



United States
Department of
Agriculture

National Institute
of Food
and Agriculture

4-H National
Headquarters

CYFAR at **25** Years:

What Are They Doing Now?



CYFAR's Mission is to marshal resources of the Land-Grant and Cooperative Extension Systems to develop and deliver educational programs that equip limited resource families and youth who are at-risk for not meeting basic human needs with the skills they need to lead positive, productive, contributing lives.

CYFAR has served some 253,000 children, youth and parents since 1991

CYFAR provides funding to land-grant university extension services for community-based Sustainable Community Projects (SCP) to expand statewide (and territories) capacity to support and sustain programming for at risk of high need, vulnerable youth and families.

CYFAR AT A GLANCE

CYFAR aligns with the USDA Research, Education, and Economics Action Plan Goals 6 and 7, as well as with the NIFA Strategic Plan Goal 1: Science. The total averages presented below showcase the impacts that CYFAR has made in the past 25 years.

Number of Volunteers	36,850
Value of Hours Contributed	\$24,516,225
Hours Contributed by Youth	508,725
Hours Contributed by Adults	553,975
Number of 4-H Clubs	4,050

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The CYFAR *Legacy*

“Impact: the strong effect or influence that something has on a situation or person.”

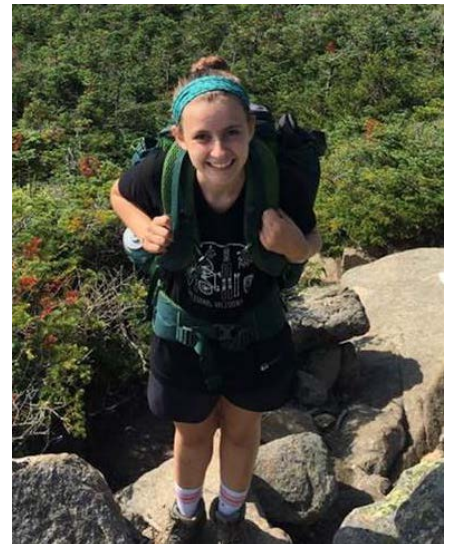
CYFAR has been making real, concrete impacts on the lives of countless youth for the past 25 years through strong partnerships formed at NIFA with land-grant universities throughout the country. The following highlights represent some of the lives that have been positively impacted by this program.

Skye Fournier

State: Maine (Mahoosuc Kids Association)

Project Director: Susan Jennings

Skye was briefly involved with the very first CYFAR project through Mahoosuc Kids Association afterschool and then during middle school she became very involved with the CYFAR project in partnership with the UMaine 4-H Camp and Learning Center at Bryant Pond. She pursued a challenging high school education with college prep classes, was very involved from middle school throughout high school with community service learning and eventually was accepted into Boston College. Today she is a sophomore doing well and preparing for a professional career in environmental studies. She is a first generation college student in her family and has an incredible commitment to service.



Nitsa Chery

State: New York (CITY Project)

Project Director: June P. Mead

Nitsa graduated from Penn State University in 2013 and earned her master's degree in school counseling from CUNY Brooklyn College. She currently works for the New York City Department of Education as a school counselor. She is a member of the American School Counselor Association and her love for helping other students started with the CITY project. She led projects where youth were able to share their ideas about healthy relationships and now she models her positive youth development foundation in her counseling work.

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Dan Whitney

State: Maine (Mahoosuc Kids Association)

Project Director: Susan Jennings

Dan is currently finishing his Master's in Business Administration at Husson University in Maine and runs his own business. He participated as an elementary student in the Mahoosuc Kids Association Afterschool entrepreneur project and later throughout Middle School in the 4-H CYFAR and Service project. Dan was an avid student athlete and engaged in a number of community service and service learning programs. He often cites 4-H and the entrepreneur project as one of the best educational experiences he had growing up. He started his own business with his brother while in high school and today runs his outdoor property management company. He serves as a Maine 4-H Foundation Youth Trustee today.



Asia Ambler

State: New York (CITY Project)

Project Director: June P. Mead

Asia joined Community Improvement through Youth (CITY) Project when she was 14, struggling to fit in and feel accepted in school. In her own words:

"Thanks to CITY, I found I had a knack for public speaking, definitely thanks to all the practice I'd received during my first year of CITY Project. This 'knack' led me all the way to San Antonio, Texas to speak at the CYFAR Conference. Following that my self-confidence and belief in my abilities climbed as well as my ambition to make a difference and have my voice heard. I was pretty young, but through CITY, I had opportunities to lead groups and instruct with the best presenters, my CITY Project mentors. I

knew how to effectively communicate with adults, fill out job applications, plan and execute a project in the community of any size, facilitate meetings full of my peers and adults, network efficiently, properly present and pitch an idea as well as edit and produce written material. These same skills helped me get my first job working for the Broome County Urban League in an inclusion program for children with disabilities. These skills helped me to be accepted to every college I applied to, assisted me through difficult times in my personal life and resulted in my current job! Today, I am a program educator for Cornell Cooperative Extension of Broome County, training out-of-school youth and preparing them for the world of work. I can now follow the model that I watched transform my life! The pride of being a CITY Project alumni formed the basis of my career and helped me discover my passion for youth development—the field I plan on staying in my entire professional career!"

Recently, the Children and Youth Services Council of Broome County celebrated its 30th anniversary by inviting Asia Ambler to be the keynote speaker. Asia's moving talk, Promoting Youth Resiliency, highlighted her own inspirational story and how her CITY Project "mentors" helped her and put her life on a new trajectory. Asia talked about the opportunities she had through CITY Project to present a workshop at the 2008 CYFAR Conference in San Antonio, Texas—and how the entire experience helped transform her belief in herself.

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Rashad Tilman

State: New York (CITY Project)

Project Director: June P. Mead

Rashad completed his two years in CITY Project and transitioned from CYFAR into the 4-H Youth Leaders Academy. Rashad received a scholarship to attend Delaware State University. He currently works at Phi Mu Alpha Sinfonia Fraternity, a nonprofit organization and national fraternal society of music. (Rashad is pictured third from the right.)



Kimani Lewis Ashley

State: New York (CITY Project)

Project Director: June P. Mead

He was involved in the CITY Project First Affordable Fashion Show and moved his love for fashion into a career. After graduating from New York City College of Technology, Kimani models all over the world. He works for Naky Prod and is involved in a host of community efforts that include community building, social networking and exchanges. His modeling career has taken him all over the globe and each year you will find him at New York City Fashion Week.

Barbyly Noel

State: New York (CITY Project)

Project Director: June P. Mead

As part of a CITY Project college and career visioning activity, Barbyly Noel talked about her dream to be an actress on Broadway or television. However, Barbyly had virtually no acting experience. In fact, her only "stage experience" at the time had been performing for an audience of elementary school children in a Black History Month reenactment of the story of Rosa Parks in the CITY Project "Change Bus". As she approached her senior year at Binghamton High School, Barbyly said she wanted to apply to the American Academy of Dramatic Arts, a fully accredited 2-year conservatory in Manhattan. After two years, students either graduate or are invited to join the school's prestigious third-year Company. In 2012, Barbyly was called one of the Academy's most promising actresses and was accepted into the Academy's Company. Today she lives in Manhattan and is one of the fresh faces of the prestigious Harlem Repertory Theatre Company.



She has appeared on Broadway in a variety of theatrical performances including *Wizard of Oz*, *Raisin In the Sun*, *Gingham Dog*, *Doubt*, *Good People* and *The American Clock*.

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Eric Baker

State: New York (CITY Project)

Project Director: June P. Mead

Eric completed his two years in CITY Project and transitioned from CYFAR into the 4-H Youth Leaders Academy. After graduating successfully from high school, Eric attended City University of New York (CUNY) John Jay College of Criminal Justice. Eric is self-employed and has his own business.

Amanda Marquez

State: New York (CITIZEN U)

Project Director: June P. Mead

Amanda was one of the first CITIZEN U graduates, completing the program in 2013 with Cornell Cooperative Extension (CCE) of Broome County. In 2015, after completing her State University of New York (SUNY) Broome two year degree in human services, Amanda was hired by CCE Broome. After demonstrating her workforce skills as a part-time program assistant on CITIZEN U, she was hired again by CCE Broome as an ELITE educator. Recently (January 2017), Amanda realized the importance of a four-year degree. Amanda applied for and was accepted at Binghamton University, where she is a full-time student pursuing a B.S. in human development. In her own words:

"I absolutely love that I was able to be a part of CITIZEN U in high school. It was a great way for me to be positively active within my community. Being with other students and deciding what projects were necessary and appropriate to carry out, really gave me a different take on all the things the community needs help with. On a skill-gaining level CITIZEN U helped me tremendously. I used to be shy and didn't like talking too much in front of people. CITIZEN U gave me numerous public speaking opportunities that helped me get over that uncomfortable feeling. Now I actually like to step up and volunteer to speak for certain things (like presenting first in class). I also believe that the program being youth-run, youth-led, gave me a ton of leadership skills because I was able to gain the self-confidence to volunteer to help facilitate meetings, our projects and community events. CITIZEN U and the relationships I've gained with the people in it really mean a lot to me. We created a little family-like bond and I love that when we all come back together to work on special projects, like our Interactive Theatre performances, it's like no one ever left and we get right back down to the business of making things happen! I'm so grateful to have been involved with CITIZEN U and plan to continue my involvement for as long as I can!"



Marcus Peterson

State: New York (CITY Project)

Program Director: June P. Mead

Marcus completed his two years in CITY Project and transitioned from CYFAR into the 4-H Youth Leaders Academy. Marcus received a scholarship to study English Education at Syracuse University and now is a teacher at E.L. Haynes Public Charter School in Bladensburg, Maryland.

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André Joseph

Virgin Islands (Helping Families Help Themselves)

Project Director: Lois V. Sanders

André is a young man who joined the program when he was about 10 years of age. He, along with three older brothers, lived in Croixville Apartments with their single parent mother. Croixville is a low income housing development on St. Croix near the University. At 14 years of age, André began volunteering to work with younger participants in the program. After that point, he continued to participate in the 4-H club at Croixville, until he left the island for a short period of time. Upon his return, he decided to attend UVI where he joined “Brothers with a Cause” (a university organization designed to reach out to young men to give them assistance in achieving academic and personal goals in the broader community).



Presently, he is a rising sophomore majoring in business with emphasis in accounting. His career goals include plans to become an entrepreneur which will include publishing future writings. Over the years, the CYFAR Program has recognized him by publishing one of his poems in an annual Agriculture & Food Fair publication, made him a recipient of CYFAR acknowledgement at a CYFAR Advisory Council Meeting; and we talk about him as a model of what CYFAR can do. When he was asked to speak at a Council meeting, he was quite insightful and explained and understood his early behavior and experiences. “So many young men in the community were involved in violence - I was trying to appear tough so I could survive in my environment.” “What I really enjoy doing is expressing my emotions through poetry” – something that we never imagined when he started in the program.



Jenece Reyes

State: New York (CITY Project)

Project Director: June P. Mead

Jenece Reyes joined the CITY Project at age 14. At that time, Jenece described herself as ambitious, boisterous, a bit rebellious and outspoken”. Shortly after joining CITY Project, Jenece was arrested for refusing to obey instructions from the police to move from an area at a football game where she was the assigned to be the school photographer. Because her mother does not speak English, her mother contacted the CITY Project team to help Jenece. Jenece was forced to write an apology and work on a plan to stay out of the juvenile system and find a way to turn this problem around Jenece’s

experiences lead to her spearheading a community forum to improvement youth-police relationships. As she explains, ““My favorite experiences in CITY Project were going on trips, interacting with our government officials, feeling valued, having opportunities to see colleges, and having a job over the summer.” With the support of the CITY Project, Jenece graduated from high school, received a full scholarship to attend a four-year college and graduated successfully from Syracuse University. Today she is a supply chain manager with a major national retailer.

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Chenoa Hailey

State: New York (CITIZEN U)
Project Director: June P. Mead

Chenoa joined CITIZEN U as a shy and timid sophomore at Binghamton High School. Chenoa was always self-conscious and nervous about "fitting in." CITIZEN U welcomed her and tapped into her interests and found opportunities for her to spread her wings. One of her first opportunities came when she was selected to serve as a delegate, representing CITIZEN U at 4-H Capital Days in Albany. Chenoa met with the New York State Senate and Assembly representatives and made an impassioned request for more funding for afterschool programs for youth. Chenoa said that the public speaking and community projects she worked on in CITIZEN U gave her the self-confidence she needed to meet and feel comfortable talking to the state legislators. As Chenoa explains,

"When I was in 4th grade I got interested in a career in engineering. Through CITIZEN U, Chenoa was able to have experiences at Cornell University, such as 4-H Career Explorations and the Samsung Summer Science Program. CITIZEN U gave me a way and encouraged me to spread my love of STEM to other young girls. "

Chenoa had an opportunity to apply her engineering and computer programming skills through CITIZEN U's summer employment program and an internship at TechWorks! Center for Technology & Innovation in Binghamton. As a CITIZEN U Teen Leader, Chenoa was selected as a Samsung Scholar and worked on a video about a service project she developed to teach science to girls at an elementary school in Binghamton. Chenoa's video won the National Samsung Video Contest. Chenoa beat out hundreds of her peers to win a technology prize package as well. Chenoa attributes her successes in CITIZEN U for giving her the confidence to apply for a scholarship to pursue an engineering degree in college. Today, Chenoa is completing her degree at Syracuse University, on a full scholarship. She continues to be grateful to CYFAR/CITIZEN U for encouraging her to pursue her dreams.

Rebecca Howard

State: Maine (MKA CYFAR; Bryant Pond)
Project Director: Susan Jennings

Becca has just begun her freshman year of college studying to be a radiographer. She was very involved with the MKA CYFAR project starting in Kindergarten. Later, in middle school she became involved with the Telstar and Bryant Pond 4-H CYFAR Project, including the trails service learning initiative. Becca is also a first generation college student and dedicated to community, sports. She was active in 4-H growing up. Her involvement with MKA and Bryant Pond helped her to be employed as a summer counselor and lifeguard in the local community.



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Nosa Akol

State: New York (CITIZEN U)
Project Director: June P. Mead

"I was introduced to 4-H through the CITIZEN U program during my freshman year of high school and that introduction changed my life forever," says Nosa. *"I was really quiet and shy when I first started, and I didn't know what to do about the bullying. CITIZEN U gave me a forum for channeling my energy to something positive, the confidence to believe in myself, and life-changing opportunities to help my community."* In 2013, Nosa's involvement in CITIZEN U led to her selection as a delegate to the World Food Prize Global Youth Institute, which led to a Wallace Carver Fellowship and paid internship as a biological science aide at the Robert W. Holley Center for Agriculture and Health at Cornell University. In 2014,

Nosa represented Cornell and CITIZEN U at the Norman Borlaug Symposium in Washington, DC as a panelist. While presenting her research from the World Food Prize, Nosa had an opportunity to speak with U.S. Secretary of Agriculture Tom Vilsack on how micro-farming could be used to address many of the humanitarian issues faced by girls and young women in South Sudan. National 4-H Council named CITIZEN U Teen Leader Nosa Akol recipient of the 2015 4-H Youth in Action Award, the organization's highest honor for a 4-H'er. Nosa was selected out of more than 80 candidates nationwide because of her proven commitment to overcoming personal challenges empowering her peers and driving positive change in her community. In addition to receiving a \$10,000 scholarship, Nosa was honored at National 4-H Council's sixth annual Legacy Awards in Washington, D.C. "Nosa exemplifies the life-changing impact of the 4-H experience, and represents millions of confident 4-H'ers all over the U.S. who are empowered with the life skills to tackle personal and community challenges today and to thrive in their careers tomorrow." Today Nosa is completing her second year at State University of New York Broome and looking forward to transferring to Cornell University to study international development. Nosa hopes to return to the South Sudan to "pay it forward" in honor of all she gained through CYFAR and CITIZEN U.

Chance McCallister

State: Nebraska (TEAMS Program)
Project Director: Kathleen Lodi, Ph.D.

Chance is a student whose life and career choice was impacted by TEAMS. Chance comes from a single parent family and began to participate in the program in eighth grade. Academically, he was very strong, but he really had no idea about a career. That situation totally changed when he went to Western Nebraska Community College technology center on one of our Super Saturdays. In that session, the students were instructed to construct a virtual bridge. Chance constructed a bridge that could hold more and was cheaper than the bridge constructed by the instructor. From that point on, he knew that he wanted to be a civil engineer. However, his parents did not have the finances for him to go to college. He realized that he needed to receive scholarships and grants to achieve his dream. From his freshman year to his senior year, he took courses that challenged him, maintained good grades, participated in school and community activities, and volunteered. He decided to attend South Dakota School of Mines and pursue a career in civil engineering. He is currently at Mines and has consistently achieved the Dean's List. This summer he has applied for internships to increase his experience.



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THE SCOPE

(Based on Reported Data)

- ❖ **314** of the CYFAR projects have concentrated on **STEM** fields.
- ❖ CYFAR has had **100** projects involving **entrepreneurship**.
- ❖ **435** CYFAR projects bring light to **health** issues, such as obesity
- ❖ CYFAR has had **481** projects that emphasize **family** and **parenting**.
- ❖ **253** of CYFAR projects have focused on **leadership** skills.
- ❖ CYFAR has had **102** projects related to **fine arts**.
- ❖ **302** CYFAR projects have incorporated **service learning**.
- ❖ CYFAR has had **189** projects that teach about **gardening** and **agriculture**.
- ❖ **432** CYFAR projects have been associated with **food** and **nutrition**.
- ❖ CYFAR has had **182** projects address **college** and **career preparation**.
- ❖ **Diversity** and **inclusion** has been integrated into **227** CYFAR projects.
- ❖ **226** CYFAR projects have reached youth in the **central city**.
- ❖ **172** CYFAR projects have reached youth in **small, rural towns**.
- ❖ **93** CYFAR projects have reached youth in **suburban towns** and **cities**.

SOME STATE ACCOMPLISHMENTS

University of Kentucky

A total of 66 youth have gained employment directly through the program; 13 have gained housing directly through the program; 11 worked toward completion of their GEDs during participation in the program; 7 program youth are currently enrolled in higher education institutions; 8 youth received mental health assistance as a result of participating in the program, and 3 youth were helped to get out of trafficking during participation in the program.

Alabama A & M University

50 parents spent at least thirty minutes twice a week reading with their children. One mother texted, "So excited, with the help of all of you he has brought his Low C up to a B!!! Tell everyone THANKS!" Likewise, a mother shared her joy in receiving a note from a teacher praising her child for her hard work, motivation, and attitude. The mother contributes the success of her child to that of PCREP: "He attended the PCREP in the fall of 2015. And this is the result of her attending the class. Thank you for all your help and the class has been truly a blessing."

University of Minnesota

Teens learned strategies to make financial choices on their own behalf, in addition to making better nutritional choices. With regards to healthy eating choices, over 28.0% said that they are "always" trying to make healthy and nutritious choices about the foods they eat; an additional 36.0% reported that they are "usually" trying to make healthy and nutritious choices about the foods they eat. Almost 48.3% reported that it would "not be hard at all" to eat vegetables for a snack after going through this program.

University of Alaska

Alaska reached 17 teenaged males throughout the course of this program. Specifically, teens in foster care from around the state participated in two training and leadership retreats with Facing Foster Care in Alaska. Teens successfully gained employment while still in state custody. As teens were released from state custody, staff worked with them to find housing, and enroll in school. Teens were able to acquire housing with assistance from staff.

North Carolina A&T University

The core group of gardeners grew the produce that was distributed among themselves and also to approximately 100 other families in the community. 100% percent of respondents that were in the program agreed that they were better able to provide food for their families and that they spent less money on food (11 responded) because of the garden. They grew over 950 pounds of produce in the fall. One respondent estimated her harvest at 160 pounds which is roughly a value of \$296-\$320.

University of Tennessee

Students who participated in the afterschool programs showed an average increase of one letter grade in the subjects of math, science and reading compared to non-participating students. The initial grade difference between participants and nonparticipants seems to be due to turning in homework. Time is provided each day in afterschool to complete homework. Simply turning in homework on a regular basis has increased some student's grades by at least one letter grade.

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University of Wisconsin

28 of 29 respondents indicated learning new Menominee language and 26 of 29 new Menominee cultural knowledge. 8 of 8 respondents from the Nicianak 4-H Club were able to identify healthy nutrition and physical activities from their club experiences. 8 of 8 agree that being physically active is fun and is good for them. 100% of youth reported doing more physical activity as a result of the program and 50% reported eating more different foods. 20 of 29 participants report using their language and culture skills outside of the program--at school, with family members, and in community settings and events.

Iowa State University

63 youth and eighty adults participated in the Three Juntos Workshop with the help of success coaches. Through 4-H club activities and academic experience, the youth participated in a broad range of developmental and learning experiences. SCP sites identified and integrated strategies into on-going Extension, school, and other community organizations' programs that promote student academic success and participation in higher education. At 12th grade, 70% of participating youth will have completed at least one college entrance exam, and one college admissions application. By the end of the 12th grade, 80% of participating youth will have graduated from high school.

Pennsylvania State University

219 youth participants from ages 10-14 reported 71% improved stress coping skill, 71% increased consistent discipline and 53% improved peer pressure refusal skills. Analyses of the impact of PROSPER on youth identified as high risk at baseline indicated a significant positive effect on these youth, with high-risk youth in PROSPER communities showing lower rates of substance use over time than those in comparison communities; these effects were larger than those for low-risk youth. Data reveal that PROSPER has long-term effects on youth reports of their prescription drug use, with 12th graders in PROSPER communities reporting significantly lower rates of initiation and usage than those in other communities.

University of California

Youth engaged in curricular activities to learn how to cook, such as food preparation using MyPlate to build a meal. Evaluation results show improvement of knowledge and skills related to cooking. Youth improved their knowledge of what a recipe is used for; 59% responded correctly on the pre-test and 64% responded correctly on the post-test (from options of make food, grow food, dance on, draw on, and ride a bike). Youth improved on their skill of making something to eat with fruits or vegetables all by themselves. On the pre-test youth responded 64% yes, 19% maybe, and 17% no and on the post-test this increased to 71% yes, and 19% maybe.

Rutgers University

Participants gained skills and positive attitudes on helping others and their community, as well as planning projects to address needs. In at-risk environments where basic personal needs are often unaddressed, to have these participants gain an understanding of how climate variability is impacting the world and people in it is testimony to the program and how it addresses climate variability. 90% learned: more about their community; how to find ways to fix a community need; understanding the needs of others; setting goals of a service learning project; how to solve a community problem; how to work as a group. 80% gained confidence working on community issues; how to make decisions as a group; and learned to plan and organize.

HIGHLIGHTED PROJECTS

Project FINE

Project FINE worked to become a non-profit and have been very successful in securing funding to keep the program and services available and growing in the Winona County and the surrounding area for the past 25 years. Minnesota Extension's major staffing changes in 2002 and later...Extension's role in the day-to-day programming and delivery was intentionally transferred to a Board of Directors and Fatima Said as Executive Director. We are proud to say the Project FINE has become a key resource for integration in the Winona area.

Janet Beyer-Community Program Assistant (University of Minnesota)

TEAMS Program

The TEAMS Program began in 2005 as part of the CYFAR project in Scottsbluff and Minatare, Nebraska with 15 students and their families. The program is still in existence and has grown from 15 to 96, and it has impacted many lives.

Kathleen Lodl, Ph.D.-Program Director/Associate Dean/4-H Program Administrator, Nebraska Extension

The Mahoosuc Kids CYFAR Project

The Mahoosuc Kids CYFAR Project has been running since 1991. Today it has grown to serve youth from ages 5 to 18. It runs four sites from elementary through high school in the Bethel, MSAD 44 school district as a separate 501 (C) 3 organization . The CYFAR funding for afterschool programs in 1991 was the catalyst for getting the program going. The program continues to change the lives of hundreds of children and youth every day. In addition the CYFAR Environmental Service and Learning projects with the University of Maine 4-H Camp and Learning Centers also continue to thrive and the school-based impacts have grown to influence more schools with ongoing outdoor experiential educational commitments including a Freshman Academy with Telstar running the entire academic year for all students. The CYFAR projects in Maine have had a great influence on thousands of children and youth

*Susan Jennings-Executive Director, Maine 4-H Foundation
(University of Maine)*

CYFAR



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