

## National Conversation on Youth Development in the 21st Century

This page shows the action plans that each of the participating counties in Washington State came up with. The [State Conversation](#) on Youth Development took place January 24th. To find more information and read about conversations in other states go to:

<http://www.4hcentennial.org/conversations/main.asp>

COUNTY	PRIORITIES SET BY EACH COUNTY
Adams	<ol style="list-style-type: none"> <li>1. More After school/Out of school time programs/activities More classes on arts/film making, animals, computer, dance, cooking - but also more clubs - horseback riding, swim. Opportunities for kids from all small towns to get together more.</li> <li>2. Build a theme park/recreation center place for kids/youth to go</li> <li>3. More opportunities/programs to build Elderly - Youth relations. Community youth and elderly projects - such as foster grandparents, kids service projects helping the elderly, Family Nights and Strengthening Families program, etc.</li> <li>4. Greater transportation available for youth that want to be involved.</li> <li>5. City Library needed in Lind</li> <li>6. Provide high enough wage jobs so that only one wage earner is needed per family.</li> </ol>
Asotin	<ol style="list-style-type: none"> <li>1. Continue to expand school enrichment and after school 4-H/youth development programs.</li> <li>2. Improve upon the marketing of all 4-H programs in order have greater impact upon county youth.</li> <li>3. Recruit and retain additional new 4-H leaders in traditional and non-traditional project areas.</li> <li>4. Expand hands-on activities through Super Saturdays, Family Nights Out and similar programs.</li> <li>5. Seek out additional financial and in-kind support in order to increase the size and scope of 4-H in Asotin County.</li> </ol>

<p><b>Benton/Franklin</b></p>	<ol style="list-style-type: none"> <li>1. Emphasize Communications: <i>(Access, Equity, Opportunity)</i> Develop effective communications to empower youth, adults, families and community groups that will increase access, equity, and opportunities for youth.</li> <li>2. Emphasize Ethics: <i>(Extraordinary Place to Live and Learn)</i> Develop programs and education that strengthen moral values focused on working together, family involvement, parental support and holding youth accountable.</li> <li>3. Emphasize Education: <i>(Organizational Systems)</i> Offer up-to-date programs that involve and excite youth but still teach life skills.</li> <li>4. Emphasize Coalitions: <i>(Power of Youth)</i> Create a coalition of all youth activities and a youth council to work alongside adults in developing and implementing programs.</li> <li>5. Emphasize Teamwork: <i>(Exceptional People, Innovative Practices)</i> Encourage more cooperation between youth organizations creating group projects and community service initiatives.</li> </ol>
<p><b>Chelan/Douglas</b></p>	<ol style="list-style-type: none"> <li>1. Create opportunities for youth to feel valued and important within their communities. <i>(Access, Equity, and Opportunity)</i></li> <li>2. Invest time and money in youth; create activities for all interests by supporting youth activities (time and money)." <i>(Access, Equity, and Opportunity)</i></li> <li>3. Involve youth in decision making processes related to youth development programs. <i>(Power of Youth)</i></li> <li>4. Teach good ideas and morals. <i>(Exceptional People, Innovative Practices)</i></li> <li>5. Develop meaningful programs that stimulate youth to become active life-long learners . . . providing fun activities involving both youth and adults as partners. <i>(Exceptional People, Innovative Practices)</i></li> </ol>
<p><b>Clallam</b></p>	<ol style="list-style-type: none"> <li>1. <i>Power of Youth</i> - Change perspective adults have of youth.</li> <li>2. <i>Access, Equity and Opportunity</i> - Aim programs for all.</li> <li>3. <i>Extraordinary Place to Live and Learn</i> - Seek out good teachers.</li> <li>4. <i>Exceptional People, Innovative Practices</i> - Seek out adults, challenge them to step up to the plate.</li> <li>5. <i>Effective Organizational Systems</i> - Collaborative youth programming is essential.</li> </ol>
<p><b>Clark</b></p>	
<p><b>Columbia</b></p>	

<b>Cowlitz/Wahkiakum</b>	<ol style="list-style-type: none"> <li>1. Job skills, job apprenticeships and job mentoring</li> <li>2. Mentoring - Adult-to-youth and peer-to-peer</li> <li>3. Strengthening families through parent education and support</li> <li>4. Access to health care (including mental health) for at-risk youth</li> <li>5. Out-of-school activities and safe places to go (after school for elementary, other out-of-school for older youth)</li> </ol>
<b>Douglas</b>	See Chelan
<b>Ferry/Stevens</b>	<ol style="list-style-type: none"> <li>1. Increase 4-H involvement</li> <li>2. Improve the beauty of Stevens and Ferry Counties</li> <li>3. Make the voices and concerns of Eastern Washington heard</li> <li>4. Contribute to creating out youth into productive, caring citizens</li> <li>5. Make the best better</li> </ol>
<b>Franklin</b>	See Benton
<b>Garfield</b>	
<b>Grant</b>	
<b>Grays Harbor</b>	<ol style="list-style-type: none"> <li>1. Increased funding for agencies working with youth. <i>Explanation:</i> We felt that agencies working with youth are limited in what services they can offer by inadequate funding. It was also decided that whatever the funding level, agencies working with youth should increase sharing their resources. This includes advertising youth opportunities more widely so that more young people can take advantage of opportunities that exist.</li> <li>2. Youth preparation for adult life <i>Explanation:</i> Young people who have had limited experiences can be overwhelmed when they leave home, and have difficulties in college or at work. Youth should have more opportunities to travel outside their home communities, and have more exposure to new places and new learning experiences before they leave home.</li> <li>3. Youth need something to do and someplace to do it. <i>Explanation:</i> Particularly in East County, there are few activities for youth to be involved in after school. A safe place to go with planned and supervised activities would be utilized by many young people.</li> <li>4. Youth/adult support network <i>Explanation:</i> Youth need opportunities to be involved with younger children, as mentors and role models. They also would like to be involved with adults who can provide mentoring and emotional support (both formal and informal) to them.</li> </ol>

	<p>5. Empowering youth leaders, and acknowledging leadership across groups.  <i>Youth in all programs</i> should have more decision-making responsibilities. In addition, leadership should be recognized across groups. The example given was a "leadership day" held at a local school, which recognized student athletes and officers, but did not recognize students who were leaders in 4-H, FFA, or other activities.</p>
<b>Island</b>	
<b>Jefferson</b>	
<b>King</b>	<ol style="list-style-type: none"> <li>1. <i>Power of Youth:</i>  Together with youth, create a Service Learning "Resource department" that would enable youth to put learned skills into practice, participate more fully in or democracy and allow them to complete mandatory school graduation requirements regarding community service.</li> <li>2. <i>Access, Equity and Opportunity:</i>  Publicize the "good deeds" of local youth as a part of educating the public about organizations such as 4-H through advertising to allow more of the public to access youth programs.</li> <li>3. <i>Extraordinary Places to Live and Learn:</i>  Provide the less fortunate with prosperous opportunities so we may all live and learn equally. Create Community Learning Centers (CLCs) with a minimum of 2 full time youth development coordinators at a central 4-H site and/or at key middle schools in the City and County and align the culturally diverse and fun activities at those centers with Essential Academic Learning Requirements.</li> <li>4. <i>Exceptional People, Innovative Practices:</i>  While increasing opportunities for caring adults to volunteer with and mentor youth, require adults to share responsibility and encourage youth to take positions of leadership.</li> <li>5. <i>Effective Organizational Systems:</i>  Challenge businesses, non-profits, government and higher education to create, expand and advertise Youth Employment opportunities, including paid internships and career shadowing, throughout the year.</li> </ol>
<b>Kitsap</b>	
<b>Kittitas</b>	<ol style="list-style-type: none"> <li>1. Mentoring across cultures, generations, ages, and across the street.</li> <li>2. Increased community support of youth programs, including arts.</li> <li>3. Parent preparation and development; including more parent involvement, parent education classes, and parenting classes that involve children.</li> <li>4. Children learn how to connect with each other, other generations, animal/plant life, earth, water, air.</li> <li>5. Create a network to bring those working for youth together.</li> </ol>

<p><b>Klickitat</b></p>	<ol style="list-style-type: none"> <li>1. Create opportunities for youths to experience interaction with positive, caring adults.</li> <li>2. Create and emphasize environments where youths interact with more than just technology.</li> <li>3. Encourage more positive parental involvement.</li> <li>4. Create stronger support networks between parents.</li> <li>5. Put more emphasis on community service, especially as a family.</li> <li>6. Improve communication between youths and adults.</li> </ol>
<p><b>Lewis</b></p>	
<p><b>Lincoln</b></p>	<ol style="list-style-type: none"> <li>1. Mentoring programs &amp; opportunities for youth and adults to teach others: foreign languages, computers, reading classes, arts, shop classes, etc.</li> <li>2. Tutoring - Teens and adults helping others with homework.</li> <li>3. Cross-cultural opportunities - to work and play with youth of diverse backgrounds: ethnic, financial, environmental, etc.</li> <li>4. Build a Youth/Community Center - a place where youth can gather.</li> <li>5. Community Event Coordinator - record and coordinate all activities in a community.</li> <li>6. More summer activities: especially for youth under 12 years of age.</li> </ol>
<p><b>Mason</b></p>	
<p><b>Okanogan</b></p>	
<p><b>Pacific</b></p>	
<p><b>Pend Oreille</b></p>	
<p><b>Pierce</b></p>	<p>Access, Equity and Opportunity:</p> <ol style="list-style-type: none"> <li>1. Create classes for youth on job search techniques.</li> <li>2. Create a way for youth to understand other youth's cultural and ethnic growth.</li> </ol> <p>Power of youth:</p> <ol style="list-style-type: none"> <li>1. Scholarship for education ( youth fundraisers).</li> <li>2. Make youth voting members of every governing organization.</li> </ol> <p>Extraordinary places to live and learn</p> <p>Create a facility for fun youth activities and mentoring.</p>
<p><b>San Juan</b></p>	

<p><b>Skagit</b></p>	<p>Develop a Teen Advisory Board that would include representatives from the five high schools, the local tribes, 4-H and FFA, local government agencies dealing with youth, Boys and Girls clubs, YMCA, teen shelters, Scouts, etc. The point of this is to give teens an avenue to discuss issues that relate to teens. The county commissioners would be asked to participate in this process as many of the issues relating to teens will also relate to county government. The teens will also be given the task of developing ideas to entice youth to participate in activities that relate to personal growth, government and social activities.</p>
<p><b>Snohomish</b></p>	<p><i>Power of Youth</i>  --Create opportunities to assist adults in changing their attitudes towards youth; help adults perceive youth as valued partners</p> <p><i>Extraordinary Place to Live and Learn</i>  --Provide opportunities in small/rural towns for positive activities for youth</p> <p><i>Emphasize Teamwork</i>  --Create opportunities for youth agencies to form partnerships to address substance abuse issues</p> <p><i>Access, Equity, Opportunity</i>  --Create opportunities to increase participation of diverse membership; increase cultural awareness of both youth and adults</p> <p><i>Extraordinary Place to Live and Learn</i>  --Address safety issues in communities, youth groups and schools</p>
<p><b>Spokane</b></p>	<p><b>1. Nationally 4H needs to be promoted intensely.</b> Show all kinds of kids doing all kinds of projects in all kinds of weather in all kinds of places. "4H is more than just clubs." No words are necessary except "Call 4H." 4H needs to be easier to find in phone books, it is easy to find with a web search.</p> <p><b>2. Master 4H Leader designation</b></p> <ul style="list-style-type: none"> <li>• earned after several years of taking classes and participating in 4H projects and activities with youth</li> <li>• provide expectations of leaders</li> <li>• train how to be partners with youth</li> <li>• have innovative leaders show how they are leading</li> <li>• understand "Learn by Doing" includes learning from mistakes, trials, AND successes</li> <li>• understand stages of development of humans</li> </ul> <p><b>3. Mentoring Programs in all projects</b></p> <ul style="list-style-type: none"> <li>• Make New People feel welcome and included immediately</li> <li>• Have opportunity for new members to learn about their project quickly, i.e., annual Project Day</li> </ul>

	<ul style="list-style-type: none"> <li>• discover community members in and outside 4-H who have valuable expertise and invite them to share</li> <li>• Reach out to all youth who are not in 4H: urban, those not involved in other activities, through schools, homeschooling families, churches, community centers, &amp; other youth organizations.</li> </ul> <p><b>4. Make youth/adult partnership a component of all aspects of 4-H - Councils, Committees, Boards, Promotion, Events, Activities, etc.</b></p> <ul style="list-style-type: none"> <li>• youth are allowed to have meaningful roles</li> </ul> <p><b>5. Keep curriculum updated and continually add new materials</b></p> <ul style="list-style-type: none"> <li>• 4-H has excellent curriculum but needs more</li> <li>• States could share curriculum through an "exchange"</li> <li>• Make more people aware of the publications/curriculum</li> </ul>
<b>Stevens</b>	See Ferry
<b>Thurston</b>	<ol style="list-style-type: none"> <li>1. Develop A More Varied Program (Provide Variety in 4-H Delivery) <ul style="list-style-type: none"> <li>· After-school programs</li> <li>· Short-term &amp; Special Interest programs</li> <li>· Part-time positions (volunteer and paid)</li> <li>· Work Force Preparation job opportunities</li> <li>· Target Middle School age</li> </ul> </li> <li>2. Develop More Leadership Opportunities (Develop Youth Leadership) <ul style="list-style-type: none"> <li>· Youth on boards, Councils, advisory roles</li> <li>· Youth and adults working together</li> <li>· Youth as teachers</li> <li>· Youth "Train the Trainer" &amp; liaison roles</li> </ul> </li> <li>3. Develop A More Diverse 4-H Program (Address Diversity) <ul style="list-style-type: none"> <li>· Recruit in underserved areas - low income, ethnicity, age, location, etc.</li> <li>· Use outside resources</li> </ul> </li> <li>4. Develop Better Communication (Improve Communication) <ul style="list-style-type: none"> <li>· Use of Internet</li> <li>· TV &amp; Radio PSA's (media)</li> <li>· Network with other organizations</li> <li>· Improve communication within 4-H</li> </ul> </li> </ol>
<b>Wahkiakum</b>	See Cowlitz

<b>Walla Walla</b>	
<b>Whatcom</b>	
<b>Whitman</b>	<ol style="list-style-type: none"> <li>1. We can do some anti-drug things because, at least in my town, drugs, especially marijuana, are popular w/ a bunch of people. Get the youth more involved in community works because not a lot of people are involved in that.</li> <li>2. Provide alternative options for youth for activities. Make 4-H more known to the kids around here. If we were doing things so that 4-H becomes better known then maybe we would get more members. Seems like the only thing there is to do is sports. Maybe encourage more cooperation with schools instead of only FFA.</li> <li>3. With budget constraints, we must continue to push for funding at the county and state level to continue to find and ensure our youth an educational and life learning experience within the 4-H program. We need to prepare our youth for the future. Life skills are very important.</li> <li>4. Youth Empowerment Opportunities. Giving youth the chance to have their voices heard, leadership skills, workforce prep, etc. It is important that we get programs for teens such as ambassadors. This will give youth the opportunity to stay involved in 4-H, get involved for the first time, and learn to be successful individuals.</li> <li>5. More publicity needs to be done to encourage more adults to lead groups in the smaller communities. There are many children who want and need to do something interesting to keep out of trouble.</li> </ol>
<b>Yakima</b>	