will be provided through orientation and in-service training sessions conducted by the state 4-H staff and selected extension agents. Self-development will be encouraged and appropriate guidance to aid the process will be provided. A performance appraisal system established in FY 77 will be refined and will provide an improved means of performance and program evaluation.

By learning to work effectively and efficiently with leaders who have responsibilities much more varied and involved than the traditional club leader role and by acquiring other skills and abilities, the 4-H paraprofessionals will be able to double their performance in terms of youth reached by the volunteers that are recruited and trained.

During FY 78 North Carolina will be involved in a special needs project funded by a grant from ES-USDA. This research will focus on comparing the effectiveness of two training models in increasing the leadership competencies of low-income 4-H volunteers. An interdisciplinary approach will be used in the project, and University Departments not previously involved in 4-H will make valuable contributions as doors are opened for future cooperation. The expected results of this project will be to gain insight into ways that low-income adults can become more actively and effectively involved in planning, implementing and evaluating 4-H programs.

The expected results of the leadership development thrust in North Carolina will be reflected throughout the 4-H program. Increased opportunities for involvement of more youth in quality educational programs will occur. Volunteers, professionals and paraprofessionals should experience greater job satisfaction as their competencies develop and as they advance in the level of tasks being performed.

#### P. Program Component 16 - Organizational Development and Maintenance

Currently, there are 1,714 community 4-H clubs and 1,584 special interest groups for a total of 3,298 organizational units. Emphasis on expanding and improving the efficiency and effectiveness of these organizational units is planned for FY 78.

A task force group is presently reviewing, revising and developing plans to implement models which will be more responsive to adult and youth needs. These models will delineate structures and functions of the 4-H/Youth Committee, 4-H Council and 4-H Leaders' Association as related to 4-H program development at the local and county level. Training in the utilization of these models will be provided to Extension agents, program assistants and volunteers.

Revision of the organizational section of the 4-H Agents Handbook and greater emphasis on delivery modes in orientation training for new Extension agents and specialists should contribute to understanding and effectiveness in the organizational framework. More involvement of key citizens in planning, advisory and steering committees concerned with developing and implementing organizational and delivery modes as well as program development and recruitment programs will be emphasized.

Multi-purpose weekend conferences and retreats for volunteers, 4-H members, district and club officers will be expanded. These conferences will provide opportunities for various clientele groups to receive training in program development, needs assessment, leadership development skills, organizational and maintenance techniques. The area organizational leader and project leader concepts will be reviewed for possible inclusion in the North Carolina access system.

Attention will be given to the expansion of leader associations at the county, district and state levels. These associations can serve a vital role in stimulating volunteer leadership development which is critical to effective organizational development and maintenance. In order to facilitate understanding of the role of leaders in the 4-H program, educational material will be developed by the State 4-H Staff. This information will focus on leaders' associations, 4-H and youth committees, county 4-H councils and 4-H organizations.

If 4-H is to reach maximum potential, more human materials and financial resources must be obtained from the public and private sectors. A number of significant efforts are currently planned or are in progress to meet this objective. The 4-H Development Fund, which is designed to provide added financial support for 4-H, is in its second fund drive. The current objective is \$750,000.00, with \$711,856.04 having been paid or pledged. These funds are utilized in a number of supportive ways, such as for 4-H camp facilities improvement and expansion, scholarships, awards and incentives, program and project development and leadership development programs. Training has been provided to Extension agents on a limited basis on proposal writing and the assessment, identification and utilization of private and public grant funds. More emphasis is planned in this area for FY 78.

Interpretive and promotional programs designed to encourage youth and adult participation in 4-H programs are planned through the use of mass media. Television spots are currently being developed to promote adult and youth participation in 4-H at various levels.

Each county in North Carolina has recently completed preparation of a comprehensive six-year plan of work (1977-1982) to cover 4-H as well as the other three major Extension programs. The counties have also prepared one-year plans that generally represent inputs and expected accomplishment of one-sixth of the long-range program plan. Preparation of the county plans was accomplished by local planning and advisory groups who studied county youth program needs. Increased understanding of the needs of the youth whom professionals, paraprofessionals and volunteers can serve will be encouraged by material providing statistical information on selected indicators of need among North Carolina youth.

Recently, North Carolina conducted a state 4-H program review. Recommendations from this review are being incorporated into the state 4-H long-range and subsequent annual 4-H plan of work. The major goal is to double the number of 4-H adult volunteers in the next six years to hopefully result in double the number of 4-H members. State 4-H task forces have been organized to provide resources and leadership for the development and expansion effort. A computerized process for analyzing and summarizing ES 237 data is being reviewed and, if feasible, will be initiated in 1978. A more comprehensive use of these data is planned in program documentation, evaluation and promotion.

The formation, development and maintenance of organizational structures must be effectively evaluated in order to meet accountability standards. Competition for funds and public demand for a quality program delivered to an expanding clientele highlight the need for all components of the 4-H program to be analyzed for efficiency and effectiveness.

The increased emphasis placed on evaluation in FY 77 will continue in FY 78 in order to meet the needs described above. Improved methods for reporting and documenting results and for evaluating roles will be developed and existing evaluative processes will be refined. Data gathering methods and techniques will be improved so that they accurately reflect how time, talent and other invested resources have impact upon youth, adults and communities involved in existing organizational structures and personnel functions. Efforts to teach agents and volunteers to become involved in self-evaluation will be emphasized. Modification of the ES-237 data gathering process will be accomplished and additional resources will be allocated to development of a computerized system for recording member and leader enrollment and participation.

These procedures will enhance the present objective of 80 youth and 18 volunteers per professional FTE by 25 percent.

Q. Program Component 17 - Comprehensive Community Planning (Deleted)

R. Program Component 18 - Community Service and Facilities

The continued shifts of a large portion of the population from rural to urban areas, the numerical increase in population and the scarcity of natural resources enlarges many existing problems related to the quality, quantity and availability of services and facilities our youth need for an improved quality of life when they reach adulthood. Four-H has been and can be even more so the source of knowledge through which youth can learn and develop attitudes and values to deal effectively with the problems associated with consumption of community services and facilities.

During FY 78 current activities such as the 4-H community service project and programs through which 4-H'ers are invited to serve on advisory groups to city and county officials will be continued. In addition, staff resources will be devoted to the development and testing of a 4-H/CD program that will provide in-depth training relative to community services and facilities. The program will emphasize the development of a working relationship between adults and

youth and will seek to bring youth to greater involvement in and commitment to sharing in decision making and problem solving processes within their community. It is anticipated that during the next 12 months an additional 3,000 youths will participate in learning experiences to increase their knowledge about water, waste disposal, fire and police protection, libraries and other such services in their communities.

S. Program Component 19 - Economics, Manpower and Career Development

Rising inflation and national economic slumps experienced in recent years accentuate the need for all youth to learn as much as possible about occupational education opportunities in relation to enhanced employment opportunities and the economic enterprises and institutions that will affect their lives within the next few years. The youth population in North Carolina desperately need a greater understanding of our economic system so that they can make a deliberate effort to explore and plan for future employment that will result in a satisfying life style.

"Economics in Action," a widely used, multi-day, on-the-scene workshop, has introduced economics to many older 4-H'ers in North Carolina. These youth have the opportunity to view films developed by "experts" in such fields as management, marketing, computers, and money. They tour manufacturing and processing plants, visit wholesale distributors, view computers in operation and talk with bankers and other businessmen.

The development of a similar program, "Career Exploration in Action," is planned for the coming year. This will supplement present projects and activities conducted in career education. In addition, new materials developed in all 4-H program areas will begin to stress the career opportunities and requirements of the specific area so that 4-H'ers may begin to make informed decisions concerning careers while they learn more about the subject matter. The present enrollment of 1,300 youth in these types of 4-H programs should be increased by 50 percent during the coming year as increased emphasis is placed on implementing these programs in urban areas.

T. Program Component 20 - Government Operations and Finance

Enlightened and responsible citizenship is dependent upon an understanding of the structures and functions of government. However, these attitudes need to be acquired at an early developmental stage. Four-H programming has been devoted to this goal through its citizenship education program. In North Carolina this emphasis has also been reflected in the community resource development thrust of 4-H.

Four-H citizenship education in North Carolina attempts to help youth understand government, develop a sense of the rights and responsibilities inherent in a democracy and put into practice what is learned. The efforts of the professional staff, paraprofessionals and volunteers promote citizenship education. Various citizenship projects are the primary methods to enable youth to increase their understanding of government. The publication "4-H Citizenship Education" suggests learning activities for youth in the age groups

9-12, 13-15 and 16 and over. Project guidelines are given for learning activities focusing on several functions of state and local government like recreation, education, welfare, community life and transportation. These methods seek to aid youth in the development of citizenship life skills which will encourage their intelligent involvement in public affairs.

Future programming in the area of government operations and finance will be directed toward encouraging interaction between youth and county government officials in North Carolina. This will promote increased understanding and trust between these two groups. Knowledge regarding government operations and finance will also make youth more willing to participate in governmental affairs.

#### U. Program Component 21 - Leisure and Cultural Education

Youth of today have more discretionary time than ever before in history and, if present trends continue, as adults they will devote fewer hours to remunerative work than their parents.

Today's youth live in a world society where awareness and understanding of the concept of cultural pluralism is essential to intelligent participation in domestic and international affairs.

Young people in the youth phase of their development are searching for a conception of self, an identity and a means of self-expression. The creative arts, music, dance and drama are means of self-expression while camping, international education, cultural studies and social recreation are avenues of helping youth acquire a social self-concept and a personal identity.

The primary approach to leisure and cultural education will be projects, special interest groups, camping trips and tours. A special effort will be launched to secure private funding for leadership development in the arts. The outcome will be increased awareness in terms of the arts as a means of programming with youth and increased numbers of volunteer leaders teaching youth in the area of the arts.

## PLANNED ADMINISTRATION OF CIVIL RIGHTS REQUIREMENTS

The North Carolina Agricultural Extension Service is a named defendant in a class action suit which alleges discrimination based on race. Because of this suit, our state Extension Service is exempt from many of the civil rights requirements. However, acting upon the advice of counsel, we are trying to implement many of the measures which will assure equal delivery of services and equal employment opportunities to all individuals and groups regardless of race, color, national origin, sex, religion, age or handicap.

The N. C. Agricultural Extension Service will continue to provide requested data to civil rights authorities, provided such data is not prejudicial to the class action suit. We will continue to administer the 1974 Civil Rights Initiatives, an administrative policy designed to assure non-discrimination. Employment complaints will be processed under the Grievance Procedures of the N. C. Agricultural Extension Service. Training for county and district personnel in civil rights will be a featured part of the program at many staff meetings. During FY 78, civil rights compliance reviews will be conducted by state-level personnel in each county scheduled for a comprehensive program review.