

# The IMPACT Project (2018)

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## ► TEAM ACTION PLANNING KIT

NAME: \_\_\_\_\_ TEAM: \_\_\_\_\_

Each YCLS team is challenged this weekend to identify and plan an IMPACT project you want to implement in 2018. What is an IMPACT project? How can your team do something that meets a critical need in your community and ensures good fit with your team's talents? How can your team apply youth-adult partnerships to empower your community work and multiply your impact? This planning kit is your guide!

***By the end of this conference, teams should have completed...***

### FRIDAY

- "Why Service?"
- The Six Steps to Making an IMPACT
- Step #1: Investigate "Individual Strengths"

### SATURDAY

- Step #1: Investigate "Team Strengths"

### SUNDAY

- Step #2: Map It Out
- Step #3: Power Plan  
(Purpose, Objectives & Indicators)

***After YCLS, teams should meet on their own to complete...***

- Step #3: Power Plan (Reach & Budget)
- Step #4: Activate
- Step #5: Connect
- Step #6: Tell Your Story
- Putting It All Together: Master Plan
- Mini-Grant Applications

## The Courage to Lead!



# Why Service?

“The best way to find yourself is to lose yourself in the service of others” – Gandhi

As a teen leader, you have likely participated in or led others through community service projects with your school, afterschool program, 4-H club, or community betterment group. According to national statistics, about 26% of American teenagers aged 16-19 volunteered in 2015. Together, they contributed 345 million hours, totaling \$8.1 billion worth of service! That doesn't even include youth ages 12-15 – can you imagine the IMPACT of *all* these youth volunteers?

From these figures, it is clear that teens like you care deeply about your communities and are involved in service at high levels. Yet how many young people volunteer, and never have the chance to use or develop their areas of natural gifting? As a result, youth miss out on opportunities to serve others from their strengths, and communities miss out on opportunities to nurture future civic leaders.

This is where IMPACT projects come in – these community engagement projects challenge teens to discover their “personal strength” and explore the best ways to bridge their talents and passions to critical needs in their communities. Service becomes more meaningful for individuals, more purposeful for teams, and more *impactful* as we use our natural strengths and abilities. The result is like that “over the rainbow” moment where we see something spectacular: as leaders, we have opportunities to display courage, and to inspire others to do the same!

At YCLS 2018, we will focus on mobilizing you and your team to discover your strengths, explore areas for service, and create a plan for success. Follow the six steps below, and prepare for IMPACT!



# Making an IMPACT

At YCLS 2017, youth-adult teams created projects using their personal and team "magic." Check out these examples of "motivating action & growth in communities" to see the IMPACT you can make when courage meets community!

## **Saline County 4-H – The Cook Shack**

For the 4-H teen leaders of Saline County, this year's YCLS mini-grant project was all about the Cook Shack! Teen leaders use the Cook Shack to serve the community food concessions at local events, including the county fair, with proceeds benefitting local 4-H programs. The Cook Shack team developed a plan at YCLS to update the building to be more user-friendly and to meet county food safety regulations. With the help of supporters, the group worked through challenges like needing to have licenses and insured labor. The team moved the cooking process back indoors, replacing the vent system, fryers, and cooking equipment broken, beyond repair, or parts no longer produced. The team leveraged YCLS mini-grant funds with a Doane Youth Center Grant and local donations to complete the project. "The food ordering and delivery process are so much easier with the new cooking equipment and space," commented one participant on the impact.



## **Louisiana MCB Youth - Louisiana Riverfront Beautification**

The Louisiana MCB Youth Group encouraged other groups and organizations to come out to the riverfront to help with the removal of the old railroad ties and weeds that had overtaken the garden beds. The community is now benefiting from an attractive riverfront that people can enjoy to just relax or enjoy viewing the river and surrounding wildlife. To continue the project, the committee has drawn up plans to replace the old railroad ties with rock that will match the surrounding riverfront. They will also be replanting the flowerbeds with plants that are indigenous to the area and are heat and drought tolerant. The group's sustainability plan is to incorporate a Kids in Action group which meets during the summer to work along side team members in maintaining the flower beds and keeping the area attractive. "It was a lot of hard work," said one participant, "but after things begin to get planted and the flowers bloom, it is going to be so pretty."

## **Carroll County 4-H – Straw Bale Gardens/Food Pantry Donations**

Carroll County 4-H members were on a mission to teach members of the community how to garden in a small amount of space. They wanted to reach people who live inside the city limits as well as older citizens who can still garden. The group introduced straw bale gardening to close to 250 people through a partnership with H.E.L.P. Services. One community member said, "It's like the tomatoes grew overnight!" The produce the group harvested from the straw bale gardens was donated to the local food pantry during August and September. Team members reflected on what they learned: "Having a successful crop on the second round shows you should never give up on something. Once you start, you have to continue."

## **Barton County 4-H/Lamar MCB Youth – 5K Walk Run**

Barton County 4-H and Lamar MCB Youth held a 5K Walk/Run event to raise funds and awareness for children's wellness programs in their county. Fifty people participated in the race. Organizing and hosting the 5K gave the youth the opportunity to use life skills by planning an event, mapping a course, and setting up a budget, helping prepare food, and cleaning up the park afterwards. The walking trail was also set up with examples of making healthy choices that reached the community of walkers all day long. The team is proud to display how a 4-H team and an MCB youth group can work hand-in-hand on the same projects in the same community!



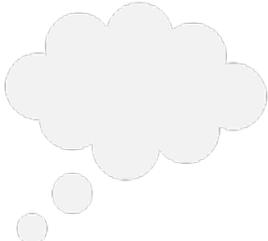
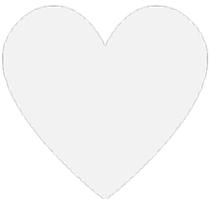
## Step #1:

# Investigate

"The truth is, most of us discover where we are headed when we arrive" – Bill Watterson

The first step to creating an IMPACT is discovering your own personal strength. This is a specific area where you feel confident, an activity you truly enjoy doing, and something that "lights you up" when you share it with others. As you investigate and inventory your strengths, fill out the boxes below. After completing your personal investigation, share with your team, and answer these questions as a group:

- When or where do you get to live out your strength?
- Who encourages or supports your pursuit of this potential strength? How can your team support you?
- What obstacles do you have in living out this strength?
- What connections do you see between using your strength and being courageous?
- How might you use your strength in courageous ways to make your community better?

<b>Knowledge</b> <i>What do you know a lot about, or enjoy learning?</i> 	<b>Passion</b> <i>What excites you? What do you feel strongly about? What do you have deeply held values/convictions about?</i> 
<b>Manual Skills</b> <i>What do you know how to do very well, and enjoy doing?</i> 	<b>Relationships</b> <i>What do you feel you do very well when it comes to relating to others, and enjoy doing?</i> 
<b>MY STRENGTH:</b> <i>Based on your investigation, what is your personal strength?</i>	

### MORE SIGNS OF COURAGE:

- ☞ Take a look at the *Leadership Map* on page 12 of your YCLS program book. What clues do you have about where your abilities are the most courageous?

## Step #1:

# Investigate

"If everyone is moving forward together, then success takes care of itself" – Abraham Lincoln

Now that you have discovered your own personal strength, and learned more about your teammates, take a few minutes to revisit those passions and capture them in the table below. Think back to your discussions, and look for trends or common interests of your team as you refer to each member.

Team Member	Their Strength (Ability/Passion)	Ways this strength can be expressed	Ways our team can support this strength

A few questions....

- Were there any surprises?
- What are some activities your team would enjoy doing together, based on these strength themes?
- And...could any of these interests be directed toward courageously improving or bettering your community?

**Before going on – capture a summary of what you have discussed and decided in this step. It will be easier to keep your entire plan together if you can take these small "snapshots" one at a time. After you complete each section, fill out these summary boxes and transfer the info to your Master Plan on page 15!**

<b>#1</b>	Top Team Strength Themes:
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## Step #2:

# Map It Out

"Purpose is the reason you journey. Passion is the fire that lights your way." - Anonymous

When we plan a long trip, vacation, or even our journey here to YCLS, we must decide a route to get us there. We can choose different roads - some are faster, some are more scenic, and some are new paths we've never traveled before. Even with our handy GPS, it helps to map out our route first. When we know our options, we can select the best pathway to reach our destination.

To find the best road for your IMPACT project, your team will "map out" areas of need or opportunity in your community. Brainstorm as a group, and list the top categories here: *(see list on page 19 for more ideas)*

- 1.
- 2.
- 3.
- 4.
- 5.

Looking back at your team's strength themes, choose an opportunity that aligns with your collective strengths - put a star next to or circle the number. Congratulations! You just pinpointed the purpose of your IMPACT project! It is important to know a few basic facts about the issue - discuss these as a team and capture them here:

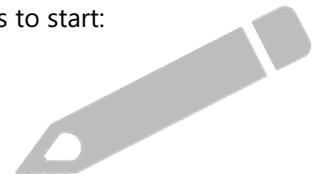
- WHO is most affected by this issue? Who will we be able to reach in our community?
  
- WHAT is needed to address this issue - is it something we build, an event we host, or information we share?
  
- HOW MUCH research is needed before we get started? Where can we find it?

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## RESOURCE CORNER

Take time to seek more information regarding your issue. Here are some good places to start:

- **Visit an agency or organization who serves a similar purpose**
- **Watch a movie or documentary on the subject**
- **Contact a government official**
- **Conduct an internet search**



When looking for facts and stats online, check out these credible sources for county-level data:

- **Missouri KIDS COUNT: [missourikidscountdata.org](http://missourikidscountdata.org)**
- **United States Census Bureau: [census.gov/quickfacts](http://census.gov/quickfacts)**
- **OSEDA Missouri County Profiles: [oseda.missouri.edu/countyprofile](http://oseda.missouri.edu/countyprofile)**

## Step #2:

# Map It Out

"Don't be afraid of the answers. Be afraid of not asking the questions." – Jennifer Hudson

### THE NEXT LEVEL:

Are you ready to take your project to the next level? Challenge yourself and your team with this optional "next level" step. *If you decide not to do this challenge, fill out the summary box below and continue to Step #3.*

- **Identify a city or county government official, community leader, or nonprofit leader you will talk to as you develop and implement your project.** This can include a mayor, city manager, parks and recreation director, city council member, county commissioner, school superintendent, sheriff, fire chief, or any other local government official.

*Why do you think it is important to involve a local leader while planning your IMPACT project?*

*Who are three officials you can possibly ask?*

#### Possible Roles for Public Officials

- Provide more info on the issue
- Offer insight on how to have an impact
- Grant permission to do your project (i.e. cleaning a public park, repairing a public building, planting a tree)
- Recognize and promote youth service
- Raise awareness or gain media attention
- Change policy or budgeting priorities

#### Tips for Success:

- ✓ Set up an initial meeting
- ✓ Be clear on what you are seeking
- ✓ Provide details about your plan
- ✓ Ask for guidance/support
- ✓ Suggest ways they can be directly involved. Offer a few options right away
- ✓ If they are too busy, let them know other ways to support (i.e. recognition, media)

*(Source: Youth Service America)*

**Take a moment to capture key info to transfer to your Master Plan on page 15.**

<b>#2</b>	Chosen Issue:	Research Needed:	Gov't Official to Ask: (optional)

### Step #3:

# Power Plan

“Success occurs when opportunity meets preparation” – Zig Ziglar

You’ve found the project, done your research, and definitely have the strength and courage to make it happen. Now what? It’s time to get down to the nitty gritty, and plan for success!

#### **PURPOSE STATEMENT**

We know the importance of setting personal goals, but did you know it is just as valuable to set *project* goals, too? As a team, craft a one-sentence statement reflecting the goal of this project – what purpose does it serve?

<b>#3A</b>	Purpose Statement:
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#### **OBJECTIVES**

Chances are you set a BIG goal for yourselves, which is good! Let’s break it down some more. What will it take to make this goal a reality? Specifically, what are 3 objectives, or key things that must happen, for this goal to be reached? Fill them in the table below.

*\*HINT: Good objectives start with an action verb – think about the “do” part of the project, and use words like **create, build, contact, advertise, fundraise**, etc.*

#### **INDICATORS**

Just like with any goal, it helps if we can measure our progress. What evidence will let you know you have accomplished this objective? Will it be securing a booth or table space at an event, meeting a fundraising goal, gathering the necessary supplies by a certain target date? Decide as a team what indicators will best match your objectives, and capture them in the table below:

<b>#3B</b>	Objective #1:	Indicator:
	Objective #2:	Indicator:
	Objective #3:	Indicator:

**When you have your purpose statement, objectives, and indicators ready, transfer them to the Master Plan on page 15.**

### Step #3:

# Power Plan

“There are two ways of spreading light: to be the candle or the mirror that reflects it” – Edith Wharton

## REACH

One way that many community, nonprofit, and grant-making organizations measure impact is through “reach.” How many people will be affected by your project? Depending on your endeavor, this can be very easy to capture, such as the number of attendees to a special event. For projects that will have a continuous future use, it may be more difficult to guess. Use the questions to create a few ideas for measuring reach, then capture the final estimates in the table below.

- **Direct Reach:** This may include the people who serve on your YCLS planning team, others you invite to help implement the project, or specific beneficiaries of your efforts.
- **Indirect Reach:** Overall, who might benefit? This can be an estimate of attendees to an event, weekly or monthly visitors to a site, or even the entire community!

<b>#3C</b>	<u>Direct Reach Estimate:</u>	<u>Indirect Reach Estimate:</u>
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## BUDGET

Now that you have clear goals, objectives, indicators, and an estimated reach, you can start leveraging financial support for your project. It is always easier to solicit donations, hold fundraisers, and apply for grants when you can communicate these key pieces!

Think about these tips for budgeting, and fill out the **“IMPACT Project Budget”** worksheet on the next page:

- **Balance:** your income and expenses should be equal when planning a community service project. If you have extra income, consider how it could be used in relation to the project – more supplies? seed money for next year? more media or publicity of your project? If you have more expenses than income, consider where you can cut spending through DIY or recycled items, or where there may be untapped resources.
- **Matching and In-Kind Donations:** Income does not just mean cash. Other contributions may come in the form of donated time or expertise, materials or supplies, or a matching sponsorship. For example, partnering organization may “match” what you fundraise to double your efforts. Be sure to track what matching and in-kind donations may be appropriate for your project.
- **Mini-Grants:** You have the unique chance to apply for mini-grants through Missouri 4-H and MCB. Exclusively for YCLS teams, this \$200 mini-grant can be used in a variety of ways to support the project. Explore other grant opportunities or financial sponsors in your community too – the applications are usually very similar, so it is easy to duplicate and earn more support!
- **Estimated and Actual:** Budgets are meant for planning, but as we all know, plans can change! As you tally donations and determine real prices for materials or services, update your budget and see where you may need to make adjustments.

**Step #3:**

# Power Plan

“Great things are done by a series of small things being brought together” – Vincent Van Gogh

## IMPACT Project Budget

<b>Team/County:</b>		
<b>Project Title:</b>		
<b>Date(s):</b>		
<b>INCOME:</b>		
<i>Source (fundraiser, donated supplies, county or city support, etc.)</i>	<i>Est. Amount</i>	<i>Actual Amount</i>
*YCLS Mini-Grant Funds!	\$200.00	
<b>TOTAL INCOME:</b>		
<b>EXPENSES:</b>		
<i>Source (table or event space/fees, materials, food, travel, advertising, etc.)</i>	<i>Est. Amount</i>	<i>Actual Amount</i>
<b>TOTAL EXPENSES:</b>		

<b>#3D</b>	Total Estimated Contributions:	Total Estimated Expenses:

**While the budget is a critical step, you only need to transfer these “big picture” totals for your Master Plan on page 15. Remember to keep this worksheet handy, and return to it as you gather new information!**

### Step #3:

# Power Plan

“Power is gained by sharing knowledge, not hoarding it” – Unknown

## THE NEXT LEVEL:

Are you ready to take your project to the next level? Challenge yourselves and your team with this optional “next level” step. *If you decide not to do this challenge, skip the summary box below and continue to Step #4.*

➔ **Develop a partnership with a community group as you do your project.** Communities can be seen as a web of relationships that exist between local people and organizations. Social capital is the “currency” that builds communities that are safe, healthy, productive, and viable. By reaching out and working with a community group on your project, your team can add to this web of relationships, building a stronger community! Aim to find a group you have not partnered with previously.

*What do you want to gain from the partnership? What can you offer?*

*Who are three organizations or groups you can possibly ask?*

### Partnerships with community groups and agencies can help youth:

- ✓ Identify specific community needs and resources
- ✓ Locate project sites or volunteer opportunities
- ✓ Identify and recruit additional volunteers and participants
- ✓ Secure donations, sponsorships, and programmatic support
- ✓ Acquire new knowledge, civic understanding and career related skills

Once you have identified a group, take time to learn more about the organization. They will appreciate your effort to understand them, and you will feel more confident knowing what they do! Make sure to check out their website or talk to individuals or groups who have worked with them in the past.

### About the Organization...

- What is the purpose of the agency/organization? What is its vision for the future?
- What is the history of the organization – how, when, and why did it get started?
- How does the organization contribute to the life of our community?
- What programs does it offer? Why did it choose to focus on those programs?
- What are the organization’s strengths? What are the organization’s needs?

*(Source: Youth Service America)*

<b>#3E</b>	Potential Community Partner:	Why We Chose Them:
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***If you chose to challenge yourself with this step, transfer the information to your Master Plan on page 15. If not, you can leave this box empty.***

## Step #4:

# Activate

*"To be successful, the first thing to do is to fall in love with your work"" – Sister Mary Laretta*

You can't make an IMPACT until you ACT! This step in the process is the actual doing or implementation of your project, with all team members contributing in ways that express their strengths and interests. In essence, this step involves figuring out the **who, what, when, where, and how** of your IMPACT project.

### **TEAM ROLES**

One way to ensure all members have a part to play in this project is to have clearly defined roles. Look at the descriptions below, and decide as a team who should serve in each role. Think back to your strengths, interests, knowledge, and passions – where would *you* fit best? Where do you want to challenge yourself?

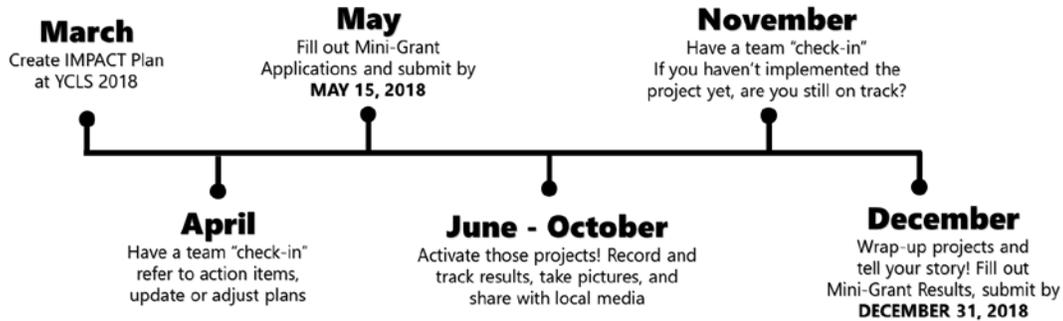
Team Role	Description	Name
Planning Coordinator	You are responsible for keeping the plan complete, written, and ready to use. You will help keep the team moving forward with the planned objectives, and track progress of your plan and goals. Be sure to complete the Mini-Grant Application using your planning template to earn those funds!	
Supply Director	You are the go-to person for getting the right supplies and materials for the project. Other team members can help obtain the needed materials, but you are responsible for coordinating who gets what, when, where, and from whom.	
Media Director	Your job is to promote and publicize this project. This includes invitations for others to participate, flyers or advertising for the community, or follow-up with local media after the project is complete. Remember to take pictures throughout the process, they add so much to the story!	
Outreach Director	You are the connection between the group and other community groups. You should keep in touch with local organizations or agencies who are partners, need to give approval, or are interested in participating. It is important to keep these relationships strong, so be ready to use those people skills!	
Team Reporter	Your job is to wrap-up the project by reporting out to the correct groups or people. Prepare a "summary sheet" of your accomplishments, share with the youth or adult members of your club/team, and complete the Mini-Grant Results report if you received funds.	
Motivators (multiple if needed)	You are the energy that keeps the group going forward! Be ready and willing to pitch in wherever someone needs help, ask questions to prompt action, and keep up a spirit of teamwork and cooperation.	
Adult Partners	Your job is to offer support, guidance, and advice to the team as an equal partner. Use your strengths as a leader and your experience in community development to steer your team toward success, and help celebrate achievements along with way!	

## Step #4:

# Activate

"The ones who are crazy enough to think that they can change the world, are the ones who do" – Steve Jobs

"Begin with the end in mind" is one of the seven habits of highly effective people developed by Stephen Covey – and it applies here too! To have a highly effective project, begin with a clear idea of where you want to go, and how long it takes to get there. Use this timeline to understand how your project can play out over the course of the year:



**Now that you have team roles set and a timeline reference, go to the "Master Task List" worksheet on page 16 and decide specific tasks, responsibilities, resources, and deadlines.**

Are you ready to put your project idea to the test? The *Core Elements* list below will guide you through aspects that will ensure a top-notch effort. The more questions you can answer "YES!" to, the higher the quality of project! As you put your project into action, consider how you are incorporating each of these elements:



### Meaningful Service

*Will team members be involved in activities they want to do, versus what others choose for them to do?*



### Education & Learning

*Will team members learn new things about their community (and the world) and the needs of the people who live there?*



### Reflection

*Will team members have many chances to think about the project, themselves, the issue being addressed, and the broad community or world?*



### Diversity

*Will team members meet different people, learn about them, and work together?*



### Youth Voice

*Will youth team members work with adults in planning and carrying out activities?*



### Partnerships

*Will the project bring other community people together to do work they care about?*



### Progress Monitoring

*Will the team work together to create goals and make sure they meet those goals? Will they also learn ways to improve in the future and keep the good changes going?*



### Duration & Intensity

*Will the team continue to work on the project so that community needs are met and improvements continue over time?*

(Source: Service-Learning Standards for Quality Practice)

## Step #5:

# Connect

“What we do for ourselves dies with us. What we do for others and the world remains and is immortal.” – Albert Pike

Think back to when your team was first brainstorming opportunities in the community. Was the need something that could be solved in a single day, or would it take time and continuous effort? Most likely, it is the latter. The causes we care about the most are often the hardest to tackle – so how do we make sure our service doesn’t end, even when we finish our project? It’s all about making connections.

This element of “connecting” has a few different pieces. Discuss as a team how you can connect **ideas**, **groups**, and **efforts** using the questions below as prompts.

### Connecting Ideas:

- How does our work fit into the “big picture” of addressing this need?
- What new opportunities or ideas did we learn about as a result of doing this project?
- What elements of our project went extremely well? Where could we use improvement if we did it again?
- How does this project reflect the goals of our entire organization? (4-H or MCB)

### Connecting Groups:

- How can we best transfer knowledge and experience to a new group of leaders in the future?
- How can we incorporate new members into our project, if we continue it in the future?
- How did our partnership with community stakeholders help or hinder our efforts? What could we do differently?
- Who else can we partner with in the community to make this project stronger?

### Connecting Efforts:

- Should we narrow our focus so we help a more specific group in the future?
- Should we expand our focus so we impact a broader group in the future?
- How can we build on this effort if we choose to do it again?

As you can tell, most of these connections ask you to look ahead – how can we create the best *future* for our project? Using your responses from above, begin to create a **Sustainability Plan** to ensure your impact continues.

	People	Organizations	Funding	Media
	<i>Who are key people we need to talk to or involve about continuing our project?</i>	<i>Which organizations should we consider taking over or maintaining our project?</i>	<i>How much money do we anticipate needing to continue, and where will we get it?</i>	<i>How can local media help generate continued support? How can we use social media?</i>
<b>#5</b>				

**When you have captured these key Sustainability pieces, transfer them to the Master Plan on page 16.**

## Step #6:

# Tell Your Story

"Nothing taken for granted, everything received with gratitude, everything passed on with grace" – G. K. Chesterton

Something amazing has just happened – you sought out an opportunity to serve, worked collaboratively and cooperatively with other individuals and organizations, and transformed an idea into an IMPACT. That's something worth sharing! Before you shout your story from the rooftops, take a moment to reflect. Just like every story we read has a life lesson, so does this chapter in your own story of service.

### 'RIGHT NOW' REFLECTION

Whether you are reading this page to complete your plan or coming back to it after you have implemented your project, stop and answer these questions with your team. Think of the context of where you are now – these can relate to attending YCLS, the planning process, or the actual project.

(1) Ask: "**What** did we do?"

- What are some words that describe your experience?
- What were your feelings?
- What was most rewarding?
- What was most challenging or difficult?

(2) Ask: "**So, what** did I get out of the process?"

- How has the information and skills you've learned helped you?
- How was the experience different from what you expected?
- Why is it important to serve your community?

(3) Think: Generalize

- What issues did the experience make you think about?
- What are the challenges that face us in these issues?

(4) Ask, "**Now, what** do I do with this knowledge and experience?"

- How has this project changed your attitude about the issue?
- What will you notice now that you did not before?
- What can we do as a group to have more impact in this area?
- What is one thing you can do next week to make a difference with this issue?

(5) FINAL QUESTION:

**How are you a different person because of this experience?**

*(Source: Service-Learning Standards for Quality Practice)*

How will you tell your story? Here are a few ideas on how to inspire others with your IMPACT:

- **Develop a short presentation:** this is a great way to practice public speaking skills and get creative! Ask a community partner or affiliated group if you can present at their next regular meeting.
- **Contact local media outlets:** reach out to local newspaper, radio, or television stations to pitch your story. Have the team reporter draft an article or announcement – it just might make it in!
- **Send thank-you notes:** when you are extending your gratitude to donors, sponsors, partnering organizations, or other helpers, tell them how their contributions made a difference. Create a postcard or photocard from the project with impact figures, and leave space for a personalized note of thanks.
- **Submit Mini-Grant Report:** we want to hear from you, too! Your Results form is due by the end of the year, but don't feel like you have to wait to share your achievements. Supplement your results with photographs or newspaper clippings to add to the story.

**Describe how your team plans to "Tell Your Story", and transfer this last piece to the Master Plan!**

<b>#6</b>	We will tell our story by:
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# Putting It All Together: **MASTER PLAN**

<b>Team/County:</b>		
<b>Members on Team:</b>		
<b>Project Idea:</b>		
<b>#1: Investigate</b>	Top Team Strength Themes:	
<b>#2: Map It Out</b>	Chosen Issue:	Research Needed:
		Gov't Official to Ask:
<b>#3A: Power Plan</b>	Purpose Statement:	
<b>#3B: Power Plan</b>	Objective #1:	Indicator:
	Objective #2:	Indicator:
	Objective #3:	Indicator:
<b>#3C: Power Plan</b>	<u>Direct</u> Reach Estimate:	<u>Indirect</u> Reach Estimate:
<b>#3D: Power Plan</b>	Total Estimated Contributions:	Total Estimated Expenses:
<b>#3E: Power Plan</b>	Potential Community Partner:	Why We Chose Them:

## #4: Activate: MASTER TASK LIST

Team Role	Name	Project Tasks/Responsibilities	Resources Needed	Deadline for Task
Planning Coordinator				
Supply Director				
Media Director				
Outreach Director				
Team Reporter				
Motivator				
Motivator				
Motivator				
Adult Partner				
Adult Partner				

	People	Organizations	Funding	Media
	<i>Who are key people we need to talk to or involve about continuing our project?</i>	<i>Which organizations should we consider taking over or maintaining our project?</i>	<i>How much money do we anticipate needing to continue, and where will we get it?</i>	<i>How can local media help generate continued support? How can we use social media?</i>
<b>#5: Connect</b>				
<b>#6: Tell Your Story</b>	We will tell our story by:			

# YCLS 2018 IMPACT Mini-Grants Application

**DEADLINE: May 15, 2018**

*Please complete this form using the **electronic template** emailed to participants after YCLS  
Once complete, submit to either:*

*Steve Hennes, 4-H Center for Youth Development, [hennes@missouri.edu](mailto:hennes@missouri.edu) or  
Teresa Keller, Missouri Community Betterment, [teresa@mocommunitybetterment.com](mailto:teresa@mocommunitybetterment.com)*

**Team/County:**

**Names of Team Members (youth & adults):**

**Project Title & Description:**

**About the Project:**

*Why did your team choose this issue or opportunity?*

*What is the purpose of this project?*

*How many people do you expect to impact? How will they benefit?*

*How will you accomplish this task? List out at least three key action steps and deadlines.*

*Are there other individuals, organizations, or community groups you will be partnering with? Describe their role in the project.*

**About the Funds:**

*How will the mini-grant funds be used?*

*What other sources of financial support, if any, do you plan to seek?*



# YCLS 2018 IMPACT Mini-Grants Results

**DEADLINE: December 31, 2018**

*Please complete this form using the **electronic template** emailed to participants after YCLS*

*Once complete, submit to either:*

*Steve Hennes, 4-H Center for Youth Development, [hennes@missouri.edu](mailto:hennes@missouri.edu) or  
Teresa Keller, Missouri Community Betterment, [teresa@mocommunitybetterment.com](mailto:teresa@mocommunitybetterment.com)*

**Team/County:**

**Names of Team Members (youth & adults):**

**Project Title & Description:**

**About the Project:**

*What were the major outcomes of this project? (what happened or occurred as a result of your efforts)*

*How many people did you impact? How did/will they benefit?*

*How were the mini-grant funds used?*

*Please provide quotes from youth participants, expressing "courage" or "impact" from the project*

*Please provide a quality photo with a caption that describes the project "impact"*

**Wrap-Up and Going Forward:**

*How did you communicate your results to community partners or stakeholders?*

*If the project will continue, what is your sustainability plan?*



## Notes & Guides:

# Team Resources

“Alone we can do so little, together we can do so much” – Helen Keller

**Need a jumpstart to your conversation on opportunities?** Consider if these apply to your community. You do not have to choose from this list exclusively, but it can help keep the discussion moving:

- Ag Literacy
- Anti-Bullying
- Beautification (parks, facilities)
- Conservation or Water Quality
- Cultural Events & Festivals
- Education or Awareness
- Food Security & Hunger
- Health & Wellness
- Outdoor Recreation & Physical Activity
- Community Gardening
- Horticulture, Forestry
- Recycling or Composting
- Media, Technology Connections
- Safety - home, auto, farm, school

### These national and statewide events in 2018 could be the perfect fit for your project:

- |                            |                   |  |
|----------------------------|-------------------|--|
| • National Ag Day          | March 20, 2018    | <a href="http://agday.org">agday.org</a>   |
| • Missouri Arbor Day       | April 6, 2018     | <a href="http://arborday.org">arborday.org</a>   |
| • National Volunteer Week  | April 15-21, 2018 | <a href="http://pointsoflight.org/signature-events">pointsoflight.org/signature-events</a> |
| • Global Youth Service Day | April 20, 2018    | <a href="http://gysd.org">gysd.org</a>   |
| • Earth Day                | April 22, 2018    | <a href="http://earthday.org">earthday.org</a>   |
| • National 4-H Service Day | April 28, 2018    | <a href="http://4h.missouri.edu/service/opps">4h.missouri.edu/service/opps</a>             |
| • MCB Fall Conference      | Mid-October       | <a href="http://mocommunitybetterment.com">mocommunitybetterment.com</a>                   |
| • Family Volunteer Day     | November 17, 2018 | <a href="http://pointsoflight.org/signature-events">pointsoflight.org/signature-events</a> |

### Curriculum resources for teams:

- Search Institute Sparks Video & Curriculum  
[www.search-institute.org/sparks](http://www.search-institute.org/sparks)
- Missouri 4-H projects, see web resource links under each project  
[www.4h.missouri.edu/projects/](http://www.4h.missouri.edu/projects/)
- National 4-H Curriculum, A to Z listing  
[www.4-h.org/resource-library/curriculum/](http://www.4-h.org/resource-library/curriculum/)
- eXtension, research-based knowledge on virtually any topic from land-grant universities across America  
[www.extension.org](http://www.extension.org)

### Grant resources for teams:

- YCLS mini-grants for projects (Monsanto), application due by May 15, **see details in packet**
- Missouri 4-H Community Service Grants, open application dates  
<http://4h.missouri.edu/foundation/grants/community.shtml>
- FCS Financial Shaping Rural Missouri Grants, due April 1  
<https://www.myfcsfinancial.com/how-we-are-different/shaping-rural-missouri-grant/>
- Missouri Department of Agriculture Building Our American Communities Grants, due August 1  
<http://agriculture.mo.gov/connect/youth/boac.php>

### SPECIAL OPPORTUNITIES:

- Liberty Tree Planting Project  
<http://4h.missouri.edu/service/projects>

Packet compiled by Amanda Ball, Missouri 4-H Center for Youth Development, with assistance from YCLS Advisory Team, 2017 (rev. 2018).