

UNIVERSITY OF
MARYLAND
EXTENSION

Stakeholder Statewide Listening Sessions

Agriculture
March 1, 2018

Environment & Natural Resources
March 12, 2018

Family & Consumer Sciences
March 14, 2018

4-H Youth Development
March 30, 2018

Dear Friends of University of Maryland Extension (UME),

In March 2018, we conducted four listening sessions with our stakeholders. Each listening session corresponded to our four program areas of Agriculture, Environment and Natural Resources, Family & Consumer Sciences, and 4-H Youth Development. The following three pages contain an Executive Summary of the four sessions, followed by complete reports.

- Agriculture, pages 5-8
- Environment & Natural Resources, pages 8-10
- Family & Consumer Science, pages 10-13
- 4-H Youth Development, pages 14-19

Besides gathering important information, these listening sessions were an important first step in creating a UME Statewide Extension Advisory Council (SEAC). Many of the participants have volunteered to serve on the SEAC.

The SEAC will hold its first meeting in mid-November. The information below will guide us as we think strategically about our priorities, key partners, important stakeholders, and effective means of delivering our research-based educational programs. Always feel free to contact me directly with your suggestions.

Thanks,



Jim Hanson, Associate Director

Agriculture

Key Topics:

- UME and the agriculture industry need to work together more closely to anticipate information needs to address rapid response issues and share information.
- Science-based results need to be communicated quickly to producers and consumers using a variety of media channels. Information needs to be kept up-to-date and relevant and directly pushed to producers.
- Co-location of UME offices with other state and federal agencies could provide advantages for information sharing to producers.
- UME programs must be at the top of Google searches and should make better use of the internet for educational program distribution (e.g., YouTube videos, WebEx meetings).
- There is a need for more Extension Educators in the field to assist producers.
- Additional educational programming is needed on soil health to improve crop resiliency and manage climate change; use of multi-year, multi-species cover crops (particularly horticulture); and regulations and economical strategies for compliance.

- Industry stakeholders want to engage more with UME. Horticulture, nursery, and business management are examples of industries that have a good connection with UME. However, there is room for improvement with livestock, weed science, and forage.
- Applied research must be conducted, and there must be the dedicated time and money to complete this research.

Environment & Natural Resources

Key Topics:

- Many programs seem to be addressing the same issue. Reassess each program to see if anything can be combined. Have one program to deliver to multiple types of people rather than having a program per strictly defined audience. Build awareness of programs and services.
- Create economic models and communicate the economic impact of programs. In addition, show how programs impact the health of people, plants, and animals and the connection between these three.
- There is a need for an ENR economist, an oyster production management specialist for Southern Maryland, and a wildlife management specialist.
- Volunteer management is important. Mechanisms are needed to reenergize and/or reengage volunteers, articulate their meaningful impact, clearly define contribution paths, and ensure quality programs.

Family & Consumer Sciences

Key Topics:

- Better communicate with public and our partners. Make research and data available and usable to community organizations.
- Explore best practices in digital education and behavior change. Another viewpoint about technology, however, is that it can diminish physical networks and communities. Understand that people learn in different ways.
- Using a “settings approach” to help health promotion. This means that programs are delivered where the audience is located versus asking people to come to a location we have chosen.
- Integrate the “life-course” approach in programs to incorporate people’s contexts, including the family and community, early intervention (birth to five years of age), individual long-term behavior, and behavior in multiple generations.
- Build partnerships and focus on interdisciplinary approaches to build program capacity. Expand the relationship with Johns Hopkins School of Public Health.
- Build program capacity through community volunteers and partners who are our advocates.

- Understand our audiences by understanding our demographics (such as millennials and post-millennials). Consider accessibility for speakers of other languages than Spanish. Consider diversity and cultural competency in nutrition and healthy eating.

4-H Youth Development

Key Topics:

- To address the needs of Maryland's youth in 2025 and beyond, 4-H should focus programs on technology, social-emotional development and 21st century skills such as conflict resolution, communication, negotiation, and problem-solving. Increase awareness of the diversity of 4-H programs by working with schools and other youth-serving organizations.
- 4-H's strengths are in the variety of programs offered to youth, community service as a learning method (a hands-on approach), the connection to UMD, and building youth self-confidence and self-worth.
- By highlighting the 4-H and UMD connection, telling stories, offering programs in schools, advertising and marketing, increased funding, and community-based mentorships will help address the needs of diverse youth and communities.
- Social justice and civic engagement program enhancement could occur through such activities as community action projects, leadership training to become community organizers, and citizenship programs.
- Volunteerism in 4-H may be affected by time and personal/family commitments, travel distance, burnout, technology, and liability issues.
- Volunteerism in 4-H could be increased by such actions as getting youth involved at the college level, creating personal connections and reaching out on a one-to-one basis, networking within communities and schools, appreciation events for volunteers, fostering relationships with corporations and government agencies, and marketing through television and other media.

March 1, 2018, 9:30 am - 2:00 pm
Anne Arundel Extension Office
Gambrills, MD

Agriculture Listening Session

Meeting called by: University of Maryland Extension

Type of Meeting: Listening Session

UME Facilitators: Shannon Dill, Jim Lewis, Dave Myers, Jim Hanson

Note taker: Dayna Russell

Stakeholder Attendees: Steve Black, Yates Clagett, Vanessa Finney, Kurt Fuchs, Terron Hillsman, Jamie Raley, Bill Satterfield, Roger Schmick, David Schmidt, Allen Stiles

UME Attendees: Ben Beale, Karol Dyson, Christie Germuth, Darren Jarboe, Chuck Schuster

Highlights

- University of Maryland Extension (UME) and the agriculture industry need to work together more closely to anticipate informational needs to address rapid response issues, communicating science-based results to producers and consumers using a variety of media channels.
- UME programs must be at the top of Google searches and should make better use of the internet for educational program distribution (e.g., YouTube videos, WebEx meetings).
- There is a need for more people in the field to assist producers. Co-location of UME offices with other state and federal agencies would provide advantages for producers.
- Industry stakeholders want to do more with UME. Horticulture, nursery, and business management are performing well, livestock and forage needs improvement.
- Additional educational programming is needed on soil health to improve crop resiliency and manage climate change; use of multi-year, multi-species cover crops (particularly horticulture); and regulations and economical strategies for compliance.
- Applied research must be conducted to support the aforementioned topics.

Discussion Summary

Dave Myers gave a short overview of why the Listening Session was called and Jim Hanson outlined University of Maryland Extension's (UME) interest in having five people from the group serve on the new Extension Advisory Council. Shannon Dill presented UME survey results and facilitated the morning discussion. Jim Lewis facilitated the afternoon discussion.

There is a need to educate consumers and respond rapidly to non-governmental organization concerns, rather than focus only on producer education. This will likely require collaboration between commodity organizations, agribusiness, government, and

universities. Within UME, joint efforts by Agriculture, 4-H, and Family and Consumer Sciences (FCS) will be needed to effectively reach consumers of all ages. This could be an overwhelming task and UME needs to prioritize audiences (e.g., legislators) for consumer outreach efforts. In southern Maryland, an Extension person (Kim Rush Lynch) has been great at getting the word out about agriculture, particularly food and nutrition. She is focused on education.

Are education programs developed with the Maryland Department of Agriculture (MDA) and Maryland Department of Commerce? Programs are being coordinated with these departments for educating consumers. There is a need to focus on larger agricultural producers, including nurseries. UME needs to reach out to MDA about soil science and health. One specific topic is multi-year, multi-species cover crops.

UME and industry need to better anticipate the information needed to address rapid response issues. The information needs to be publicly available, kept up to date, and relevant. It will be a challenge to get information into major media outlets (e.g., Washington Post, Baltimore Sun). The television show Maryland Farm and Harvest has been successful. Would the supporters of the program consider 30-second ads for specific messages? There is a need for education programs that train producers how to answer questions and educate consumers about how their products are better than those of competitors.

Vested parties create public concerns and regulations are created for no reason. UME needs to keep up on regulations and create educational programs to help farmers comply. Farmers are capable of complying with regulations, but it impacts profitability. The university research agenda needs to provide information for regulation development and assessment. There needs to be more crossover between all aspects of agriculture, which would enable a unified voice.

There is a need for education on irrigation and drainage regulations. It may be possible to use climate change as a vehicle to address or change regulations. Research is needed on the habitat that ponds create and how they help with storm water management and regulatory compliance. Soil organic matter helps plants handle climate change; thus, producer education on soil management could help with crop resilience to weather. Can NRCS and UME work together on research, education, and management of these areas? Yes they can. Scientific data is needed to change/manage regulations. Does UME have the latitude to address these issues? Yes, UME is able to provide science-based information and education programs. The College of Agriculture and Natural Resources is working on improving the connections between campus and field faculty. Better sharing of information among the agricultural sector is needed to help producers. Publish the information so the public has access.

UME has 24 offices, is there an opportunity for co-location with other agencies that serve producers? This would enhance information sharing and give producers easier access to experts and information. There are opportunities for co-location that need to be explored.

UME programs need to be advertised so producers know they are available and can attend. The nursery and greenhouse sectors have a good connection with UME and receive the education programs needed. The poultry industry does not know what university researchers are working on, which needs to be improved. The poultry industry wants to do more with UME. Tom Porter has taken the lead at UME to build this bridge. An app needs to be developed that pushes information to producers rather than having to attend meetings. Meetings could be promoted using the app. Field days after July 4 would be better attended by grain producers. Continuing education credits are an incentive for producers to attend.

Legal education has been an important program. The university could be a sounding board for new technology and conduct objective, unbiased research on new agricultural technologies.

There is a need for more people out in the field to assist producers, more on the ground support in each of the clusters. Are records kept on calls to faculty from outside their own county/area? Most of the people hired recently are not from a farm, they have an environmental background. Dairy people were lost and have not been replaced. The University of Maryland poultry group is doing more work with the University of Delaware (UD) recently.

Variety tests and agronomic information provided by UME faculty researchers and educators are important. The UME team is responsive. In the nursery and greenhouse sectors, UME has nearly 100% penetration with producer education and research programs. The UME nursery-greenhouse team is key. There is a need for dairy educators and researchers as well as people in forage. UME is in the process of hiring a specialist in each dairy and forage management. There is a need for a weed specialist for the specialty horticulture industry. The requirements are different from row-crop production. There are too many administrators and not enough people in the field. Is there collaborative hiring with UD?

Extension specialists need time and money for applied research. These types of projects require a small amount of money for operating costs. Why is funding from grain growers going out of state? Is it lack of capacity?

Who are additional partners? Farm Credit would be interested in supporting workshops, particularly in-kind contributions (e.g., trainers, meeting facilities). What is the penetration of 4-H into high school agricultural education programs?

Does UME have communication with the environmental industry? What Chesapeake Bay Foundation communication should UME be part of?

Soil health and fertility are important issues, as shown in the survey. Improved input management helps producers reduce costs.

Communicating with producer members can be difficult for organizations due to the diversity of preferred communication channels. UME will need to communicate with

producers through a variety of channels, including print and mailings; use the entire media spectrum.

Have presentations videotaped and distributed via YouTube or similar distribution methods. A list of videos in a YouTube archive would allow producers to “attend” programs on their schedule. Record crop schools, agronomy days, etc. and post them. It is hard to search for UME videos at this time. Adding a quiz at the end is valuable. Shannon Dill has an online plant clinic. People are getting information through Google searches and click on the first item. Does UME come up first? Take 10 minutes at the beginning of every Extension meeting to discuss the electronic resources available and how to access them.

ENR/Sea Grant Listening Session

March 12, 2018

10:00am to 2:00pm

*Comfort Inn Conference
Center, Bowie, MD*

Meeting called by:	University of Maryland Extension	Type of meeting:	Listening Session
Facilitator:	Dr. Robert Tjaden & Dr. Jim Hanson	Note taker:	Stephanie Jackson
Attendees:	Jana Davis, Anne Hairston-Strang, Deborah Herr Cornwell, David Kidwell-Slak, Katherine Magruder, Alison Pearce, Daniel Rider, Karl Roscher, Thomas Schueler, Bobby Tjaden, and Lucy Wright		

Summary

Clearly Define Goals

- Look at the issues that the programs address from scratch, work from the ground up then see if the program is covering those issues and if they are meeting the overall goal

Program Overlapping

- Many programs seem to be addressing the same issue
- Reassess each program to see if anything can be combined
- Have one program to deliver to multiple types of people rather than having a program per strictly defined audience

More Outreach

- Build better awareness of what programs are offered and what services are available to the community
- Educate people on the purpose of these programs so they will know why they relevant
- Focus each year on a different program, i.e. Year of the Bee, Year of Food Health, etc...
- Do a monthly NPR interview or article on each program to inform the public, articulating the big things that we want people to do and tailor our communication to that
- Create Mobile Apps for each program

Communicate Economic Impact

- Difficult to communicate importance without addressing the financial impact
- Address economic impacts as a result of our programs and have an economist on our team
- Create economic models for each program and continually monitor
- Highlight the benefits of Affordable Sustainability
- Create a Sustainability Index, similar to Seattle Sustainability Index and the Long Island Index
 - Possibly partner with GIS Cooperative at UMES

Emphasis on Affordable Sustainability and impact on Ecological & Human Health

- Show how the issues being addressed are impacting the health of people, plants, and animals – show the connection rather than focusing solely on human health

Change methods for measuring impact

- Don't focus on the number of people in the program, but rather the impact on the ground
- The number of people participating is not as important as the quality of their impact
- Such as an economic or health aspect

Volunteers and Volunteer Management

- Seem to manage many volunteers with duplicate program
- Create mechanisms to reenergize or reengage our volunteers
- Important to engage these volunteers so they can be a powerful force in the community and good stewards
- Have something for them to do that helps them feel meaningful
- Clearly define a path for the volunteers to follow where they can contribute to the program. This can be done by asking ourselves, what is the actual work that we want them to do and how do we structure that volunteer program around it?
- Help link volunteer network with the small communities that have goals that they are not staffed to complete

- Make sure the volunteers are delivering programs that are science based and have been validated
- Are all the volunteers working for extension or for other environmental centers, seems to be some confusion

Hiring Suggestions

- Oyster Production Management Specialist for Southern Maryland
- Wildlife Pest Management Specialist – Wildlife damage is a significant problem and a need for someone to address the urban and rural populations and health related issues
 - small land owners need someone to consult
- Economist

Additional Recommendations:

- Apply for grant programs such as the “Sustainable Maryland” Program
- Identify and fill the gaps between science and regulations
 - Once identified, these topics can be used as graduate student research
- Diversify Economical Inclusion
- Need to better promote Forest Health and its importance; messages should be more aggressive
- The Smart Tool needs to be established quickly, it has taken too long
- Maintain database for designers for the green infrastructures within communities, should be readily available and distributed better

Family and Consumer Sciences, Statewide Listening Session Wednesday, March 14, 2018 1:00 PM – 2:30 PM

Community and state representatives present:

- 1) **Aderonke Adegbite** , Nutrition Technician with JHU-(WIC Nutritionist at Cherry Hill) aadegbi1@jhu.edu
- 2) **Elaine Anderson**, Family Science, SPH Professor and Chair;
- 3) **Janine Bacquie**, Grant Manager, Judy Center Early Childhood, Howard County
- 4) **Patricia Branner** Pierce, Black Student Achievement Program Director
- 5) **Bonnie Braun**, Consultant, UMD-SPH/UME Faculty Emerita
- 6) **Anne Brinker**, Vice-President, Community Action Council of Howard County
- 7) **Heather Bruskin**, Executive Director, Montgomery County Food Council
- 8) **Jody Burghardt**, Director, Family Services, Inc.--Sheppard Pratt Health System, Discovery Station Early Head Start;

- 9) **Stewart Eidel**, MSDE Section Chief, Professional Development and Technical Assistance
- 10) **Alan Lake**, Retired Pediatrician, Co-chair of Baltimore County and State School Health Council
- 11) **Tenaeya Rankin**, Montgomery Co. Public Schools, Judy Centers Coordinator
- 12) **Joanne M Roberts**, Mont. Co. Recreation Dept. Health & Wellness Program Manager
- 13) **Mia Russell**, Vice President, Wells Fargo -Government & Community Relations

Extension representatives present:

- 1) Jim Hanson
- 2) Patsy Ezell
- 3) Teresa McCoy
- 4) Linda Ashburn
- 5) Virginia Brown
- 6) Erin Duru
- 7) Shauna Henley
- 8) Ali Hurtado,
- 9) Jesse Ketterman
- 10) Jinhee Kim
- 11) Lisa McCoy
- 12) Mira Mehta-Gupta
- 13) Dorothy Nuckols
- 14) Dhruti Patel
- 15) Daphne Pee

SESSION QUESTIONS:

- 1) What are UMD Extension programs known for?

Extension programs are known for Innovation, outreach to community, accessibility of programs to diverse audiences, ability to direct people to resources, providing research-based information, volunteer opportunities for high school/college/young adults, partnerships and not doing programming alone.

Our strongest programs are 4-H and agriculture. New partnerships that could be built are with grandparents who are taking care of kids, church choirs, workplaces where we deliver programs (such as healthy workplaces in addition to healthy homes and community gardens at workplaces).

We need to build program capacity by using interdisciplinary approaches; in the age group of birth to 5 because habits are forming before kids go to school (better to intervene earlier). Reach out to t where parents get information and educate those

individuals. Research has shown there is often a significant elder in families who provide much of the guidance for nutritional choices in families.

- 2) Based on your professional perspective, where should UME focus resources, research, and education as we plan for the future?

Need to be cognizant of the role of technology in facilitating behavior change. Focus on the value of physical activity in young children. Gross motor development has decreased in children entering school age. Change in behavior in multiple generations and change in individual long-term behavior. Make research and data available and usable to community organizations. Be aware of gaps in audiences--very early ages and the elderly (the life course).

- 3) Given the current plan for hiring faculty and staff to do FCS, EFNEP, and FSNE work that was presented to you and given that resources stay constant, what do you think should be the next 4 strategic hires for FCS?

Note: There were not any concrete hiring suggestions. The gist of the conversation was around the following topics:

- Provide toolkits for community volunteers and community organizations to take to their populations. Take programs to community volunteers so they can spread value more broadly.
- Increasing volunteers and certified volunteer programs is a good idea; people would sign up to do this.
- Dr. Hanson noted that some Extension organizations are moving into opioid crisis. Everyone agrees this is a problem. Should we go deeper into this problem with our existing programs and specialties, or expand more broadly? Comments were that we should address the underlying issues to break the cycle of use and abuse.

- 4) Technology is changing the way people access and use education and information. What recommendations do you have for UME about the best ways to reach our audiences?

Older populations still prefer face-to-face, but for younger age groups, technology is important. Explore podcasts and smart-phone delivery methods. Low-income audiences have smart phones, but may not have internet or computers at home. Another possible question is can we influence behavior change using technology? Maybe engage with technology but transition to in-person (perhaps hybrid-learning approaches, such as with short messages, video, podcasts, and others).

Another viewpoint about technology is that it can diminish physical networks and communities. Families can be challenged with not having a strong network and need strong communities to make connections. Smart phone is diminishing significant

conversation. Suggestion for multigenerational programming on reducing screen time because parents are modeling overuse of technology.

- 5) How should we be changing right now, to prepare UME FCS to address the challenges and issues of 2025 and beyond?

Expand relationship with JHU School of Public Health. What we do at UME complements rather than conflicts with their programming. Understand demographics. Millennials are now the largest generation, and new cohort has been defined called post-millennials. Let community partners know how they can support our work. Many can support us and advocate for us.

- 6) How can we better address needs of diverse audiences and communities, including people with disabilities?

Consider accessibility for speakers of other languages than Spanish, such as Chinese, French, and Amharic. Consider diversity and cultural competency in nutrition and healthy eating. Understand that people learn in different ways. Important category of special needs is now food allergies.

Key Takeaways:

- A) Using a “settings approach” to help health promotion (going to where people are versus asking people to come to us).
- B) Partner with 4-H in physical activity for youth.
- C) Integrate the life-course approach in programs.
- D) Explore best practices in digital education and behavior change.
- E) Work with demographer and cultural anthropologist to understand group differences and similarities.
- F) Better communicate with public and our partners.
- G) Health and wellness are complex topics and it is difficult for our audiences to articulate needs and recommend foci to address the issues.

UME State Advisory Council FCS Nominees:

- **Dr. Alan Lake, Retired Pediatrician, Co-Chair-Baltimore Co. & State School Health Council; Governor’s Task Force on Childhood Obesity Prevention
- **Mia Russell, Vice President, Wells Fargo—Government and Community Relations
- **Judy Simon, Dept. of Aging-Nutrition & Health Promotion Program Manager
- Dr. Elaine Anderson, Professor, Family Science-School of Public Health, UMD
- Someone from Baltimore City Health Department--TBA
- Someone representing Environmental Health-TBA

**Agreed to Serve on Advisory Council

4-H Listening Session – Friday, March 30, 2018

Participants:

Boyden, Bonnie	MAE4HA	bboyden@umd.edu
Brashear, Becky	Maryland State Fair	bbrashear@marylandstatefair.com
Clark, Martha	Maryland 4-H Foundation	mmcedgewood@aol.com
Decker, Harold (Deck)	Wicomico Co EAC	deckhs@gmail.com
King, Jack	Maryland 4-H Foundation Board Chair	jlking09@comcast.net
Preston, Elyse	Maryland Out of School Time 4-H State Council Vice	elysepreston@comcast.net
Thomas, Lynne	President/Service	lynnethomas163@gmail.com
Toth, Todd	NASA	todd.e.toth@nasa.gov

Jeff Howard – State 4-H Director
Jim Hanson – State Extension Director
Nia Imani Fields – State 4-H Specialist
Chris Anderson – State 4-H Specialist
Jamie Kenton Morris – State 4-H Specialist

Context of Day – Presentation was conducted (attached) focused on overview of the 4-H Youth Development Program as well as issues of focus.

Following lunch, a facilitated session was held focused on six key questions for participant feedback. Summary of responses include:

Participant Feedback

1. What, if anything, do you know about UME?

- ❖ 4-H, leadership development, experiential, community and global based
- ❖ Agri-Science – Educational Service for Farmers
- ❖ 4-H Programming for youth
- ❖ Research and Development Specialists
- ❖ Very little, that’s why I’m here
- ❖ Land Grant base
- ❖ Research programs
- ❖ Office in all 23 counties and Baltimore city
- ❖ Funded by State, counties and Federal dollars

- ❖ Educate farmers on best practices
- ❖ Coordinate 4-H youth programs
- ❖ Support for farmers
- ❖ I don't know very much but I think you strive to serve and educate those seeking to learn new skills and develop leadership skills outside of a traditional degree seeking program
- ❖ Offers a variety of programs to everybody that enables them to make career choices / impacts how they approach certain topics
- ❖ Faculty: We are the community education arm of the College of AGNR with a 4-part mission: 4-H, FCS, ENR & Agriculture. Our goal is to empower MD citizens to live productive and healthy lives through research-informed programming
- ❖ Leaders in off-campus engagement
- ❖ UMD Extension is in every county in MD. It is where our 4-H educators work from. It's focus has changed in my lifetime from the traditional projects that were farm focused to more diverse areas such as the STEM project

2. How should we be changing to prepare UME 4-H to address the needs of MD's youth in 2025 and beyond?

- ❖ Need for transportation to low-income areas OR common transportation solutions like carpools
- ❖ Increased awareness of diversity of 4-H projects beyond "traditional" projects
- ❖ Soliciting schools to tell them what we offer
- ❖ Ask for help from other youth-serving organizations
- ❖ Community-based programs
- ❖ Better connect with 4-H alumni / award winners / scholarship recipients
- ❖ Programs focused on technology
 - Natural energy production
 - Math skills
- ❖ Skill set development
- ❖ Communication skills/social emotional development
- ❖ Branding – How to appeal to what youth are interested in
- ❖ 21st Century skills
 - Conflict resolution
 - Communication
 - Negotiation
 - Problem-solving
- ❖ Outdoor Experiences
 - Hands-on experiences
- ❖ Community Organizing and digital organizing

3. What do you feel is the 4-H program's strongest niche or where you see our strongest area of focus?

- ❖ Variety of program offerings
- ❖ Family/consumer science projects
- ❖ Community service as a learning method
- ❖ Connection to University
- ❖ Ability to cater to a variety of needs
- ❖ Hands On!
- ❖ Building self-confidence & self-worth
- ❖ Education / Health / Food
- ❖ Directing Students toward attending the University of MD
 - Scholarships
 - Advertising more heavily
- ❖ Broad based programming
 - Variety of offerings and opportunities
- ❖ Family involvement, Family values
- ❖ Volunteer Recruitment
- ❖ After school programs, offering life skills
- ❖ Club to job opportunity – mentoring, connections

4. How can we better address the needs of diverse youth and communities who may not feel 4-H has something to offer them?

- ❖ Highlight the 4-H → University connection
- ❖ Localizing programs
- ❖ Tell stories of mentorship – How 4-H can provide them with that special relationship
- ❖ Focus group of non-4-H children to ask why they would or wouldn't get involved (could include a family focus group)
- ❖ (Note for above): Yes, we have a naïve understanding of what non-4-H'ers don't now, but has there been a study of their non-involvement?
- ❖ We can address needs by offering programs in schools and bring them to different clubs that focus on their needs
- ❖ Pair students with mentors/volunteers to support them who are from their community
- ❖ Speak with youth about what supports they need and tailor programming to students' expressed interest
- ❖ Spot radio and TV advertising
- ❖ Print advertising

- ❖ Market better to youth the socialization inherent in 4-H activities and the life benefits that can be realized
- ❖ More funds and employees to make the connection a priority
- ❖ Recognize 4-H may not be able to be all things to all people
- ❖ Rely on the priority needs in awareness, strategic planning, executing, showcase, brand, increase awareness at events ie-Fairs, Festivals, Community events and experiential opportunities rather than standard stationery exhibits ie STEM, Food/Nutrition/Health & Fitness

5. What programs do you feel could be added/enhanced to stay on pace with our youth priority needs (related to social justice/civic engagement?)

- ❖ Citizenship programs like Public Adventures
- ❖ Ag Ed programs that teach about Ag and Horticulture that can help with having access to food
- ❖ In 4-H, you say you pledge your hands to larger service. This is a call to serve those in need however you are able. If we could have more visible youth service awards (not just Diamond Clover), this may “click” for more members.
- ❖ Embrace activities that are “new” or “challenging” ie: GIS, Embryology, Genetics, Nanotechnology
- ❖ 4-H could train student leaders to become community organizers – there are a few organizations in Baltimore that you could partner with to do trainings
- ❖ 4-H students could be asked to participate in racial equity training or lead power, privilege and inequality dialogues or workshops
- ❖ Students could have community action projects that they work on in teams
- ❖ Youth set the priorities
- ❖ Training for staff and volunteers to be able to help lead the youth
- ❖ A more dedicated approach from a youth driven format
- ❖ Join forces with social agencies and/or health departments to have youth interact together on projects producing vegetable gardens, etc
- ❖ Creation of gardens in food deserts
- ❖ Food/nutrition/preservation
- ❖ 4-H Citizenship Program enhancement/awareness
- ❖ Renewed focus on Citizenship Programs/Development
- ❖ Suggest that emphasis on wording be evaluated. Encourage participation and learning citizenship from a balanced point of view. One man’s “justice” may not be the same for others. Civic engagement is a great goal and offers many of the opportunities for community involvement
- ❖ Justice may equal “law”/”government”/”politics” for some
- ❖ Civic involvement / Engagement

6. Thoughts concerning present or future realities of people's interest or personal lives that may affect volunteerism?

- ❖ The volunteerism to goals of local self-interest
- ❖ How does one jump the hurdle of "I'm interested, but am a slave to my child's schedule" This is a common refrain
- ❖ Time
- ❖ Mobility concerns
- ❖ Create awareness
- ❖ Communication of key priorities
- ❖ Travel distances
- ❖ Burn Out
- ❖ We need to show that we are able to balance activities and anything given is appreciated
- ❖ Kids activities will always be competing for volunteer's attendance
- ❖ Concerned that the current trend of noses buried in cell phone or binge tv watching will only get worse
- ❖ Volunteers are limited to the time that they can give. See a more short term or project driven volunteer for the future
- ❖ Time requirement, too complicated rules and personal commitments could and will always limit some from volunteering
- ❖ Liability issues
- ❖ Develop culture to cultivate spirit of service in younger volunteers
- ❖ Provide fun socializing activities for volunteers to get together and build community outside of their volunteer time

7. Strategies to develop relationships with new collaborators that may result in new 4-H volunteers?

- ❖ Communities/Neighborhoods near schools
- ❖ Get kids involved at the college level, like how the Farm Bureau has collegiate chapters/incentives
- ❖ Personal connections are critical – educators should be going to local networking events such as citizen's meetings
- ❖ Reaching out on a 1 to 1 approach, to give them time to ask questions and be able to sell the program. Draw them in by showing the success of 4-H
- ❖ 4-H can host "youth development champions" Happy Hours in different counties around the state to build relationships with new organizations

- ❖ Neighborhood network sites like Next Door seem to get some results in increasing engagement
- ❖ Don't be afraid to ask
- ❖ Think outside the box for potential partners in time, volunteers, funding
- ❖ Be specific for assistance inquiries
- ❖ Networking
- ❖ Be pro-active to involve and offer opportunities for volunteerism, to young alumni and scholarship winners
- ❖ Visit corporations or government agencies to foster relationships. Invite a liaison to attend a 4-H meeting or awards ceremony
- ❖ Prince George's County "Transforming Neighborhood Initiative"
- ❖ Provide training in different areas that peak interests
- ❖ Provide volunteer celebrations to show they are appreciated
- ❖ Youth in Action on TV
- ❖ Promotion / TV / Awareness
- ❖ Invite to award ceremonies – to learn more about 4-H scope