Youth Registration Form

**State Offices: This form is for gathering information from your attendees. You will need to enter the registration information @ Conference Registration online.**

**Contact Information**

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| **Please PRINT your name as you would like it to appear on your name badge. (Do not provide nicknames.)** | | | | | | | | | | | |
| First Name: | | | | Last Name: | | | | | | | |
| **Please print your full legal name that matches the photo I.D. you will use to enter secure locations.** | | | | | | | | | | | |
| First: Middle: Last: | | | | | | | | | | | |
| Male  Female | | Date of Birth:   /  / | | | | | | | | Age: | |
| Address: | | | | | | | | | | | |
| City: | | | | State: | | |  | | Zip Code: | |  |
| Phone #: | (   )     - | |  | | Cell #: | | | (   )     - | | | |
|  | May the 4-H conference planning team have permission to text the mobile phone listed during the meeting dates? (Yes or No) | | | | | | | | | | |
| E-mail: |  | | | | | | | | | | |
| What is your race:  White  Black/African American  Asian/Asian American  American Indian/ Alaska Native    Pacific Islander/Pacific Islander American  Other If Other Please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |
| Are you of Hispanic Origin?  Yes  No | | | | | | | | | | | |
| Do you have any special assistance needs?  Yes  No  If yes, please list: | | | | | | | | | | | |
| Do you have any food allergies?  Yes  No  If yes, please list: | | | | | | | | | | | |
| Emergency Contact Name: | | | | | | Emergency Contact Phone Number: | | | | | |

**Choices**

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| The 2017 Conference t-shirt is included in the cost of registration. Please list your t shirt size | |
| T-shirt Size: | Small  Medium  Large  XL  2XL  3XL |

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| **Roundtable Topics** | Rank the **top three**(1-3) Roundtable Topic Discussions you would most like to participate in:  (Please use the Challenge Question on page 3 to assist with your choices)  You will be involved in **one** Roundtable Discussion.  **\_\_\_\_\_ Promoting Equity** – Office of the Assistance Secretary for Program Evaluation **(ASPE)**  Division of Children and Youth Policy  **\_\_\_\_\_ Emergency Readiness -**  Office of the Assistant Secretary for Preparedness and Response **(ASPR)**  Office of Policy and Planning  **\_\_\_\_\_ To Debt or Not To Debt -**  Consumer Financial Protection Bureau **(CFPB)**  Consumer Education and Engagement Division  **\_\_\_\_\_ Wind Decisions -**  Department of Energy **(DOE)**  Office of Energy Efficiency and Renewable Energy  **\_\_\_\_\_ Tomorrow’s Ag Leaders -**  Department of Education **(ED)**  Office of Career Technical and Adult Education  **\_\_\_\_\_ Working My Future -**  Department of Labor **(DOL)**  Division of Youth Services  **\_\_\_\_\_**  **Farming: It’s For Everyone** - Farm Service Agency **(FSA)**  Outreach and Education  **\_\_\_\_\_**  **Social Equity -**  Federal Bureau of Investigations **(FBI)**  Office of Public Affairs/Community Relations Unit  **\_\_\_\_\_**  **Ag Challenges -** House Agriculture Committee  **U.S. Congress**  **\_\_\_\_\_**  **Teens Tackle Opioids -**  National Institute for Drug Awareness **(NIDA)**  Public Information and Liaison Branch  **\_\_\_\_\_** **Climates Challenges -** National Institute of Food and Agriculture **(NIFA)**  Institute of Bio-Energy, Climate and the Environment  **\_\_\_\_\_** **Count Every Drop -** Natural Resource Conservation Service (**NRCS)**  Conservation Engineering Division  **\_\_\_\_\_** **Healthy Relationships -** Office of Adolescence Health **(OAH)**  **\_\_\_\_\_**  **Activity Styles -** Office of Disease Prevention and Health Promotion **(ODPHP)**  Physical Activity Guidelines Advisory Committee  **\_\_\_\_\_**  **Science of Music -**  Smithsonian Institute **(SI)**  **\_\_\_\_\_ Emotional Well-Being -**  Substance Abuse and Mental Health Services Administration **(SAMHSA)**  Child, Adolescent, Family Branch |

**National 4-H Conference – 2017 Roundtable Topics**

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| ***General Topic*** | **2017 Challenge Question** | **Host** |
| **Promoting Equity** | Given the potential role of implicit bias in racism, prejudice, and discrimination, how can government and communities work together to address implicit bias in an effort to promote a fair and inclusive society? What do young people need to make a positive difference in their communities, specifically when addressing racial and socio-economic inequality? | Office of the Assistance Secretary for Program Evaluation (ASPE)  Division of Children and Youth Policy |
| **Emergency Readiness** | Develop an outline for a toolkit providing creative non-medical solutions that address the needs of the following populations that could be used during a public health emergency: young children, elderly, pregnant women, disabled ,immigrants, limited English proficient individuals, minorities, medication and electricity dependent individuals, and non-traditional families (e.g. single parents, blended families, LGBT parents). Include descriptions for the materials in the toolkit and state how each solution helps to keep the community safe. | Office of the Assistant Secretary for Preparedness and Response (ASPR)  Office of Policy and Planning |
| **To Debt or Not To Debt** | Develop recommendations to the CFPB about steps it can take to help all students and their families make informed financial decisions about paying for college and managing student loan debt. Consider what resources are already provided by federal agencies, including the CFPB, and identify the most important information gaps and opportunities to better inform students and families? For example, what additional tools and resources could the CFPB create to help young people make better financial decisions? How can these resources be promoted to have maximum reach among students? | Consumer Financial Protection Bureau (CFPB)  Consumer Education and Engagement Division |
| **Wind Decisions** | Research and design a 2-3 page fact sheet that would assist a rural landowner with purchasing & siting a wind turbine on their farm for their use. Make the fact sheet interesting to read and add graphics where you think appropriate to quickly convey information. | Department of Energy (DOE)  Office of Energy Efficiency and Renewable Energy |
| **Tomorrow’s Ag Leaders** | Why is having agricultural education in schools and providing an educated, trained, well prepared, sustainable agricultural workforce critical to the agriculture industry and to this country? What are some strategies that schools could take to increase opportunities in agricultural education for youth from diverse backgrounds? | Department of Education (ED)  Office of Career Technical and Adult Education |
| **Working My Future** | To what extent are youth aware of the variety of careers and occupations available? Where do youth currently go to learn about careers and occupations? Create a social media campaign to connect youth with getmyfuture.org and other timely career exploration and preparation tools? Outline strategies for educating school counselors on these resources, and strategies the school counselors could then use to educate students and parents. | Department of Labor (DOL)  Division of Youth Services |
| **Farming: It’s For Everyone** | As we prepare for the next Farm Bill, we welcome opportunities to improve programs for youth and beginning farmers. How can we increase Agriculture interest to youth through the FSA youth loan program? What can we do to enhance programs and encourage participation in Agriculture and agricultural careers? | Farm Service Agency (FSA)  Outreach and Education |
| **Social Equity** | Over the past several years there has been an increase in the use of social media to recruit people into negative activities (i.e., bullying, intolerance, spreading hate). Develop a social media campaign and slogan designed for pre-teens that promotes equality in today’s society. Equality topics include race, color, disability, religion, age, gender, sexual orientation, national origin, etc. | Federal Bureau of Investigations (FBI)  Office of Public Affairs/Community Relations Unit |
| **Ag Challenges** | Globally there is a challenge to agriculture to feed 9 billion people by 2050.  Questions to consider are what ought to be produced? What ramifications does that have for dietary needs, land, water, and other natural resources, what’s the impact on climate and the environmental challenges to conservation? How do new technologies serve as a friend or foe?  How does one ensure transparency toward consumer’s perceptions of modern agriculture? How has 4-H helped youth be engaged in agriculture? What does 4-H mean for the future of agriculture? | House Agriculture Committee  U.S. Congress |
| **Teens Tackle Opioids** | How is your community being affected by Opioid misuse and overdose amongst teens? How can you and other youth help address the issue and make your community more knowledgeable about the resources that are available to combat the alarming rate of opioid abuse and address the consequences and effects it has on the brain, body and behavior? Develop ways to address local community leaders, schools and educators to prevent or minimize the health impact. | National Institute for Drug Awareness (NIDA)  Public Information and Liaison Branch |
| **Climates Challenges** | Climate change and extreme weather events affect all stages of the food chain, from food production (pests, plant and animal health), availability and accessibility (yields, quality, delivery, prices) to food safety (food-borne diseases) and public health. Identify the potential impacts climate change can have on your community and develop an educational campaign to raise awareness of the issue and outline action strategies that will strengthen your community’s ability to prepare for these potential impacts. | National Institute of Food and Agriculture (NIFA)  Institute of Bio-Energy, Climate and the Environment |
| **Count Every Drop** | The United Nations predicts a global shortfall in water by 2030. In the United States, farmers are withdrawing water at unsustainable rates from the High Plains, or Ogallala Aquifer, even though they have been aware of the threat for six decades. What technologies should be developed or utilized to provide the water needed for agriculture and crop production while balancing the needs for municipal and industrial use in the United States? What role should USDA have in addressing these challenges? | Natural Resource Conservation Service (NRCS)  Conservation Engineering Division |
| **Healthy Relationships** | Define the characteristics of an effective relationship with a mentor or other caring adult. Define the characteristics of a positive and supportive peer relationship/friendship. Create resources to assist teens in identifying, developing, and evaluating each of these relationship types. | Office of Adolescence Health (OAH) |
| **Activity Styles** | In order to understand how best to communicate health messages to adolescents, it is helpful to identify a few “styles” representing different preferences for physical activity. Identify the most common physical activity “styles” of adolescents. Once the physical activity “styles” are identified, develop a recommendation for how to communicate the Physical Activity Guidelines to members of those “styles”. | Office of Disease Prevention and Health Promotion (ODPHP)  Physical Activity Guidelines Advisory Committee |
| **Science of Music** | Challenge - TBD | Smithsonian Institute (SI) |
| **Emotional Well-Being** | Using SAMHSA materials, create youth led educational toolkits and social media campaigns related to mental health. Include reasons as to why these materials will appeal to youth and how to keep youth engaged with mental health as they move into adulthood. | Substance Abuse and Mental Health Services Administration (SAMHSA)  Child, Adolescent, Family Branch |