

4-H

COOPERATION EXTENSION

UNIVERSITY OF CALIFORNIA

CLOVER NOTES

LOS ANGELES COUNTY 4-H YOUTH DEVELOPMENT PROGRAM



MAY 2005



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Visit our website at <http://celosangeles.ucdavis.edu>

Club News

Palos Verdes Peninsula 4-H

19 PVP's 4-H'ers took a trip to the Grand Canyon over spring break. We backpacked 11 miles into an Indian Reservation called Havasupai about 60 miles west of the Grand Canyon National Park. There are 5 waterfalls within 3 miles. They had a great 

Dee Keese, PVP Club Leader



County News

LA County 4-H Judging Day – Cancelled

Due scheduling conflicts, Judging Day is cancelled! We apologize for any inconveniences this may have caused. If you have any questions please call Charlene Moore at (661) 723-4481.

Enrollment Program Year 2005/2006

The enrollment process for the coming year is basically the same:

The initial re-enrollment deadline is **August 12th, 2005**. **All 4-H members and leaders who will be actively participating in 4-H activities during the months of July, August and September must be re-enrolled by this date.** This is especially important for 4-H'ers who are planning to participate in fairs during this period.

Final enrollment will be due to the County Office **November 18, 2005**. (This includes new members and re-enrolled members who you did not turn in to the Office in August).

Enrollment and Accident Insurance fees are **\$8.00** for members, and **\$4.00** for leaders.

If you have any questions, please contact Roy Hillstock at (323) 260-3854. Also included will be

Summer Camp 2005

Summer Camp 2005 is approaching. Plan ahead to attend this great event. Forms and additional information are available online from the County's website under Summer Camp or at: <http://www.4hsummercamp.com/> the Official Summer Camp2004 website. Lets make this event one to remember!

Share your 4-H experiences

4-H'ers, share your 4-H experiences by submitting articles to be published in Clover Notes. Articles may include club news, photos, community service projects, and/or anything you or your club would like to share. Submit your articles to Roy Hillstock at the LA County 4-H Office, PO Box 22255, Los Angeles, Ca 90022 or email at rlhillstock@ucdavis.edu

Volunteer Leaders Luncheon

On Saturday, April 16, 2005, the L.A. County 4-H office sponsored its annual 4-H Leader's Recognition Luncheon at the Odyssey Restaurant in Granada Hills. It was a successful event. This years pin recipients are as follows:

2005 Pin Recipients

1st year:

Sandra Bowles
Linda Schalcher
Kenneth Price
Lance Nelson
Cecilia Fisher
Charmaine Jimmink
Katherine Wilmarth

Natasha Ross
Teddiann Sadler
Lynn Joseph
Carmen Chkinson
Leo Sum
Sharon Carter
John Scott
Hemalata Dandle

Jim Bowles
Elvira Morales
Dennis Mifflin
Eric Nisbet
Patricia Williams
John Heckel
John Schmutz

5 years:

Tina Hatcher
Diana Jaegers
Myrle McLernon
Donna Bigler
Vicki Des Voigne
Richard Jimmink
Ellen Sandor
Kun Inadomi
Kelly Kuhn
Debra Hawker
Monica Herriott

Cheryl Rachal
Frank Cosola
Victoria Schell
John Bigler
Susan Burkhardt
Kevin Rasmussen
Doug Harbison
Peter Michel
Julie Booth
Roberta Thompson
Leonard Rohaley

Christina Mac Gillwray
Christine McLernon-
Lisa Gear
Scot D Des Voigne
Lisa Heckel
Jessica Rodriguez
Sheree Heke
Debbie Moore
La Tuana Breaux
Michael Burroughs
Sharon Rohaley

10 years:

Debbie Treadwell
Kristi Anderson
Stephan Blank
Victoria Rosenfield

Doug Keese
Barbara Morris
Paul Green

Leila Williams
Kenneth Morris
Darla Butler

15 years:

Cleone Hatwan
James Tong

Ratna Ramirez
Dana Ritter

Pam Leighton

20 years:

Bill Flanagan

Betty Gregory

25 years:

David Lewis

60 years:

MARY LASH

Honorary Mentions:

34 years: Barbara Hales
36 years: Gwen Reimann
43 years: Emily Lewis
48 years: Alan Bushaw
47 years: Eldora Barnes

County Project Recognition (Record Book Judging)

The LA County 4-H Project Recognition (Record Book Judging) will be basically the same as last year. The dates of July 8 and 9 that appear in the LA County 4-H Calendar are accurate as the deadlines to turn in records books. Books are due to the LA or AV 4-H office by 4pm on Tuesday, July 5. Books can also be given to a member of the county I&R committee by 10pm on Wednesday, July 6. Plan ahead. Be sure forms are completed and signed appropriately. Books delivered beyond these deadlines are not accepted or judged.

The 2005 4-H project Awards ID Form and Checklist is printed in this in this edition of Clover Notes. Please read over the instructions carefully and follow the directions. When indicating the project area, check that the project area is listed on the back of the Guidelines page. Awards are only given in the project areas indicated on that list.

The results of the county judging of record books are announced at the County Awards Day program on Sunday, July 17 at the Agua Dulce Women's Club Bldg. To encourage members to submit their records and to attend the County Awards Day program, we plan to again have two drawings at the event. There will be a drawing for a \$15 and a \$10 award from each of the following: those who submit their 4-H records to county competition and those who attend the County Awards Day program (that will result in 4 money awards being given).

If you have any questions, call Noel Keller (909-621-2373) or your district I&R representative.

Check that all 4-H forms are completed correctly

As we approach the end of this 4-H year, we again want to remind leaders and members that it is important that 4-H forms are completed correctly. Please take the time to go over correct record keeping with your club members. Don't wait until the end of the year when everything is in a rush. Remember to have the records reviewed and signed by the appropriate leaders on time. Observe the deadlines when records must be turned in for evaluation and competition. It is not the responsibility of leaders to turn in member records, but as a courtesy to their members, some leaders do turn their members' records in for the competition.

Clubs Represented at County Records Judging

AGAIN THIS YEAR – Please take notice.

Continuing this year, any club that does not have at least one adult representative at at least one of the judging days will not have their members' records eligible for county awards. This means that each club that submits at least one record book for the county competition should have at least one adult representative at at least one of the judging days (July 8 and 9) from about 9am to 5pm. If a club does not have a representative there, the record books from that club will not be judged for county awards. Plan ahead. The adult club representative does not have to be experienced at judging record books. There is a Judges' Orientation before the judging on each day. The judging is expected to occur at a central location to be announced. The name(s) of the club representative should be turned into Noel Keller (909-621- 2373) by July 7.

Judges needed for County Project Recognition

Judging the member records (Record Books) for the county competition is always a large task. Leaders are encouraged to volunteer to help with this process. Leaders from all districts will conduct record book judging. It would be advisable to have at least one judge from each club as part of the judging process. No prior judging experience is required. Please call Noel Keller (909-621-2373) or your district I&R representative to volunteer to be a judge.

The record book judging will take place on Friday, July 8 and Saturday, July 9, from 9am to about 5 pm each day, at a central place to be announced.

You could volunteer to judge on Friday, Saturday or both days. A lunch is provided on each day. A Judging team is set up to include judges from different districts and inexperienced judges are paired with experienced ones. Please volunteer to help.

Los Angeles County, County Council Meeting

The next County Council meeting will be on May 7, 2005, 10 AM at the LA County Office. At this meeting the council will approve the Calendar, Budget, Summer Camp Scholarship money and Slate of Nominees for July election.

Project Descriptions out to Leaders

Each Project Leader should be aware of the state Project Description for their project. When project records are judged, reference is made to this description on what is expected to be covered in that project. The most current project descriptions are listed at the end of this issue of Clover Notes.



SUMMER CAMP RESERVATION FORM



FIRST COME – FIRST SERVED

\$20.00 DEPOSIT PER CHILD
Non-Refundable

NAME: _____

M _____

F _____



BIRTHDATE ____/____/____

AGE _____

ADDRESS: _____

CLUB _____

CITY: _____ ZIP: _____

PHONE (____) _____

NAME: _____

M _____

F _____



BIRTHDATE ____/____/____

AGE _____

ADDRESS: _____

CLUB _____

CITY: _____ ZIP: _____

PHONE (____) _____

NAME: _____

M _____

F _____



BIRTHDATE ____/____/____

AGE _____

ADDRESS: _____

CLUB _____

CITY: _____ ZIP: _____

PHONE (____) _____

PARENT'S SIGNATURE: _____ DATE: _____

PLEASE REMIT THIS FORM TO:
4-H OFFICE-UC COOPERATIVE EXTENSION
PO Box 22255, LOS ANGELES, CA 90022
ATTN: ROBYN ZELDEN
323-260-3857 OR 323-260-3854
FORMS ARE AVAILABLE ON THE WEB:
<http://celosangeles.ucdavis.edu>

Record Book Score Sheet

Name _____

Project _____

Judges instructions: Check boxes where appropriate in aidint the 4-Her in completing a better record book.

The items below could be added or improved for a more competitive record book next year

- All required signatures are present
- Optional dividers (undecorated)
- Well organized
- Photos correctly mounted and captioned
- Photos tell a story, relate project work/growth or community service

- Age appropriate recording
- Experienced appropriate recording
- Easily read
- Generally neat
- No more than 3 pages of photos used
- Participation descriptions are clear
- Totals include this yrs records plus previous yrs

- DIVISION I - PDR**
- Attendance record
 - Story is about this 4-H year
 - Well-rounded participation

- "MY 4-H STORY" REFLECTS:**
- All years in 4-H
 - 4-H and outside of the 4-H experiences
 - Leadership
 - Citizenship and Community Service
 - Goal Setting
 - Accomplishment
 - Personal growth

- DIVISION II - "MY 4-H STORY"**
- 4-H story is double spaced
 - Does not exceed 6 pages
 - Records are typed or written in black ink

- PROJECT STORY REFLECTS:**
- 4-H and outside of 4-H experiences
 - Leadership
 - Citizenship and Community Service
 - Accomplishments
 - Personal Growth

- DIVISION III 0 4-H PROJECTS**
- Project reports are complete
 - Project story included
 - Project related talk given
 - Project related demonstration given
 - Project related service work
 - Project related leadership given
 - Approved supplemental forms included
 - No more than 3 pages of photos used

- DIVISION IV (Seniors Only)**
- Encouraged to apply for Sectional/State recognition

- DIVISION V (if applicable)**
- Organized for easy refrence of information

The extent use of this form is entirely up to the decision of the judging team.

JUDGES

JUDGING CRITERIA

- 50% Experiences in 4-H projects or activities
- 25% Experiences in leadership
- 25% Experiences in citizenship and Community Development

Date _____

**2005 LOS ANGELES COUNTY
4-H PROJECT AWARDS (RECORD BOOKS)
IDENTIFICATION FORM AND CHECKLIST**

____ Senior (14 years old & older)
____ Intermediate (12 - 13 years old)
____ Junior (9-11 yrs old, and 4th grdrs)

NAME _____

PHONE (____) _____

BIRTH DATE ____/____/____ AGE ____
(age as of January 1, 2005)

GRADE IN SCHOOL _____ (2004-05)

ADDRESS _____ YRS in 4-H (include current year) _____

CITY _____ ZIP _____

CLUB _____

CLUB LEADER'S NAME _____ PHONE (____) _____

LIST PROJECTS in which you are enrolled and applying for awards:

1st _____ Years in Project _____

2nd _____ Years in Project _____

(See the back of Guidelines for submitting 4-H Member Records for a list of the project areas in which awards are available)

SPECIAL AWARDS

Current Junior/Teen Leaders only: Have you earned a gold Leadership Merit Award patch? ____ Junior ____ Teen ____
This year applying for ____ Junior (grades 7,8) ____ Teen (gr. 9 & above) ____ Neither

Senior member only: (14 yrs. old by Jan. 1, 2005 or older) Senior Award of Excellence
This year applying for ____ Leadership ____ Community Service ____ Achievement ____ none
(if applying for more than one, indicate order of preference with 1 as first choice)

Books are due (you may choose)

July 5 - A.V. Office by 4:00 pm

July 5 - L.A. Office by 4:00 pm

July 6 - to I&RCommittee by 10:00 pm

(Lisa Heckel, Noel Keller, Judylynn Pelling, Marilyn Nefas, or Judi Murdock (SFV can turn in to Robyn Zelden (323) 260-3857))

County Awards Day

Sun., July 17, 2005

Agua Dulce Womens Club Bldg.

**** For your record book to be judged, an adult representative from your club must be present (7/8 or 7/9) for judging. ****

ALL SIGNATURES ARE MANDATORY. All signatures subscribed on application certify that 4-H records are accurate, have been completed by 4-H member and that the community leader supports the member's application.

RECORDS MISSING SIGNATURES WILL NOT BE CONSIDERED FOR COUNTY MEDAL AWARDS OR SPECIAL AWARDS.

Applicant's Signature

Date

As Club Community Leader, I am verifying that this member is enrolled in the project(s) and that the records are accurate.

Your Community Leader's Signature

Date

Please explain any special considerations that you want the judges to be aware of when reviewing these records. _____

Guardian/parent's signature

Date

Attach this form as the first page of the records.

(4/28/2005)

**Checklist
for contents of 4-H member records for
2005 Los Angeles County 4-H Project Awards**

4-H Records submitted in order as listed

Los Angeles County 4-H Project Awards Identification Form & Checklist – attach as the first page
Dividers are highly recommended. Do not decorate dividers.

Division I

4-H Personal Development Report (for 2004-2005 year) The story on the front page of the report should deal with this **4-H year only**. May include up to 3 supplemental pages (one side only) of general 4-H photos with captions, such as showing club community service work, club meetings and club activities. No shingling or overlapping of information or photos. No scrap-booking.

Division II

4-H Story: "MY 4-H STORY". This 4-H story should cover **all your years in 4-H** with a focus on the project/activity/cluster in which you are submitting your record. Four to six double-spaced typed or handwritten pages on one side. Use type no smaller than 12 characters per inch. On a word processor, use one standard typeface such as TIMES in a 12-point or larger. If handwritten, use black ink on college ruled paper every other line. Expand on your 4-H and outside of 4-H experiences, leadership, citizenship, and community service in your projects/ activity. Emphasize goals set and accomplished and personal growth in 4-H and other experiences. Do not merely repeat information listed elsewhere in your records.

Division III

4-H Projects (One subdivision for each project 4-H member is enrolled in this year) Current year's 4-H project and/or activity records, including supplemental forms, as indicated below. When counting years in project, do not include Primary work.

Annual Project Report forms must be included for each project, including leadership.

For each project, a current project story may be included. Photo or other flat creative media pages for a project must be limited to three 8 1/2 x 11 inch pages, one side only (no scrap-booking). Photos and or creative pages may be used to show experiences, leadership, citizenship, and community service in 4-H and outside 4-H in the project area. Created pages (photos, created media) may be from more than just this project year. Sequence pages showing growth in projects/activities are good ways to illustrate experiences. Include appropriate captions to tell your story. (No 4-H correspondence, news clippings, ribbons, certificates or plastic covers; no shingling or overlapping of items). Color and Black/White copies are acceptable. Mount on heavy white paper or card stock.

PHOTOGRAPHY Project: Allows up to 6 additional pages of project photos (one side only). No scrap-booking.

PUBLIC SPEAKING (Communications) Project: Allows up to 6 additional pages of speeches given during the project year.

LEADERSHIP Project: All project members, including Jr. and Teen Leaders, must include a completed Leadership Project Plan and Report form along with an Annual Project Report form for the Leadership Project.

ANIMAL Projects: Allowed supplemental animal/livestock records, i.e. Advanced Dairy and Livestock form, etc.

Division IV

2005 Sectional/State project recognition application. (For Seniors only - optional)

Division V

Past 4-H records. (Seniors may include past information submitted for sectional/state project competition,)

VERIFICATIONS/SIGNATURES

All 4-H members are to check each division to verify all materials are included and information is complete and accurate. All signatures subscribed on the member records and Identification Form certify that 4-H records are accurate, have been completed by 4-H member, and that the community leader supports the member's application. **This ID form and PDR must be signed by the Club Community Leader.** The annual Project Report Form must be signed by the Project Leader.

A Listing of 4-H Project areas available for awards is on back of Guidelines for Submitting 4-H Member Records.

(4/28/2005)

**2005 LOS ANGELES COUNTY
4-H PROJECT AWARDS (RECORD BOOKS)
GUIDELINES FOR SUBMITTING 4-H MEMBER RECORDS**

1. All age categories are as of January 1, 2005. Junior = 9-11 years old (and all 4th graders)
Intermediate = 12-13 years old
Senior = 14 years and older
2. **Do not submit Primary records to County.** Primary 4-H member records are submitted to the project leader or club leader, optionally judged at district, per district decision.
3. All 4-H records submitted must be completed by the 4-H member.
4. Individuals must be enrolled in the project area in which applying for awards.
5. Select up to two projects in which you are enrolled and applying for awards.
(See the other side of this form for a list of the project areas available for awards.)
6. 4-H Records are judged only in categories (projects) listed on the 4-H Project Awards Identification Form & Checklist.
7. If Senior applicant is not awarded County Winner in 1st choice, 2nd choice is judged for possible County Winner. If Junior or Intermediate applicant does not medal in 1st choice project, 2nd choice is judged for a possible medal. Choices are based on project area selected and indicated on the applicant's 4-H Project Awards Identification Form.
8. 4-H Records are to be submitted in an acco-type binder (4-H member binder available from National 4-H Supply).
9. The Checklist indicates the records to be submitted. Extra pages are ignored and not included in the judging. For example, if an 8-page story is submitted under MY 4-H STORY, only the first 6 pages would be read and included in the judging.
10. All signatures subscribed on Identification Form and project records certify that 4-H records are accurate, have been completed by 4-H member and that the community leader supports the member's application.
11. Required leader signatures on related records (Identification form, PDR and Annual Project Report Form) are mandatory for consideration for County medal awards and special awards.
12. Records must be turned in to the LA or AV 4-H office or a member of the County Incentives and Recognition Committee by the County deadline to be judged. Late records are not accepted or judged.
13. It is the responsibility of the 4-H member to have the records turned in to the 4-H office or a member of the County Incentives and Recognition Committee (see below) by the County deadline.
14. Senior 4-H members (14 yrs. or older as of 1/1/2005) may request on the Identification Form that their 4-H records be reviewed for consideration for the L.A. County Senior 4-H Member Awards of Excellence in the areas of Achievement, Citizenship and Leadership. Only those who so indicate will be considered for the award. Only one of each award will be presented in a year. A Member may request to be considered in more than one award area, but cannot be awarded more than one Award of Excellence in a year. A Member may receive a specific Award of Excellence only once.
15. Current Teen and Junior Leaders may request on the Identification Form that their 4-H records be reviewed for consideration for a Junior/Teen Leadership Merit Award. A completed Leadership Project Plan and Report Form (4-H-8034) for 2004-2005 and an Annual Project Report for leadership must be included in the records for consideration for this award. A Member may earn this award once as a Junior Leader (grades 7,8) and once as a Teen Leader (grades 9 and above).
16. If eligible, a 4-H member may request to be considered for both a Leadership Merit Award and a Senior Award of Excellence in the same year. The leadership and senior awards are independent of each other.
17. The judges' decision is final.

Books are due (you may choose)

July 5 - A.V. Office by 4:00 pm

July 5 - L.A. Office by 4:00 pm

July 6 - To I&R Committee by 10:00 pm

County Awards Day

Sunday, July 17, 2005

Agua Dulce Womens Club Bldg.

(Lisa Heckel, Noel Keller, Judylynn Pelling, Judi Murdock or Marilyn Nefas)

(4/28/2005)

4-H Project areas in which awards are available

ANIMAL SCIENCE

Angora Goats
Bees
Beef Cattle
Cavies
Dairy Cattle
Dairy Goats
Dog Care & Training
Embryology
Entomology
Exotic Birds (including Cage Birds)
Horses & Ponies
Llamas
Pets & Small Animals
Poultry and Game Birds
Pygmy Goats
Rabbits
Service Dogs (including Guide Dogs)
Sheep
Swine
Veterinary Sciences
Market Goats

ENGINEERING

Aerospace & Rocketry
Automotive
Bicycles
Electricity & Electronics
Farm Machinery
General Engineering
Safety
Small Engines
Woodworking

SOCIAL SCIENCE

Achievement
Beginning 4-H (1st yr only)
Career Exploration
Citizenship
Community Pride
Communications
Computers
Economics & Marketing
Graphic Arts
Domestic Exchanges
International Exchanges
Leadership
Public Speaking
Self Determined - (plan on file in 4-H County office and with I & R Committee Chair)
Group Determined - (plan on file in 4-H County office and with I & R Committee Chair)

HEALTH AND LEISURE

Camping & Outdoor Adventure
Creative Arts, Crafts & Hobbies (including Cake Decorating)
Cultural Arts & Leisure
Education
Fitness Leadership
Health & Physical Fitness
Individual & Group Sports
Leathercraft
Photography
Shooting Sports

PLANT SCIENCE

Agricultural
Field Crops & Management
Forestry / Christmas Trees
Fruits, Nuts & Berries
Mini-Gardens
Ornamental Horticulture
Other Plant Science
Sugar Beets
Vegetable Gardens & Crops (including school gardens)

RESOURCE SCIENCE

Climatology
Energy Management
Marine Biology and Oceanography
Other Resource Science
SERIES/Y.E.S.
Soil and Water Conservation
Wildlife

FAMILY & CONSUMER SCIENCE

Breads
Dairy Foods
Child Development & Care
Clothing & Textiles
Consumer Education
Fashion Revue
Foods & Nutrition
Expanded Food & Nutrition (EFNEP)
Food Preservation
Home Arts & Furnishing
Management, Home & Personal
Parenting & Childhood
Education (PACE Program)

Senior 4-H Member Awards of Excellence

Senior 4-H members (14 yrs. or older as of 1/1/2005) may request that their 4-H records be reviewed for consideration for the 2005 L.A. County Senior 4-H Member Awards of Excellence in the areas of Achievement, Citizenship and Leadership. Signatures are mandatory for award consideration. Only one of each award will be presented in a year. A Member cannot be awarded more than one Award of Excellence in a year. A Member may receive a specific Award of Excellence only once.

Junior/Teen Leadership Merit Award

Current Teen and Junior Leaders may request that their 4-H records be reviewed for consideration for a Junior/Teen Leadership Merit Award. The records must include a completed Leadership Project Plan and Report Form (4-H- 8034) and an Annual Project Report Form for Leadership for 2004-2005. Signatures are mandatory for award consideration.

A Member may earn this award once as a Junior Leader (grades 7,8) and once as a Teen Leader (grades 9 and above).

(4/28/2005)

Southern Sectional News

Southern Sectional Field Day

Mt. SAC is also the home of South Section Field Day, May 21, 2005. Entry forms for South Sectional Field Day were due by Saturday, April 9, 2005 and entry forms for South Section Fashion Revue were due by May 1, 2005. Fashion Revue will be held in conjunction with South Section Field Day on May 21, 2005. Park in Grey Lot G (most convenient) or Blue Lot D-2, and go to the Building 26 courtyard area. .

Sectional gold medalists & their parents: Please be prepared to decide that day, after the awards presentation, whether you can attend State Presentation Day, held on Saturday, May 28, 2005, at UC Davis. Registration will be held following the awards presentation. Also, please be prepared to volunteer for judge or room host duties.

Second Annual Raging Waters Trip

The Southern Sectional Teen Council is hosting their 2nd annual Raging Waters Trip:

When: June 11th, 2005

Where: We meet at Mt. SAC in Building 12.

Cost: \$14.00. Bring more money for food. No outside food or drinks are allowed.

How: We will ~~be having~~ adults car pooling.

Rules:

4-H Dress Code applies with swimsuits

4-H Code of Conduct also applies to this event

No outside food or drinks

Bring Medical Release Form, ~~not a must but would be good if you have one~~

Remember to have fun :)

State News

State Leadership Conference

Register for the 2005 State 4-H Leadership Conference being held August 4-7, 2005 at UC Davis! Meet fellow high-school 4-H members from across the state in this four-day leadership conference. The conference will feature two energetic keynote speakers, educational youth-in-governance tracks and workshops, and 4-H "hot topic" discussion groups. During the evenings, enjoy a carnival, pool party and dance. Registration costs \$330 and is due to your county 4-H office by June 24, 2005. For more information, visit the conference website at <http://slc.ca4h.org/>

For registration packet, call Roy Hillstock at (323) 260-3854.



GET READY, GET ENERGIZED, GET ACTIVE, GET LEADERSHIP

2005 CALIFORNIA 4-H STATE LEADERSHIP CONFERENCE
AUGUST 4-7, 2005 UC DAVIS

State 4-H Opportunities

- The **State 4-H Horticulture Contest** will be held **May 28**, 2005 in conjunction with State 4-H Presentation Day. Open to all 4-H members, the top scoring 3-4 eligible senior members will comprise the California team for the National 4-H Horticulture Contest, held on October 7-10, 2005 in Cleveland, Ohio. If you are interested in the national contest, please indicate on your presentation day entry form. For additional information or to assist with this event, contact Michael Rethwisch at (760) 921-7884 or at mdrethwisch@ucdavis.edu. Read the complete article at: <http://ca4h.org/projresource/horticulture/>
- 4-H youth are invited to apply for board membership with **The California 4-H Foundation's Board of Directors**. This volunteer board, comprised of both adults and youth, assists with statewide fundraising efforts and events, helps build partnerships with corporations, foundations and individuals, promotes the California 4-H Youth Development Program with personal and business associates, and attends annual meetings. Youth board application deadline is **May 31**, 2005. Further information and application available online at: <http://ca4h.org/foundation/index.asp>
- The State 4-H Office is looking for **host families** who have boys ages 12-14 for the **2005 Japanese Exchange Summer Hosting Program**. Join in this amazing educational opportunity for all members of your family! Placements are being made now for the summer program and must be completed **by May 31**, 2005. Contact Pat English at (530) 754-8520 or penglish@ucdavis.edu for more information or on the web at: <http://ca4h.org/exchange/japanese/index.asp>
- Are you ready for a leadership experience? Apply for the **4-H Travel Guide Program**. Work with a group of adults, college students, and high school students to design and carry out an orientation and arrival program for a group of 30 Japanese students (ages 12-15) who are participating in the 4-H Japanese Exchange Program. Information and an application are online at: <http://ca4h.org/exchange/japanese/index.asp>. Deadline for application is **May 31**, 2005.
- High school 4-H members are being sought to serve on a **Youth Task Force** at the 2005 **California State Fair** being held on August 12-September 5. Task Force **applications are due June 1**, 2005 and available at: <http://ca4h.org/4hresource/calexpo/index.asp>
- **4-H Presentations** that receive a gold seal at a Sectional Presentation Day are eligible to present at the 2005 California State Fair. Entries for the State Fair are due **June 1**, 2005 and available at: <http://ca4h.org/4hresource/calexpo/index.asp>
- Click! Snap! Flash! Say cheese! Participate in the **4HUSA.ORG Digital Camera Giveaway** promotion. It's a snap! Register at 4HUSA.ORG (it's free!), upload your favorite photos of 4-H related activities into the photo gallery album with the 4-H Photo Promo icon, and youth members may win a Kodak digital camera in our random photo promotion. Upload as many photos as you wish. Showcase your snapshots at <http://www.4husa.org>

National News

Bank of America Commences 2nd Year of Neighborhood Excellence Initiative

Deadline: June 30, 2005

Bank of America Charitable Investments has commenced the second year of its Neighborhood Excellence Initiative, designating an additional \$17 million to recognize, nurture, and reward organizations, local heroes, and student leaders helping to rebuild and revitalize their communities in 38 of the bank's major markets across the United States.

Working with community partners, Bank of America developed the Neighborhood Excellence Initiative to provide the participating markets with support through three distinct programs:

- 1) Neighborhood Builders: \$200,000 in grant funding and leadership training over the course of two years to two local nonprofit organizations working to promote vibrant neighborhoods. The combination of operating support and leadership training is designed to help strengthen the capacity and infrastructure of the selected organizations and promote the professional development of their leaders.
- 2) Local Heroes: Recognition of five community heroes whose achievements and leadership on local issues contributes significantly to neighborhood vitality. Recipients will direct a \$5,000 contribution to an eligible nonprofit of their choice and will be honored at a public ceremony.
- 3) Student Leaders: Development of five high school students in their junior or senior years who are exemplary young people with an interest in improving their neighborhoods. To further their personal and educational growth, each student will participate in an eight-week paid summer internship with a community-based organization, as well as a mentorship program arranged by Bank of America.

Applicants are encouraged to submit their materials as early as possible. Program guidelines, application and nomination materials, and the list of participating communities are available at the Bank of America Web site.

RFP Link: <http://fconline.fdncenter.org/pnd/1246/BoA>

Presidential Freedom Scholarships Available

Deadline: July 1, 2005

The Presidential Freedom Scholarships are designed to promote student service and civic engagement. Students from every high school in the United States are eligible to receive a \$1,000 scholarship through the program in honor of their outstanding service to the community. The annual college scholarship program, which will award up to 7,800 scholarships, is administered by the Corporation for National and Community Service's Learn and Serve America (<http://www.learnandserve.org/>) program. Since 1997, over 37,000 students from every state in the nation, the District of Columbia, U.S. territories, and Department of Defense overseas schools have been recognized.

Nominations are open to high school juniors or seniors during the 2004-05 academic year. The scholarship program provides \$500 of the award, which must be matched with at least \$500 from a community organization, civic group, or business.

Students who complete at least 100 hours of community service, either through a school-based service-learning program or independently through service at a nonprofit or faith-based organization, are eligible to receive the scholarship.

The early notification deadline for certifications is April 1, 2005, which will enable schools to recognize their scholarship recipients at their high school awards ceremony, if applicable. The final postmark deadline is July 1, 2005.

Complete program information and certification forms are available at the Corporation for National and Community Service Web site.

RFP Link: <http://fconline.fdncenter.org/pnd/1247/freedom>

Prestige -
LA County 4H
HIGHEST RANK

Make a Difference!

BE THE ONE!

4H

LA County

ALL-STAR

an elite team!

Travel -
make new friends
statewide!

BE IN CHARGE!

Open doors to
college opportunities!

ALL-STAR SELECTION PROCEDURE

PHILOSOPHY OF ALL-STAR AWARD

All-Star is the highest rank that a 4-H member can achieve at the County level. The All-Star award affords 4-H members the opportunity to further develop their leadership skills on a countywide basis. Each year Los Angeles County selects several 4-H members who have applied and are deserving of this rank to become All-Stars. The Los Angeles County 4-H Program expects its All-Stars to contribute to the 4-H Program during the next program year.

ELIGIBILITY REQUIREMENTS

Any 4-H member is eligible to apply for the All-Star award who:

1. Is 15 years of age as of January 1 of the year of application (2006);
2. Has completed two years of 4-H Club work;
3. Has Gold Star Rank and/or demonstrated leadership skills and qualities;
4. Shows strong interest in continuing in the 4-H Youth Development Program and has specific ideas regarding ways in which he/she can give guidance and leadership to some phase of the 4-H Program;
5. Has actively participated beyond the 4-H club level.

ALL-STAR APPLICATION REQUIREMENTS

Any 4-H member, who is eligible, may apply for All-Star by:

1. Submitting 4-H All-Star Application and Action Plan Proposal by due date and time.
2. Having 2 *confidential* letters of Recommendation submitted to: Robyn Zelden, 4-H Program at PO Box 22255, Los Angeles, Ca 90022 By July 1, 2005 or Charlene L. Moore at 335-A East K-6 Lancaster, CA 93535. These two people may be your community club leader or project leader, teachers, employers or anyone that you wish. It is suggested that one of them be a recommendation from a person in 4-H and one from a person outside of 4-H.

Only members who are enrolled for 2005/2006 and the next program year (2006/2007) need apply!

To insure that these Candidate Recommendation Forms are in the 4-H Office to Robyn Zelden (PO Box 22255, Los Angeles, Ca 90022) and postmarked by July 1, 2005, it is suggested that All-Star applicants provide persons making recommendations with a stamped envelope addressed to the County Office.

Timeline and Selection Process:

All-Star Review Committee: This committee will consist of All-Star Advisor(s), 4-H Program Manager, Community Club Leaders, Adult Volunteers, and at least one current All-Star.

July 1, 2005 Applications and Letters of Recommendation are due to Robyn Zelden in the Los Angeles County UCCE office by 4:00 p.m., the Antelope Valley UCCE office by 4:00 p.m.

July 5, 2005 Copies of the application packet will be sent to members of the All-Star Review Committee for their review

July 9, 2005 Review of applications by Committee at County Judging of Record Books

July 16, 2005 All-Star Candidates Interviewed

July 17, 2005 All-Star Candidates announced at County Awards Day

April, 2006 Presentation at Leader's Recognition event

June 2, 2006 Turn in Complete Action Plan and Report

June 2006 All-Star Review Committee deliberation

July 2006 Introduction of LA County All-Star Team at County Awards Day

August 2006 Attend State Leadership Conference

June 2006-July, 2007 serve as an All-Star which could include:

- Chairing and Coordinating County events
- Attending Leadership Conference
- Planning Jr. Leaders Conference
- Planning Primary Judging at County Judging Day
- Providing County Leadership and service
- Functioning as a Role Model at all times
- Meeting deadlines and carrying through on obligations
- Serving on the elite 4-H All-Star Team

July, 2006 -
until leave the
4-H program
as a member

- Serving on the elite 4-H All-Star Team
- Providing County Leadership and service
- Functioning as a Role Model at all times
- Meeting deadlines and carrying through on obligations

4-H ALL STAR APPLICATION CHECK LIST

NAME _____ CLUB _____

ADDRESS _____ PHONE (____) _____

(Circle One)

YES NO **I understand that my completed application and Action Plan Proposal is due to Robyn Zelden at the Los Angeles County UCCE Office, or the Antelope Valley UCCE Office c/o Charlene L. Moore by 4:00 p.m. on July 1, 2005.**

YES NO **I understand that I should check with the 4-H Office to see if my Recommendations have been received at (323) 260-3857.**

YES NO **I have read the All-Star Selection Procedure.**

YES NO **The All-Star Application Check List is clipped to my application.**

YES NO **I have requested two letters of recommendation from _____ and from _____.**

They will use the Candidate Recommendation Form and understand that there is a due date of July 1, 2005.

SIGNED _____ DATE _____

LOS ANGELES COUNTY 4-H ALL STAR APPLICATION

NAME _____ CLUB _____

ADDRESS _____ PHONE(____) _____

CITY _____ ZIP _____

AGE ____ DATE OF BIRTH _____ YEAR IN 4-H ____ GRADE _____

Have you completed your Gold Star Rank? Y ____ N ____

What was the date? _____ Community Club Leader initials _____

Will you enroll in Los Angeles County 4-H next program year, 2005- 2006? Y ____ N ____

Why do you wish to become a Los Angeles County All-Star?

What Leadership/Community Service Experiences, have you had in and out of 4-H? (Be Specific)

Public Speaking Experiences (demonstrations, talks in and out of 4-H). Include teaching experiences:

What Organizations/activities are you currently involved with outside of 4-H and to what extent is your involvement?

ADDITIONAL INFORMATION: (optional)

Applicant's Signature Date

Parent's Signature Date

Local Club Leader's Signature Date

4-H Youth Advisor's Signature Date

4-H ALL-STAR CANDIDATE RECOMMENDATION FORM

DUE BY July 1, 2005

to Robyn Zelden, 4-H Program Manager

UCCE/4-H Program

PO Box 22255

Los Angeles, CA 90022

(323) 260-3857, Fax (323) 260-5271

e-mail rlzelden@ucdavis.edu

APPLICANT'S NAME _____ **CLUB** _____

When evaluating, please consider the qualities and criteria listed on the attached pages. Please respond to the following question:

1. Have you seen this member function in a position of responsibility? What position? What were the responsibilities, and did the member follow through on them?

2. If this member is selected as an All-Star, do you think he or she will follow through as a team player with the Los Angeles County All-Star Team?

3. Please list any notable strengths and weaknesses of this member.

4. Please rank this member on the scale below by placing an "X" in the appropriate space for each category.

	High		Average		Low
	<u>1</u>	2	<u>3</u>	4	<u>5</u>
<u>Attitude</u>					
<u>Citizenship</u>					
<u>Cooperation</u>					
<u>Initiative</u>					
<u>Judgment</u>					
<u>Leadership</u>					
<u>Personality</u>					

5. Personal Comments: (you may add additional sheets)

Signature _____ Title _____
(4-H Leader, Teacher, Employer,
Other) **NOT A PARENT**

This is a *confidential* report. Please mail directly to Robyn Zelden, Los Angeles 4-H Office, PO Box 22255, Los Angeles, Ca. 90022, by July 1, 2005. **After you enclose the forms and seal the envelope, please sign your name or Initial over the envelope seal.**

(4/28/2005)

**ALL-STAR APPLICANT
ACTION PLAN PROPOSAL**

- **LEADERSHIP:** plan and coordinate at least one 4-H leadership project, activity or event on the County, or Sectional level.

Describe briefly your leadership plan: _____

- **PUBLICITY and PROMOTION:**

A. PUBLICITY: Describe how you will publicize you leadership project.

B. PROMOTION: give 2 planned 4-H informational presentations or set up 2 promotional displays before non-4-H organizations. Describe briefly the 2 presentations and/or displays that you plan to do:

1. _____

2. _____

- **CITIZENSHIP:** Make 2 personal observations of community, County, and/or state government-in-action (must be within two years of application). How are decisions made? List the two governmental bodies that you did or plan to observe:

1. _____ 2. _____

- **PROGRAM OUTREACH:** make 2 outreach efforts to provide orientation or specific training in certain phases of the 4-H Youth Program to youth and adults outside your 4-H club/group (can be within two years of All-Star application). Describe.

1. _____

2. _____

• **COUNTY/DISTRICT 4-H COUNCIL PARTICIPATION:**

1. **Serve on a 4-H Committee (i.e., Camp, Budget, Family & Consumer Science, Home Economics, Agriculture, Science). This will be discussed in more detail with the counsel of All-Star Advisor(s) and 4-H YDA/Staff.**
2. **Attend County event _____ and present a brief report on your accomplishments.**

THIS ACTION PLAN WOULD NEED TO BE SIGNED BY: APPLICANT, PARENT, (WITH THE UNDERSTANDING THAT THEY HAVE READ AND UNDERSTAND THAT THEY WILL BE SUPPORTING THEIR DAUGHTER/ SON IN CARRYING OUT THEIR PLAN) COMMUNITY CLUB LEADER, AND THE ALL-STAR ADVISOR (S)

Applicant _____ Date _____

I agree to support my child in his/her effort to complete this Action Plan.

Parent/Guardian _____ Date _____

Community Club Leader _____ Date _____

Approval: All-Star Advisor _____ Date _____

All-Star Advisor _____ Date _____

4-H YDA _____ Date _____

California 4-H Youth Development Program State Project Competition

Program Objectives

ANIMAL SCIENCES

- Applied biological sciences, production and pets.
- Practice leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
- Explore career, job and productive leisure opportunities. Develop skills, knowledge and attitudes for lifelong use.
- Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
- Develop personal integrity, a sense of sportsmanship, and team cooperation, and ability to speak in public through participation in related activities, such as demonstrations, talks, judging events, field days, tours and exhibits.
- Share acquired knowledge and skills with other 4-H members.

Angora Goats

- Acquire an understanding of angora goat breeding, production and management practices and acquire skill in executing them by owning, caring for and keeping records of one or more head.
- Demonstrate sound angora goat breeding, feeding and management practices on the home farm and the community.
- Identify the grades of mohair and employ efficient methods in marketing.
- Become aware of chevon and its potential for human consumption.

Beef Cattle

- Learn basic principles of animal science by owning and or caring for and keeping records on one or more head of livestock.
- Demonstrate a knowledge of sound breeding, feeding and management practices.
- Identify types and grades of animals and employ efficient marketing methods.
- Identify quality in wholesale and retail cuts of animals and animal products and understand their relationship to management practices.
- Learn the value of scientific research in its influence upon animals and the meat industry.

Bees

- Become aware of the scope of the beekeeping industry and its economic significance.
- Acquire understanding of beekeeping practices and skill in executing them through ownership and care of hives of bees.
- Learn to appreciate the nutritive value of hone, the use of hone and beeswax in the industry.
- Become acquainted with the marketing, processing, distributing, consumption, and utilization of honey, the use of bees in pollinating crops, and the production and sale of queens.
- Learn to appreciate the contribution of science and its application to the beekeeping industry.

Cavies

- Learn about the important breeds and varieties of cavies, their characteristics, and be able to identify them.
- Demonstrate sound care and management practices including feeding, care, handling, grooming, and showing.
- Keep a complete financial record.
- Acquire an understanding of the scope of the industry.
- Learn how to market the animals for breeding or pets.
- Develop an understanding of the values of scientific research and its influence upon the industry.

Dairy Cattle

- Become aware of the scope and economic significance of the dairy industry.
- Acquire skills in dairy production through ownership and care of dairy animals.
- Learn marketing, processing, distribution, consumption and use of dairy products.
- Learn and practice principles of cleanliness and sanitation as applied to the production and care of dairy products.
- Learn nutritive value of dairy products and promote their use.
- Appreciate contributions and applications of scientific research to the dairy industry.

Dairy Goats

- Become aware of the scope of the dairy goat industry and its economic significance.
- Acquire information and an understanding of dairy goat production practices and skill in executing them through the ownership and care of dairy goats.
- Become acquainted with the marketing, processing, distribution, consumption and utilization of dairy goat products.
- Understand the full meaning of cleanliness and sanitation as applied to the production and care of milk products and to practice these principles at home as well as demonstrate them in the community.
- Learn to appreciate the nutritive value of dairy goat products and promote their greater use in the family and community.
- Learn to appreciate the contribution of science and its application to the dairy goat industry.

Dog Care & Training

- Learn about major dog breeds and be able to identify their characteristics.
- Study the responsibilities of dog ownership.
- Demonstrate dog care and management in feeding, care, handling, grooming and fitting.
- Keep records of all costs and management practices.
- Learn and follow dog health regulations, including first aid and simple treatments for ailments not requiring veterinary attention.
- Train a dog to follow simple commands.
- Understand the role of scientific research in dog husbandry.

Embryology

- Provide opportunity to work with living, growing chick embryos.
- Learn to make observations.
- Stimulate thinking about observations and the marvels of nature.
- Learn to place newly found knowledge in orderly and useful categories.
- Learn to make wise decisions based on observations.
- Learn how to use resources to confirm findings.

Entomology

- Identify insects.
- Study insects and their relationship to agriculture products, public health, and natural resources.
- Learn effective, safe methods of insect control and management.

Exotic Birds

- Acquire an understanding of avian production and management practices and acquire skills in executing them by owning, caring for, and keeping records of exotic birds.
- Demonstrate sound management practices on a breeding farm, or in the home, and in the community.
- Understand the scope of the pet industry and how to market birds as pets.
- Develop an understanding of the methods and values of scientific research and its influence upon the avian industry.
- Learn about the natural habitats of exotic birds and the problem they face with extinction.
- Develop ways in which to educate the public about exotic birds, their special needs as pets or breeders, their natural habitats, and the problem of extinction.

Horses & Ponies

- Acquire skills in horse management by owning a horse or pony and being responsible for it.
- Appreciate riding as recreation.
- Learn horsemanship skills and understand breeding, training, and raising of horses as a business.
- Acquire safety skills to prevent injury to persons and animals.
- Promote love and humane treatment of animals.

Llama

- Acquire an understanding of the llama and its varied uses by owning and/or caring for and keeping records on one or more llamas.
- Demonstrate a knowledge of sound breeding, feeding, training and management practices.
- Identify types of animals best suited for uses as guardian, packer, fiber production, and public relations.
- Learn how to market llamas through quality demonstration of showmanship, training, and humane placement practices.
- Learn the value of scientific research and its influence upon animals, fiber production and management practices.

Meat Goats

- Acquire an understanding of meat goat breeding, production and management practices and acquire skill in executing them by owning, caring for and keeping records of one or more head.
- Demonstrate sound meat goat breeding, feeding and management practices on the home farm and the community.
- Become aware of chevon and its potential for human consumption.

Livestock Judging

- Acquire an understanding of livestock reproduction, production and carcass traits.
- Learn the parts of the animal, purpose of the animal, desirable conformation of an animal that is functionally efficient, conformation problems of an animal that is not functionally efficient, and how to evaluate the factors in selecting the animal with the most of the best.
- Understand the importance of using correct terminology, taking accurate and complete notes, organizing them, and presenting in a pleasant manner.
- Demonstrate critical thinking ability by learning to make accurate decisions and defend those decisions with logical reasoning.

Pets & Small Animals

- Acquire an understanding of pet care and management practices and skill in executing them by owning and caring for pets.
- Understand the scope of the pet industry and how to market pets.
- Acquire a knowledge of pet ownership and the responsibilities of pet ownership to the home and community.
- Learn to appreciate the contribution of scientific research to the welfare of pets and their use in research.

Poultry & Game Birds (Avian Science)

- Acquire an understanding of avian production and management practices and acquire skill in executing them by owning, caring for, and keeping records of more birds.
- Demonstrate sound management practices on the farm, or in the home, and in the community.
- Identify the grades of chicken eggs and of poultry meat, and to employ efficient methods in handling and marketing.
- Understand the importance of eggs and poultry meat in human nutrition.
- Develop an understanding of the methods and values of scientific research and its influence upon the avian industry.

Pygmy Goats

- Learn about the history of pygmy goats, their characteristics and their purpose.
- Acquire an understanding of pygmy goat care and management practices and acquire skill in executing them by owning caring for, and keeping records on pygmy goats.
- Understand the scope of the pygmy goat industry and how to market them.

Rabbits

- Learn about the important breeds and varieties of rabbit, their characteristics, and be able to identify them.
- Demonstrate sound care and management practices including feeding, care, handling, grooming, and showing.
- Keep a complete financial record.
- Acquire an understanding of the scope of the industry.
- Learn how to market the animals and products for breeding, fur, meat or pets.
- Develop an understanding of the values of scientific research and its influence upon the industry.

Service Animals (Canine Companions and Guide Dogs)

- Appreciate the problems of a blind or hearing impaired person and the dependence they have on a service dog.
- Acquire knowledge of the responsibilities of dog ownership in the home and community.
- Demonstrate sound dog care and management practices including feeding, care, handling, growing and fitting.
- Learn and follow all basic regulations for dog health including first aid and simple treatments for ailments not requiring veterinary attention.
- Train the dog to obey and heed established uniform simple commands.
- Develop an understanding of the values of scientific research and its influence upon dog husbandry.

Sheep

- Learn basic principles of animal science by owning and/or caring for and keeping records on one or more head of livestock.
- Demonstrate a knowledge of sound breeding, feeding, and management practices.
- Identify types and grades of animals and fleece to employ efficient marketing methods.
- Identify quality in wholesale and retail cuts of animals and animal products and understand their relationship to management practices.
- Learn the value of scientific research and its influence upon animals, the meat industry, and the fiber industry.

Swine

- Learn basic principles of animal science by owning and/or caring for and keeping records on one or more head of livestock.
- Demonstrate a knowledge of sound breeding, feeding, and management practices.
- Identify types and grades of animals to employ efficient marketing methods.
- Identify quality in wholesale and retail cuts of animals and animal products and understand their relationship to management practices.
- Learn the value of scientific research and its influence upon animals and the meat industry.

Veterinary Science

- Develop understanding and appreciation of veterinary medicine.
- Appreciate the importance of good management and sanitation practices in keeping animals and birds healthy.
- Learn the values of scientific research and its influence upon animals and their health.

ENGINEERING

- Applied knowledge, expertise and disciplines attained through study or practice concerned with the physical world.
- Practice leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
- Explore career, job and productive leisure opportunities. Develop skills, knowledge and attitudes for lifelong use.
- Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
- Develop personal integrity, a sense of sportsmanship, team cooperation, and ability to speak in public through participation in related activities, such as demonstrations, talks, judging events, field days, tours and exhibits.
- Share acquired knowledge and skills with other 4-H members.

Aerospace & Rocketry

- Develop an awareness of the basic concepts of space, science and aeronautics.
- Develop an interest and awareness of the impact of the aerospace program on society.
- Acquire skills and explore areas of interest in the aerospace program.

Automotive

- Learn to troubleshoot and maintain engines and related equipment.
- Understand the production, selection, use, conservation and handling of fuels and lubricants.
- Develop buying habits based on cost benefit analysis.
- Develop an appreciation and respect for the environment rights and property of people.
- Practice and promote wise use of energy.

- Learn about and abide by federal, state and local laws and regulations regarding operation of powered equipment.
- Learn and observe the rules of the road and traffic laws in order to safely operate automobiles.

Bicycle

- Create an awareness of the recreational, family and health applications of cycling.
- Learn and obey rules of the road and laws pertaining to bicycles and bicycle driving.
- Develop a clear knowledge of bicycle safety and proper bicycle driving behavior.
- Learn care and maintenance of the bicycle and how to select a bicycle that best fits the size and needs of the driver.
- Demonstrate skills for effective use of the bicycle.

Electricity/Electronics

- Learn the basic principles and theories of electricity.
- Learn the effects electric energy has on people and their environment.
- Use and promote safe practices to prevent personal injury and property damage.
- Learn about efficient use of electric energy through production of heat, light, power communications and computations.
- Learn about the generation, transmission and distribution of electric energy.

Farm Machinery (Tractor)

- Learn to operate and care for tractors and other farm machinery skillfully, safely, and economically.
- Promote the efficient use of tractors and other farm machinery.
- Determine, practice and promote wise use of energy.
- Become aware of and abide by Federal, State and Local laws and regulations regarding the operation of tractors and farm machinery.
- Share new knowledge with other 4-H members and tractor owners.

General Engineering/Metal Work/Welding

- Acquire industrial education skills and practice them safely and skillfully. Includes drafting, home repairs and welding.

Safety (Individual and Club Awards)

- Learn how to reduce accidents and injuries, recognize and correct hazards, and think and practice safety.
- Encourage the entire family to become safety conscious.
- Learn how safety can be applied to any 4-H program or project.

Small Engines

- Learn how the 2-cycle and 4-cycle gasoline and diesel engines function.
- Learn how to care for and to safely, economically and skillfully operate small engines.
- Learn the many uses of small engines around the home and farm.

Woodworking

- Develop an understanding of and appreciation for the fiber products of the forest.
- Acquire knowledge and develop skill in selection and use of various types of wood products.
- Acquire knowledge and develop skills in the selection, care and safe use of wood working tools and machines.
- Learn about the business and economics of the forest products industry.
- Learn about environmental protection and the wise use of natural resources.

FAMILY AND CONSUMER SCIENCES

- Development of consumer oriented, family related skills.
- Practice Leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
- Explore career, job and productive leisure opportunities. Develop skills, knowledge and attitudes for lifelong use.
- Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
- Develop personal integrity, a sense of sportsmanship, team cooperation, and ability to speak in public through participation in related activities, such as demonstrations, talks, judging events, field days, tours and exhibits.
- Share acquired knowledge and skills with other 4-H members.

Child Development and Care

- Understand the physical, social and emotional needs of children from birth through adolescence.
- Learn to help younger children understand their relationships between self, family needs and others.
- Learn how to provide safe toys and experiences for younger children when caring for them.
- Investigate child care as a career and profession.

Clothing and Textiles

- Build self-confidence by developing self-concept and the ability to make the most of one's personal attributes.
- Develop judgement and creativity in planning an attractive wardrobe that expresses an individual's lifestyle.
- Gain consumer skills in making and purchasing clothing and accessories and in purchasing and using equipment related to clothing construction and care.
- Learn to make wearing apparel, accessories, and embellished clothing for self and others using a variety of methods.
- Learn effective use of line, color, proportion and balance in expression of personal style.
- Learn basic principals of pattern drafting and clothing design.
- Acquire knowledge of fibers, yarns and processes for making fabric.
- Acquire ability to provide proper storage and care for clothing.

Consumer Education

- Understand how personal values, goals and available resources affect consumer behavior.
- Understand how social, economic and political systems affect consumers and the effect consumers have on these systems.
- Understand management and economic principles when making consumer decisions.
- Understand the rights and responsibilities of the consumer and of business and act responsibly as a consumer.

Fashion Revue

- Build self-confidence by developing an understanding of line, color, proportion and balance in expression of personal style.
- Develop skills in planning and selecting suitable, becoming clothing and accessories for different occasions.
- Gain consumer skills in purchasing clothing and accessories at different types of retail stores and an understanding of fashion styles.
- Develop good posture and grooming habits.
- Explore personal style in hair, makeup and colors.

- Acquire knowledge and skills in planning, presenting and participating in fashion revues.

Foods-Nutrition

- Learn the importance of including foods from each of the basic food groups in the daily diet.
- Learn about the wide variety of foods which may be included in the diet.
- Understand the scientific principles of nutrition.
- Acquire and demonstrate skills in planning, purchasing, preparing and serving tasty, attractive and nutritious meals and snacks.
- Appreciate the relationship of nutrition and physical fitness to one's physical, mental, social and emotional health.
- Help one's family and friends recognize the need for and practice of regular exercise and good eating habits.

Food Preservation

- Appreciate food as a resource to be conserved by all persons. Manage food resources through preparation and preservation to conserve money, time and energy.
- Learn and apply principles of conservation of foods to avoid food waste and maintain the wholesomeness of food.
- Learn various ways for selecting, preserving, storing, transporting, preparing and serving foods safely in the home and when participating in outdoor leisure time activities.
- Learn and apply principles of safe handling to prevent food-borne illness and accidents related to food preparation and cleanup.
- Learn ways to maximize the retention of nutrients through proper food preparing methods.
- Develop skills essential to the successful preservation of food by canning, freezing and drying, and making jellies, jams and pickles.
- Assume personal responsibility for proper disposal of food waste to improve the quality of home and community environments.

Home Arts & Furnishing

- Learn and apply principles of design and function to make the home more attractive, convenient and comfortable within the family's resources.
- Plan living spaces in keeping with the needs of family members and experience satisfaction from a home that expresses personal creativity and family life style.
- Develop an appreciation of and skill in the care and preservation of old and new housing, furnishings and accessories.
- Develop skills through quality workmanship and recognition of quality products for making changes in the home.
- Apply techniques of efficient use of energy as it relates to housing, furnishings and home equipment, and explore alternate sources of energy.
- Explore the application of various household skills as an income supplement.
- Become aware of the career opportunities both the traditional and non-traditional within the home environment area.

Management, Home & Personal

- Set and work toward attainable goals based on values, needs and wants.
- Learn and use the management process to reach goals and solve problems in everyday living.
- Develop ability to identify, acquire, allocate and use available resources.
- Develop decision making and management skills that contribute to goal achievement.

Parenting & Childhood Education (Pace Program)

- Learn the responsibilities of being a parent.

- Understand the growth and development of children.
- Develop decision making techniques and self-esteem.

HEALTH AND LEISURE

- Practice leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
- Explore career, job and productive leisure opportunities. Develop skills, knowledge and attitudes for lifelong use.
- Appreciate the relationship of physical fitness to one's physical, mental, social and emotional health.
- Develop personal integrity, a sense of sportsmanship, team cooperation, and ability to speak in public through participation in related activities, such as demonstrations, talks, judging events, field days, tours and exhibits.
- Share acquired knowledge and skills with other 4-H members.

Camping and Outdoor Adventure

- Better understand the environment, the inter-relationships within the ecosystem and appreciate all aspects of nature.
- Acquire skills in outdoor living.
- Develop confidence in the ability to live safely and healthfully outdoors.
- Learn to live cooperatively in a group.
- Learn how to use leisure time constructively.

Creative Arts & Crafts & Hobbies

- Develop greater creativity and improve artistic talents.
- Be able to make good use of leisure time in constructive activities.
- Develop skills and knowledge in constructing useful, artistic items.
- Develop an understanding of principals of artistic design (use of color, space, line, texture and shape).

Cultural Arts & Leisure Education

- Learn about and/or participate in leisure-time activities that enhance the quality of life.
- These activities include, but are not limited to, dance, drama, music, art, and museum work.

Health & Physical Fitness

- Acquire patterns of living that foster concern for health and the quality of life.
- Learn about community health resources, how these resources respond or can be changed to respond to community needs, and how to use appropriately the health care systems in the community.
- Learn about environmental issues as they affect health.
- Learn to make decisions that affect personal, family and community health.
- Learn how people grow and develop physically, intellectually, emotionally and socially through life.
- Participate in health service activities.

Individual and Group Sports

- Become more knowledgeable about one's own abilities, needs, and the abilities of others.
- Accept responsibility for improving, achieving and maintaining physical well being for oneself and for group activity.
- Learn skills and gain experience in planning with others and implementing group effort to achieve a group's goal(s).

Leathercraft

- Appreciate the development of the art of Leathercraft.
- Be able to prepare and select the leather and tool for a particular need.
- Be able to transfer a design and understand the basic principles of good design.

Photography

- Recognize photography as a useful hobby and as a profession.
- Develop skills in taking and using pictures.
- Learn about photography as an art, a science and a communication tool.
- Capture everyday life experiences. Demonstrate friendship and self-expression.
- Learn to observe and appreciate surroundings.

Shooting Sports

- Develop a basic appreciation for firearms and how to use them safely.
- Learn the history of firearms.
- Understand and appreciate hunting and conservation rules and regulations.
- Understand the hunter's responsibility toward landowners, other people and wildlife (including field safety).
- Acquire knowledge of firearms, their operation, care and maintenance.
- Acquire basic knowledge of firearms ammunition, their components, and how they work..
- Learn the fundamentals of marksmanship and basic range safety.

PLANT SCIENCES

- Applied biological/agricultural sciences including production of all plants.
- Practice Leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
- Explore vocational and leisure opportunities associated with agriculture. Develop skills, knowledge and attitudes for lifelong use.
- Understand the use of integrated pest management practices (IPM) as part of an overall crop production system.
- Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
- Develop personal integrity, a sense of sportsmanship, and team cooperation, and ability to speak in public through participation in related activities, such as demonstrations, talks, judging events, field days, tours and exhibits.
- Share acquired knowledge and skills with other 4-H members.

Field Crops & Management

- Gain insight into agriculture and develop a better understanding of the basic principles of plant physiology as they relate to plant growth and development.
- Acquire the knowledge and develop the skills needed to care for and manage a commercial field crop.
- Become familiar with the scope of field crops and their economic significance in agriculture.
- Learn the role plant nutrients, water and soil play in efficient farming.
- Explore the use of biotechnology as it pertains to the development of new and improved crop varieties.

Forestry/Christmas Trees

- Develop a positive attitude toward the importance of conserving our forest resources.
- Appreciate woodlands as a source of income, raw materials and enjoyment.

- Learn about good forestry practices and develop skills in executing them.
- Learn skills in forest management and use of forest practices.

Fruits, Nuts & Berries

- Gain insight into agriculture and develop a better understanding of the basic principles of plant physiology as they relate to plant growth and development.
- Acquire the knowledge and develop the skills needed to care for and manage a commercial orchard or berry farm.
- Learn about propagation and nursery practices and rootstocks in establishing commercial and home orchards.
- Become familiar with the scope of these crops, their nutritional value and economic significance.
- Gain hands on experience in variety selection, training and pruning, pollination, fruit thinning, and harvest practices for commercial orchards and berry farms.

Indoor/Mini Gardens

- Gain insight into agriculture and develop understanding of the basic principles of plant physiology as they relate to plant growth and development.
- Acquire the knowledge and develop the skills needed to care for and manage plants in a limited space.
- Explore all aspects of vegetable and ornamental gardening as well as the nutritional value of vegetables and the therapeutic values of engaging in horticulture.
- Develop an appreciation of gardening, the aesthetic value of flowers, and the use of gardening as an educational learning experience.

Agriculture and Other Plant Science

- Develop in self and others, a knowledge and respect for agriculture and its importance to the community and to the international community.
 - Develop skills that contribute to profitable, efficient farming/ranching and a satisfying way of life.
 - Adapt and apply the best management practices and beneficial results of research to farming/ranching.
 - Help other improve their farming/ranching skills and standard of living.
 - Help the family achieve progress in farming/ranching, family life and community involvement.
 - Gain insight into agriculture and develop understanding of the basic principles of plant physiology as they relate to plant growth and development.
 - Acquire an understanding of the methods and values of scientific research and its influence on plants and soils.
 - Explore the use of biotechnology as it pertains to the development of new and improved plant varieties.
 - Learn about the role of plant nutrients, water and soil in plant growth.
 - Become familiar with cultivated plants and geographic areas suited for their growth.
 - Understand the basic principals of crop production.
- For Sugar Beets Only*
- Gain insight into agriculture and develop understanding of the basic principles of plant physiology as they relate to plant growth and development.
 - Acquire the knowledge and develop the skills needed to care for and manage a commercial sugar beet crop.
 - Learn about the economic importance of sugar beets, harvest mechanization, and establishment of processing facilities within growing areas.
 - Explore uses of sugar beet by-products as source of animal feed.
 - Become familiar with the steps in the processing of sugar beets.

Ornamental Horticulture

- Develop understanding of the basic principles of plant physiology as they relate to ornamental plant growth and development.
- Learn and demonstrate proper care of plants.
- Learn methods for plant propagation of ornamental plants grown outdoors.
- Understand soil, water, temperature, and sunlight requirements for ornamentals that can be used in specific geographical areas.
- Develop an appreciation for the aesthetic values of ornamentals around a home.
- Gain knowledge of the principles of landscape design.
- Acquire an understanding of the methods and values of scientific research and its influence on ornamental horticulture.

Vegetable Gardens & Crops (including School Gardens)

- Gain insight into agriculture and develop an understanding of the basic principals of plant physiology as they relate to plant growth and development.
- Acquire the knowledge and develop the skills needed to care for and manage a commercial or home garden, flower garden, lawns, or other horticultural crops.
- Develop an appreciation for the variety of specialty and minor vegetable and herb crops that can be grown in specific areas.
- Explore all aspects of gardening including its therapeutic role, nutritional value, and its relation to agriculture production.

RESOURCE SCIENCE

- General studies of human life and its relationship to other life forms on earth and the physical, biological, and chemical environments.
- Practice Leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
- Explore career, job and productive leisure opportunities. Develop skills, knowledge and attitudes for lifelong use.
- Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
- Develop personal integrity, a sense of sportsmanship, team cooperation, and ability to speak in public through participation in related activities, such as demonstrations, talks, judging events, field days, tours and exhibits.
- Share acquired knowledge and skills with other 4-H members.

Climatology

- Develop an understanding of daily weather as it makes up climate.
- Learn to measure temperature, wind, rainfall and humidity. Learn how each of the elements influences plants and animals and others.
- Learn how we can modify the climate.
- Become aware of the need for learning more about climatic influences.
- Develop skills in interpreting climatic data and to use climate in managing plants and animals.

Energy Management (Petroleum Power)

- Learn to troubleshoot and maintain engines and related equipment, including those energy areas related to wind, water, solar, petroleum power, etc.
- Understand the production, selection, use, conservation and safe handling of energy.
- Develop buying habits based on cost benefit analysis.
- Develop an appreciation and respect for the environment, rights and property of people and human responsibility in the production and use of energy.

- Practice and promote wise use of energy, taking into consideration "Need versus Want."
- Learn about and abide by federal, state and local laws and regulations regarding safe operation of energy powered equipment.
- Learn, understand, and observe technology change and how it related to energy.
- Develop an understanding of the cost versus benefit use of new or alternative energy sources.

Marine Biology & Oceanography

- Understand how to wisely use and conserve marine resources.
- Follow beach and water safety principles.
- Learn the basic concepts of oceanography - dealing with tides and currents, ocean biology (ocean food webs and transfer of energy).
- Identify marine plants and animals and their habits.
- Learn about food from the sea and stimulate interest in under-utilized sea foods.
- Develop knowledge of commercial and recreational fisheries.
- Become aware of the cultural aspects of marine resources.
- Develop an awareness of the dynamics of public policy concerning marine resources.

Other Resource Science

- Understand the need for conserving natural resources today and for the future.
- Make decisions concerning natural resources to derive the greatest long-range benefit for all.
- Appreciate the value of natural resources to the individual and the nation.
- Learn scientific practices and methods in conservation.
- Work with others on conservation education programs important to the community, state and nation.

SERIES/Y.E.S. (Science Literacy)

- Increase an understanding of science, productivity in creative thinking, and skills for obtaining and analyzing scientific information.
- Use and apply operational processes of science: observing, communication, comparing, organizing, relating, inferring and applying.
- Encourage youth to use the problem-solving approaches of science in their personal decision making as citizens of our society.
- Develop teenagers' abilities to share science concepts and processes with youth, ages 9-12.

Soil and Water Conservation

- Learn appropriate scientific practices and methods of soil and water conservation.
- Appreciate the social and economic values of soil and water resources to the nation.
- Learn about the research being conducted related to soil and water conservation.

Wildlife

- Gain an understanding of the biological principles of wildlife management.
- Develop an appreciation of the aesthetic value of wildlife.
- Become aware that everyone has a responsibility to see that all species of wildlife are correctly managed.
- Acquire knowledge and skills necessary to successfully conduct Wildlife Management project.

SOCIAL SCIENCE

- Preparation for roles as a member of society, legal proceedings, public policy and inter-relations.
- Practice leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
- Explore career, job and productive leisure opportunities. Develop skills, knowledge and attitudes for lifelong use.

- Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
- Develop personal integrity, a sense of sportsmanship, team cooperation, and ability to speak in public through participation in related activities, such as demonstrations, talks, judging events, field days, tours and exhibits.
- Share acquired knowledge and skills with other 4-H members.

Career Exploration

- Identify personal strengths, weaknesses, skills and interests
- Learn about job applications including cover letters, applications, and resumes
- Have experience in job interviews and presentations
- Gain knowledge in adjusting to the work environment, interacting with supervisors, and job expectations
- Understand how to identify career goals

Citizenship

- Become aware of your relationship to others: family, peers, state, nation and the world.
- Acquire life skills that are essential for an individual to become an active, responsible citizen.
- Demonstrate social responsibility. Learn to respect and respond to the needs, rights and responsibilities of others.
- Gain insight into the principles, processes and structures of democracy.
- Learn how issues affect the people of the world, affect us as a nation, and how the individual can become involved in addressing those issues.

Communications (including Public Speaking)

- Develop skills of expressing, imparting, and conveying information to others.
- Develop poise and confidence while appearing before a group.
- Gain new knowledge about a specific subject.
- Learn to plan and organize thoughts to increase skills in communicating.
- Teach and show others good methods and practices learned through 4-H and thus perform a service to the community.

Community Pride (Service-Learning)

- Increase awareness of the resources and dimensions of the community.
- Have experience in gaining access to and making use of existing community resources.
- Have experience in defining the community, the ways in which it's developing and how it makes decisions.
- Participate in an analysis of community resources and needs.
- Have direct involvement in the community's decision-making process.
- Be involved in planning and action on specific community improvement projects.
- Develop increased understanding of how these community experiences relate to parallel processes on other governmental levels.
- Understand how and to whom information about community issues is communicated.

Computers

- Explore the history and development of the computer in current and future applications.
- Perform practical applications meeting the 4-H member's needs and interests.
- Develop skills of expressing, imparting, and conveying information to others.
- Describe the components of a computer and how they work together.

- Design and construct at least one simple, operational program, using a computer language such as BASIC.
- Explain the basic function of the computer and the terminology used in the industry.

Economics & Marketing

- Learn basic economic marketing and management principles of a free marketing system.
- Investigate the cash and futures markets.
- Apply economic marketing and management principles and tools to other 4-H projects.

Exchanges (Domestic and International)

- Broaden international understanding, culture of other states and nations, and importance of global understanding.
- Learn technical knowledge and skills in modern agriculture, family and community life and rural youth education programs.
- Provide educational opportunities which will assist delegates and exchanges in their intellectual growth, capacity for cross-cultural understanding, capacity for developing satisfying interpersonal relationships, ability to get along in a strange environment.
- Develop skills in cross cultural communications.
- Develop long-term relationship through personal exchanges with people in other states and nations.

Graphic Arts (Includes but not limited to calligraphy, map making, drawing, making posters, and painting).

- Develop skills of expressing, imparting, and conveying information to others.
- Develop skills and knowledge in designing and constructing useful, artistic items.
- Understand principles of design (use of color, space, line, texture and shape).

International Education

- Share customs and heritage with other cultures.
- Learn to value diversity and show respect and understanding for others.
- Increase language and communication skills
- Increase compassion for people new to our culture.
- Develop understanding of issues related to living in a global society.
- Improve self-understanding.

Leadership

- Identify and understand roles, attitudes, tasks and functions necessary for effective leadership.
- Seek guidance in leadership development which will provide opportunities to develop self-confidence.
- Strengthen local 4-H units by becoming involved in leadership responsibilities and encouraging other youth to do so.
- Actively participate in program planning, development and implementation, and help recruit new members and leaders.

Self Determined (Group Determined appropriate here)

- Pursue a particular interest through 4-H that is *not* an extension of a standard 4-H project.
- Learn how to use the decision making process.
- Develop the ability to set goals and realistically evaluate abilities and interests.
- Become aware of resources and how to use them to achieve goals.

Calendar of Events

May

4	NSG Council & Hi 4-H Mtg.
6-8	Summer Camp Training at Hart Park
8	Mothers Day
9	SFV District Council Mtg.
10	SSG Council & Hi 4-H meeting
14	County Council Meeting (calendar & budget approval)
19	SGV Fair evaluation mtg.
21	Southern Sectional Presentation Day / AV District Shooting Sports 4 th competition (A Place To Shoot)
23	AV District Leaders, Hi 4-H & Horse Meeting
24	AV District Shooting Sports Ldr's. Mtg. at Round Table Pizza
30	Memorial Day – Office Closed

June

1	NSG Council & Hi 4-H Mtg / Summer Camp Early Bird registration ends
2-5	San Fernando Valley Fair
8	District Shooting Sports Banquet at Round Table Pizza
11	Southern Sectional Leaders Council mtg. at Mt SAC Teen Council meeting
13	SFV District Council Mtg.
14	SSG Council & Hi 4-H meeting
18	Summer Camp Readiness Review & Chaperone training at SAVON (9-2PM)
25	Summer Camp Training (Camp Staff Only)
5/26-6/2	Summer Camp
27	AV District Leaders, Hi 4-H & Horse Meeting
30	End of 4-H 04-05 program year

4-H Staff

Los Angeles Office

General Information/Resources (323) 260-3854
4-H Fax (323) 260-5271

Lancaster Office

General Information/Resources (661) 723-4477

4-HYD Advisors:

John Pusey jcpusey@ucdavis.edu (323) 260-3844
Deirdre Thompson ddthompson@ucdavis.edu (323) 260-3879

Academic Coordinator:

Keith Nathaniel kenathaniel@ucdavis.edu (323) 260-3845

Staff:

Robyn Zelden rlzelden@ucdavis.edu (323) 260-3857
Silvia Turcios asturcios@ucdavis.edu (323) 260-3846
Roy Hillstock rlhillstock@ucdavis.edu (323) 260-3854

4-H All Stars

The 2003-2004 All-Star Candidate(s):

- **Chris Otto**
- **Jennifer Holly**
- **Jennifer Heckel**

The All-Star Advisor is

- **TBD**

The County Leadership Team consists of all the prior years' County 4-H All-Stars that are still active 4-H members. This year the team includes:

- **Kristen Hall**
- **Desiree Cramer**

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Cooperative Extension Service - - USDA
DANR - - University of California
Los Angeles County Cooperative Extension
PO Box 22255E, Cesar Chavez Avenue
Los Angeles, CA 90022

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