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## Executive Summary:

The J.C. Penney Company and 4H have shared a strong history since the 1930's when Mr. James Cash Penney heavily supported the philosophy of 4H. The Head, Heart, Hands and Health motto of 4H resonated deeply with his own philosophy of Honor, Confidence, Service, and Cooperation. His involvement in 4H spanned more than 50 years providing career inspiration and guidance to youth long before workforce preparation was an objective of youth organizations. Today, his name and contribution to 4H are prominently displayed throughout the National 4H Youth Conference Center as a reminder of the significant history and shared philosophy of the J.C. Penney and 4H partnership. It is in this continued spirit of collaboration that the JCPenney Afterschool Fund and 4H Afterschool have built an unprecedented after-school model that has penetrated the seven million youth and 600,000 volunteers reached by 4H.

The enclosed report card will show how 4H Afterschool has leveraged the JCPenney Afterschool Fund contribution to increase 4H support to after-school sites, build collaborations and provide diverse programming. The result of the JCPenney Afterschool Fund contribution is improved quality, greater access and increased awareness of after-school programs.

### *Increasing site support. Building collaborations. Providing diverse programming.*

The \$600,000 provided by the JCPenney Afterschool Fund in 2005 has allowed 4H to reach **414,477 youth** in after-school programming in **8,697 sites** across America. In the past year, **3,293 new 4-H clubs** have been developed in after-school settings – a more than 200% increase since 2004. There are a total of 4,856 4H Afterschool Clubs. The capacity of 4H to invest in youth, rather than in buildings where programs take place, has allowed us to efficiently achieve all objectives at a cost of **\$1.45 per participant**.

The strong presence of 4H in more than **3,150 local communities** and **105 land-grant universities** has facilitated strong collaborations with more than **8,567 partners** across the United States. These partnerships have allowed the JCPenney Afterschool Fund to be leveraged with cash and in kind support totaling nearly **25 million dollars – a ratio of \$1 to \$41**. The JCPenney Afterschool Fund increased support to 4H Afterschool by 20% in 2005, yet 4H has increased the impact of the investment by reaching 38% more youth.

4H continues to build the capacity of **24,651 local after-school staff and volunteers** to ensure they are equipped to provide high quality after-school programming. The mosaic of programming provided by skilled staff and volunteers is a testament to the ability of 4H to engage youth in rich after-school experiences ranging from 4H clubs to clothing and textiles projects to teens mentoring youth. The training for staff and volunteers, made possible through JCPenney Afterschool Fund, was achieved at a cost of \$24 per person.

Beyond the impact to youth who received an enriching experience in the after-school hours, the JCPenney Afterschool Fund and 4H Afterschool gained significant national exposure to raise awareness about the importance for after-school. More than **132 million media impressions** of the JCPenney Afterschool Fund were created in 2005.

Seventy-five years ago Mr. Penney began transforming the lives of many 4Hers. Today, the JCPenney Afterschool Fund continues to transform 4H. The strength of the partnership lies in the ability of 4H to produce high rates of return on the JCPenney Afterschool Fund investment. The details of the report card will highlight the milestones achieved thus far in 2005 and the unequalled strength of the partnership.

**1. How many children were impacted, directly or indirectly, by JCPenney Afterschool Fund funding, and how were they impacted? (Please differentiate between direct and indirect impact, and state total number of children within each of these two categories.)**

4-H Afterschool has leveraged the contribution from the JCPenney Afterschool Fund to significantly increase support to sites, build strong collaborations, create media exposure and offer diverse programming. Specifically, **9,560 youth** were impacted through direct grant programs and an additional **404,917 youth** at **8,697 sites** were reached with high quality after-school programming.

**Impact of JCPenney Afterschool Fund**

Impact	# of youth
Direct impact	9,560
Indirect impact	404,917
<b>Total impact</b>	<b>414,477</b>

Successful strategies to provide quality programming to after-school providers and to promote the strong support of the JCPenney Afterschool Fund were achieved at a cost of \$1.45 per participant. The 20% increase in funding from JCPenney Afterschool Fund resulted in 4H returning a 38% increase in the number of youth directly and indirectly impacted. An overview of the direct and indirect impact of the JCPenney Afterschool Fund follows:

Direct Impact:

The JCPenney Afterschool Fund is directly impacting 9,560 youth through two specific 4-H Afterschool initiatives. ***“Teens Teaching Middle School Youth Workforce Preparation Skills”***, jointly funded by the JCPenney Afterschool Fund and NFL Charities, is directly impacting **7,200 middle school aged youth and 360 teenagers from 10 states**. 4-H has implemented this dynamic workforce preparation program in collaboration with the 4-H/Cooperative Extension System and numerous local partners.



The structure of this program involves teenagers teaching hands-on, high-quality workforce preparation curricula to middle school aged youth. The teens, working in partnership with adult coaches, are trained in youth development concepts, teaching and training techniques, and workforce preparation curricula. After receiving the training, the teams of teens and adults work in partnership with after-school staff to deliver 20 hours of instruction to middle school youth in after-school programs. Although some sites began programming in the fall of 2005, the majority of the program implementation will occur from February through June 2006.

4-H Afterschool has also used JCPenney Afterschool Fund resources to penetrate the vast network of nearly **600,000 4-H volunteers** located in **3,150 counties** across the United States. 4-H volunteers create opportunities for youth to develop skills and confidence for leadership and self-discipline that allow them to be productive citizens now and in the future. ***“4-H Afterschool Opens Doors Awards for 4H Afterschool Volunteers”*** is a program made possible through the JCPenney Afterschool Fund that recognized 25 volunteers from 25 states for their tireless dedication to more than **2,000 youth** in the 4-H Afterschool program. Each of these volunteers received a \$500 award to continue their meaningful contribution to youth across America. The specific efforts of each volunteer are detailed in Section B.

Indirect Impact:

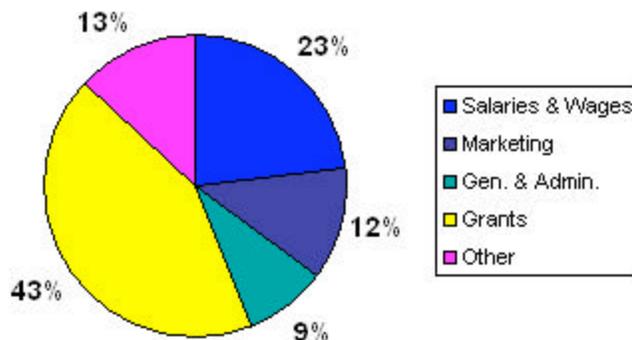
Dr. Eddie Locklear and Dr. Michael Newman conducted a national 4-H Afterschool survey representative of the Cooperative Extension System county-based 4-H offices to determine the indirect impact of 4-H Afterschool in 2005. The results indicated that 4-H developed an unprecedented **8,567 collaborations** in 50 states and two U.S. Territories (Guam and Puerto Rico) that indirectly impacted **404,917 youth**. In addition, **3,293 4-H Clubs** have been organized in after-school settings since September 1, 2004. This represents a more than 200% increase over the previous year thanks to the JCPenney Afterschool Fund.

In addition, 4-H actively promoted the JCPenney Afterschool Fund through prominent national partnerships with Boys and Girls Clubs of America, Junior Achievement, Inc., Afterschool Alliance, YMCA, NFL Charities, 21<sup>st</sup> Century Learning Centers, state policy makers, and local after-school program providers. The result of these strong collaborations has been the availability of 4-H programming in **8,697 sites** across more than **3,150 counties** nationwide. A full description of the national partnerships is detailed in question three.

**2. For all funding provided by the JCPenney Afterschool Fund in the most recent contract period, please provide the percentage at the national level designated for each of the following purposes:**

As illustrated in the chart below, the JCPenney Afterschool Fund provides multipurpose support for 4-H Afterschool. Specifically, funds support:

Grants	43%
Salaries and wages	23%
Other (please explain)	13%
<i>Grantee Training (5%)</i>	
<i>Evaluation (3%)</i>	
<i>Leadership Team Support (2%)</i>	
<i>Technical Assistance (2%)</i>	
<i>Awards of Excellence (1%)</i>	
Marketing	12%
General & Administrative	9%



Thanks to the generous support of the JCPenney Afterschool Fund, 4-H has successfully built a strong infrastructure for the after-school initiative. The breadth and depth of the reach of 4-H has allowed us to leverage the JCPenney funds exponentially. With nearly seven million youth engaged in 4-H, a significant potential still remains for 4-H Afterschool and the JCPenney Fund to create additional impact for America's youth. The achievements in 2005 exhibit a preview of the potential that lies ahead:

- **404,917 youth** were impacted for an investment of \$1.45 per participant.
- **24,651 staff and volunteers** received training to build capacity in after-school programs.
- **8,697 sites** were supported by the 4-H Afterschool infrastructure built in partnership with the JCPenney Afterschool Fund.
- 4-H leveraged **\$41 for every \$1** invested by the JCPenney Afterschool Fund
- In return for an investment of 2.5% of the entire 4-H after-school allocation, the JCPenney Afterschool Fund received **130 million media impressions at a cost of less than \$0.01!**

In addition to the salary allocation for Dr. Eddie Locklear and Ron Drum provided by the JCPenney Afterschool Fund, National 4-H Council also contributed significant staff resources to the delivery of the 4-H Afterschool initiative and to the promotion of the partnership. The following National 4-H Council associates provided program support:

- Don Floyd, Jr., president and CEO
- Jill Bond, former vice president of corporate and foundation relations
- Jill Bramble, director resource development
- Tara Bryan, manager resource development
- Carolyn Fernandez, director of development
- Laura Phillips Garner, director marketing and communications
- Arletta Gustafson, administrative assistant
- David Henderson, former senior vice president marketing and communications
- Gwyn Donohue, director marketing and communications
- Gretchen Hilburger, marketing communications coordinator
- Ameer Patel, marketing communications coordinator

The percentage of time allocated to 4H Afterschool and the JCPenney Afterschool Fund ranged from five percent to 90 percent. The total financial commitment to 4H Afterschool by the National 4H Council, measured by the respective percentage of gross salaries equated to \$225,000 in 2005.

**3. What projects/programs did you establish in 2005 to meet the challenge of collaboration among the JCPenney Afterschool Fund’s national partners? Please note with which partners you are collaborating.**

As previously mentioned, collaboration is an overarching objective of 4H Afterschool. In partnership with **105 land-grant universities**, 4-H programming is provided through the local Cooperative Extension System offices located in every county in America. Dr. Eddie Locklear has been instrumental in connecting national partners and opening doors for mutual collaboration in the after-school initiative. These efforts have led to **8,567 collaborations** on the national, regional, state and local levels. The outcomes of the national partnerships are detailed below.

**4-H Afterschool National Partnerships**

Partner	Activity / Event	Key 4-H Personnel	Achievement / Outcome
<b>JA</b>	JA Afterschool Expert Council (March 7-8, 2005)	Dr. Eddie Locklear	Improved opportunities to expand after-school partnerships with JA.
	JA Volunteer Training Manual (April 2005)	Stacey Hofmann, MD Extension Educator	The new guide will be introduced jointly with JA in 2006.
	Ongoing collaboration	Dr. Eddie Locklear	Disseminated the JA model to the 4-H/Extension system.
<b>YMCA</b>	Collaboration Survey (March 2005)	Dr. Eddie Locklear and Barb Taylor	Determined that 300 local partnerships exist between YMCA and 4-H.
	Ongoing collaboration		Signed a MOA (Appendix A)
<b>JA, YMCA, BGCA</b>	Evaluation and Research Project	Dr. Eddie Locklear, Darrell Luzzo	Locklear is working with the 4-H Afterschool evaluation and research team to develop a draft of a concept paper that will be used for a grant proposal. The team is scheduled to meet in January 2006.



**National 4-H Council**  
**JCPenney Afterschool Fund 2005 Report Card**



<b>Afterschool Alliance</b>	Challenge Event (May 2005)	Donald Floyd, Ameer Patel and Dr. Eddie Locklear	4-H showed a strong presence at the Capitol Hill event.
	<i>Lights On Afterschool!</i> (October 20, 2005)	Ron Drum and Ameer Patel	Participation in the Capitol Hill event.
	Ongoing collaboration	Dr. Eddie Locklear and Ron Drum	Signed a MOA (Appendix B) Developing strategies to support the PSA campaign and promoting Lights On Afterschool events.
<b>NAA</b>	Collaboration building	Dr. Eddie Locklear and Don Floyd	Worked with NAA to build significant collaboration for potential opportunities with the JCPenney Afterschool Fund
	Board of Directors	Dr. Eddie Locklear	Providing governance as a board member
	National Conference	Dr. Cathann Kress Nancy Valentine	Keynote speaker for the national conference Helping to plan the national conference
<b>Foundation Inc.</b>	Afterschool Academies	Dr. Eddie Locklear and Ron Drum	Providing service learning training
<b>Johns Hopkins University</b>	Summer Learning Center	Dr. Eddie Locklear, Ron Fairchild and Brenda McLaughlin	Extension/4-H Educators are utilizing SLC's resources and participating in their conference.
<b>Education Development Center</b>	Fun Works digital library	Dr. Eddie Locklear and Sarita Nair	Extension/4-H Educators may be involved with the Fun works digital library resources
	National Science Foundation funding	Dr. Eddie Locklear and Charlie Hutchison	Received funding to promote and implement project-based science and engineering learning for under-represented (urban and rural poor) children and youth enrolled in urban and rural community-based organizations.
<b>University of Nebraska State Museum</b>	Informal science project to help youth understand geosciences principles	Dr. Eddie Locklear and Dr. Judy Diamond	Pending funding. If funded 4-H Afterschool will be a partner in the project and Locklear will serve on the project advisory committee.
<b>NFL Charities</b>	"Teens Teaching Middle School Youth Workforce Preparation Skills"	Dr. Eddie Locklear	Funding partner with National 4-H Council and JCPenney Afterschool to deliver workforce preparation program in the after-school setting.
<b>National Extension Association Family and Consumer Science</b>	4-H Afterschool Awards of Excellence	Dr. Eddie Locklear	Providing awards for excellence in after-school programming and/or curriculum development.
<b>21<sup>st</sup> Century Learning Centers</b>	Ongoing collaboration	Dr. Eddie Locklear, National 4-H Headquarters	Programming partner for after-school delivery
<b>U.S. Army and Air Force</b>	Army Youth Development Project	National 4-H Headquarters	Programming partner for after-school delivery in 125 locations worldwide
<b>USDA Children, Youth and Families at Risk Program</b>	Ongoing collaboration and funding partner	National 4-H Headquarters	4-H Afterschool programming partner
<b>Rural Youth</b>	Ongoing collaboration and	National 4-H	4-H Afterschool programming partner



<b>Development Grants</b>	funding partner	Headquarters	
<b>Americorps</b>	Ongoing collaboration and funding partner	National 4-H Headquarters	4-H Afterschool programming partner
<b>C.S.Mott Foundation</b>	Statewide Afterschool Network	National 4-H Headquarters	Providing resources, collaborations, networks for after-school professionals

**3a. Are these programs operating as of the end of the contract period? If so, at how many sites are they operating?**

**3b. How many youth are served through these programs at these operational sites?**

In partnership with the JCPenney Afterschool Fund, 4H has impacted **414,477 youth** at **8,697 sites** with high quality 4H after-school programming. By establishing effective collaborations with **8,567 national, regional, state and local partners**, 4H has become a leader in the delivery of high quality after-school experiences for youth.

The relationships included above are ongoing collaborations developed at the national level but impacting the local programs. The primary roles of 4H Afterschool at the national level are training staff and providing the resources required by the 4H System to achieve its goals. The collaborations mentioned above, other than one-time planning meetings, are all on-going efforts that will serve to strengthen after-school programs and promote the impact of the JCPenney Afterschool Fund.

There are similar and numerous partnerships at the state and local levels. During monthly conference calls, state leaders are encouraged to build local programs, expand existing relationships and/or create new partnerships with JCPenney Afterschool Fund’s partners. The YMCA Survey conducted earlier this year indicated there are more than 300 such local relationships between YMCAs and 4-H Afterschool. In addition to the after-school survey administered by Dr. Eddie Locklear and Dr. Michael Newman, the success stories, grant applications and award applications received all indicate a high level of collaboration and promotion with the JCPenney Afterschool Fund partners.

**4. Please describe your organization’s involvement to Lights On Afterschool! 2005 in terms of:**

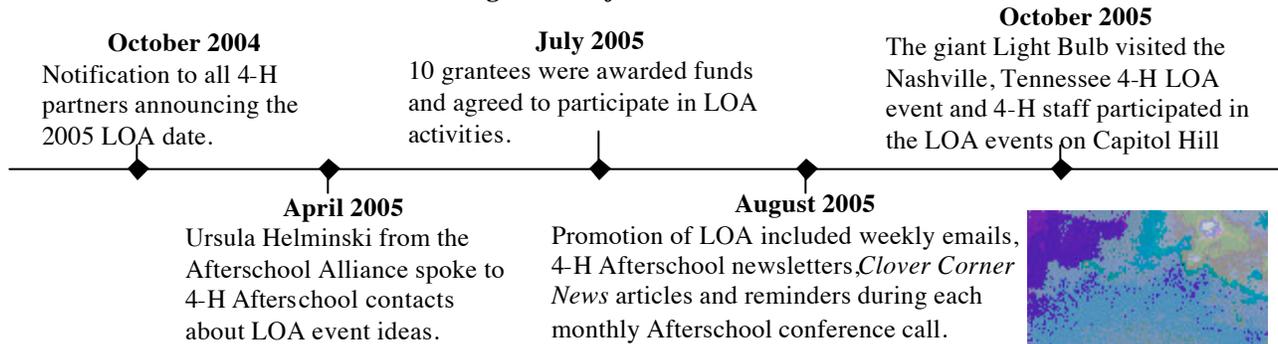
- **Number of sites this year vs. last year**
- **Nature and extent of participation**

**4-H’s Impact to *Lights On Afterschool!***

<b>Year</b>	<b># of sites involved</b>
2004	304
2005	372
<b>Percent Increase</b>	<b>22%</b>

4-H Afterschool was very involved in the *Lights On Afterschool!* initiative as evidenced by the **22 percent increase** in the number of sites participating in 2005 as compared to 2004. Effective planning and promotion that was coordinated by National 4-H Council and the 4-H Extension partners contributed to the successful involvement of 4-H Afterschool. The following timeline shows the actions taken:

**Timeline of *Lights On Afterschool!* in 4-H Afterschool**



The following are a few examples of how 4H partnered with the Afterschool Alliance to celebrate *Lights On Afterschool!* across the country:

St. Croix, VI: 2005 saw the first 4H Afterschool LOA event held in the **Virgin Islands!**

Nashville, TN: Approximately 50 individuals participated in the Davidson County 4-H *Lights On Afterschool!* event. The Afterschool Alliance’s inflatable light bulb was the center point for the event, flying high in the air over the UT Extension Regional Office. Participants enjoyed a 4-H tailgate party complete with carnival games, prizes and hot dogs. Distinguished guests included representatives from the **JCPenney Cool Springs store**, State 4H Office, **Congressman Jim Cooper’s office** and the **Mayor’s office**.

Placer and Nevada Counties, CA: 4-H JOLT (Job Opportunities and Leadership for Tomorrow) materials and posters were provided to 17 after-school events to help celebrate LOA. Additionally, 4-H teens and staff implemented specific workforce preparedness programming at five after-school programs. At the Hennessey 4H Afterschool event, **Dennis Spovia, Grass Valley JCPenney Store Manager**, gave a ceremonial check to show JCPenney’s financial support of the project.

Butler County, PA: This LOA event was held on November 7 as part of the Butler County 4-H Achievement Banquet. During the banquet, the after-school site coordinators were recognized and the JCPenney NFL Charities Workforce Preparation Afterschool Program was highlighted. Youth from the after-school programs decorated Afterschool Alliance light bulbs downloaded from the Afterschool Alliance web site for the registration table. The **Butler County Commissioners** attended as did approximately 200 4-H members and their families.

Charleston, WV: The 4-H *Lights On Afterschool!* Celebration was held on the **West Virginia State Capitol** grounds. Local 4-H youth enjoyed celebrating after-school programs and interacting with notable attendees including **First Lady Gail Manchin**, who read the *Lights On Afterschool!* proclamation signed by **Governor Joe Manchin**; Ralph Phelps, Kanawha County Schools Coordinator, 21<sup>st</sup> Century Learning Centers; and **Miss West Virginia 2005**, Kimberly Goodwin.

St. Francois County, MO: 4-H *Lights on Afterschool!* was held on October 27 at Bismarck R-4 School because October 20 was a school holiday. Two high school students worked with the younger students to plan and conduct the program. Mardi Gras was the theme and the students encouraged the community to



bring school supplies instead of an admission fee. These school supplies were sent to a 4-H Afterschool Program in Mississippi that was affected by Hurricane Katrina. Approximately 150 students, parents and other community residents enjoyed the event to raise awareness of the Afterschool program. The event was reported by the school's Afterschool coordinator on the radio the next morning.

**5. Did you leverage JCPenney Afterschool Fund monies to generate other funds or attract other donors and, if so, how?**

The impact of the JCPenney Afterschool Fund contribution is evident in the substantial amount of cash and in-kind support that 4H has successfully leveraged for after-school programming. Nearly **\$25 million** is supporting the \$600,000 JCPenney Afterschool Fund investment. This represents an **additional one million dollars** leveraged since 2004 leading to a ratio of **\$41 to \$1**. The private foundation and corporate partnerships created in 2005 include:

- In 2005, National 4-H Council secured a partnership with **NFL Charities**, in collaboration with **JCPenney Afterschool Fund**, to provide workforce preparation programming in after-school settings. At its completion, this program will involve **360 teenagers** teaching hands-on, high-quality workforce preparation curricula to **7,200 middle school aged youth**.
- **New York Life Foundation** has committed \$500,000 to develop **40 new 4-H clubs, involving 800 youth, recruiting 100 adult volunteers and providing 120 scholarships** to the Citizenship Washington Focus program.
- The **Toyota USA Foundation** has committed \$150,000 to develop science, technology and engineering-focused programs in the after-school setting. This new program will offer four states grants of \$30,000 each to implement innovative, hands-on scientific discovery.
- National 4-H Council is actively negotiating with the Intel Corporation and Vulcan Materials Foundation to provide science and technology programming in after-school settings. These programs would adapt established science and technology curricula to the after-school setting. If our negotiation is as successful as we anticipate, a total of \$561,000 will be secured in support of science and technology programming in 4-H Afterschool.

Additionally, state 4-H programs throughout the country are leveraging significant resources within their state in support of 4-H Afterschool. For example, the Ohio 4H Program received funding from the **Governor's office** to expand 4-H Afterschool work in their state. The 16 counties involved with the program reached **1,900 youth** with 4-H educational materials. Eighty-four percent of the youth were new to 4-H.

**6. Please provide a comparison between the 2005 budget you provided to JCPenney Afterschool Fund last year and your actual 2005 expenditures, and please explain variances.**

The following table shows expenditures for only the first seven months of the grant. The grant continues through January 2006 (support for the grantees continues through August, 2006).

**4-H Afterschool Budget through 9/30/2005**

Budget Item	Approved Budget	Expenditures To Date	Fully Committed Balance
<b>Expanding Impact &amp; Reach of 4HAS</b>	<b>\$ 413,700</b>	<b>\$ 330,453</b>	<b>\$ 83,247</b>
Grants to states – 10 @ \$30,000 each <sup>1</sup>	\$ 247,500	\$ 247,500	\$ 0
4-H Volunteers Opens Doors Awards <sup>2</sup>	\$ 21,275	\$ 4,300	\$ 16,975
Showcasing Excellence	\$ 35,325	\$ 19,399	\$ 15,926
Building Community Capacity/Collab.	\$ 72,100	\$ 50,679	\$ 21,421
Assessment & Evaluation <sup>3</sup>	\$ 37,500	\$ 8,575	\$ 28,925
<b>Building Awareness in Communities</b>	<b>\$ 95,430</b>	<b>\$ 25,914</b>	<b>\$ 69,516</b>
On-Line Development <sup>4</sup>	\$ 30,605	\$ 4,300	\$ 26,305
Media and Events	\$ 64,825	\$ 21,614	\$ 43,211
<b>State &amp; Nat'l. Capacity &amp; Collab.</b>	<b>\$ 36,325</b>	<b>\$ 20,557</b>	<b>\$ 15,768</b>
Leadership Task Force Support	\$ 10,000	\$ 7,658	\$ 2,342
Sharing Best Practices	\$ 26,325	\$ 12,899	\$ 13,426
<b>Admin./Overhead</b>	<b>\$ 54,545</b>	<b>\$ 37,692</b>	<b>\$ 16,853</b>
<b>TOTAL</b>	<b>\$ 600,000</b>	<b>\$ 414,616</b>	<b>\$ 185,384</b>

<sup>1</sup> Full Grants to programs were \$ 30,000 each. The JCPASF portion of each grant was \$24,750. The remainder was provided by NFL Charities.

<sup>2</sup> All 25 Opens Doors Awards have been awarded. Checks were not processed when this accounting was completed.

<sup>3</sup> Assessment and Evaluation will take place in December 2005 and January 2006.

<sup>4</sup> Work on the blog has been ongoing. Re-design of the web site has begun and will now move into high priority.

**7. In general, what efforts has your organization made to promote the JCPenney Afterschool Fund and our partnership on your external website, in national newsletters, and in other mass communications?**

Overall, the efforts of National 4H Council to promote 4H Afterschool and the JCPenney Afterschool Fund were hugely successful.

National 4-H Council leveraged the power of news syndication services, the Internet, Council publications and the passion of the 4H staff, volunteers and members who make 4H Afterschool programs the success they are to achieve widespread coverage of JCPenney Afterschool Fund's support.

A collective total of **more than 132 million media impressions** of the JCPenney Afterschool Fund name and/or logo were achieved across America in 2005 by National 4-H Council. Highlights include:

- The benefits of 4-H Afterschool participation, and JCPenney Afterschool Fund's support of after-school programming, reached **40 million readers** in a two and a half page article entitled "Something cool for after school" in the April, 2005 issue of **Better Homes and Gardens** magazine. More than 78 percent of Better Homes and Gardens readers are women, 56 percent are between the ages of 18 and 49, and 43 percent have children under 18. National 4H Council recognized this as a strong customer target for the JCPenney brand.

- Four nationally distributed 4H Afterschool youth stories reflecting the scope and impact of 4H Afterschool programs through stories of exceptional youth, and crediting the support of the JCPenney Afterschool Fund, reached more than **22 million readers** in April through November.
- Radio interviews and news features aired across the country—every month of the year and in 45 of the 50 states—promoted 4H Afterschool and JCPenney Afterschool Fund’s work to improve and protect the lives of American children after school to more than **55 million listeners**.
- 4-Her Ashley Buford’s inspirational story achieved more than **9 million impressions** of the JCPenney Afterschool Fund name when it appeared in 180 newspapers, on the Healthnewsdigest.com Web site, in National 4-H Council’s Annual Report and Power of Youth newsletter, and in a video posted to the 4hafterschool.org Web site. Ashley is minimizing the spread of West Nile disease by organizing a 4H Afterschool project in which youth and adults work together to release fathead minnows, natural predators of mosquito larvae, into standing water where the larvae carry the disease. She will share her accomplishments in a feature presentation at the National 4-H Council Board of Trustees meeting in April 2006.

Detailed descriptions of the national radio and print media achievements are documented in later sections of this report.

Additionally, National 4-H Council promoted the JCPenney Afterschool Fund with articles and linked logo placements in Council-produced electronic and print publications and Web sites. More than **115,000 impressions** were achieved to an audience of 4H members, parents, volunteers, staff, donors and other interested readers who are subscribers to the bi-monthly Clover Corner News and monthly Afterschool Journal electronic newsletters, who receive the quarterly Power of Youth print newsletter and Annual Report, and visitors to the 4hafterschool.org and fourhcouncil.edu Web sites.



The JCPenney Afterschool Fund was featured in a story or linked in every issue of the Afterschool Journal, in 11 issues of Clover Corner News, in three issues of Power of Youth, and in the 2004-2005 National 4-H Council Annual Report.

These publications featured stories about exceptional 4H youth whose participation in 4H Afterschool programs enabled them to achieve their goals, contribute to their communities and make a positive impact on their world. Each article, along with articles on related topics such as the NFL Charities partnership, all recognized the support of the JCPenney Afterschool Fund.

The JCPenney Afterschool Fund name and/or logo, linked to [jcpennyafterschool.org](http://jcpennyafterschool.org), was prominently displayed on the home and partners pages of the 4-H Afterschool Web site ([4hafterschool.org](http://4hafterschool.org)), and on the National 4-H Council’s Web site ([fourhcouncil.edu](http://fourhcouncil.edu)) programs page.

The generosity of the JCPenney Afterschool Fund was also recognized and promoted in documentation supporting 43 different grants and/or awards recognizing outstanding 4H Afterschool programs, leaders and volunteers. Documentation included grant nomination email solicitations, nomination forms, and winner announcements.

Council also promoted the JCPenney Afterschool Fund's NFL wristband fundraising initiative by placing advertisements throughout the promotion in issues of Clover Corner News and the Afterschool Journal, which are distributed bi-monthly and monthly, respectively, to more than **8,500 subscribers**. Council will also support JCPenney Afterschool Fund's Kenny Chesney benefit CD with advertisements in these online publications throughout the holiday season.

Copies of articles, media clippings, Web site pages, and electronic and print newsletters appear in Appendix C.1.

### **8. What is the #1 need for your organization's afterschool participants, or potential afterschool participants?**

National 4-H Council assessed the needs of after-school participants by surveying the 4-H Afterschool contacts during the August 2005 conference call. Categorically, needs were identified as those that could be addressed locally and those that would be impacted through national support as follows:

- Local resources are required to meet the transportation needs of participants. The ability to get youth who need after-school programs to and from the sites is critical. In addition, funds to provide supplies, computer equipment and software to local sites is a priority of local after-school staff.
- National support is critical to provide high quality curriculum and to build capacity for after-school staff delivering programs. 4-H Afterschool has an immediate need to overhaul the curriculum and provide high-quality staff training for its dissemination. The newly revised curriculum will ensure the delivery of programs in the context of positive youth development (PYD). PYD focuses on providing experiences to youth that encompass youth/adult partnerships, leadership and skill building activities. By developing a consistent set of curricula, all after-school programs will engage youth in a cooperative learning environment that supports the three mission mandates of 4-H: healthy lifestyles, science, engineering and technology and citizenship. The necessary investment to revamp after-school curriculum is estimated to be \$500,000.

### **9. What percentage of your overall afterschool funding does JCPASF's portion represent?**

The investment of the JCPenney Afterschool Fund represents **2.5%** of the system-wide 4-H allocation to after-school programming. As mentioned previously, 4-H has leveraged after-school support at a ratio of **41:1**. The JCPenney Afterschool Fund supports 45% of the National 4-H Council Afterschool budget which also includes strong corporate, foundation and staff support.

## JCPenney Afterschool Fund 2005 Partner Report Card Specific Questions for 4-H

### A. State Grants

**1. Did you meet your goal of serving 360 high school students and 7,200 middle school students? Please state the number of students served and explain any variance.**

**2. Did you meet your goal of involving 180 adult volunteers? State the number of volunteers involved and explain any variance.**

**3. Did you meet your goal of operating at 30 sites? State the number of sites in which your afterschool programs operated and explain any variance.**

All programs are currently in progress and all stated goals will be attained or surpassed. National 4H Council maintains strong communication with all grantees through monthly 4-H Afterschool Contacts conference calls, site visits, surveys and periodic updates. A report of final numbers to questions 1, 2, 3 and 7 will be available on July 31, 2006 when all grantees are required to submit final reports as agreed upon by the JCPenney Afterschool Fund and NFL Charities.



All grantees attended a national training in Addison, Texas June 21-23, 2005 to clearly understand their expectations and programmatic roles as a grantee. Grantees planned to implement their programs in at least 40 counties reaching more than 100 program sites. At the conclusion of the training, grants were issued July 1, 2005 and the initial steps involving development of their coordinating teams, acquisition of required resources, recruitment and training of teens and adult mentors for program implementation began. Although a few grantees began program implementation in October, most plans will begin in November 2005 with the largest portion of the work being assigned to February through June of 2006.

**4. How many sites successfully leveraged JCPASF funds to secure new matching funds?**

As a pre-requisite to obtaining a grant, each applicant had to commit cash or in-kind matching funds in the implementation of their grant. In fact, most grantees were able to leverage more than the required \$30,000 match to complete their application. A total of **\$421,368 in matching funds** is being leveraged to support the \$247,500 donated by the JCPenney Afterschool Fund for grantees.

**5. How many sites participated in a Lights On event? Please explain why others did not, if applicable.**

Although a requirement of all grantees was to participate in the LOA celebration, it is difficult to ascertain the exact number of grantee sites that held LOA events. (However, we know that a total of 372 4-H after-school programs participated nationally in LOA events). For the grantees, there was a broad range of participation from one event with multiple sites participating to individual sites sponsoring a LOA event. In other cases grantees did not sponsor a LOA event but supported the LOA event sponsored by an after-school partner. For example, one grantee (CA) reported involvement in 22 LOA events while another

(TN) reported that 4-H participants from all three of their Nashville sites were involved in one central 4-H LOA event.

One grantee (OK) was not able to participate in LOA. The after-school director for this grant suffered a broken leg, which delayed the implementation of the middle school youth training portion of their plan until January 2006. Although she is confident they will reach their plan's teen and middle school aged youth training goals, their sites were organized after the LOA event. A second grantee's plan called for their programs to begin in November 2005, missing the LOA date of October 20. However, the plans included LOA-type celebrations to be held as soon as possible after the programs begin in November (the Butler County 4-H Achievement Banquet event held on November 7 described in the LOA section above is one of these events).

**6. How many of the sites' Lights On events successfully drew media attention? Please provide detailed summary of media hits.**

The 10 states that received workforce preparation grants all were provided with media training and media toolkits as part of a mandatory two-day training session held in June 2005. Each team was provided with a news release and a check presentation digital photograph featuring the team members with the JCPenney Afterschool Fund's Ed Solczak. The teams were educated on how to write, pitch and deliver their 4-H Afterschool stories and photographs to their community media.

Stories about the state grant 4H Afterschool programs that recognized the support of the JCPenney Afterschool Fund achieved **more than 2.7 million media impressions** .

For example, in an October 20 *Lights On Afterschool!* event held in **Auburn, California, JCPenney Store Manager Dennis Sprovie** ro presented the J.O.L.T. 4H Afterschool program with a \$10,000 check. The ceremony was documented with a story and photograph and promoted by the University of California Agriculture and Natural Resources Cooperative Extension Web site and newsletter.

Three hundred and seventy 4-H Afterschool programs that were not state workforce preparation grantees held Lights On Afterschool events, some of which received media coverage. An example is The Wilkes Journal-Patriot (circulation: 16,000) story about the Wilkes County 4H/Support Our Students (SOS) program's event which credited JCPenney Afterschool's support.

Articles about the state workforce preparation grants were featured in community news media including:

- California: Auburn Journal – 51,000 readers
- Kentucky: The Fulton Leader – 10,400 readers  
Kentucky New Era – 19,200 readers  
Paducah Parenting and Family magazine – 60,000 readers
- Missouri: Columbia Daily Tribune – 75,000 readers
- Pennsylvania: Pittsburgh Post-Gazette – 955,000 readers  
Post-Gazette Online – 2.8 million visitors a month
- Texas: The Courier Web site – 24,000 visitors a month  
Ag News Web site – 600,000 visitors a month

Austin American Statesman – 734,000 readers  
Austin American Statesman Online – 1.4 million visitors a month

New Jersey: The Times, Trenton Metro – 269,000 readers

Copies of the news releases, media clippings and newsletters are in Appendix C.2.

**7. Provide an overview of program performance with regard to the middle school students’ workforce preparation and the high school students’ competence of instructional techniques.**

As indicated, a report of final numbers will be available on July 31, 2006 when all grantees are required to submit final reports as agreed upon by the JCPenney Afterschool Fund and NFL Charities. Program performance will be measured with pre and post-test surveys. The surveys are designed to measure leadership and teaching skills developed by teens and workforce preparedness skills developed by middle school youth. Based on preliminary feedback from the grantees, the teens and middle school youth are excited and very interested in the program. Grantees are confident that the proposed skills will be achieved by the end of the program.

**B. Open Doors Volunteer Mini-Grants**



4-H partnered with the JCPenney Afterschool Fund to penetrate the network of nearly 600,000 volunteers in order to recognize the after-school accomplishments 25 dedicated individuals from the 25 states. The award, “4-H Afterschool Opens Doors Award for 4H Volunteers Involved in 4-H Afterschool Work”, sponsored by the JCPenney Afterschool Fund, was promoted for four months to the vast 4-H/Cooperative Extension System. This initiative increased awareness of the JCPenney Afterschool Fund initiative to thousands of volunteer parents and grandparents. The geographic distribution and the diversity of programmatic focus exhibited by the 25 award winners on the map to the left show

the extensive experiences offered through 4-H. The accomplishments are detailed below:

**1. Provide an overview of the types of projects in which these volunteers are engaged.**

The types of projects these volunteers are involved in are almost as varied as the nominees themselves. Many are supporting 4-H Clubs in after-school programs such as:

- **Wisconsin’s** Nicole Mohsin. Nicole is supporting the Vieau School 4H Club in Milwaukee, WI. This after-school 4-H club serves approximately 130 Hispanic youth.

- Diana Welty of Monongah, **West Virginia** has implemented a 4-H Club that is close to being the model for how 4-H Clubs should operate in the after-school arena. This club reaches 40 youth but, according to the award application, could reach many more if they had the space and staff!
- In **Michigan**, Meg Fraser is supporting the community service projects of 20 teens that form the after-school Kingsley 4-H Teen Club.
- In **South Carolina** the Oconee County 4-H Afterschool Community Service Club has more than 100 members!
- In Alton, **New Hampshire** Sue Mcduff not only supports a 4-H Club of 3<sup>rd</sup> through 7<sup>th</sup> graders but helps the 28 members with their homework too.
- Eighty-two young people are learning about their environment by attending Judy Sloane's 4H Afterschool Environmental Club in Ft. Myers, **Florida**.

Of course, not all of the work accomplished by these outstanding volunteers focuses on 4H Clubs. Examples of other projects and programs being supported by the Opens Doors Awardees include

- The Precious Earth 4-H Beautification Project being implemented by approximately 100 Native American youth who come to the Sipayik Boys and Girls Club on the Passamaquoddy Pleasant Point Reservation and receive support from Frank Cleaves of Perry, **Maine**.
- In **Missouri**, Janel Cole coordinates an after-school 4H Computer Lab for 20 participants per week.
- They are making and flying 4-H Rockets in Loysville, **Pennsylvania** (40 youth); learning healthy lifestyles in Hohenwald, **Tennessee** (135 youth), sewing quilts in Kit Carson County, **Colorado** (10 participants per year); collecting insects in North, **Virginia** (45 youth); and riding horses in Trenton, **New Jersey** (85 youth).
- Agricultural Education is the topic of choice for 30 young people in Prineville, **Oregon**
- In Enfield, **New York** all of the rural school's 5<sup>th</sup> graders have agreed upon Interior Design!
- A changing variety of experiential learning opportunities makes up the menu young people choose from in **Delaware** (122 youth), **Utah** (30 youth) and **Massachusetts** (50 young people).
- It's the same thing in **South Dakota** except those 74 young people receive their menu and education from eleven teen leaders!
- In **Maryland** 40-45 youth attend the volunteer run 4H Education and Recreation Center year round
- Seventy-four **Idaho** 4-H'ers enjoy Summer Day Camp
- College Student Alex Lopez offers school mentoring in **Arizona**
- **Nevada's** Ryan Cross volunteers to help young people with their home work and 4H Club activities
- Dave Kniker is working on youth development issues in **Illinois** reaching more than 80 young people.

However, it is Conroe, **Texas** that brings us our youngest 4-H volunteer awardee, Michael Edwards. Just 14, Michael is helping to recruit and train other teens so they can all support after-school programs. His work has benefited 50 after-school participants this year.

## 2. Collectively, how many youth are these volunteers serving?

We estimate that the above 25 volunteers are reaching between **1,500 and 2,000 youth**.

**3. Were media releases distributed for each of these grant recipients? Provide summary of media hits.**

The 25 volunteer mini-grant winners were determined on November 18, 2005, just prior to finalization of this report card. Each of these dedicated volunteers received a \$500 award, a customizable news release, and a 4-H media toolkit to guide and support their efforts to promote the grants in their community media.

No media hits have been recorded as of the finalization of this report, due to two factors: 1) The report card was required to be finalized prior to the end of the grant period and a couple of weeks after the grants were awarded; and 2) media clipping services, which would provide documentation of media hits, generally take six to eight weeks to begin delivering clips.

The 25 awardees are being recognized for their tireless dedication to the 4H Afterschool program, and National 4-H Council anticipates that they will just as tirelessly promote their work and award to their local media. A supplemental report will be provided to JCPenney Afterschool Fund reporting on media hits occurring after the report card was submitted but prior to the end of the contract period.

A copy of the customizable news release is in Appendix C.3.

**C. Showcasing Excellence**

**1. Provide overview of the development and distribution of quarterly success stories.**

The National 4-H Council marketing communications team worked with the 4-H Afterschool management team to identify, develop and write stories about the positive impact 4H Afterschool programming is making on youth across America.

The JCPenney Afterschool Fund team was regularly updated on the success stories resulting from 4H Afterschool programs. Thirteen stories were delivered throughout the year, through direct submissions and providing stories for JCPenney's Afterschool Times newsletter each quarter.

Stories of successful 4-H Afterschool programs in Arizona, Arkansas, Delaware, Georgia, New Hampshire, New York, Nevada, New Jersey, Ohio, Oregon, Virginia and Washington were provided to the JCPenney Afterschool team and a number of these were featured in the Afterschool Times quarterly newsletter.

Some of these heartwarming stories were also successfully placed by National 4H Council in national and local media. These include: Cerenity Miller of Dayton, Ohio (media coverage reflected in last year's report card, story appeared in the Summer 2005 Afterschool Times), Danny and Milo Guerrero of Reno, Nev., Ashley Buford of Cordele, Ga., the Maricopa County, Ariz. TITE theatre program, and the 4H Green Teens in Poughkeepsie, N.Y. Details of the media coverage of these stories is covered in the feature stories section later in this document.

Copies of the success stories are in Appendix C.4.

**2. Briefly describe activities of each of the 4-H Afterschool Awards of Excellence award winners, including number of youth served.**

The national 4H Afterschool Award of Excellence is provided to four Family and Consumer Science professionals and four 4H professionals during their national association conferences. The National



Extension Association of Family and Consumer Science (NEAFCS) educates and recognizes Extension professionals who impact the quality of life for individuals, families and communities. The National Association of Extension 4H Agent (NAE4-HA) is the national professional development association of Extension 4H faculty and staff. The association provides a variety of staff development and recognition opportunities to the members. The 4H Afterschool Award of Excellence, sponsored by the JCPenney Afterschool Fund, recognizes excellence in development and implementation of after-school programming through curriculum development and/or training. In the 4-H Afterschool Awards of Excellence initiative, a total of eight award winners from seven states impacted approximately **3,800 youth**. The activities of each are highlighted below:

#### NEAFCS 4-H Afterschool Awards of Excellence Winners

**Juanita O. Waits of Phoenix, Arizona** developed the Project SOAR: 4H Mentoring Program. Project SOAR is an intensive after-school initiative which targets at-risk youth and families by matching youth with college student mentors. Project SOAR's goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring, academic support, and positive community involvement. Mentors and staff provided 926 hours of mentoring and weekly contacts with parents, nine family education nights with 141 participants, seven skill building sessions with 115 participants and nine mentor training sessions of 27 hours for 56 attendees. Project SOAR participants provided 770 hours of community service as well.

**Sheryl A. Nolen of Conroe, Texas** was recognized for helping to develop a partnership between Texas Cooperative Extension staff and the Conroe YMCA to improve the quality of after-school programs while increasing opportunities for youth to experience 4-H. She orchestrated a 4-H Project Day, which reached 300 youth weekly for a year, and consequently improved the quality of YMCA After-Care Programs. This program has been so successful it has become a model for the Greater Houston Area YMCA and Sheryl has been asked to work with YMCA staff to expand 4-H Afterschool to other YMCA programs in the Houston area.

**Mary Ann Klinger Oyler of Chambersburg, Pennsylvania** was recognized for her leadership in helping Family and Consumer Sciences (FCS) educators and 4H educators collaborate to plan and implement 4H Afterschool trainings for providers of school age children. Ninety-eight agency and childcare staff attended Train the Trainer sessions introducing 4H project materials. More than 1,200 youth across the Capital Region (Harrisburg area) benefited from these partnerships.

**Maisielin Ross of West Palm Beach, Florida** responded to the request of area middle schools to develop and implement babysitting training sessions for their students. 4H and FCS agents began teaching Babysitting Basics to students in after-school programs and FCS classes. Ross worked with other agents to develop the "Babysitter's Manual," which is used to train after-school teachers working through the Safe Schools program. Over the last two years, 32 teachers were trained to use the curriculum. These teachers reached 1,342 students in 27 schools. As this is an on-going program, these numbers will only continue to rise.

#### NEA4-HA 4-H Afterschool Awards of Excellence Winners

**Chad Ripberger of Trenton, New Jersey** thinks 4-H Afterschool should be an adventure! His program, 4-H Afterschool Adventure, provides two 12-week base challenge and adventure programs to 20 urban youth, ages 9-13, enrolled in the City of Trenton's after-school initiative, SCOOP (40 youth total). Youth

participants develop life skills and character through a series of personal development activities and outdoor adventures.

**The Team of Joan Wimme, Nicky Wilson, Lori Ballantine, Lorrie Gunnerson, and Nora Fie all of Superior, Wisconsin** are working hard to place 4-H Clubs in after-school programs and doing so with success. Five 4-H Clubs have been organized so far with a combined membership of 249 members. One member described her experience as “wonderful.” She went on to say, “It has given me a chance to be involved.”

**The Team of Karen Hack, Stacy Goetz, Mary Ann Oyler, and Roxanne Price** have been making sure after-school providers in **Chambersburg, Pennsylvania** have the knowledge they need to do their job right! In all so far, they have trained 98 agency staff benefiting 1200 youth who, through their after-school experiences each completed at least one 4-H project.

**The Delaware Team of Heather Gooden, Shirley Alloway, Betsy Morris, Teresa Lopez, Katie Daly, Joy Sparks, Mark Manno, Carol Scott, Doug Crouse, Susan DeFord, Dennis Rhodes, Rhonda Martell, and Consuelo Gonzalez** has set for themselves a primary goal of increasing their 4-H members’ Delaware State Testing Program (DSTP) scores through their participation in the Delaware 4-H Afterschool programs offered at six target locations throughout the state. Although this goal sounds like it might be terribly boring for the participants, the reactions of the participants tell a different story. One of the 4-H participants, Jamie, commented, “I’ve never really experienced fun until I came to 4H. I’m new to 4-H and I love it!” This year, 331 children participated in Delaware 4-H Afterschool programs.

### **3. Were media releases distributed for each of these award recipients? Provide summary of media hits.**

On September 28, 2005 and November 2, 2005, eight distinguished 4H Afterschool educators were honored with National 4H Afterschool Awards of Excellence, sponsored by the JCPenney Afterschool Fund. National 4-H Council distributed news releases recognizing each winner, and JCPenney Afterschool Fund’s support of the awards, to each winner’s local media. Winners were also supplied with electronic copies of the releases and awards ceremony photographs, and given copies of the 4-H media toolkit so that they could leverage existing relationship with community media to achieve coverage of the awards.

The awards were given shortly before finalization of this report card, so only one media hit, which generally take six to eight weeks to appear in clipping services, has been documented to date. The Times of Trenton, N.J., with a readership of 269,000, featured a story and photograph of award winner Chad Ripberger, Mercer County 4-H agent.

It is anticipated that the prestige of being one of only eight honorees in the nation will garner media coverage in the winners’ local communities. Extension newsletters and Web sites, which are widely read by the academic community, also often carry news of their members’ accolades.

Copies of the news releases and early coverage are in Appendix C.5.

## D. Building Community Capacity

### **1. Provide an overview of your efforts to build community capacity and collaboration.**

Building community capacity and collaboration is an overarching objective of 4-H Afterschool. In 2005, 4-H professionals have achieved **8,567 collaborative** partnerships. 4-H Afterschool develops these successful collaborations by building community capacity at the local level through trainings and resources, monthly conference calls, conferences and meetings. In addition, 4H Afterschool recognizes the importance of aligning with organizational partners at the national level to build capacity and collaboration for system-wide after-school initiatives. The efforts of 4H Afterschool are described below.

#### Trainings and Resources:

Building community capacity and collaborations at the local level is accomplished by providing trainings and resources to after-school staff. Furthermore, National 4H Council requires that grantees develop strong collaborations with other community agencies to be eligible for funding. During the JCPenney Afterschool Fund / NFL Charities Workforce Preparation Grant training in Addison, Texas from June 21-23, 2005, it was stressed that grantees must increase their capacity to work with collaborators and community resources in order to meet the goals of 4-H Afterschool. To help grantees and other partners meet this goal, Dr. Eddie Locklear, Dr. Nancy Valentine, and Sharon Junge have developed two resource guides outlining best practices and tactics to help local grantees build community capacity and collaborations. A summary of the guides follows:

- Teens as Volunteer Leaders: Recruiting and Training Teens to Work with Younger Youth in After-school Programs, was written and published for use at the training. The guide prominently displays the logos of both the JCPenney Afterschool Fund and NFL Charities. The initial 1,000 copies of the guide were distributed in 2005. The guide is on the 4H Afterschool web site and will be widely promoted in 2006 to the Extension system as a resource guide and staff development tool for 4-H Educators. A copy of this guide is included in the Training Notebook included with this report.
- Increasing the Quantity of After-School Programs – A Guide for Extension Professionals to Establish Community-Based After-School Programs. Introduced at the National Association of Extension 4-H Agents annual conference October 30-November 3, it will serve as a staff development tool 4-H Educators can use to help establish community-based after-school programs. A copy of this guide is included with this report.



Both guides are available as downloads from the 4H Afterschool web site as are the first three guides released in 2003. Also available on the web site are training resources and program tools 4-H professionals and after-school staff may use to build capacity in their after-school programs.

The first three Resource Guides are also available on the John Deere 4H Afterschool CD Set. Through support from Deere & Company, two 4H Afterschool training and resource CD-ROMs were created and are providing additional resources for after-school providers to increase their impact and reach more youth through 4-H Afterschool. These CDs, a total of **3,120 sets**, have been distributed to every county



and state Cooperative Extension 4-H office in the country. We have included one of these sets with this report.

Monthly Conference Calls:

We have continued to conduct monthly conference calls with our state 4-H Afterschool contacts. These serve as valuable opportunities for everyone in the system to exchange ideas, get answers to questions, network with our national partners and collaborators, and learn of new opportunities for resources and/or programming through discussions with our call guests (representatives from after-school youth serving agencies). We are also providing one-on-one capacity building with educators through email requests, telephone conversations, and individual mentoring opportunities.

Conferences and Meetings

Dr. Eddie Locklear continues to build community capacity and strengthen collaborations through presentations, learning sessions and meetings occurring across the United States. On each occasion, materials were disseminated and the JCPenney Afterschool Fund partnership was actively promoted to **10,388 attendees**. The following list details each of these collaborative efforts:

**4-H Afterschool Collaborations**

Conference/Meeting	Date	Key Personnel	Attend.
Citizenship Washington Focus	June 2005	Dr. Eddie Locklear	200
National Extension Association of Family and Consumer Sciences national conference	Sept. 25-29, 2005	Dr. Eddie Locklear	900
National Association of Extension 4-H Agents national conference	Oct. 29-Nov. 4, 2005	Dr. Eddie Locklear	1,200
STEM II meeting	Jan. 26-28, 2005	Dr. Eddie Locklear	50
Louisiana State 4-H Afterschool conference	April 25, 2005	Dr. Eddie Locklear	25
4-H Foundations Directors' national mtg.	April 28, 2005	Dr. Eddie Locklear	30
Nebraska Out-of-School conference	May 10, 2005	Dr. Eddie Locklear	200
Education Development Center training conference	October 19-20, 2005	Dr. Eddie Locklear	30
Washington State Extension's Virtual Training	March 11, 2005	Dr. Eddie Locklear	100
National Afterschool Alliance Board of Directors meeting	October 24, 2005	Dr. Eddie Locklear	6
Virginia 4-H Extension Agents In-Service Training	January 26-28, 2005	Ron Drum	221
Pennsylvania Extension Agents 4-H Afterschool In-Service Training	February 16, 2005	Ron Drum	84
YMCA Expo	April 13-16, 2005	Ron Drum	1,200
Nebraska State 4-H Delegation	April 27, 2005	Ron Drum	7
2005 National Afterschool Alliance Conference	February 24-27, 2005	Dr. Eddie Locklear and Ron Drum	2,000
National 4-H Council Associates Meeting	May 10, 2005	Ron Drum and Ameer Patel	68
Afterschool.gov Web Site Coordinating Committee	October 19, 2005	Ron Drum, Dr. Nancy Valentine, Sherri Wright	13
National BGCA NET Conference	March 28-30, 2005	Florida 4-H	481

		Educators	
National BGCA Conference	April 26-29, 2005	California 4-H Educators	3,500
2005 National Extension Family Life Specialist Conference	April 26-29, 2005	Karen Blaney	80
Foundations, Inc. national conference	February 2006	Gretchen May	TBD in 06

### **E. Community Assessment and Evaluation (ECI)**

#### **1. Provide overview of your efforts to improve data analysis as it relates to your after-school programming.**

Dr. Michael Newman, Extension Evaluation Specialist at Mississippi State University, designed a web-based 4-H Afterschool reporting and evaluation system. Using the Extension Cares Initiative Reporting and Evaluating System, Dr. Newman designed the web-based evaluation so that grantees could report their results from the workforce preparation project. The dedicated site includes surveys that grantees can download and administer to participants in their programs. These evaluation instruments include:

- “Teen Leadership Pre-Survey”
- “Teen Leadership Post-Survey”
- “Youth Workforce Skills Survey” (middle school youth participants)
- “Teen/Adult Teaching Skills Survey”

Each survey is available at: <http://eci.ext.msstate.edu/forms.html> and is included in the Training Notebook. In addition to these instruments, the following surveys will be used to collect evaluation data for the stated purpose:

#### **4-H Afterschool Surveys**

Instrument	Measurement
“The NFL JCPenney 4-H Afterschool 2005 Grant Interim/Final Program Report”	Program activities, outputs and outcomes
“Teen Session Summary Report”	Demographics, teaching effectiveness
“Teen Post-Session Review”	Outcomes of teaching session
“Mentor/Host Post-Session Review”	Observation of teens and youth outcomes
“Description for Post-Session Review”	Evaluation summary for teens and adults

Dr. Newman provided training to the grantees during the June 2005 Grantee Training. In addition to explaining each survey, Dr. Newman explained how to record the evaluation data on the Web site. The Principal Investigator and local 4-H professionals are responsible for entering the evaluation data into the Web site once they complete their work at middle school after-school sites. Once teens complete their teaching assignments, the pre and post survey data will be entered. Following the completion of the project, Dr. Newman will analyze the workforce preparation project based on the data in the web site.

Dr. Newman participates on the calls and provides evaluation support to grantees. Grantees work one-on-one with Dr. Newman via email and telephone calls. Dr. Newman will continue to provide technical assistance to the reporting and evaluation efforts of grantees.



Dr. Newman also worked with 4H Afterschool staff to design and administer the 4H Afterschool survey. The survey, conducted August through mid November, 2005 continues to provide valuable information about the after-school work of the 4H System and the impact of the JCPenney Afterschool Fund partnership.

## **F. Building Awareness in Communities**

### **1. How many unique hits per month is your afterschool blog averaging?**

The 4-H Afterschool Journal (blog) currently averages 579 unique hits per month. This reflects a **536% increase** since May 2005, the first month of the Journal's distribution. The Journal has shown steady growth since its inception and visits continue to increase exponentially.

### **2. Provide overview of the national media tour, including number and location of media outlets and estimated number of listeners.**

The national media tour reached out across America with the 4-H Afterschool and JCPenney Afterschool Fund partnership message. Throughout 2005, interviews and news features promoting the value of after-school programs and the contributions 4-H Afterschool and the JCPenney Afterschool Fund have made to this effort aired:

- Every single month of the year to date, and
- In 90% of all states and territories (45 out of 50 states plus Puerto Rico and the U.S. Virgin Islands).

So far, audience figures for the radio tour show that more than **55 million listeners** have heard about 4-H Afterschool and JCPenney Afterschool Fund's work to improve and protect the lives of American children after school.

The January and August 2005 radio news features **each aired on more than 230 radio stations**. They were **broadcast more than 1,000 times** collectively.

Interviews with Donald T. Floyd, President and CEO of National 4H Council have aired on 18 stations so far. As the tour continues through the end of the contract period – January 31, 2005 – more interviews are expected.

The interviews that have aired to date have all occurred in markets that contain at least five JCPenney retail locations within a two to 80-mile radius, including JCPenney stores, Catalog Outlet stores and Catalog Merchant locations. Most stores were located within five to 30 miles of the market center where the interview aired.

The following documentation is in Appendix C.6:

- Transcripts of the news features and interviews
- Lists of the station call letters, station locations and audience figures
- JCPenney stores in proximity to each interview market

**3. Did you successfully distribute two feature stories to national newspaper syndicates as stated in agreement? If so, please provide specifics.**

The nationally distributed 4H Afterschool success stories promoting exceptional 4H youth who have learned leadership, citizenship and life skills, thanks to the support of the JCPenney Afterschool Fund, achieved widespread coverage. Four stories were strategically spaced throughout the year for maximum effect.

**The total audience reached was more than 22 million.** The four stories were featured in more than 500 articles appearing in publications across the country, in rural, suburban and urban markets ranging from Marquette, Mich., to Eugene, Ore., to New York City.

The broad geographic and socio-economic scope of 4H Afterschool programs was showcased in stories about 4Hers from the south, southwest, west and eastern U.S. regions. Stories, and time span of their coverage, included:

- More than 11 million Americans in April through August read about how participation in 4H Afterschool helped Danny and Milo Guerrero of Reno, Nev. make significant improvements in their academic performances and communication skills and overcome their troubled childhoods.
- Ashley Buford's story, featured in the 4H video presented at the JCPenney Afterschool Fund Gala and in newspapers from May through October, told more than 3.4 million readers how just one youth can make a difference in their community. She took the initiative to develop a unique and effective solution to the mosquito population, which posed a threat to the health of humans and animals alike not only in her home state of Georgia, but across the country. Ashley's story was also featured on the Healthnewsdigest.com Web site, which receives more than 6 million hits a month.
- The story of the Teen Interactive Theatre group (TITE) of Arizona reached more than 4.6 million readers in August through October. These teens use the stage to educate youth about risky behaviors, and teach ways to avoid them.
- Finally, the Green Teens 4H program story was just distributed in November, and immediately garnered an audience of more than 3.5 million readers. These enterprising Poughkeepsie, N.Y. teens turned the nutrition and business skills they learned through 4-H Afterschool into a profitable, and tasty, nectarine salsa that sold more than 80 percent of the stock produced in the first month.

The full text of each story and comprehensive newspaper coverage reports, including each publication and market a 4-H Afterschool story appeared in, is in Appendix C.7.

## **G. Building State and National Capacity**

### **1. Provide summary of leadership task force activities**

4-H Afterschool Leadership Team Members provided support and helped to build community capacity and collaborations through various means throughout the year. Each has provided a unique skill set serving as mentors, information resources, and document reviewers, among other roles. The progress of the leadership team to date includes:

## Evaluation and Research

Dr. Theresa Ferrari (Ohio State University), Dr. Ina Linville (University of Missouri), Dr. Lisa Lauxman (University of Arizona), Dr. Nancy Valentine (USDA), Deirdre Thompson (University of California, Davis) and Dr. Michael Newman (University of Mississippi)

- Research Study: The Evaluation sub-committee met January 18–19, 2005 and held a follow up conference call in February to move evaluation plans forward. A research project has been identified and a preliminary concept paper and proposal are in progress. Efforts to locate a donor to fund the proposed research are making progress. Drs. Locklear, Linville, and Ferrari met on November 13, 2005 to discuss next steps for completing the research concept paper and proposal. Drs. Linville and Ferrari agreed to meet in January 2006 to finish the concept paper. The goal is to work with the JA, YMCA, and BGCA partners to design a grant proposal to secure funding to conduct the research study.
- Data Collection: Dr. Michael Newman continues to help build 4-H Afterschool into the ECI data collection/evaluation system. The ECI system was developed by researchers at the University of Georgia and Mississippi State University. The ECI data collection system is maintained on the University of Mississippi Internet Server System.

## Resources and Curricula

- 4-H Afterschool Resource Guide #4: Drs. Eddie Locklear and Nancy Valentine wrote and published a resource guide entitled *Increasing the Quantity of After-School Programs – A Guide for Extension Professionals to Establish Community-Based After-School Programs*. It was introduced at NAE4-HA Conference in November, 2005.
- 4-H Afterschool Resource Guide #5: Sharon Junge, University of California-Davis, wrote a resource guide, *Teens as Volunteer Leaders; Recruiting and Training Teens to Work with Younger Youth in After-School Program* that was introduced at the 4H Afterschool Grantees Conference in June, 2005.
- 4-H Afterschool Workforce Preparation Curricula: Eric Killian, University of Nevada-Reno, reviewed 4H Workforce Preparation curricula to determine which curricula would be best to include in the JCP NFL Workforce Preparation Grants programs. He is now compiling this information into a new 4-H Afterschool resource guide presently proposed for introduction in the spring of 2006.

## Programs

- 4-H Afterschool JCP NFL Workforce Preparation Grants Task Force consisting of Eric Killian, Sharon Junge, Dr. Michael Newman, Sherri Wright, Dr. Eddie Locklear, Ron Drum were joined by Connie Phelps, the Arkansas 4-H Afterschool State Contact and Nancy Campbell, HQ Department of the Army Child and Youth Services Specialist, to provide leadership to the grant effort. Organized in January 2005, the task force members achieved the following objectives in February 2005:
  - ✓ Developed the program design
  - ✓ Assimilated and selected the most effective curricula

- ✓ Produced the site Request for Proposals (RFP)
- ✓ Designed the grant recipient training
- ✓ Developed the outcome-based program evaluation and reporting plan
- ✓ Created the project coordination plan

The site RFP was distributed to state 4-H Afterschool staff on March 2, 2005. The State 4-H Afterschool staff collaborated with community partners to develop local goals, objectives and timelines for their proposed programs throughout March and April. Nineteen proposals were received by National 4-H Council by the April 15 deadline. A team of reviewers selected 10 grantees to receive \$30,000 grant awards provided by JCPASF and NFL Charities. The successful grantees were announced to the Extension system on May 10, 2005. Task force members will work with Grantees to make site visits to all states receiving JCP/NFL funds.

- Military 4H: Brigadier General John A. Macdonald, Commander US Army Community and Family Support Center, in addressing the National 4H Conference, referred to the 4-H/Army collaboration as a “partnership of strength.” Marlene Glasscock serves as a Liaison between 4H Afterschool programs and 4H Military programs. The strength of this partnership cannot be understated as unprecedented progress is being made with 4-H Military programs, many of which take place during critical after-school hours:
  - ✓ **12,000 Army youth** are enrolled in 28,000 Army 4-H projects
  - ✓ 27 state 4-H military grants have led to **321 new 4-H clubs** and **8,691 new 4-H members**
  - ✓ 625 Army youth lab instructors and technology specialists have been trained to support 125 new Army Youth Technology Labs.

### Future of the Leadership Team

The National 4H Afterschool Leadership Team met October 45, 2005 at the National 4H Youth Conference Center to review their work to date and determine future direction. The team was initially created to establish an increased national presence of 4H Afterschool and to review the after-school efforts of the Cooperative Extension System for the past 30 years. Recognizing that significant achievements have been made and their initial task completed, the Leadership Team decided to diversify the leadership of 4-H Afterschool to the system as a whole through the state 4H Afterschool contacts.

During the NAE4-HA national conference in November 2005, a 4-H Afterschool committee was established with more than 40 4-H professionals offering leadership to meet the goals of 4-H Afterschool. The committee divided into three sub-committees. The committees are: 1) NAA Conference work; 2) Curricula; and 3) NAE4-HA. The three committees will work to provide training opportunities to after-school staff who attend the NAA 2006 conference and 4H professionals attending the 2006 NAA and NAE4-HA conferences. The curricula committee will help increase the amount of 4H Afterschool curricula available for use in after-school programs.

This shift emphasized that 4-H Afterschool is one of the on-going and many vehicles through which 4H programs are delivered and not a separate entity or program within the Extension system.



### **The National 4-H Afterschool Leadership Team**

From left to right: Ron Drum, National 4-H Council; Eric Killian, University of Nevada; Sheila Urban Smith, Michigan State University; Michael Newman, Mississippi State University; Theresa Ferrari, Ohio State University; Marlene Glasscock, Kansas State University; Bonita Williams, Lincoln University, Missouri; Eddie Locklear, National 4-H Council; Gretchen May, University of Massachusetts; Nancy Valentine, National 4-H Headquarters. Missing when photograph was taken was Ina Linville, University of Missouri; Lynda Harriman, Oklahoma State University; Lisa Lauxman, University of Arizona; Sharon Junge, University of California; Deirdre Thompson, University of California; Sam Suina, Institute of American Indian Arts; and Sherri Wright, National 4-H

Headquarters.

## **2. Provide overview of your efforts to share best practices within the 4-H organization.**

It is a priority of 4-H Afterschool to share best practices and provide resources to all stakeholders in the 4-H system. A diverse use of tactics ensures the wide dissemination of best practices within after-school programming. For the following tactics used by 4-H Afterschool, a progress of each is described below:

- Monthly State 4H Afterschool Contacts Conference Calls: Monthly calls serve as valuable opportunities for all stakeholders in the 4-H system to share best practices. In addition, monthly guests provide details of promising practices.
- Resource Guides: Two additional 4-H Afterschool Resource Guides are presently in development and will be introduced to the system in 2006. The first is designed to train 4H Volunteers to work in an after-school program and the second will identify quality after-school curricula. Each of these is a valuable resource that shares best practices.
- Conference Exhibits and Workshops: Best practices and 4-H Afterschool materials were disseminated and the JCPenney Afterschool Fund partnership was actively promoted both internally to the 4-H system and externally to collaborators reaching 10,369 individuals.
- 4-H Afterschool Web site: The 4-H Afterschool Web site continues to collect and share success stories that can be replicated as promising practices. As further upgrades and revisions are implemented on the site, a searchable “Frequently Asked Questions” or “What Works” section will be added.
- 4-H Afterschool electronic newsletter: This newsletter is serving as a vehicle through which local 4-H professionals can describe successful programs, identify individuals who have successfully implemented program concepts and identify curricula that have been shown as particularly useful in the after-school arena.



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- Afterschool Committee: During the November NAE4-HA Conference, the association created a 4-H Afterschool Committee. This committee's primary role will be to share 4-H Afterschool best practices in order to help advance the effort. Over 40 Extension Professionals attended this initial meeting ensuring the committee's initial success. The members established three sub-committees that will focus on after-school staff and Extension staff professional development and increasing the availability of quality after-school curricula.
- Journals and Publications: Extension professionals are being encouraged to publish their best practices in peer reviewed journals. Theresa Ferrari teamed up with Laurie Beth Hartzell Sweeney, Boys and Girls Clubs of Columbus Development Director to write the article "Building a Collaboration for Youth Development: The 'Club-Within-a-Club'" published in the February 2005 Journal of Extension (<http://www.joe.org/joe/2005february/a4.shtml>). 4-H has also received an invitation from Citizen Schools to write a chapter in the edited issue of Harvard's New Directions for Youth Development series, titled The Case for 21<sup>st</sup> Century Learning: How to Build a New Generation of Workforce and Civic Leaders. Dr. Cathann Kress at National 4H Headquarters is scheduled to write the article. Nancy Valentine is working with the NAA as they establish a new journal to be called "New Directions in Youth Development Journal". Extension professionals have submitted articles for review and Dale Blyth, Center Director and Assistant Dean, Center for 4-H Youth Development, University of Minnesota, has been nominated to sit on the Editorial Board.



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## APPENDIX A



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## APPENDIX B