

TRI-STATE 4-H CHINA INITIATIVE

Planning Meeting

PRESENT

Face to face: Michigan—Betsy Knox and Cyndi Mark; **Illinois**—Virginia Kuo, Martina Mohrbacher, Judy Taylor, Judy Schmidt, and Steve Wagoner

Via telenet: Iowa—Brenda Allen and Sok Leng

DATE

December 2, 2008 (2:00 – 5:30 p.m., resumed 7:00 – 9:00 p.m.)

December 3, 2008 (8:30 a.m. – 12:00 noon)

LOCATION

Livingston Unit Extension Office (Pontiac, Illinois)

Betsy Knox called the meeting to order and agreed to facilitate the meeting on December 2. The role was passed to Cyndi Mark the following day.

1. Agenda review

Betsy had a conversation on Monday, December 1, 2008 with Don Floyd, President of National 4-H Council. Don is very interested in our tri-state initiative and recognizes its significance in 4-H international programming. He said we (the Tri-state 4-H China Initiative) are part of the 4-H global movement. Betsy's report on her conversation with Don and the questions he wants addressed were added to the agenda.

2. Introduction

We responded to these questions: (1) Why are you interested in the initiatives?; and (2) What are your strengths and skills?

State Response: MICHIGAN

- *Cyndi* – 29 years in Extension; 5-point character development (community-based service learning, citizenship, public policy, government, and issues); understanding clubs; starting clubs in Belize; online classes and Breeze courses in leadership and teen leadership; mentoring and leadership development; community involvement; administrative experience; grants; teaching; local, state, and national work experience; is part of this initiative because she wants to do something new, China has a lot to offer, we have something to share too, and it's mutually beneficial.
- *Betsy* – experience in India and international living right after college; taught high school in Philadelphia, Los Angeles, and Chicago; 28 years in Extension; started as visual and performing arts specialist and then shooting sports, natural resources, and environmental education; now do global and cultural education; have worked in China for 20 years in 9 different programs (Chinese music and dance theater gave 37 performances to 2,300 youth and 5,000 adults through the Kellogg Foundation and 50 other funders; "Discover China" as a teaching curriculum with study guides connected to the music and dance theater; "Discover Chinese Dance" using costumes, masks, etc. left behind by music and dance theater; Children's Art Exchange where K-6th graders share visual letters through their drawings and paintings, all are titled and some have a story—see Michigan 4-H arts web site; "Discover the Children of China" (audio-visual program); Chinese grad students visiting rural

Michigan classrooms; Chinese brush painting project reaching 5,000 children and funded through a grant from the Arts Council; Wu Hong Province teacher exchange involving a teacher visiting a rural and urban area; 4-H leader training at Kettunen Center; big picture and event planning; collaborating; Collaborative Arts Initiative (CAI) around public issues.

- *Current efforts* – “Discover Chinese Dance”; Children’s Art Exchange; “Discover the Children of China”; link to National Agro-Technical Extension and Service Center (NATEC) in Beijing (interested in working with rural youth and older youth leaving rural areas)—have worked with Extension on grants, would have a team of experts to work with Extension as technical advisers in Beijing, have a plant base.

State Response: IOWA

- *Sub Long* — coordinating all international experiences.
- *Brenda* — 9 years in Extension; leadership and youth-in-governance training for youth and adults; IFYE; taught overseas; trips to West Africa and Bolivia.
- *Current effort* — private company (agricultural business leaders) interested in bringing in a small number (20) of Chinese youth (ages 14-16) from southern China in mid-July for 4-H summer camps to focus on cultural learning, leadership, and English language development; company responsible for marketing and recruitment in China, and will take a cut in the profits; received international grant; primarily involving families of private company employees who will pay for their children’s experience; essential elements include a 3-week camp experience (i.e. horses, water, etc.) at multiple camps to have a mutual cultural sharing experience; might combine with Illinois and Michigan (4-H Explorations June 24-26, Great Lakes Natural Resource Camp, and Camp Kidwell) too.

State Response: ILLINOIS

- *Steve Wagner* — 25 (almost 26) years in Extension; has 4-H experience in Illinois and Wisconsin which helps to broaden his views of 4-H in China; leadership development for younger youth (including teens) and University students; China is huge (i.e. Shanghai) with opportunities to use his strengths; involved in this initiative because the University of Illinois Extension China Study Tour PDO (Professional Development Opportunity) in April 2008 was very encouraging and inspiring.
- *Judy Taylor* — 20 years in Extension; involved in this initiative because of knowing Virginia and talking to her for many years about introducing 4-H to China; view of international programming has been confirmed since the China Study Tour PDO in April 2008; character education; volunteer development with innovative ideas; special interest or strength also is in science; besides Extension leadership in many programming areas, strengths also include “Character Counts” across the United States and internationally.
- *Judy Schmidt* — 8 years in Extension; interest in 4-H programming in China started with knowing Virginia and talking to her (like Judy Taylor) about introducing 4-H to China; co-proposed with Virginia the China Study Tour PDO in April 2008 which started her interest in and connection to programming in China; youth leadership; cultural competency (i.e. co-developing with Virginia a 4-H curriculum “Windows to Asian Cultures.”)
- *Virginia Kao* — 8 years in Extension; originally from China with Chinese culture and language skills; has current contacts in China especially in the education field; co-initiated and co-organized the China Study Tour PDO in April 2008; involved in this initiative because of her passion for 4-H youth development and her view of the significance of 4-H going global; character development; service learning; “Going Solo”; cultural competency development; co-developing a 4-H curriculum “Windows to Asian Cultures” with Judy Schmidt and “Forever Friends” web lessons on Asia with other University of Illinois Extension professionals.
- *Martina* — 3 years in Extension; involved in this initiative because it is partially her job responsibility; German Development Aid; sociology background; have learned lessons of not superimposing practices

and desires on other countries; “Going Solo” visit to China and follow-up subsequent multiple trips to continue the emphasis; interest in China is growing.

- *Current efforts* – **Sanda University:** Hopes to host a 2009 summer camp in Shanghai using 6 Extension educators/staff for 600 Chinese youth to learn English, and has incorporated 4-H into their existing after school program where University students get course credit by ‘volunteering’ in the after school setting. **Wenzhou University:** Did “Going Solo” (youth entrepreneurship) training; intend to target their vanguard class of cream-of-the-crop students with English “Going Solo”, other Universities with “Going Solo” training, and interested local businesses; experiencing personnel changes (4-H contact person resigned) so have not started 4-H; wants to use 4-H project manuals. **Shanghai:** Taking 4 University of Illinois students to present information in January on “Going Solo” at Fudan University and Chinese Europe Business College in Shanghai, and will connect with a business called New Oriental.

IDEAS:

- ✚ Connect with US Senators and Congressional representatives to educate them on program activities and gain access to Chinese government officials
- ✚ Need to demonstrate outcomes (desired competencies) in our international efforts
- ✚ Need to do scientific needs assessment and connect with the Chinese government
- ✚ If working in rural areas, we will not be able to charge—if we want to generate revenue, we need to go to developed areas
- ✚ Consider charging more at the wealthy camps to generate funds to use at camps for needy children (both tri-state camps in Iowa, Michigan, and Illinois for Chinese children and summer camps in China)—need to include ALL expenses including staff travel and time in a contract for China

QUESTIONS FROM DON FLOYD:

1. *What is the unique value proposition of 4-H?*

- ⇒ Experiential learning in an informal setting (do-reflect-apply) {6}
- ⇒ University research-base connection {6}
- ⇒ Funding imbeds us in communities (3 levels of government and private sectors) {5}
- ⇒ Life skills while learning a subject matter in the context of a project/activity {5}
- ⇒ Non-religious {3}
- ⇒ Volunteer component is the backbone {2}
- ⇒ Long-term experiences from 5-19 years of age (age inclusive) {2}
- ⇒ Youth development focus while educating the whole child {1}
- ⇒ Parent/family involvement {1}
- ⇒ Informal or non-formal setting
- ⇒ Electronic system
- ⇒ National network
- ⇒ Various program delivery modes
- ⇒ Curriculum/training
- ⇒ Voice and choice (youth have a voice)
- ⇒ Community-based
- ⇒ Variety of projects
- ⇒ International experience already
- ⇒ “Grassroots” structure

2. *What would be culturally appropriate, and what adaptations are needed?*

FIT:

- ⇒ Non-religious based
- ⇒ Cultural adaptations
- ⇒ Education is important
- ⇒ Life skill of teamwork
- ⇒ Community service for the 'collective good'
- ⇒ Concept of youth entrepreneurship
- ⇒ Career preparation
- ⇒ Character education

ADAPTATIONS:

- ⇒ 'Volunteers' need to be defined differently (i.e. use University students or teachers)
- ⇒ Character education related to citizenship
- ⇒ Adapt the approach to leadership (less focus on personal leadership development and more on leadership in groups/for the common group)
- ⇒ University connection
- ⇒ Community approach
- ⇒ Child's role/parent's role
- ⇒ Funding mechanism
- ⇒ Involve parents first
- ⇒ Help parents understand options
- ⇒ Academics are important (how 4-H will benefit the child academically)
- ⇒ Some subjects will need to be adapted

3. *How can we connect multiple systems in China to 4-H, and what is the role each can play?*

(Everything in China is controlled only at different degrees!)

GOVERNMENT:

- ⇒ Financial
- ⇒ Ministry of Education
- ⇒ Education Department 'public schools'
- ⇒ Support from other government organizations to be determined (i.e. NATEC)
- ⇒ All China Youth Organization (access to schools)
- ⇒ All China Youth Federation (ACYF) (comprised of MANY youth organizations, train ACYF staff to be 'educators')

BUSINESS:

- ⇒ Get support
- ⇒ See value in the community
- ⇒ Financial support to make it happen
- ⇒ Employees' children

COMMUNITY ORGANIZATIONS:

- ⇒ Find potential 'helpers'
- ⇒ Logistics such as locations to meet

NON-PROFITS:

- ⇒ (Check presence in China)
- ⇒ Religious-based non-profits
- ⇒ Investigate Chinese non-profits in the United States
- ⇒ International Youth Foundation
- ⇒ Volunteer organizations in the United States (i.e. Points of Light)

UNIVERSITY:

- ⇒ Sites for programs
- ⇒ Research-base for curriculum
- ⇒ College-age volunteers and helpers
- ⇒ Technical experts

PUBLIC SCHOOLS:

- ⇒ Teachers as leaders

PRIVATE SCHOOLS:

- ⇒ Families bring Chinese students to go to school
- ⇒ Sites for programs
- ⇒ Families send their children to Chinese-emphasis schools in the United States

FAMILY:

- ⇒ May or may not have money
- ⇒ Volunteers
- ⇒ Make decisions for their children
- ⇒ Show families why 4-H is good

YOUTH ORGANIZATIONS:

- ⇒ Young Pioneers
- ⇒ Youth League

4. *What does it mean to be part of a 4-H program in China? Will the focus be on a specific issue such as the environment?*

- ⇒ 4-H IDENTITY
- ⇒ Global identity
- ⇒ Pledge in the Chinese language
- ⇒ Part of a greater group (part of the whole)
- ⇒ Part of an American program
- ⇒ Communication and leadership skills
- ⇒ Gain subject matter skills
- ⇒ Character development
- ⇒ Give back to the community through 'community service'
- ⇒ Work as a team (service, business, community, etc.)
- ⇒ Career preparation and business entrepreneurs
- ⇒ Marketable skills
- ⇒ Youth voice, input, or involvement
- ⇒ Parent voice, input, or involvement

CONTRACTUAL COMPONENTS:

Group 1:

- ⇒ Further develop the tri-state camp idea from Iowa
- ⇒ Chinese campers return home to China and start 4-H clubs/groups (United States Extension staff and campers provide training at camp on starting and maintaining 4-H clubs, and then provide ongoing training and technical assistance once back home in China via technology)
- ⇒ Sponsoring Chinese organization sends one adult per every 5 campers to the camps as 4-H adult helpers (adults might be business employees who might also be parents of the campers, University students, and

- school teachers; important to build relationships with adults while here at the camps to better start and sustain follow-up 4-H clubs/groups in China; adults serve as 4-H helpers in Chinese 4-H clubs/groups)
- ⇒ Need to emphasize English and Chinese language development (tandem learning) among BOTH Chinese and American campers
 - ⇒ Need to utilize current technology to the fullest extent (e-pals/e-mentors, 4-H Access, blogs, etc.)
 - ⇒ Need to develop a business plan including short- and long-term outcomes
 - ⇒ Need to include leadership components
 - ⇒ Need to maintain a 4-H club/group relationship for 9-12 months with technological assistance/connectivity
 - ⇒ Consider targeting either urban or rural audiences (rural audiences have a different set of challenges)
 - ⇒ Need to integrate camps in all 3 states into existing camping experiences
 - ⇒ Both countries need to commit to the project financially (fees for Chinese campers need to fund a United States coordinator or ideally a coordinator for each state)

Group 2:

PROGRAMMING IDEAS

- ⇒ Summer 4-H camp (3 states partner with Sanda University and other locations in China)
- ⇒ Art Exchange between Michigan and China
- ⇒ Pilot 4-H experiences in China
- ⇒ Confucius Institute involving 4-H partners for funding and cultural learning in the United States
- ⇒ Volunteerism (targeting grandparents, other family members, community representatives, etc.) in 4-H community and after school clubs—provide training to be supportive of their grandchild in 4-H
- ⇒ Entrepreneurship experience (i.e. “Going Solo”)
- ⇒ Character education
- ⇒ Cross-generational service learning

PROPOSAL/CONTRACT COMPONENTS

1. Funding proposal

2. Programming proposal (“what we can offer to China”)

- Target outcomes
- Identify who will do what part of a proposal
- Needs assessment
- Look at current research (both American and Chinese research on relevant topics such as starting and sustaining effective groups, youth leadership development, etc. and on successful youth program models already being implemented in China)
- Time frame
- Identify activities
- Market our initiative through Clover Corner News, the 2009 National 4-H Conference, etc.
- Title of 3-state initiative is **“Global 4-H Network: China”**

VISION TERMS:

- Developing
- Youth
- Sustainable
- Adults
- Appropriate
- Cultural understanding
- Transferable
- Chinese
- American

- To grow
- Positive change
- Interaction between China and the United States
- China and United States youth and adult exchange

NEEDED:

- 5-year plan
- Vision statement
- Goals
- Objectives
- Tasks → Responsibilities → Action Plan

VISION STATEMENT:

To develop a sustainable 4-H program in which youth and adults in China and the United States learn, grow, and work together as catalysts for positive change.

PLAN OF WORK TIMELINE:

Year 1 – 2009:

- Develop tools for and conduct needs assessment in China (*Virginia and Betsy*)
- Conduct literature review (*Virginia and Betsy*)
- Conduct United States staff training on technology including 4-H Access (*Cyndi, Judy Taylor, and Betsy*)
- Conduct Iowa camp (*Brenda, Steve to maybe visit*)
- Investigate Confucius Institute at University of Illinois (*Virginia and Martina*)
- Complete 3-state camp planning year (*Steve—IL, Betsy—MI, and Brenda—IA*)
- Identify Chinese and United States partners (*Virginia, Betsy, and Sok Leng*)
- Assist with Chinese summer camp (*Martina and 6 IL Educators to help in China*)
- Develop outcome and process evaluation plan (*Betsy and Cyndi*)
- Write business plan including funding proposal and programming concept paper—focus on subject areas of character education, leadership, entrepreneurship, community service learning, and volunteerism (*Steve to find template, all to help from there*)
- Develop and start marketing plan (*Judy Taylor and Judy Schmidt*)
- Keep Don Floyd informed of progress (*Betsy*)
- Develop and submit NAE4-HA seminar/poster session proposal (*IL*)
- Conduct Michigan-Chinese Art Exchange (*Betsy*)
- Start and manage project management web site (*Judy Taylor*)
- Start and manage external web site (*Virginia*)
- Structure and begin e-pals/e-mentors program via possibly 4-H Access (*Judy Taylor*)
- Hold March, June, and December conference calls (*Betsy to coordinate dates, Iowa to host in March*)

Year 2 – 2010:

- Hold quarterly conference calls
- Implement business plan
- Hold 3-state camp
- Develop online visual/photography reflection journal, scrapbook, or portfolio
- Initiate visual learning project
- Expand Michigan Art Exchange in IL
- Establish 4-H clubs/groups in China

- Establish and sustain 4-H exchange process
- Train Chinese and United States volunteers and Extension staff
- Implement outcome and process evaluation plan
- Continue project management web site
- Continue external web site
- Continue marketing plan

Year 3 – 2011:

- Sustain and enhance 4-H clubs/groups
- Expand business plan to include National 4-H Mission Mandates SET and Healthy Lifestyles
- Continue outcome and process evaluation plan
- Continue training of Chinese and United States volunteers and Extension staff
- Continue project management web site
- Continue external web site
- Continue marketing plan

Years 4 & 5 – 2012 & 2013:

- Continue to sustain and enhance 4-H clubs/groups
- Involve past 4-H club/group members and adult helpers in starting new 4-H clubs/groups
- Continue outcome and process evaluation plan
- Continue training of Chinese and United States volunteers and Extension staff
- Continue project management web site
- Continue external web site
- Plan and complete reports to key stakeholders/funders
- Determine future 4-H relationships with China
- *4-H program in China established, expanded, and sustained!*

*Notes taken by
Steve Wagoner, Extension Educator, Youth Development, University of Illinois Extension;
edited by entire Tri-state 4-H China Initiative Team*