

Virginia 4-H
Extension Agent's
Quick Guide



Guide to:
What is it?
Where do I find it?
How do I do it?

for 4-H Extension Agents

Virginia 4-H Agent's Quick Guide

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Welcome to Virginia 4-H!

So you have decided to join Virginia 4-H. Welcome to a youth program like no other. You have entered a field of what can be a very rewarding career path. As a 4-H agent, you will have the opportunity to work with some of the most wonderful young people and adult volunteers you will ever meet. This guide was written with new 4-H agents in mind, but made to assist everyone. This guide is an easy to use resource book that provides a good starting place when preparing for a program or researching information on a particular topic or opportunity. In each section, you will find links and reference information for you to explore more on your own. I encourage you to do so. A resource CD is included with this guide. The resource CD is full of examples of work by other 4-H agents. I hope you find these examples helpful in developing your own newsletters, marketing materials, volunteer training resources, camp organization materials, and more. I find that looking at an example is a great way to generate my own ideas. If you do decide to use any information directly from the examples included on the CD, please make sure to acknowledge the original author.

Why did I decide to write this guide? I remember being a new agent and feeling overwhelmed by the sheer size of the Virginia 4-H program. There were so many programs, projects, and paperwork, I did not know where to begin. The job of 4-H Extension agent will take a lot of learning, listening, watching, networking, and building experience. Each year will be different. Each year is a learning experience.

This guide was written based on the Professional Research Knowledge and Competencies study conducted in 2004 by the National Professional Development Task Force. The adjoining chart shows a correlation of the six domains identified by the task force to the chapters located within this guide.

4-H PRKC Domains	Chapter(s)
Youth Development	4
Youth Program Development	6,7,8,9,11,12
Volunteerism	3,7,13
Equity, Access, and Opportunities	4,6,7,8,11
Partnerships	5,7,8,10,14
Organizational Systems	1,3,5,7,8,10,13,14,

I enjoy going out and buying a travel guide when I am preparing for a new vacation. I enjoy reading about the history of the place, what to do and see, where to go, and particularly where to stay. I like the guides to have tabbed sections so I can turn to a topic I might find interesting and want to read more about. This was my idea when structuring this guide. Throughout the guide I will try to serve as your 4-H travel agent. Help you navigate through the basics behind being an agent and give you an overview of the opportunities for 4-H agents, members and volunteers.



I wish you the best with your career as a 4-H Extension Agent . You have one of the few careers where you truly do get to “Make the Best Better!”

I hope you enjoy the people, the fun, and the journey!

Table of Contents



Virginia 4-H Extension Agent's Quick Guide

Chapter 1: Getting Started as a 4-H Agent

Chapter 2: History of Virginia 4-H

Chapter 3: 4-H Basics

Chapter 4: Youth Development and Learning

Chapter 5: 4-H Councils and Committees

Chapter 6: 4-H Curriculum

Chapter 7: Creating and Maintaining 4-H Clubs

Chapter 8: Virginia 4-H Camping

Chapter 9: 4-H Competitive Events

Chapter 10: Community Service and 4-H

Chapter 11: Additional Opportunities in 4-H

Chapter 12: Evaluating 4-H Programs

Chapter 13: 4-H Paperwork

Chapter 14: 4-H Financial Support

Conclusion

References

Chapter 1: Getting Started as a 4-H Agent

*Recommendations on how to handle your first weeks
and months on the job.*

As a new 4-H agent, you may go into work your first day, sit in your office, and say to yourself “now what?” If you are not familiar with 4-H, you are beginning to wonder “what exactly does a 4-H agent do?” If you have been around 4-H either as a member or 4-H adult volunteer you have seen your local 4-H agent in action, but you have not seen the behind the scenes things that kept your county 4-H program running in tip top condition. So you wonder, “what should I be doing to get started?” In this section you will find tips and advice on how to get your 4-H program started on the right foot.



Tip 1: Learn to Listen

One of the biggest tips I can give you as a 4-H agent, is to listen. You don't have to go into your office and begin throwing together programs because you want to be a super 4-H agent and save all of the youth in your county. There will be plenty of time for that. What you need to do is listen. The staff in your office can be a huge resource for you. You may have a Unit Administrative Assistant in your office who has been there for 20 years. She knows the county, the clients, and has seen two 4-H agents come and go. She may have some great ideas on what worked in the past and what didn't. She knows the volunteers active in the program and what 4-H enrollment currently looks like. Office staff can be a great resource for you so make sure to respect their knowledge, listen, and learn. Not to say that office personnel should dictate to you what your 4-H program should look like. This will be your 4-H program, and you will build it as you see fit.

Tip 2: Assess Your Current 4-H Program

Before you can build the perfect 4-H program you have to first figure out what your current 4-H program looks like. I know you have probably already looked at the filled file cabinets and shelves looming in front of you and felt a bit overwhelmed on where to start. One of the best places to start is through the last year-end 4-H report that was configured. The Virginia 4-H reporting and enrollment system we use is called 4-H Plus. Each unit office has a staff person responsible for 4-H Plus. In many offices it is the Unit Administrative Assistant. In my office we are lucky enough to have a part time 4-H technician that handles our 4-H Plus system. Each year a 4-H Plus report is created that summarizes your entire 4-H program. To give you an overview of your county program, request a copy of the last year's 4-H Plus ES237 report. On the report you can see current enrollment numbers of members and volunteers, current clubs, break down of racial groups, and the type of projects that they are enrolled in. Review the report and that may generate some questions about the program that you can then ask office staff.



Tip 3: Ask Questions!

As you begin to meet other 4-H agents in your district, you will learn that 4-H agents tend to have strengths in certain areas. Some might excel in a camping program, some might have a phenomenal shooting program, horse program, public speaking program, teen leadership program, etc. Find out who might be a good agent to ask a question about a particular area and call them. Some times it is easy when you first start the job to feel isolated in your own county. The other agents are just a phone call away, and I'm sure they would be glad to help. Another trait of Extension Agents is if we don't know the answer we will try to find an answer for you. When I was a new agent, I had a list of frequently called agents I kept on my desk. I would rotate my phone calls so I didn't overwhelm one agent with all of my questions. That might be something that could work for you too.

Tip 4: Get out of the office

Your real 4-H program doesn't take place in your office. Although there are many things that are important to your program that require your office, much of your 4-H program takes place outside of your office. Attend 4-H club meetings so you can see what types of activities clubs are planning and meet your club leaders. As much as possible go and see programs that other 4-H agents are conducting. Most likely you will be assigned a training agent or mentor to assist you with orientation to Extension and 4-H. Ask your mentor if she/he can help you find local programs other agents are conducting that you could go and see or possibly even assist the agent. 4-H agents will never turn down help, I guarantee it! I know when I began as a 4-H agent one of the best things I did was to go and see programs of other 4-H agents. You will get some great ideas for your programs and may understand more about the resources available to you.



Tip 5: Don't try to change the world in one day

You will be attending training as a new 4-H agent. You will learn about 4-H policies and procedures. When you finish your trainings you might learn that your current 4-H program isn't up to speed on 4-H policy. You may have volunteers with incorrect paperwork, old 4-H club accounts set up incorrectly, or other things not in compliance with 4-H policy. Do not run back to your office and begin to throw down ultimatums to your volunteers and staff about how things must be run. I think this is one mistake that new agents can fall into very easily. What you should do is make a list of changes that need to be made and prioritize that list with the most important changes first. Then begin a conversation with your volunteers about beginning those changes. Make sure when changes are made that volunteers understand that the change is to benefit them. For example, having a club account under a person's social security number is risky to that person. Make sure your volunteers know you are there to help them and look out for their best interests. Although it is important for your 4-H program to follow proper policy and procedure, tactfulness when working with volunteers can be one of the most important things you learn.



Tip 6: 4-H is Seasonal

The 4-H year runs from October 1st to September 30th. 4-H programs are different depending on the time of year. Virginia 4-H has a large camping program and each county is expected to provide a week long residential 4-H camping experience for the youth in their county. Summer is usually filled with camp preparation as well as possible day camps when school age youth are out for the summer. Fall brings the new 4-H year enrollment, election of club officers, officer training, and in-school 4-H clubs begin meeting. During the winter many agents will conduct achievement programs recognizing project awards and volunteer years of service. Winter weekend camps may be offered at the 4-H centers. Spring will bring your teen counselor and adult volunteer camp training and many districts will hold their district contests. Each season will bring different 4-H programs. As you begin your 4-H position, consider what season you are in or are about to begin and ask other agents and staff what would normally be going on during that time of the year.



Chapter 2: History of Virginia 4-H

4-H History

Understanding the past helps us build the future. As an employee of Virginia Tech, you will be part of inventing the future every day. Virginia 4-H has a rich history making it one of the oldest youth development organizations in the country. The timeline below gives a summary of development of 4-H in the United States and Virginia. Information regarding Virginia 4-H history can be found on the Virginia 4-H Public website located at <http://www.4-h.ext.vt.edu/about/4hhistory.html>.

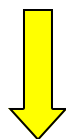
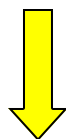
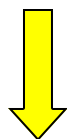
4-H in the U.S

1898 – Will B. Otwell, President of the Farm Institute, organized corn growing contest for boys in Macoupin County Illinois. Otwell's contest was successful and by 1901 more than 1,500 boys were enrolled in his program.

1901 – Albert B. Graham, superintendent of schools for Springfield Township began organizing experimental clubs with his students outside of school. By 1907 Graham demonstrated that organized clubs could be created outside of school in the areas of agricultural science and technology.

1911- O.H. Benson, who worked with youth for the USDA was the first to develop the 4-H's that stood for Head, Heart, Hands, Health, and Hustle. O.B. Marting USDA director of boys' and girls' clubs suggested the H be put on a four leaf clover.

1914- Passage of the Smith-Lever Act, authorized the Cooperative Extension Service to be housed in land-grant colleges of agriculture.



1890

1920

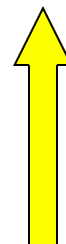
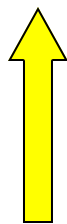
1908- the first boys corn clubs were organized by F.S Farrar who became the first agent in Virginia.

1910 – Ella Agnew who can be credited as the first home agent worked with girls to begin girls canning clubs.

1913 – Lizzie Jenkins appointed at the Hampton Institute began the first canning clubs with African American girls. The first community club was organized in Dinwiddie County, Virginia named "The Sunnyside Club."

1915 – Jessie M. Jones of the Hampton Institute began club work with African American Boys.

1916- The headquarters for Extension work was moved to Virginia Tech where it has been located since.



4-H in Virginia

The following photos and similar photos can be found in Virginia Tech's digital archives which may be accessed at:
http://imagebase.lib.vt.edu/browse.php?folio_ID=/vaes/boy/four&num_rows=53&start_row=1



4-H club meeting, Nottoway Co, 1952



4-H club meeting, Patrick County, 1952



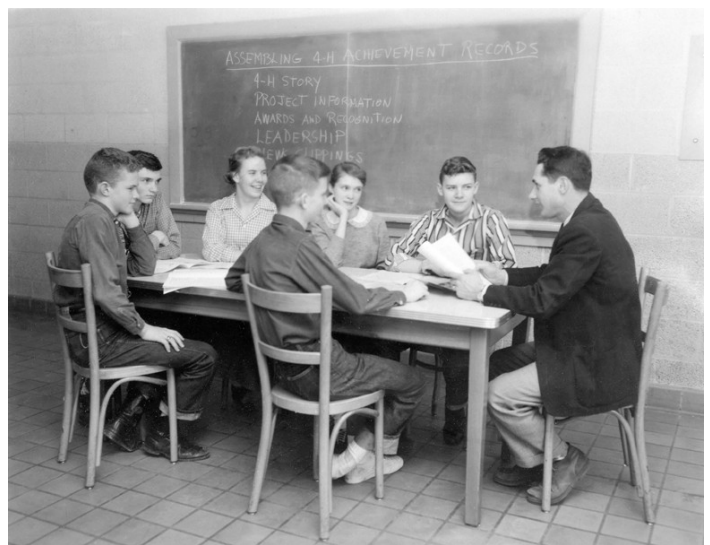
All Star Banquet, VPI, June 25, 1949



Canning Exhibit, Loudoun County Fair 1956



Bristol Baby Beef Show and Sale, May 1950



Montgomery Co. Agent Conducting an In-school Club

Chapter 3: 4-H Basics

After you become a 4-H agent one of the most frequently asked questions you will receive is “What exactly does a 4-H agent do?” Caught on the spot you may think, “I do ... well a lot and where do I even start to describe it to someone.” The position of 4-H agent is unique and only those of us that have held the position truly understand the complexity of what the position entails. This section will cover the basics of 4-H, the things every 4-H agent should know. The second most frequently asked question that you should be prepared to answer is what do the H’s in 4-H stand for? Be prepared to recite them.

The following basic 4-H text pages 8-13, is an excerpt from the Virginia 4-H Basic Orientation Guide. The guide in its entirety may be accessed at <http://intra.ext.vt.edu/4h/staffdevelopment/staffresources.html>

What is 4-H?

4-H is America’s largest out-of-school educational program for youth. Over six million youth nationally now participate in 4-H, under the guidance of Extension trained adult volunteers or Extension staff members. One of every six Americans has been affiliated with 4-H as a member. It is estimated that nearly 45 million American adults are former 4-H members. An American idea, 4-H has spread to over 80 other countries.

Four-H is an informal, practical, learn-by-doing, fun, and educational program for boys and girls, ages 5 through 18, from all racial, cultural, social, and economic backgrounds. Membership is open to all youth in this age range without regard to race, color, creed, national origin, gender, or religious affiliation.

The 4-H program has been serving the needs of boys and girls for nearly 100 years. In fact, Virginia 4-H has been actively working to provide educational opportunities for youth since 1909. “4-H is a community of young people across America learning leadership, citizenship, and life skills.”

4-H is based on seven (7) foundations:

1. Community centered,
2. Volunteer led,
3. Extension staff supervised,
4. Research-based,
5. Home and family oriented,
6. Publicly and privately funded, and
7. Responsive to change.



4-H Mission

“The mission of 4-H is to develop youth and adults working with those youth to realize their full potential—becoming effective, contributing citizens through participation in research-based, informal, hands-on educational experiences.”

4-H Organization and Leadership

National leadership for 4-H is provided by the United States Department of Agriculture (USDA), located in Washington, DC. State headquarters for 4-H are located at the land-grant universities of each state and US territories. State leadership for 4-H youth development is conducted by Virginia Cooperative Extension (VCE), an educational component of Virginia Tech and Virginia State University (VSU), Virginia's land-grant universities. Local governments cooperate with this leadership and assist with funding of Extension staff in each of Virginia's 107 counties and cities. Every state has a team of 4-H youth staff and subject matter specialists as part of the University Cooperative Extension System. County Extension agents direct 4-H work in the counties. Volunteer leaders assist agents by providing direct leadership and educational support to youth in local communities. Virginia Cooperative Extension employed staff and volunteers together provide learn-by-doing educational projects and activities in a large variety of 4-H subject matter areas.

4-H Symbols

Pledge

The 4-H pledge is said after the Pledge of Allegiance to the United States. The 4-H pledge is:

*I pledge my **head** to clearer thinking,
my **heart** to greater loyalty,
my **hands** to larger service,
and my **health** to better living,
for my club, my community, my country, and my world.*

In saying the pledge, 4-H'ers raise their right hands to their foreheads, when they say, "my head to clearer thinking." They lower them to their hearts as they say, "my heart to greater loyalty." At the line, "my hands to larger service," they extend their hands, palms upward. At the last line, they stand at attention with their hands at their sides.

Motto

The 4-H Motto is, "*To Make the Best Better.*"

Colors

The white in the 4-H flag symbolizes purity. The green, nature's most common color, is emblematic of life, springtime, and youth.

Emblem

The 4-H emblem is a four-leaf clover with the letter H on each leaf. The four H's represent the four-fold development of head, heart, hands, and health.



HEAD

Represents mental development, deeper knowledge, and reasoning.

HEART

Represents emotional development- developing interest, appreciation, and wholesome attitudes.

HANDS

Represents skills development (i.e. the ability to do, skill in doing, and habit of doing.)

HEALTH

Represents physical development- understanding and appreciating a growing and changing body.

The 4-H emblem is copyrighted. For specific instructions regarding use of the 4-H emblem review the National 4-H Headquarters fact sheet which may be accessed at:

http://www.national4-hheadquarters.gov/emblem/4h_name.htm.

Definition of a 4-H member

Any boy or girl, ages 5-18, who enrolls and participates in a planned sequence of related learning experiences for a **minimum of six (6) hours**. 4-H members are under the guidance and supervision of Extension-trained volunteers or Extension staff members.

4-H Delivery Modes

4-H Clubs

What is a 4-H Club?

A 4-H Club is an organized group of youth (ages 9-19) with elected officers and a planned program that is conducted throughout the year or the majority of the year. Clubs are lead by volunteer leaders and may focus on one or more project areas. Club officers conduct monthly organizational meetings. Members also participate in a variety of learning experiences in their organizational meeting as well as within their project meetings. Project meetings may be held as often as deemed necessary, but at least once a month. Club officers, made up of youth members, are elected each year and serve in the various leadership positions at each meeting. The officers conduct the meeting using parliamentary procedures. 4-H clubs may meet as neighborhood clubs (known as Community Clubs), as after school clubs, or as within school clubs. The "key" is that all clubs should have officers, be managed by volunteers, meet over a sustained period of time, and be focused on developmental growth.

Purpose of 4-H Clubs

The 4-H club is the ideal 4-H delivery method for reaching and involving boys and girls in the 4-H program. The club setting serves as the center of activity that generates enthusiasm and support for participation in 4-H activities, events, and programs outside of the local club. The 4-H club meeting is an important learning experience for the youth, as well as for adults working with those youth. Ideally, participation in 4-H is over a long period of time in both organizational and project programming. The club delivery mode should strive to meet the following objectives:

- ◆ To offer a wide array of programs and support
- ◆ To place a high value on youth participation
- ◆ To encourage long-term and sustained involvement
- ◆ To provide a progression of learning activities and experiences
- ◆ To promote developmental growth
- ◆ To provide a nurturing environment of support
- ◆ To build competencies, including health/physical, personal/social, cognitive/creative, vocational, and citizenship.



Community Club Officers Conduct a Club Meeting

Other Types of 4-H Clubs

4-H In-School Clubs

Volunteer or teacher led, it is more difficult to have in-depth parent involvement as outlined for community clubs, but parents should be involved as much as possible. Parents can be involved by letter with a form indicating support for child project(s) and 4-H activities or events.

4-H After-School Club

Quality after-school programs provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in after-school programs, it has been found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage youth.

4-H Project Clubs

Members concentrate on one project area through the club, but may enroll in other projects under the supervision of a volunteer or parent. Examples of project clubs include horse, shooting, dog, photography, and robotic clubs. Cloverbuds may participate in a project club, but are not to be in direct control of an animal.

Community Clubs

Community Clubs can involve all ages of 4-H youth 5-18. Community clubs differ from project clubs in the fact they can have club members working on projects in several different areas at the same time.

Cloverbud Clubs

Cloverbud Clubs are 4-H clubs for youth ages 5-8 years old. Cloverbud clubs can be an excellent introduction to 4-H. Cloverbuds should be involved in group learning experiences and are not enrolled in a particular project book. Age appropriate, non-competitive curriculum is used.

4-H Enrichment Programs

Youth involved in 4-H Enrichment Programs (ages 9-19) are participants in learning experiences not involving organized club activities. Enrichment programs may be coordinated with school personnel serving as volunteer teachers of 4-H curricula meeting the standards of learning. It may also be a special interest group in which youth complete six or more learning activities. Finally, it may be youth involved in 4-H instructional TV experiences; or may be a member participating in 4-H under the guidance of a parent or other adult as a lone member without group affiliation. The purposes of enrichment programs are to teach youth subject matter in a short time frame, expose new youth to 4-H, and to involve those youth in 4-H for further programming opportunities--moving them toward club participation.

4-H Special Interest Groups

May be similar to a project club, but are often organized for a specific short-term purpose and do not have officers. Programs such as 4-H special interest groups are important because they expose 4-H members, parents, volunteers, and donors to other 4-H opportunities (or in some cases introduce them to 4-H).



4-H School Enrichment Program (In-school Programming)

Youth are participants in learning experiences. Enrichment programs may be coordinated with school personnel serving as volunteer teachers of 4-H curricula meeting the Standards of Learning; may be a special interest group in which youth complete six or more learning activities; may be youth involved in 4-H instructional TV experiences; or, may be a member participating in 4-H under the guidance of a parent or other adult as a lone member, but without group affiliation.

4-H Camping

Purpose of 4-H Camping

In Virginia, 4-H camp is open to any boy or girl who meets the age guidelines. Youth do not have to be a 4-H member to attend 4-H camps; however, they should be provided the opportunity to join. All youth attending 4-H camp are eligible and should be encouraged to join 4-H. Since 4-H camping is educationally focused, it is recognized as a delivery method for 4-H programming. Thus, youth who attend 4-H camp may sign up as 4-H members since they are receiving more than the minimum number of hours of educational instruction (six hours) during the camp. It is strongly encouraged for agents and volunteers to utilize all camping events as a method by which to recruit and involve new youth, as well as those presently involved, into the 4-H program. All youth participating in camp should be given information concerning additional 4-H opportunities throughout the year in their unit, district, and state.



4-H Counselors at a Residential 4-H Camp

Types of 4-H Camps

There are a variety of 4-H camps conducted through the year at Virginia's six 4-H Educational Centers including residential, junior camp, special interest camps, weekend camps, and others. Additionally, many units conduct day 4-H camps to meet the needs of youth throughout the Commonwealth. The following is a list of the most commonly conducted Virginia 4-H Camps:

CLOVERBUD 4-H CAMP

Programming events for youth 5-8 years of age. Youth must meet the minimum age of 5 between October 1 and September 30 of the 4-H year, and must not be older than the maximum age of 8.

RESIDENTIAL 4-H CAMP

Programming events in which campers stay overnight from 2-5 days generally. Most residential camps last 5 days, with campers staying overnight for 4 nights. The junior 4-H camps, designed for youth 9-13 years of age, fall into this category.



Cloverbud Campers in a Fishing Class



4-H Day Camp takes 4-H Members to the Zoo

SPECIAL INTEREST 4-H CAMP

Programming events focusing mainly on a specific project or theme area. There is a large variety of special interest 4-H camps available throughout the state.

DAY 4-H CAMPS

Programming events in which campers participate in learning activities throughout the day, but do not stay overnight. Typically these types of camps are unit led.

Volunteers

A volunteer is anyone who, of his/her own free will, without compensation or expectation of compensation beyond possible reimbursement of out-of-pocket expenses, performs a task at the direction of and on behalf of VCE. A volunteer must be officially enrolled by VCE prior to performance of the task ***Categories of Volunteer Involvement*** (These categories are based on the Virginia Volunteer Act of 1977. A volunteer might be counted in several categories. For example, a volunteer may be a REGULAR in ANR and a DONOR in 4-H.)

Regular - Any person engaged in specific voluntary activities on a continuing or on-going basis.

Occasional - Any person who provides a one-time or infrequent assistance.

Collaborator - Any person, who, as a part of their normal compensated employment, assists VCE in the accomplishment of a shared goal.

Donor - Any person who provides funds, resources, materials, and/or facilities in support of VCE educational programs and missions.

Master Volunteer - Any person who has completed advanced training according to criteria determined by a specific educational program area and has demonstrated expertise and agreed to a long-term commitment to VCE.

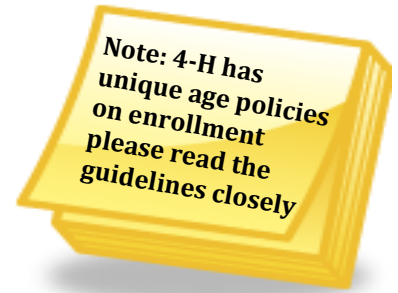
4-H Enrollment Policy

Individual

Each youth involved in 4-H who receives six or more hours of educational programming is to be enrolled as a 4-H member, using the Individual 4-H Enrollment Form or Group Enrollment Form.

Group

A group 4-H Enrollment Form is primarily used with in-school 4-H clubs. If you have a small in-school 4-H program, it is recommended you use the individual form if possible. When completing the group enrollment form make sure to list every youth's name, age, gender, race, and project choice. *The school address or meeting place may serve as each youth's address for receiving mail.*



Age Guidelines for 4-H Events

4-H Club Age Policy

For each of the club categories described above, youth must turn the entry age during the 4-H year, October 1 through September 30. That is, youth who turn 5, 9, 12, and 14 between October 1 and September 30, participate in these respective categories:

Cloverbud: 4-H Members: 5 through 8 year olds

Junior: 4-H Members: 9 through 11 year olds

Intermediate: 4-H Members: 12 through 13 year olds

Senior: 4-H Members: 14 through 18 year olds

Eligibility for 4-H membership terminates on December 31 of the year the member has his/her 19th birthday. Senior 4-H age requirements for national contests are ages 14 to 18 prior to January 1 of the year the youth participates in a national event. For local and state competitive events in which there is a regional or national contest, the age guidelines of the regional or national contest shall apply. Those youth, born between January 1 and September 30, affected by this policy, are allowed to participate in the next lower age category.

4-H Camp Age Policy

The 4-H year is different than a calendar year. The 4-H year is October 1 – September 30. If a child is 4 years of age, but will become 5 years of age during the 4-H year, he/she is eligible to attend a Cloverbud 4-H Camp. If a child is 8 years of age, but will become 9 years of age during the 4-H year in which a 4-H junior camp is held, he/she is eligible to attend a 4-H junior camp. If a child is 13 years of age, but will become 14 years of age during the 4-H year in which a 4-H junior camp is held, he/she is eligible to attend a 4-H junior camp. In order to be eligible to become a 4-H Teen Camp Counselor, a teen must be 14 years of age or older by January 1 of the 4-H year.

Age on January 1 of the current year:

- ◆ 13 years of age may attend 4-H camp as a camper (or CIT)
- ◆ 14 years of age may attend 4-H camp as a Teen Camp Counselor

Birthday between January 2 through and including September 30 of the current year:

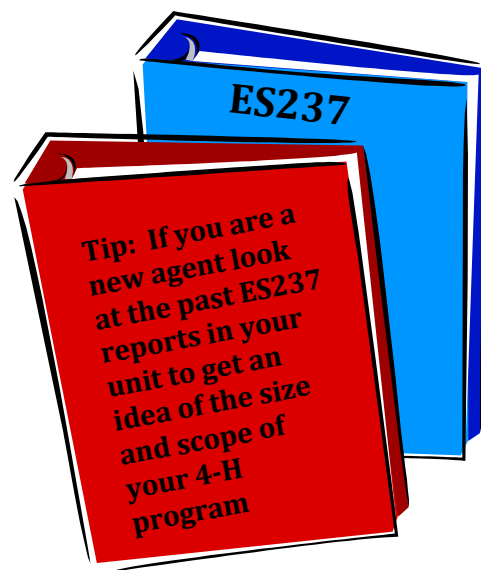
- ◆ 13 years of age may attend 4-H camp as a camper
- ◆ 14 years of age may attend 4-H camp as a camper (or CIT)

4-H Data Enrollment

Every Extension office has a data enrollment system. Typically it is a computer database that all unit offices must use to be able to generate federal reports. Reports are generated quarterly and a final report titled the ES237 report is generated at the end of the 4-H year. Remember the 4-H year runs October 1st to September 30th. Most Extension offices have a trained UAA or technician that inputs enrollment information into the enrollment system. Periodically the State 4-H Office will offer training. If you are a new agent, I encourage you to attend. It will help you learn more about the system, how it works, and why we need to have it

The enrollment system entry process can be very time consuming. Make sure not to wait until the end of the year to input all of your data. As enrollments come in, have staff or yourself enter the information into the computer because your office will need to generate quarterly reports and this will give the state 4-H Office a better idea of what is happening in your office.

Working with a data enrollment system can be challenging. The system can sometimes have glitches when running reports or rolling over into the new year. If you have a problem, contact the enrollment system support person in the State 4-H Office. If they cannot help you with your problem they will contact support for the program. Certain reports are required by the USDA to be generated yearly from units to properly report 4-H impacts. The 4-H enrollment system is the means to generate those reports. The best thing to do is learn about it, make sure to download updates from the state office, and be prepared to generate reports quarterly. Make sure to look over your reports when you print them to check for errors. Errors can easily occur when entering information into system. You may find that glitches (for example: 4-H members in a group or category are placed where they should not be). An enrollment system does have its benefits. You can easily pull reports, labels, past project information and more.



4-H Newsletter



A county 4-H newsletter is a great way to increase communication in your 4-H program and also serve as a promotional tool. Newsletters should include past, current, and upcoming events. A 4-H newsletter is a perfect place for 4-H club reporters to provide club updates. You may wish to recognize member and volunteer accomplishments and sponsors in your newsletter. Locating old 4-H newsletters, can help you find what has been offered in the past in your area. The composition of a county newsletters can be time consuming. This is especially true if you are asking 4-H member reporters and volunteers to provided content. I do not recommend a monthly 4-H newsletter. I have found a quarterly newsletter sufficient in providing timely information without draining too much of your precious time! If you do not currently have a 4-H newsletter, consider adding one in the future.

Resource CD Content

Chapter 3: 4-H Basics

4-H Newsletter Examples

Bowen, Jennifer. *Upcoming Events*, August 4, 2008.

Dailey, Jocelyn. *Message in a Bottle*, Summer 2008.

Hodges, Amber. *Roanoke Valley 4-H Newsletter*, March—April 2009.

Liggon, Cathy. *4-H in Lunenburg*, Summer 2008.

Mercer, Jennifer. *Cloverleaf Gazette*, November 2008.

Narehood, Elizabeth. *Campbell County Clover*, Winter 2008.

Rowles, Cynthia. *Middlesex 4-H Clover News*, March 27, 2009.

Tritz, Julie. *Lancaster & Northumberland 4-H News for 4-H Folks*, April 2009.

Chapter 4: Youth Development and Learning

Youth Development and Learning

A 4-H Extension Agent's role is to positively develop youth. This was hopefully the reason you decided to become an agent. I know when I watch the expression on a child's face when the child is learning and you can see the light bulb go off, that is one of the things that keeps me coming to work each day. 4-H promotes hands-on learning or the principle of "learn by doing." Research has proven hands-on learning to be one of the most effective ways for youth to learn. 4-H programs need to actively engage youth in learning. Your programs should suit the age group to whom you are delivering the program, and appeal to a variety of learning styles. This section will discuss some of the learning models and philosophies behind 4-H programming. These are always things to keep in mind when you are preparing a 4-H program.

The following article on youth development and basic competencies youth need to acquire is an excerpt from the Virginia 4-H Basic Orientation Guide. The guide in its entirety may be accessed at <http://intra.ext.vt.edu/4h/staffdevelopment/staffresources.html>

What is Youth Development?

*An ongoing process through which young people grow and develop from infancy into childhood, into adolescence, and then into adulthood. During this process, youth attempt to meet their needs and develop the competencies they perceive as valuable both now and in the future. **

Positive Youth Development vs. "HAPPENSTANCE"

Sometimes a program can provide youth development without a purposeful plan- this is called "HAPPENSTANCE." 4-H activities should not be 'HAPPENSTANCE." Rather, 4-H activities should be purposely developed with consideration for the basics needs of youth and the basic competencies that youth need to acquire in order to grow into healthy, successful adults.



4-H Teen Counselors promote positive youth development to the campers they care for

Basic Needs of Youth

It's up to us to provide for the basic needs of youth and to ensure the competencies they develop are those that will help them to become productive members of our communities.

Safety (and structure)

Belonging (and membership)

Self-worth (and ability to contribute)

Independence (and control over one's life)

Closeness (and several good relationships)

Competence (and mastery)

Self-Awareness (and ability to act on that understanding)

Pittman, K. & Fleming, W. Center for Youth Development and Policy Research, Academy for Educational Development, Washington, D.C.

Basic Competencies that Youth Need to Acquire

In order to become successful adults, youth must acquire and develop attitudes, behaviors, and skills in five major areas:

1. Health—Youth need to be currently healthy, but also need to have the knowledge, attitudes, and behaviors that will ensure future health and well being (i.e. exercise, good nutrition).

2. Personal and Social Skills- Youth need interpersonal knowledge, skills, and abilities related to: communication, working with others, developing friendships, cooperation, empathy, negotiation/ conflict resolution, judgment skills, and a coping system.

3. Knowledge, Reasoning, and Creativity- Youth need a broad base of knowledge and reasoning skills, including oral communication, writing ability, problem solving skills, and an ability to learn. Youth also need an ability to appreciate and demonstrate creative expression. Youth should develop an interest in lifelong learning.

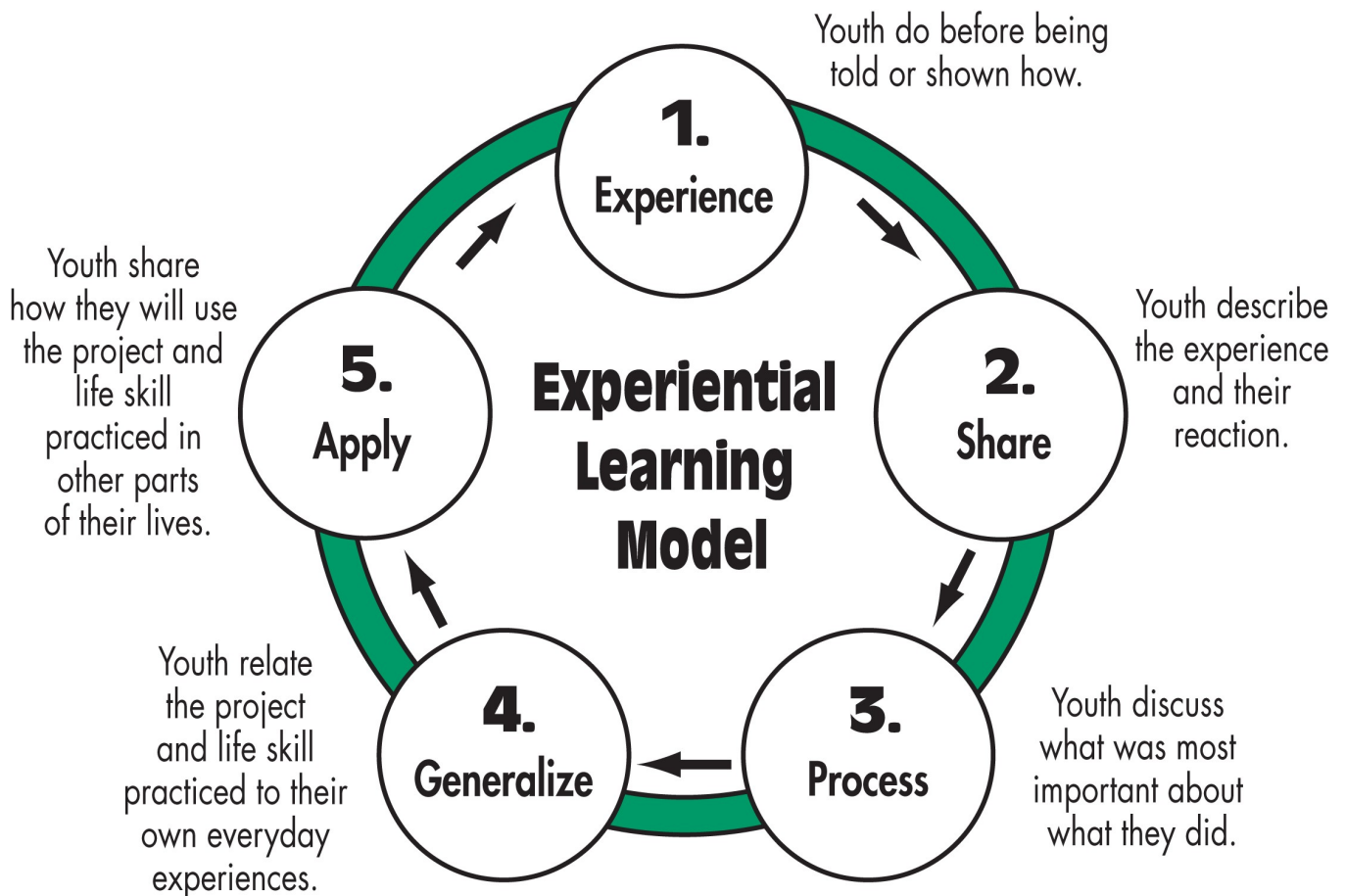
4. Vocational Understanding- Youth need to know the options that they have in life and need to be able to identify the steps they need to take to reach those options. Youth need to have adequate preparation for work and family life.

5. Citizenship—Youth need to develop an understanding of their national and community history and values. Youth also need to understand racial, ethnic, and social history and values, including differences and strengths. Youth need the desire to be ethical, to demonstrate good character, and to be involved in efforts that contribute to the “greater good.”

Experiential Learning

“Experiential learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.”

~ John Dewey



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"

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Consider the Experiential Learning model when preparing your 4-H programs . Listed below are some excellent processing questions to accompany each step.

Experience:

- How is it working?
- What else might you try?
- What might make it easier?

Share:

- What did you do?
- What happened?
- What was most difficult? Easiest?

Process:

- What problems or issues seemed to occur over and over?
- What similar experiences have you had?
- How did you feel when?

Generalize:

- What did you learn about yourself through this activity?
- What did you learn about... life skills, making decisions, etc
- How does this skill relate to real life and not just the activity?

Apply:

- What is another situation in which this skill can be used?
- How will the issues raised by this activity be useful in the future?
- How will you act differently in the future as a result of this activity?

You may wish to apply with another activity that gives youth a chance to practice a “real life” situation.

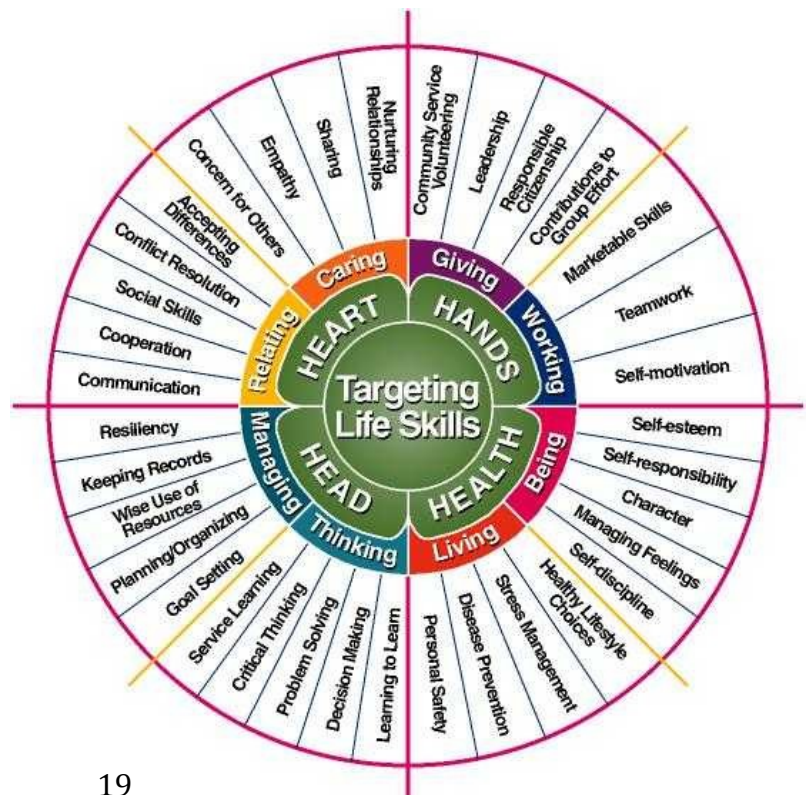


4-H Members learning -by-doing during a stream ecology lesson

Note: Experiential Learning and Targeting Life Skills models are good to cover with your teen counselors, especially those that teach classes

Targeting Life Skills Model

4-H youth development is about life skill development. Iowa State University developed the Targeting Life Skills Model illustrated on your right. This an excellent model that connects 4-H’s head, heart, hands, and health to skill development. When preparing for a program take the time to look at this model and choose the life skills that you would like to build your program upon. You may want to structure your evaluations around how your program helped participants to build the life skills of focus.



Targeting Life Skills Model , Hendricks,P., Iowa State University, 1998.

Youth Developmental Stages

As a 4-H Agents , we are privileged to work with a variety of age groups. This privilege can also prove a challenge particularly when you are working with a group with a wide range of ages. I have a community club in my county that ranges from Cloverbuds to senior 4-H members. Organizing educational programs for that group can be a challenge. I usually have to involve adult volunteers or other staff to work with the younger group. Listed below, and on the following page, are developmental characteristics of the youth you will be working with. Keep these characteristics in mind when preparing programming. This chart is also taken from the *Virginia 4-H Basic Volunteer Guide*.

	Cloverbuds 5-8	Juniors 9-11	Intermediates 12-13	Seniors 14-18
Developmental Characteristic	Slow steady growth with limited muscle development	Slow steady growth for most. Puberty starts for some girls usually accompanied by a growth spurt Extremely active, will overdo, need 10-11 hours sleep. Large muscles well developed	Wide range in physical development, early maturing girls may have appearance of young women, some boys will not have entered puberty Growth spurts may cause clumsiness. Much concern about changing bodies, interested in grooming, but probably won't admit it.	Body changes have been accepted by most, some continue to struggle. Individual talents and abilities emerge.
Teaching Method	Plan activities that require limited small muscle coordination. Expect craft projects to be messy, but provide opportunities to make things anyway. It is the doing, not the finished product, which is important	Be sensitive about concern over body changes. Plan action, hands-on learning. Field trips and tours are good if stops are brief. Plan for needed rest. Better at making things, but still don't expect perfection	Include learning experiences related to understanding self and the changes taking place. Provide opportunities for acquiring good grooming habits	Be sensitive to late developers, help them feel they are okay. Provide opportunities to help recognize their special talents and abilities. Individual counsel is good. Highlight talents and skills
Developmental Characteristic	Concrete thinkers - deal with here and now. If they can't see, taste, or touch, it isn't real. Short attention span.	Many are still concrete thinkers, some beginning to think logically and symbolically.	Most have moved from concrete to more abstract thinking. They enjoy playing with ideas	Mastering abstract thinking can interact on an adult level. Beginning to plan their future.
Teaching Method	Give (demonstrate) instructions in small increments. Plan a variety of hands-on, short, learning abilities	When introducing abstract ideas or concepts, relate to something concrete, something they can do, touch, or feel.	Adults should provide supervision without domination. Allow them to discuss ideas and concerns in small groups	Include career education including opportunities to research careers. Encourage setting career goals, and planning to accomplish goals.
Developmental Characteristic	Curious, eager to try something new. Learn best if physically active	Easily motivated, eager to try something different. Interest will jump from one thing to another	Values, justice, and equality important issues—can become very intense. They want to be sure things both in and out of 4-H are judged fairly	Significant moral growth, difficulty understanding compromise. Often think society is made up a bunch of hypocrites
Teaching Method	Provide hands-on experiences. Let them do, just don't expect perfection	Guide to stay with tasks to completion. Work closely to have them record accomplishments as they happen. Help reflect back and set new goals	Help them understand the scoring process used in 4-H Arrange for discussing values, justice, and equality as they relate to a variety of issues. Introduce the concept of personal values	Continue opportunities for understanding how values are acquired and the importance of a set of personal values. Promote discussion and action related to current issues

	Cloverbuds 5-8	Juniors 9-11	Intermediates 12-13	Seniors 14-18
Developmental Characteristic	Strong desire for affection and approval from adults	Approval from leaders and parents is important. Want to know how much they have improved and how they can do better next time.	Dependence on the opinions of adults shifts to the dependence on the opinions of peers. Now seek peer recognition	Opinions of peers remain important but self-recognition of accomplishments is also important. Becoming more independent, acquiring values and setting goals
Teaching Method	One adult for each 3-4 children to give needed individual attention	Give individual evaluation, suggest ways to improve	Changes in hormones create mood swings, also a time of fragile self-concepts for many	Adults need to continue to give support and guidance during this period when teens are making serious decisions
Developmental Characteristic	Sensitive to criticism doesn't accept failure well	Comparison with success of others is difficult for them	Plan self-discovery activities. Support and encourage but don't dominate	Unsettled emotions cause them to be stormy or withdrawn at times, but will usually pride self on increased ability to be responsible
Teaching Method	Emphasize individual accomplishments. Use activities involving cooperation; avoid competition even in games	Build positive self-concept by comparing past and present performances or the individual to emphasize positive changes	Encourage continued participation in 4-H and promote opportunities to work with younger 4-H'ers	Consistent treatment from adults is important even though some will act like adults one day and children the next. Provide opportunities to use talents.

Working with Diverse Audiences

4-H is open to all youth ages 5-18. Diversity a asset to any 4-H program. Your 4-H program will involve different races, religions, and family situations. You may have some 4-H members with learning disabilities, mental illness, or physical limitations. In 4-H, we are preparing youth for the real world and the real world is filled with all kinds of people. Youth gain experience working with others however different those others might be. I find involving diverse participants gives better feedback on the effectiveness of programs while also providing different perspectives.



Always try to keep an open mind when working with youth and adult volunteers. For example, I had an adult volunteer that applied to be a camp adult volunteer. He arrived for the interview and was covered in tattoos. He had two tattoos on his hands that where clovers plus many more. I thought to myself, well they are clovers which goes with 4-H! I had some hesitation about this volunteer because of his appearance. I did a background check and reference checks and only found positive things. The volunteer attended camp and ended up being one of the most wonderful camp volunteers I have had. You need to make sure to do the necessary paperwork for the safety of your 4-H members, but try not to judge. I think you will find that people may surprise you.

Reviewing your county demographics can help you see the diversity of your county. An easy way to locate that information, is in your county situation analysis. Your goal should be to have your county 4-H program reflect the demographics of your county. You can find your county situation analysis located at <http://intra.ext.vt.edu/support/>.

Youth and Adult Partnerships

Research has shown youth and adult partnerships can have a positive impact on youth and adults. 4-H Agents are provided the opportunity to develop a partnership with the youth in the county 4-H program and also facilitate adult-youth partnerships between 4-H members and adult volunteers active in the program. How exactly do you develop these positive partnerships? The National 4-H Council and University of Arizona put together a fact sheet on the topic. This fact sheet can be accessed at <http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=YAPartners>



“Youth-adult partnerships happen when young people and adults engage together in their communities: they are relationships between youth and adults where there is mutuality in teaching, learning, and action” (*Building Partnerships for Youth, 2009*). Important things to consider when fostering a youth-adult partnership is to help youth feel that adults are not just an authority. Youth should feel as though their opinion is valued and appreciated and have a sense of control in what decisions they are able to make. 4-H clubs are an excellent way for youth to gain a sense of control over decision making. Youth and adults can further develop this partnership by engaging in a community project or service learning activity where both parties are active participants.

Listed below are some tips on developing youth/adult partnerships in your community

Excerpt from Building Partnerships for Youth, National 4-H Council and the University of Arizona, November 20, 2009.

- ◆ Have equal numbers of youth and adults on advisory boards, councils and committees
- ◆ Select youth and adults who are willing and/or able to engage in the mutuality of the process that youth-adult partnerships require.
- ◆ Give opportunities for youth and adults to explore what each brings to the table. Encourage open communication concerning mutual expectations.
- ◆ Emphasize the mutuality of these relationships. Youth and adults should be seen as having unique and valuable contributions to the partnership.
- ◆ Allow young people to make significant program or community decisions
- ◆ Allocate resources to youth
- ◆ Offer young people the opportunity to regularly reflect on their work.

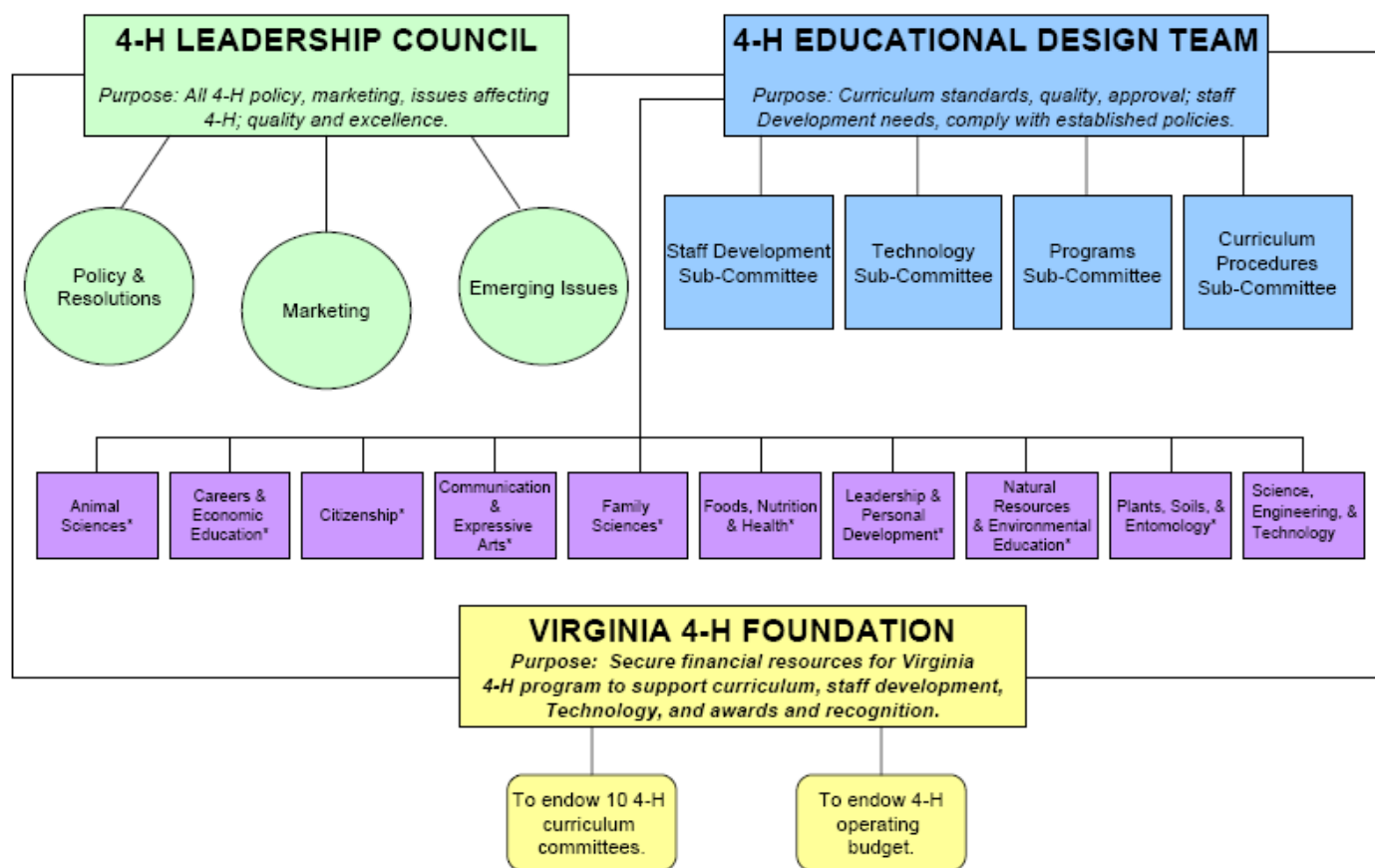


Caring adults can help youth have positive life experiences

Chapter 5: 4-H Councils and Committees

Structure of Virginia 4-H

The Virginia 4-H program is a large program that is quite complex. On this page and the next you will find diagrams to help illustrate the components of the Virginia 4-H program. The first diagram depicts the responsibilities of the 4-H Leadership Council, 4-H Educational Design Team, and the 4-H Foundation. The 4-H Leadership Council is responsible for developing 4-H policy, marketing, and ensuring 4-H quality. The 4-H Leadership Council is responsible for revising and editing the Virginia 4-H Handbook in which all 4-H policy may be located. The 4-H Educational Design Team is responsible for programmatic support of 4-H including the overseeing of 4-H curriculum. 4-H programming is divided into ten content areas. Each programming area has a 4-H programming committee associated with it. The Virginia 4-H Foundation is responsible for securing financial resources to support 4-H programming in Virginia. The Virginia 4-H foundation supports the ten programming committees as well as the 4-H operating budget.



4-H Policy

NOTE: This guide does not include a full version of the *Virginia 4-H Handbook*. This is because the *Virginia 4-H Handbook* is a working document where policies and procedures are revised by the 4-H Leadership Council. Refer to the *Virginia 4-H Handbook* for all of your 4-H policy and procedure questions. Copies of the Virginia 4-H handbook can be included in volunteer training resources, but remember those resources may need to be updated each year. *The Virginia 4-H Handbook* may be accessed at: <http://intra.ext.vt.edu/4h/handbook/index.html>. Bookmark this link and refer to it often!

District Level Councils and Organizations

District 4-H Agent Committees

Most districts have a 4-H Agent Committee specific to that district. District Committees are where 4-H Agents can divide up district level responsibilities such as the district public speaking contest, district horse events, assisting with the district volunteer leader groups, and more. Participating on a district 4-H Agent Committee will provide networking opportunities with other 4-H Agents in surrounding counties. The committee will also help you understand what types of events and opportunities are available to your 4-H members at the district level. If you have a 4-H Agent mentor, he or she should be able to tell you the dates and times of the district 4-H Agent Committee meetings. Many times State 4-H Staff will participate in district level committee meetings to give state level updates and input.

District Volunteer Leaders Association

Each district has a District Volunteer Leaders Association. Volunteers from the district level may also participate in the State 4-H Volunteer Leaders Association. Twice a year in the spring and fall districts rotate hosting the State 4-H Volunteer Leaders Association Conference. Having an active district volunteer leaders association can be very important to the success of hosting a state level meeting. Encourage your volunteers to participate in the District Volunteer Leaders Association. Each unit should have two representatives and two alternates participate in the association. Districts may also have a District Horse Leader's Association/Council. Find out if your district has a District Horse Council



Local Level Councils and Organizations

Extension Leadership Council (ELC)



As a 4-H agent new to Extension, you have probably already heard the term ELC referred to several times. ELC stands for Extension Leadership Council. Every unit office should have an active Extension Leadership Council. The Extension Leadership Council should include individuals active within Extension programs, but outside representatives or individuals unfamiliar with Extension should also be invited to participate on your local ELC. ELCs may also contain youth representatives. The county ELC is important in developing the county Situation Analysis which directs future Extension programs in your county. Representatives from local ELCs may be asked to participate on the State Extension Leadership

Council. Extension Leadership Councils are important for VCE and 4-H to keep in touch with community's perspective and needs and to build advocacy for Virginia Cooperative Extension.

Local 4-H Leadership Council

Your unit may be home to a local 4-H Leadership Council. Local 4-H Leadership Council members are usually composed of 4-H club leaders, volunteer leaders, and community members. Leadership councils may also include 4-H members, such as club officers, to obtain youth perspective into programming. 4-H Leadership councils can be a great way to boost your 4-H program. A 4-H leadership council can help a 4-H agent raise funds to support county 4-H programming. The council may also assist with local level events and 4-H promotion. My county 4-H Leadership Council recently began a college scholarship program for exceptional county 4-H members. If you do not currently have a 4-H leadership council, as your program grows consider beginning one in your county.

Chapter 6

4-H Curriculum

What is a 4-H Project?

Most youth members participating in 4-H are enrolled in what is called a 4-H project. If you are new to 4-H, you may wonder what exactly is a 4-H project? In traditional 4-H, members select a project from one of the content areas he or she is interested in learning about. The member would work out of a 4-H project book that matches up with the age level and interest area of the member. The project book will guide the 4-H member through learning experiences and encourage learning exploration in that particular area. Project books are still a big part of 4-H. Project books are available from the State 4-H Office or from the National 4-H Supply Catalogue. Some project books can easily be completed in a year and some may take several years for 4-H members to complete. Some county 4-H programs will collect project books at the end of each 4-H year and hand out awards for the books or activities completed at the yearly 4-H achievement program. Today projects are not limited to a workbook for 4-H members. 4-H camp and Virginia 4-H State Congress are examples of projects that do not fall into the standard project area. Take a look at the project listings in 4-H plus to get an idea of the number of projects available to 4-H members. Projects are also listed on the back of the 4-H enrollment form for 4-H members to make selections. 4-H members can also design their own project using the 4-H self-determined projects or the 4-H project record book. *Note: Enrollment project numbers do not match project numbers on the back of the enrollment form. This can be confusing!*

4-H Project Lists are available on pages 2 & 3 of the 4-H enrollment form, Publication 388-002

http://www.4-h.ext.vt.edu/forms/388_002.pdf

4-H Agents may also re-design the project listing on the back of the enrollment form to limit the number of projects available to 4-H members. The customizable version of the project list is available in a word document from the State 4-H Office.

2008-09 4-H Member Enrollment Form Project List	
<p>Questions? Call the Virginia 4-H State Office: 540-251-6372; Tonya Taylor Codes: * = Group Enrollment, S = Cost, -- = No Virginia Project Book Materials Available</p> <p>INSTRUCTIONS: Please enroll 4-H members in projects they wish to complete this year. In addition, if the 4-Her extends their project work and participates in a competition, enroll them in the appropriate competition area. Use the "enroll" project codes for competitions listed in the project area that desires to also where. Example: 4-Her taking a Market Beef project would be enrolled in Project Number 11001. If they completed a beef presentation and participated in Beef Expo they would also be enrolled under project numbers 11001 and 11400. The "Beef Other" project code could be used if the 4-Her exhibited their steer at the local or state fair.</p>	
<p>ANIMAL SCIENCE</p> <p>BEEF</p> <p>11001 Market Beef (S-13) 11002 Market Beef (11-19) 11003 Beef Mutton (S-19) 11004 Cow Calf (4-19) 11008 Beef National 4-H (S-19) 11009 Beef Other</p> <p>DAIRY</p> <p>11200 Dairy Heifer -- 11201 Dairy Cow -- 11204 Dairy National 4-H (S-19) 11209 Dairy Other</p> <p>11511 Dairy Grand Activity -- DAIRY GOAT</p> <p>12001 Dairy Goat 12002 Dairy Goat National 4-H (S-19) 12003 Dairy Goat Other</p> <p>MARSH GOAT</p> <p>12500 Marsh Goat 12501 Marsh Goat 12507 Marsh Goat Other 12509 Marsh Goat</p> <p>HORSEMANSHIP</p> <p>13000 Introduction to the Horse (S-11) 13002 Horses are Fun (10-14) 13003 Horse and Horsemanship (13-14) 13004 Horse Science (14-18) 13005 Horse Skills 13101 Novice (10-19) 13102 Horsemanship (13-19) 13104 Basic Horsemanship (S-11) 13105 Horsemanship (16-19) 13201 Girl Horsemanship Project (14-19) 13202 Horse Business Project (14-19) 13203 Horse National 4-H (S-19) 13204 Horse Other</p> <p>LAMBS</p> <p>14000 Lamb -- 14002 Lamb --</p> <p>LIVESTOCK</p> <p>15000 Non-Carne Animal Science (S-11) 15001 Non-Carne Animal Science (13-12) 15002 Non-Carne Animal Science (11-19) 15003 4-H Livestock Management Project 15006 Livestock National 4-H (S-19) 15007 Livestock Other</p> <p>MATS</p> <p>16001 Maranish Hens (S-19) 16002 Mats Other</p> <p>POLLING</p> <p>17001 Polling - 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In Chapter 5 you were provided with a model of the Virginia 4-H Program. One large component of that model was the Educational Design Team and ten 4-H program areas. Each of those ten program areas has a state level programming committee associated with it. If you have an interest in a developing curriculum and programs in one particular curricular area, I highly recommend you participate on a 4-H Programming Committee. You will learn a great deal about the curriculum and program development process. 4-H projects are broken down into those ten curricular areas. One indicator of a quality of a 4-H project is offering programming and having 4-H members enrolled in several, or even all of the 10 curricular areas. A 4-H program only offering programming in one area will not be viewed as a well rounded 4-H program.

Curricular Areas

4-H programming is divided into ten content areas listed below:

Animal Science
Careers and Consumer Education
Citizenship
Communications and Expressive Arts
Family Sciences
Foods, Nutrition, and Health
Leadership and Personal Development
Natural Resources and Environmental Education
Plants, Soils, and Entomology
Science, Engineering, and Technology

Information about each programming area and associated curriculum, including a list of projects available in that area, are located on the VCE website. Many of the Virginia 4-H project books are available in PDF form and can be downloaded and printed.

Each program area also includes a listing of National 4-H curriculum available within that project area. National 4-H curriculum may be ordered by visiting the National 4-H Curriculum Website:

<http://www.4-hcurriculum.org/>. National 4-H Curriculum will have a cost associated with ordering. It is up to you to decide whether your county program will cover the cost of curriculum or members and volunteers will have to purchase curriculum themselves.

4-H Curriculum in Spanish

4-H publications in Spanish are becoming more common. If your 4-H program has a large number of Spanish speaking youth members and/or parents review this list of publications in Spanish:

<http://www.national4-hheadquarters.gov/library/sp-agnr.pdf>.



“Virginia's 4-H curriculum process is based on research and sound educational practice in youth development. Arising from the needs of youth and framed by the developmental appropriateness for targeted youth audiences, it becomes both the process of creating meaningful learning experiences and the products developed from that process.”

~ the Virginia 4-H Curriculum Development Handbook

Chapter 7: Creating and Maintaining 4-H Clubs

4-H clubs are the most traditional method of 4-H delivery. Clubs can be an excellent way to expand your program through the use of volunteer leaders. Beginning a 4-H club can be time consuming in the early stages. Once your leaders gain confidence in their ability to lead the club your time dedicated to managing the club will lessen. You need to follow a sequence of steps when beginning a 4-H club. In this section, I will be as clear as possible about what is needed for each step. When you think you would like to begin a 4-H club in your county or city consider your area. An urban or city setting may have different youth interests than a rural county. Think about the needs of the youth in your area. Did your county situation analysis identify youth needs that a club might be able to fill? How will this club benefit youth and promote youth development? Where can this club meet? Listed below are the types of clubs summarized in the 4-H basics section.

Types of 4-H Clubs

4-H Community Clubs—The most traditional type of 4-H club. Community clubs involve 4-H members interested in a variety of project areas.

4-H Project Clubs—Members concentrate on one project area through the club, but also enroll in other projects under the supervision of a volunteer or parent.

4-H In-School Clubs—Clubs that occur during the school day and usually occur in a classroom setting. It is recommended if possible to train teachers to lead these clubs otherwise they can become very time consuming for the 4-H Agent

4-H After-School Club—After-school programs should provide safe, engaging environments that motivate and inspire learning outside of the regular school day.

Each Extension Office conducted a situation analysis in 2004 and a revision in 2008. Review your county situation analysis to look for youth needs a new club might address. Your county situation analysis may be accessed at <http://intra.ext.vt.edu/support/>

Step One: Recruit, Screen, and Train Volunteer Leaders

Volunteer Recruitment

To begin a 4-H club, you must first have volunteer leaders. Clubs should not be run by 4-H agents. Agents running clubs cuts down considerably on the time that could be spent training other volunteers and maintaining other clubs. You can approach recruitment in several ways. You may have a program in mind and put together promotional materials for recruiting volunteers for the club. I utilized this method with a project club for 4-H PetPALS. The need for volunteer leaders was promoted in the county 4-H newsletter, at 4-H promotional displays in the county, and placed flyers at local libraries. Three adult volunteers were recruited this way. I have also conducted programming to attract a certain audience and then recruited volunteers out of that audience. For example, the county 4-H program had a strong 4-H in-school program. I felt the homeschooled students in our county were underserved and needed exposure to 4-H. I put together a series of educational workshops geared towards homeschooled students. From those workshops, I gained several volunteers that became interested in beginning their own 4-H club. I now have two 4-H Clubs from those original workshops. You should try to find three leaders when beginning a 4-H club. You will find that volunteers' life situations will change. Having three volunteers not only lessens the burden that could be placed on one person, but also helps to ensure the existence of the club should you have a leader step down.



A 4-H Community Club performs a community service project to send care packages to soldiers overseas.

Volunteer Screening

All volunteers need to be screened prior to involvement in 4-H programming. Virginia 4-H has a three step screening process for volunteers. Volunteers must complete a written application, three reference checks, and a face-to-face interview with the Extension Agent. The National Sex Offender registries should also be checked which may be accessed at,

<http://www.nsopw.gov/Core/Conditions.aspx>. You may wish to conduct a criminal background check on your volunteers, for added security of your 4-H program. Club leaders should use the volunteer long form. Information on forms is located in the chapter dedicated to paperwork. A great resource on conducting volunteer reference checks is located at:

<http://intra.ext.vt.edu/4h/staffdevelopment/referencechecks.pdf>.

Information on volunteer interviews may be found at:

<http://intra.ext.vt.edu/4h/staffdevelopment/volunteerinterviews.pdf>.

Note: For all 4-H adult volunteers involved in the 4-H camping program criminal background checks are mandatory according to the American Camping Association standards

Volunteer Training

Properly training your volunteers can affect whether the 4-H club will endure. Volunteers need to be trained in 4-H basics (symbols, pledge, motto,) policies, procedures, and information specific to the 4-H club the leaders will be managing. 4-H horse clubs and shooting clubs may require further training or certification to become a volunteer leader. The State 4-H Office has put together a series of short web-based lectures that discuss volunteer training and management. These lectures can be accessed at: <http://intra.ext.vt.edu/4h/staffdevelopment/staffresources.html>. Another excellent resource is the Virginia 4-H Basic Volunteer Orientation Guide. Much of the information in Chapter 2 was obtained from this source. This guide can be accessed at <http://intra.ext.vt.edu/4h/staffdevelopment/orientationguide.pdf>

Communication is the key when working with volunteers. Try to keep your volunteers up-to-date on new 4-H policy and procedures as well as opportunities for volunteer development.

Volunteer associations, conferences, and workshops can provide excellent opportunities for volunteer development. Club leaders will also need training on conducting 4-H meetings, 4-H officer responsibilities, and 4-H Club Charters.

Step Two: Club Member Recruitment

You are on top of things as a 4-H agent. You have recruited, screened, and trained three volunteer leaders to begin a new 4-H club. What do you need now? Members! I have found in my experience the most effective way to get members is word of mouth. Your three club leaders probably have friends they may ask to come to a club meeting. Those friends have friends and so forth. You can also promote the new club by posting flyers or putting an ad in a local newspaper. I have an excellent working relationship with the Parks and Recreation Department in Campbell County. They allow me space to advertise 4-H programs in their newsletter. You may want to partner with another county department to get the word out. An event that worked well in my county was to have a 4-H open house. Club leaders were present and 4-H curriculum was displayed. Interested parents filled out a sign up form to get on a mailing list for the clubs and programs.

Step Three: Getting a 4-H Club Organized

Now that you have leaders and interested 4-H members it is time for your first club meeting. Have leaders plan a day and time that is convenient to meet. Also, help your leaders establish a meeting location. In Campbell County, we are fortunate enough to have a fairly large meeting room where many of the 4-H clubs meet. The meeting location may be related to the type of club formed. A horse club may meet at a local equine facility. A shooting club may choose to meet at a sportsman club. Try to pick a



Getting a 4-H club up an running can feel like a juggling act. Communication is key between Extension agents and volunteers.

location that may be convenient to attracting other members as well. For the first club meeting, help leaders come up with information to cover during the meeting. The club does not have elected officers yet and cannot conduct a regular 4-H business meeting. This would be a good meeting to introduce the 4-H pledge, discuss the 4-H mission, and purpose of the club. Help leaders plan some ice breaker games to get youth interacting with one another and plan a club activity. Most leaders will be anxious about the first club meeting, so this is a good meeting for agents to attend if at all possible. If this is a project club you could assist club leaders with getting a speaker to discuss a topic that may interest members. You may give leaders some general group games or leadership exercises to work with the youth. Bring handouts of the officer positions with you to the meeting and discuss the need for club officers.

Allow interested members to take the information and consider running for an officer position. If you have many youth interested in officer positions you may hold elections at the next club meeting. The club may need to have a few club meetings without the business portion before you have youth step up to the officer role.

Step Four: Electing and Training Club Officers

Once you have enough youth interested or nominated for an officer position you can conduct club elections. The most common method of conducting a club election is to have the members running for office stand and say a few words about his or her experience and/or reason for interest in the officer



Officers participating in an exercise to put the club meeting agenda in order

position. Have ballots prepared ahead of time or have members write down the name of the officer he or she would like to elect. Have one leader assigned to counting the ballots. Established clubs may wish to have a nominating committee, where members will put together a slate of officers to be voted on by the entire club.

Each year club officers should undergo club officer training. Most extension offices usually conduct the county club officer training in the fall. This allows the clubs sufficient time to conduct their elections. You may find another time works well for your county. Officer training publications can be downloaded and printed at

<http://www.4-h.ext.vt.edu/forms/index.html>.




Offering a yearly club officer training gives 4-H members an opportunity to interact with other clubs throughout the county

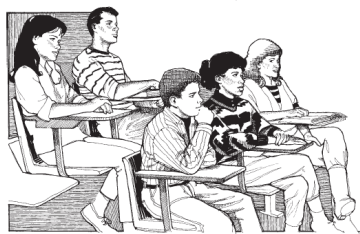
Officer Training Publications—with download links


Publication # 388-274
http://www.4-h.ext.vt.edu/forms/388_274.pdf

Publication # 388-212
http://www.4-h.ext.vt.edu/forms/388_212.pdf




A Guide for 4-H Club Officers






Virginia Cooperative Extension
 Publication 388-274
 Reprinted 2001



Virginia Cooperative Extension
 2005



PUBLICATION 388-212

Virginia 4-H Club Member's Business Meeting Guide

Joseph R. Hunnings, Extension Specialist, 4-H Youth Development, Virginia Tech.

This guide will help you understand what is required to have exciting and productive 4-H club business meetings. Participating in well-run business meetings will help you learn skills that will be useful as you grow older.

In particular, you can learn the following life skills:


- Citizenship
- Leadership
- Decision making
- Planning and organizing
- Communication
- Getting along with others
- Character
- Stress management
- Teamwork


4-H members should take two steps to contribute to well-organized and fun club meetings. The first step is to learn your privileges and responsibilities as a 4-H club member. The second step is to learn about parliamentary procedure.

Membership - Privileges and Responsibilities


No organization can exist without active members. The qualifications for club membership are defined in your 4-H Club Constitution. The term "member" in this guide refers to a person who has full participation rights.

When you join an organization or club, you enter into a "contract" of membership with that group. That contract is an agreement that defines your privileges and also your responsibilities. The club's constitution and bylaws defines some of those privileges and responsibilities. Be sure to read your club's constitution and bylaws to learn about specific rights and expectations that affect you.






Virginia Cooperative Extension
 Publication 388-212
 Reprinted 2005



Publication # 388-542
http://www.4-h.ext.vt.edu/forms/388_542.pdf

Virginia Cooperative Extension
 2006



PUBLICATION 388-542

Worksheet for Planning a 4-H Club Meeting

Joseph R. Hunnings, Extension Specialist, 4-H Youth Development

This worksheet is designed to help 4-H club officers and leaders plan the agenda for a 4-H club meeting. The worksheet follows a suggested outline which you may adjust to fit your club's needs.

Meeting plan for the _____ 4-H Club
 Place _____ Date _____ Time _____

Pre-meeting Activities _____ (Lead by) _____ (Subject, if any)

Business Meeting

Call to Order _____ (President)

Pledge of Allegiance _____ (Lead by)

4-H Pledge _____ (Lead by)

Roll Call _____ (Secretary)

Introduction of Visitors _____ (President)

Reading of the Minutes _____ (Secretary)


Approval of the Minutes _____ (President)

Treasurer's Report _____ (Treasurer)


Other Reports _____ (Lead by) _____ (Subject)

_____ (Lead by) _____ (Subject)

_____ (Lead by) _____ (Subject)



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 Reprinted 2006



Step Five: 4-H Club Charter

Virginia 4-H guidelines state that a club must obtain an official club charter before the club is able to open a checking account or use the 4-H emblem. Chartering a club is the official way for Virginia 4-H to recognize a club. Clubs must be chartered in order to be exempt from federal income tax. In order for a club to become chartered the club must have completed the following steps

- Have five enrolled members (this covers the required officer positions)
- Have at least two enrolled and trained volunteer leaders
- Have Enrollment, Health History, Code of Conduct, and Media Release forms on file for all members and leaders
- Have elected and trained club officers
- The club has adopted a constitution and bylaws
- The club/group has developed an annual program plan

Creating the club constitution and bylaws can be the most time consuming portion of chartering a club. There is a good publication illustrated below that provides a template for club constitution and bylaws. I have found the most effective way for a club to develop its own constitution and bylaws is to provide the template and explain to leaders to have the executive committee (club officers) develop a draft of constitution and bylaws. The draft can be presented to the entire membership for discussion and modifications. This still gives the club ownership of bylaws but can save quite a lot of time.

Charter Publications

Charter Application—4-H Clubs Publication # 388-069

http://www.4-h.ext.vt.edu/forms/388_069.pdf

Charter Renewal—4-H Clubs Publication # 388-059

http://www.4-h.ext.vt.edu/forms/388_059.pdf

Virginia Cooperative Extension PUBLICATION 388-069
2006 388-069

Charter Application for 4-H Clubs and Cloverbud Groups

The United States Department of Agriculture and Virginia 4-H require all 4-H clubs and groups to have a charter signed by the Secretary of Agriculture and the Director of the National 4-H Headquarters and issued by the State 4-H Office. This requirement includes 4-H Cloverbud groups, community clubs, project clubs, after-school clubs, and military clubs. For more information about the requirements for and privileges of a Virginia 4-H Charter, see VCE Publication 388-070.

To apply for a 4-H Charter, the organizational leader of a 4-H club or Cloverbud group should submit one copy of this application to the local Extension office if the club or group is based at a county or city level. District or state-level clubs/groups should send applications to the State 4-H Youth Development Office (107 Hancock Hall, Virginia Tech (0419), Blacksburg, VA 24061).

Name of 4-H Club/Group _____
 Contact Information for Club/Group Organizational Leader
 Name _____ Phone _____ email _____
 Address _____

Charter Requirements for a 4-H Club or Cloverbud Group IN COMPLIANCE?

1. The club/group has membership of at least 5 enrolled members. (Leader to list or attach to application) YES NO
(The Office Use)
 Additional members are listed on the attached sheet (✓)

2. The club/group has at least two enrolled and trained volunteer leaders. (Leader to list or attach to application) YES NO
(The Office Use)
 Additional leaders are listed on the attached sheet (✓)

3. The Enrollment, Health History Report, Code of Conduct, and Media Release forms are on file for all members and leaders. (To be confirmed by the Extension office) YES NO
(The Office Use)

4. The club has elected and trained youth officers. (Leader to attach sheet with the following information: office, name of officer, and training date; not required for Cloverbud groups) YES NO
(The Office Use)

5. The club has adopted a constitution and bylaws. (Leader to attach; not required for Cloverbud groups) YES NO
(The Office Use)

6. The club/group has developed an annual program plan. (Leader to attach) YES NO
(The Office Use)

Signature of the 4-H Club/Group Organizational Leader _____ Date Signed _____

For Office Use
 Date Received by the Extension Office _____ 4-H Year for which Charter is Requested _____
 This 4-H club or group fully meets the requirements to be eligible for a 4-H Charter _____

Signature of 4-H Extension Agent or Representative _____ Date Signed _____ Date Received by the State 4-H Office _____

A signed copy of this application should be sent to the State 4-H Youth Development Office at Virginia Tech for processing. Supporting documentation such as officer names, constitution and bylaws, etc. for non-school groups is not needed by the state office. The original 4-H Charter application should be filed and kept in the Unit office for a period of three years after the group's charter is renewed. Allow at least two weeks for return of the 4-H Charter Certificate. Complete charter status information in 4-H FFLS.

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Virginia Cooperative Extension PUBLICATION 388-059
2006 388-059

Charter Renewal Application for 4-H Clubs and Cloverbud Groups

4-H Charter renewal takes place in the fall each year. Check your local 4-H professional for due dates for your locality. The organizational leader of the 4-H club or Cloverbud group should submit one copy of this application to the local Extension office if the club or group is based at the county or city level. District or state-level groups should send the application by October 1 to the State 4-H Youth Development Office (107 Hancock Hall, Virginia Tech (0419), Blacksburg, VA 24061). (In-school, classroom-based clubs use VCE form 388-146.)

Name of 4-H Club or Group _____ Date: _____
 4-H Year for which Charter Renewal is Requested _____
 Contact Information for Club/Group Organizational Leader
 Name _____
 Address _____
 Phone: _____ email: _____

Charter Renewal Requirements for a 4-H Club or Cloverbud Group IN COMPLIANCE?

1. The group has membership of at least 5 enrolled volunteers. (Leader to list or attach to application) YES NO
(The Office Use)
 Additional members are listed on the attached sheet (✓)

2. The club/group has at least two enrolled and trained volunteer leaders. (Leader to list or attach to application) YES NO
(The Office Use)
 Additional leaders are listed on the attached sheet (✓)

3. The Enrollment, Health History Report, Code of Conduct, and Media Release forms are on file for all officers of the group. (To be confirmed by the Extension office) YES NO
(The Office Use)

4. The group has elected and trained youth officers. (Leader to attach sheet with the following information: office, officer name, and training date; not required for Cloverbud groups) YES NO
(The Office Use)

5. The group has adopted a constitution and bylaws. (Leader to attach; not required for Cloverbud groups) YES NO
(The Office Use)

6. The club/group has developed an annual program plan. (Leader to attach) YES NO
(The Office Use)

continued on the back

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In-school 4-H club charters **are not** sent to the State 4-H Office.
In-school charters need to be maintained by the unit office

Charter Application— 4-H In-school Clubs

Publication # 388-145

http://www.4-h.ext.vt.edu/forms/388_145.pdf

Charter Renewal— 4-H In-school Clubs

Publication # 388-

http://www.4-h.ext.vt.edu/forms/388_146.pdf

Virginia Cooperative Extension
2006 PUBLICATION 388-145
18 U.S.C. 507

Charter Application for In-School, Classroom-Based 4-H Clubs

The United States Department of Agriculture and Virginia 4-H require all 4-H clubs and groups to have a charter signed by the Secretary of Agriculture and the Director of the National 4-H Headquarters and issued by the State 4-H Youth Development Office. This requirement includes in-school, classroom-based 4-H clubs. For more information about the requirements for and privileges of a Virginia 4-H Charter, see *4-H Charters: Frequently Asked Questions*, VCE publication 388-070.

To apply for a 4-H Charter, the organizational leader of an in-school, classroom-based 4-H club should submit this application to the local Extension office. For schools with more than one classroom-based club, the Extension professional responsible for the 4-H program at the school can use this application as a checklist to confirm that all classroom clubs in the school are in compliance with 4-H Charter requirements. If all clubs are in compliance, one 4-H Charter can be issued per grade in the school for all clubs in that grade. Please note that for classroom-based clubs, the club constitution and bylaws can be the same for all clubs in the school. The annual club program plans can be the same for all clubs per grade in the school.

Name of 4-H Classroom-based Club or School: _____ Grade(s): _____

Contact Information of Club Organizational Leader or School Contact
Name: _____
Address: _____
Phone: _____ email: _____

Charter Requirements for In-School, Classroom-Based 4-H Clubs

1. Each classroom-based club has membership of at least 5 enrolled members. <i>(For an individual club, the leader should list members here or on an attached sheet.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
2. Each classroom-based club is led by a teacher, Extension professional, or at least two trained volunteer leaders. <i>(Leaders of all classroom-based clubs should be identified by club and listed here or on an attached sheet.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
3. Each classroom-based Club's members and leaders are enrolled using either the 4-H Individual or Group Enrollment forms. <i>(To be confirmed by the Extension office)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
4. Each classroom-based club has elected and trained youth officers. <i>(For an individual club, the leader should list officers on an attached sheet.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
5. Each classroom-based club has a constitution and bylaws. <i>(If different by classroom, each version should be identified and attached.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
6. Each classroom-based club has an annual program plan. <i>(If different by classroom, each version should be identified and attached.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>

For individual in-school, classroom based clubs:
Signature of the 4-H Club Organizational Leader or School Official: _____ Date Signed: _____
For Office Use
Date Received by the Extension Office: _____ 4-H Year for which Charter is Requested: _____
The 4-H classroom-based club(s) in this school fully meets the eligibility requirements for a 4-H Charter.

Signature of 4-H Extension Agent or Representative: _____ Date Signed: _____ Date Received by the State 4-H Office: _____
A signed copy of this application should be sent to the State 4-H Youth Development Office at Virginia Tech for processing. Supporting documentation such as officer names, constitution and bylaws, etc. for unit-level groups is not needed by the state office. The original 4-H Charter application should be filed and kept in the unit office for a period of one year after the group's charter is renewed. Also, at least two weeks for return of the 4-H Charter Certificate. Complete charter status information is at 4-H 323.

www.4-h.vt.edu
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Virginia Cooperative Extension
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Charter Renewal Application for In-School, Classroom-Based 4-H Clubs

4-H Charter renewal takes place in the fall each year. Check with your local 4-H professional for due dates in your locality. The organizational leader of an in-school, classroom-based 4-H club should submit this application to the local Extension office in order to renew a 4-H club charter. For schools with more than one classroom-based club, the Extension professional responsible for the 4-H program at the school can use this application as a checklist to confirm that all classroom clubs per grade in the school are in compliance with 4-H Charter renewal requirements.

Name of 4-H Classroom-based Club or School: _____ Grade: _____

4-H Year for which Charter Renewal is Requested: _____

Contact Information for Classroom Club Organizational Leader or School Contact
Name: _____
Address: _____
Phone: _____ email: _____

Charter Requirements for In-School, Classroom-Based 4-H Clubs

1. Each classroom-based club has membership of at least 5 enrolled members. <i>(For an individual club, Leader should list members or attach to application.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
2. Each classroom-based club is led by a teacher or Extension professional or by at least two trained volunteer leaders. <i>(Leaders of all classroom-based clubs should be identified by club and listed here or on an attached sheet.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
3. Each classroom-based club's members and leaders are enrolled using either the 4-H Individual or Group Enrollment forms. <i>(To be confirmed by the Extension office)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
4. Each classroom-based club has elected and trained youth officers. <i>(For an individual club, Leader should list officers on an attached sheet.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
5. Each classroom-based club has a constitution and bylaws. <i>(If different by classroom, each version should be identified and attached.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>
6. Each classroom-based club has an annual program plan. <i>(If different by classroom, each version should be identified and attached.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(Yes/Other Yes)</small>

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4-H Charters: Frequently Asked Questions

Publication # 388-070

http://www.4-h.ext.vt.edu/forms/388_070.pdf

Virginia Cooperative Extension
2006 PUBLICATION 388-070
18 U.S.C. 507

4-H Charters: Frequently Asked Questions

Joseph R. Hinnings, Extension Specialist, 4-H Youth Development

What are 4-H Charters?

A 4-H Charter certifies a group as an official Virginia 4-H entity that meets minimum requirements as set by the Virginia 4-H program. A 4-H group with a charter has the following privileges:

- Authorization to use the 4-H name and emblem.
- Inclusion under the Tax-Exemption Group ruling for 4-H.
- Authorization to raise, allocate, and disburse funds in support of local 4-H programs, projects, and groups.

What groups are required to have a 4-H Charter?

The United States Department of Agriculture requires all 4-H groups to have a charter signed by the Secretary of Agriculture and the Director of the National 4-H Headquarters and issued by the state 4-H office.

Beginning with the 2006-07 4-H year, the following 4-H groups in Virginia **must** have a 4-H charter. Each of these 4-H groups must also renew its charter annually.

Youth-based 4-H groups:

All types of 4-H clubs including school-based clubs;
Cloverbud groups.

In general, any group of 4-H members who are organized as a specific club or Cloverbud group should be chartered. See the definitions of 4-H club and Cloverbud group below for more information. Temporary youth-based groups such as 4-H judging teams and 4-H camp counselors are not required to be chartered unless they are organized as a club.

Adult volunteer-based 4-H groups:

Unit, district, and state 4-H volunteer leader associations or their equivalent;
Unit, district, and state 4-H Leadership Councils or their equivalent;
Unit, district, and state 4-H All Star organizations;
State IFYE Association;
4-H Foundation;
4-H educational centers; and
4-H collegiate clubs.

In general, adult volunteer-based groups that use the 4-H name and/or handle 4-H funds should be chartered. 4-H subcommittees of unit ELCs do not need to be chartered if they do not handle 4-H funds. If the 4-H subcommittee or the unit ELC handles 4-H funds then this group needs to be chartered.

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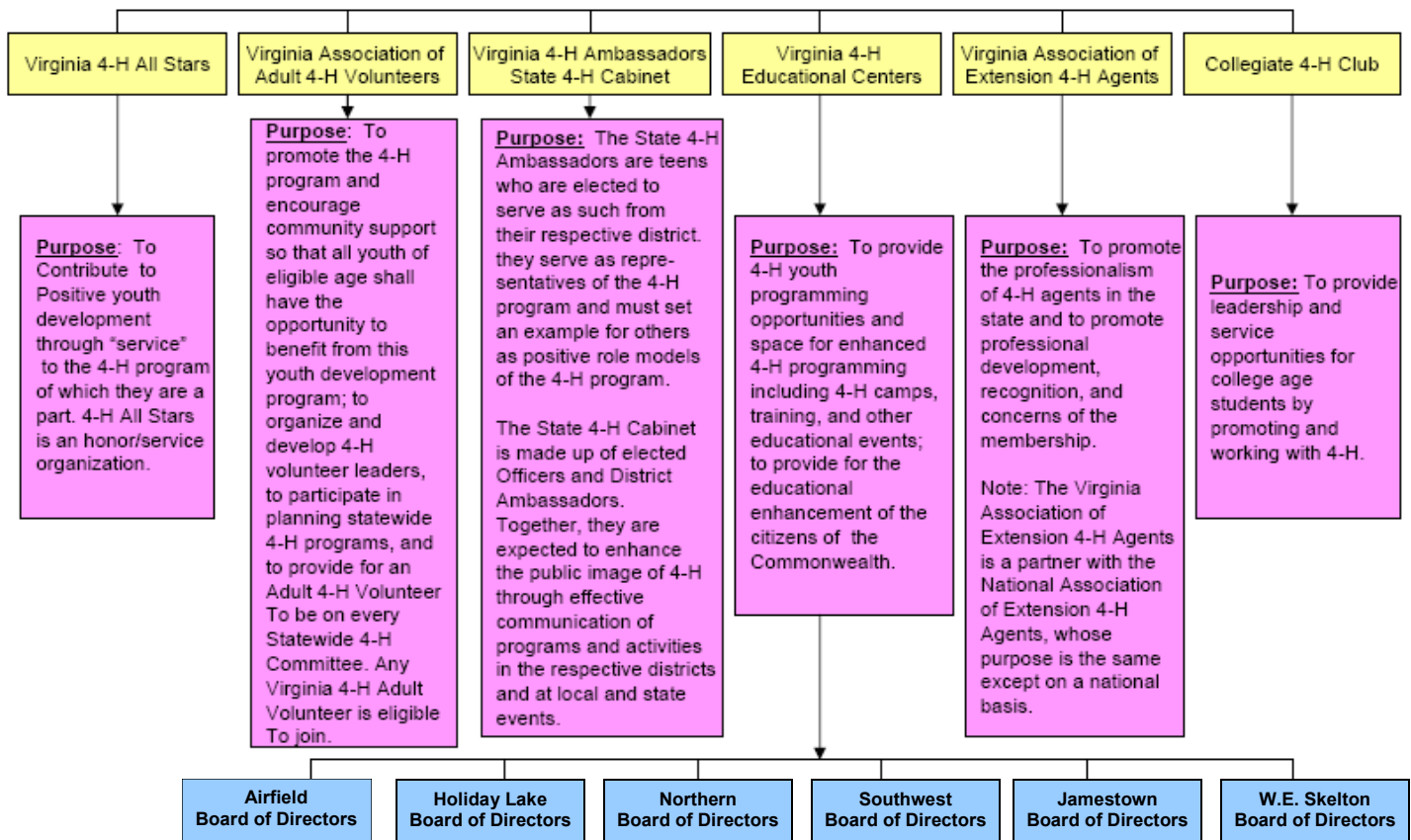
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Virginia 4-H Organizations and Associations

4-H organizations and associations help develop the 4-H system. Each of the associations and organizations play a role in organizing, developing, and marketing the 4-H program. Associations such as the Virginia Association of Adult 4-H Volunteers and the Virginia Association of Extension 4-H Agents offer professional development opportunities to volunteers and agents. I recommend joining agent associations such as the Virginia Association of Extension 4-H Agents (VAE4-HA), National Association for Extension 4-H Agents (NAE4-HA), and Virginia Extension Service Association (VESA). Agents become eligible for Epsilon Sigma Phi membership after three years of employment. Becoming a member of an association will provide you with some great networking opportunities as well as good professional development. Most associations also offer awards for programming accomplishments. Many associations offer free membership for the first year. Association links are listed below.

Virginia 4-H Organizations and Associations



Virginia Extension Service Association
<http://intra.ext.vt.edu/related/vesa/index.html>

Epsilon Sigma Phi
<http://intra.ext.vt.edu/related/esp/esp.html>

Virginia Association of Extension 4-H Agents
<http://intra.ext.vt.edu/related/vae4ha/vae4ha.html>

Virginia Association of Volunteer Leaders
<http://www.ext.vt.edu/resources/4h/volunteers.html#membs>

National Association of Extension 4-H Agents
<http://www.nae4ha.org/profdev/candt.html>

Charter Development Publications

Virginia 4-H Annual Goals and Program Plan
 Publication # 388-210
http://www.4-h.ext.vt.edu/forms/388_210.pdf


Virginia 4-H Club Constitution and Bylaws
 Publication # 388-211
http://www.4-h.ext.vt.edu/forms/388_211.pdf

Virginia Cooperative Extension
 2005 PUBLICATION 388-210

Virginia 4-H Club Annual Goals and Program Plan

Joseph R. Hinnings, Extension Specialist, 4-H Youth Development, Virginia Tech.

This guide will help 4-H members and adult leaders plan, deliver, and evaluate a successful 4-H club program for the year. Most members and leaders involved in 4-H are very busy people. Setting goals and developing an annual club program plan helps everyone integrate 4-H activities with the rest of their personal commitments. Plus, an Annual Club Program Plan is required to maintain a 4-H Club Charter. Evaluating the outcomes of club goals and plans at the end of the year helps us to "Make the Best Better."



Why Do We Set Club Goals?
 Goals serve an individual or a group in much the same way that a map guides a traveler. A goal is like a destination, something to reach for or accomplish. A goal should provide a challenge but be realistically attainable. Goal setting involves making decisions and setting priorities. Through setting goals, and planning and evaluating progress towards those goals, club officers and leaders can influence what the club and its members learn and achieve.

Who Should Develop Club Goals and Plans?
 Youth and adults should work together to develop yearly club goals and plans. For 4-H clubs with few members, the entire membership may meet with leaders and parents to decide on club goals and plans. In larger clubs, the club officers and the volunteer leaders may be the appropriate group for this task. Obviously younger members will need more guidance in this process than older members. Older members should be encouraged to have an increasingly greater role in the goal setting and program planning process.

What Should Club Goals and Plans Include?
 An effective annual club program should be well balanced. Some of the things it should include are:

- Personal and club goal setting
- Leadership, citizenship, and character development
- Hands-on learning activities through 4-H projects
- Development of specific life skills
- Opportunities for performance through competitions


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Virginia 4-H Club Constitution and Bylaws

Joseph R. Hinnings, Extension Specialist, 4-H Youth Development, Virginia Tech.

Purpose of the constitution and bylaws
 In Virginia, every 4-H club is required to have a constitution and bylaws. The constitution and bylaws describe the organizational and governing structure of a 4-H club. Just like the Constitution of the United States, the 4-H club constitution is the highest law of the club. The constitution describes the purpose of the club, basic principles that govern the club, who can be members, how often the club meets, etc. The bylaws are secondary principles that govern the club. Bylaws describe in detail the steps the club must follow in order to conduct business.



Who is responsible for writing and approving the constitution and bylaws?
 It is important that club members, volunteer leaders, and parents all have input in the development of the club's constitution and bylaws. Often a committee of club officers and adult leaders drafts the first version for the club's approval.

After completing its constitution and bylaws, the club must provide a copy to the local Extension office. The unit 4-H staff must approve the 4-H club's constitution and bylaws to ensure that they are in compliance with state and federal laws and Virginia Cooperative Extension (VCE) policies and guidelines. The purpose and needs of the 4-H club may change over time so it is important that the club review its constitution and bylaws on a regular basis.

Tips on writing your constitution and bylaws
 In addition to using the sample templates in this publication, a 4-H club may use the Virginia 4-H Handbook: Fundamentals, Policies, Guidelines and Procedures; VCE publication 388-536 (found on the Virginia 4-H website, www.ext.vt.edu/resources/4h) which provides information about 4-H policies that can guide the development of the club's constitution and bylaws.

The constitution and bylaws must be written so that the entire membership can understand and feel ownership for these documents. The club should use simple language written from a positive point of view. For example, rather than writing "Any member who misses three meetings is not in good standing and cannot exhibit at the fair." Instead write "Members must attend seven meetings to be in good standing. Members in good standing are eligible to exhibit at the fair."

How to use your constitution and bylaws
 A written copy of the 4-H club's constitution and bylaws should be given to all club members, leaders, and parents. This will ensure that everyone is aware of how the club will function. It also will help to unify the members by informing them about the opportunities that exist for participation and the procedures they must follow to be active, contributing members. The annual 4-H club officer training should include a thorough review of the club's constitution and bylaws.

Sample constitution and bylaws
 A 4-H club can use the following sample templates to design its constitution and bylaws. Some sections are required without revision, other sections are required with revisions allowed, some sections are highly recommended, and others are optional. Example statements are provided to illustrate possible wording.

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4-H Civil Rights Compliance Form
 Publication # 490-156
http://www.4-h.ext.vt.edu/forms/490_156.pdf

Virginia Cooperative Extension
 REVISED 2006 PUBLICATION 490-156

4-H Club and Organization Civil Rights Compliance Report Form

This form is to be completed by all 4-H clubs or organizations by October 1 of each year to report on civil rights compliance for the previous year. The form should be submitted to the appropriate local or state Extension office.

Year of report: October 1, 20__ to September 30, 20__

4-H Club or Organization Name: _____

4-H Club or Organization Leader's Name: _____

Address: _____

Phone: _____ Email: _____

Number of Members by Race: White Black Hispanic Asian American Indian Native Hawaiian or Pacific Islander Other _____

Number of Members by Gender: Female Male _____

During this past year, this club or organization had balanced membership that was integrated by race and gender (refer to the definition of balanced membership below):
 By Race: Yes No By Gender: Yes No

Balanced membership is met when the racial and gender composition of the club or organization is exactly proportional to that of the population of the membership area. Even if a 4-H club or organization does not have balanced membership for a majority of those under-represented group categories present in the membership area, the program can be deemed to be in compliance if the club or organization leaders, in collaboration with the appropriate Extension professional can demonstrate that "all reasonable efforts" have been made to achieve balanced membership within the group. Examples of "all reasonable efforts" are listed below.

IF NOT IN COMPLIANCE for race and/or gender, use the table below to document what reasonable efforts your club or organization utilized this past year to comply. What efforts do you plan to use this next year? Check the items that apply! (Documentation of past reasonable efforts should be on file in the Virginia Cooperative Extension office where this club or organization is based.)

Past Year	Reasonable Efforts	Next Year
	Invite members of under-represented groups to join the club or organization by personal visit.	
	Invite members of under-represented groups to join the club or organization by letter or email.	
	Invite members of under-represented groups to join the club or organization by telephone.	
	Make use of mass media, including radio, newspaper, and TV.	
	Distribute newsletters, posters, flyers, and announcements to recruit under-represented clientele.	
	Conduct community groups to recruit under-represented clientele.	
	Conduct a membership drive or promotions to reach under-represented clientele.	
	Make special efforts to recruit volunteers from under-represented clientele groups.	
	Plan and supplement joint activities to create integrated programs.	
	Utilize meeting places selected to encourage participation by under-represented clientele.	

Check this space if other efforts that have been taken by this club or organization in order to be in compliance with Civil Rights laws are listed on the back of this form.

Date Submitted: _____ Signature of 4-H Club or Organization Leader: _____

Date Reviewed: _____ Signature of 4-H Extension Staff Member: _____

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4-H Club Charter

4-H clubs must develop a constitution, bylaws and an annual program plan to apply for a 4-H charter. Each year, 4-H clubs should submit the 4-H Civil Rights Compliance Report form (490-156) with the renewal charter application. All renewal applications are the responsibility of the unit office to maintain. Only the original application to apply for a charter is mailed to the State 4-H Office

Step Six: 4-H Club Finances and Emblem Use

Once the 4-H club has received the official club charter, that club may open a club account and begin using the 4-H emblem. Virginia 4-H has certain guidelines volunteers must follow when handling club funds. If the club has account funds greater than \$100 the club should secure club funds in a local bank account or a 4-H Foundation account. Should the club wish to house the funds at a local financial institution the club will need to apply for an Employer Identification Number. Volunteers should never use their own social security number to open a club account. If you have inherited a 4-H program, and you find this is the case with some of your club accounts, you will need to change this. The application for an EIN is IRS document SS-4. A picture of the document and link to the document are listed below. Once the club has received an EIN the club account may be opened. The club account must have two signatures on the account and if possible these signatures should be someone other than the club leaders. That is for the protection of the club leaders. A good practice is to have club bank statements sent to the unit office. Have office staff copy statements and forward the statement on to the volunteer responsible for maintaining the club account. This helps when auditing accounts at the end of the year

The 4-H emblem is a copyrighted. For specific instructions regarding use of the 4-H emblem review the National 4-H Headquarters fact sheet which may be accessed at http://www.national4-hheadquarters.gov/emblem/4h_name.htm

Application for Employer Identification Number (EIN)

<http://www.irs.gov/pub/irs-pdf/fss4.pdf>

Form SS-4 (Rev. January 2009) Department of the Treasury Internal Revenue Service	Application for Employer Identification Number (For use by employers, corporations, partnerships, trusts, estates, churches, government agencies, Indian tribal entities, certain individuals, and others.) ▶ See separate instructions for each line. ▶ Keep a copy for your records.	OMB No. 1545-0003 EIN _____
1 Legal name of entity (or individual) for whom the EIN is being requested _____		
2 Trade name of business (if different from name on line 1) _____		3 Executor, administrator, trustee, "care of" name _____
4a Mailing address (room, apt., suite no. and street, or P.O. box) _____		5a Street address (if different) (Do not enter a P.O. box.) _____
4b City, state, and ZIP code (if foreign, see instructions) _____		5b City, state, and ZIP code (if foreign, see instructions) _____
6 County and state where principal business is located _____		
7a Name of principal officer, general partner, grantor, owner, or trustee _____		7b SSN, ITIN, or EIN _____
8a Is this application for a limited liability company (LLC) (or a foreign equivalent)? <input type="checkbox"/> Yes <input type="checkbox"/> No		8b If 8a is "Yes," enter the number of LLC members _____
8c If 8a is "Yes," was the LLC organized in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No		
9a Type of entity (check only one box). Caution: If 8a is "Yes," see the instructions for the correct box to check.		
<input type="checkbox"/> Sole proprietor (SSN) _____ <input type="checkbox"/> Estate (SSN of decedent) _____ <input type="checkbox"/> Partnership _____ <input type="checkbox"/> Plan administrator (TIN) _____ <input type="checkbox"/> Corporation (enter form number to be filed) ▶ <input type="checkbox"/> Trust (TIN of grantor) _____ <input type="checkbox"/> Personal service corporation _____ <input type="checkbox"/> National Guard <input type="checkbox"/> State/local government _____ <input type="checkbox"/> Church or church-controlled organization _____ <input type="checkbox"/> Farmers' cooperative <input type="checkbox"/> Federal government/military _____ <input type="checkbox"/> Other nonprofit organization (specify) ▶ <input type="checkbox"/> REMIC <input type="checkbox"/> Indian tribal governments/enterprises _____ <input type="checkbox"/> Other (specify) ▶ _____ <input type="checkbox"/> Group Exemption Number (GEN) (if any) ▶ _____		
9b If a corporation, name the state or foreign country (if applicable) where incorporated _____ State _____ Foreign country _____		
10 Reason for applying (check only one box)		
<input type="checkbox"/> Started new business (specify type) ▶ _____ <input type="checkbox"/> Banking purpose (specify purpose) ▶ _____ <input type="checkbox"/> Changed type of organization (specify new type) ▶ _____ <input type="checkbox"/> Purchased going business _____ <input type="checkbox"/> Hired employees (Check the box and see line 13.) <input type="checkbox"/> Created a trust (specify type) ▶ _____ <input type="checkbox"/> Compliance with IRS withholding regulations <input type="checkbox"/> Created a pension plan (specify type) ▶ _____ <input type="checkbox"/> Other (specify) ▶ _____		
11 Date business started or acquired (month, day, year). See instructions. _____		12 Closing month of accounting year _____
13 Highest number of employees expected in the next 12 months (enter -0- if none). Agricultural Household Other		14 Do you expect your employment tax liability to be \$1,000 or less in a full calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No (if you expect to pay \$4,000 or less in total wages in a full calendar year, you can mark "Yes.")
15 First date wages or annuities were paid (month, day, year). Note: If applicant is a withholding agent, enter date income will first be paid to nonresident alien (month, day, year) _____		
16 Check one box that best describes the principal activity of your business.		
<input type="checkbox"/> Construction <input type="checkbox"/> Rental & leasing <input type="checkbox"/> Transportation & warehousing <input type="checkbox"/> Accommodation & food service <input type="checkbox"/> Wholesale-agent/broker <input type="checkbox"/> Real estate <input type="checkbox"/> Manufacturing <input type="checkbox"/> Finance & insurance <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Wholesale-other <input type="checkbox"/> Retail		
17 Indicate principal line of merchandise sold, specific construction work done, products produced, or services provided. _____		
18 Has the applicant entity shown on line 1 ever applied for and received an EIN? <input type="checkbox"/> Yes <input type="checkbox"/> No If "Yes," write previous EIN here ▶ _____		
Complete this section only if you want to authorize the named individual to receive the entity's EIN and answer questions about the completion of this form.		
Third Party Designee Name and ZIP code _____		Designee's telephone number (include area code) _____ Designee's fax number (include area code) _____
Signature ▶ _____ Date ▶ _____		Applicant's telephone number (include area code) _____ Applicant's fax number (include area code) _____
For Privacy Act and Paperwork Reduction Act Notice, see separate instructions. Cat. No. 16055N Form SS-4 (Rev. 1-2009)		

Keep records of all club EIN numbers. These numbers will need to be used each year when filing an electronic postcard with the IRS.


IRS Requirements for tax-exempt status under the National 4-H Group Exemption Number

All chartered 4-H clubs are eligible for federal income tax exemption under the National 4-H group exemption number. This does not address sales tax exemption. Currently 4-H clubs are not exempt from state sales tax. To qualify for state sales tax exemption, each club will have to apply to the Virginia Department of taxation. This procedure can be very involved and time consuming and agents have expressed there is a low acceptance rate of applications. I do not recommend spending the time to complete this process. Hopefully in the future Virginia 4-H can work out a way for clubs to be sales tax exempt, but for now I tell my clubs to pay the tax.

Once your club has an EIN and official 4-H charter you may send a request for inclusion to the State 4-H Program Leader. The State leader must send the request for inclusion to National 4-H. When a response is received it is then forwarded on to the county 4-H agent. National 4-H Headquarters has a detailed fact sheet explaining this procedure. The link for this fact sheet is listed below.

This National 4-H Headquarters Fact Sheet is located at:

[http://www.national4-hheadquarters.gov/library/fs-certification 4-H groups v2-08.pdf](http://www.national4-hheadquarters.gov/library/fs-certification%204-H%20groups%20v2-08.pdf).



National 4-H Headquarters Fact Sheet

REQUEST FOR INCLUSION & CERTIFICATION OF 4-H GROUPS UNDER NATIONAL 4-H TAX STATUS

As part of new IRS reporting requirements, National 4-H Headquarters is now required to annually update and certify, for the IRS, the list of subsidiary groups registered to use our National 4-H Group Exemption Number (GEN). Listing under GEN 2704 provides federal income tax exemption for GEN 2704 subsidiaries.

What does it mean to be exempt from federal income tax under GEN 2704? And, which 4-H Clubs & Affiliated 4-H Organizations may be qualified for inclusion under GEN 2704? See the "Tax Exempt Status for 4-H Clubs & Affiliated 4-H Organizations" fact sheet at <http://www.national4-hheadquarters.gov>. Inclusion of independent groups (such as organizations that have their own board of directors and 501(c) tax exempt status) or families under our National 4-H GEN potentially jeopardizes the special tax exempt status continuing to be granted by the IRS to the 4-H program.

CERTIFICATION PROCEDURES

In July 2007, National 4-H Headquarters received a listing from the IRS of all the subsidiaries registered under our GEN. National 4-H Headquarters divided the listing by state and forwarded the state lists to State 4-H Program Offices for review and certification. National 4-H Headquarters is working with the lists returned by State 4-H Program Leaders to update the GEN 2704 list with the IRS by the spring of 2008.

Qualified entities do not have federal income tax exemption under GEN 2704 until National 4-H Headquarters, as the parent organization for GEN 2704, annually reports requests for inclusion to the IRS. Once the IRS has received and updated their files, National 4-H Headquarters will send letters to subsidiaries under GEN 2704 to keep on file and share with donors, as needed, to indicate they are exempt from federal income tax.

National 4-H Headquarters will annually update the GEN 2704 list with the IRS—after Land Grant University Extension Directors certify each December 1 that their state's list is accurate and current.



HOW DO 4-H CLUBS & AFFILIATED 4-H ORGANIZATIONS REQUEST INCLUSION UNDER GEN 2704 IN 2008?

To request inclusion under GEN 2704, qualified 4-H Clubs & Affiliated Organizations and State 4-H Program Leaders must follow these steps:

The 4-H Club or Affiliated 4-H Organization needs to obtain an EIN from the IRS using the SS-4 form. For assistance, see the "Sample SS-4 Form" and "Where to File or Fax" pages at <http://www.national4-hheadquarters.gov>. First consult with your State 4-H Program Office for additional information, e.g., if your state specifies your annual tax period. Use the SS-4 form provided at www.irs.gov to fax or mail a hard copy of your form. Keep the following in mind when identifying the legal name of the organization.

- Use the official chartered or otherwise officially recognized organization name authorized to use the 4-H Name & Emblem.
- Organization names must be specific to a 4-H Club or Affiliated 4-H Organization, within the state, either through a unique name or by identifying the county or location (examples: Share-N-Win 4-H Club, Calvert County 4-H Horse Club).
- See also the "Naming of 4-H Clubs" fact sheet (coming soon) for more information about club names.

(continued)



National 4-H Headquarters; 1400 Independence Avenue, S.W.; MS 2225; Washington, D.C. 20250
www.national4-hheadquarters.gov

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (See all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 725-6969 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, White House Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 725-9944 (voice or TDD). USDA is an equal opportunity provider and employer.

Exempt organizations (clubs) with gross receipts less than \$25,000 are required to file an electronic postcard with the IRS each year. This is form 990-N.

Organizations with gross receipts over \$25,000 are required to fill form 990 or 990EZ. All of these forms can be found on the IRS website:

<http://www.irs.gov/charities/index.html?navmenu=menu1>.

Much of the information found in club financial section is summarized from the *Virginia 4-H Handbook: Fundamentals, Policies, Guidelines, and Procedures*. To view detailed version of this information view handbook section 3.19 at: <http://intra.ext.vt.edu/4h/handbook/policy.html#3.19>.


In-School 4-H Clubs

In-school 4-H clubs can be an excellent way to introduce 4-H to youth within the county. In-school programs can look vastly different from one county to the next. Some counties may have a narrow focus on in-school clubs such as science fair or presentations. Agents or volunteers may conduct a series of lessons with the club to prepare them for a presentation or science fair exhibit. The culminating event would be the county presentation contest or science fair. Some counties incorporate educational activities into 4-H in-school programming but do not have those activities connected with a 4-H competitive event. In-school 4-H programs can be a great way to build a partnership with the school system. In-school clubs need to have elected officers. If you decide you would like only to provide educational programs to classes that would be considered 4-H School Enrichment. School Enrichment can also be a good way to build partnerships with the school, but you will need to make sure the use the correct code when putting 4-H members into the 4-H Plus system.



There are different approaches to In-school clubs. Some agents handle the club meetings themselves and visit the schools a certain number of days each month. Other agents offer teacher training in 4-H curriculum and allow the teachers to lead the clubs. The second method would be the most preferred method because it would expand your programming efforts and still leave you time to work on other clubs or projects. Make sure not to over commit yourself when it comes to In-school 4-H programs and clubs, you have many other valuable 4-H programs that need your attention as well. In-school clubs and school enrichment makes a nice addition to your 4-H program, but it should not be the entire program.

In-school Clubs/School Enrichment Curriculum

 <p>HORTICULTURE</p> <p>Introduction</p> <p>Lesson 1 Pondering Peanuts Seeds in Action</p> <p>Lesson 2 Concentrating on Corn A Different Kind of Seed</p> <p>Lesson 3 Considering the Sweet Potato: The Story of Roots</p> <p>Lesson 4 Investigating Beans: Studying Stems</p> <p>Lesson 5 Learning from Lettuce: Understanding Leaves and Photosynthesis</p> <p>Lesson 6 Analyzing Apples: Investigating Flowers, Pollination, and Fertilization</p> <p>Author: Laurie W. DeMarco</p> <p>Virginia Cooperative Extension Publication 44-84</p>	<p>ELECTRICITY</p> <p>Introduction</p> <p>Lesson 1 Magnetic Attraction</p> <p>Lesson 2 The Magnetic Field Around the Earth</p> <p>Lesson 3 Static Electricity</p> <p>Lesson 4 Current Electricity and Circuit Building</p> <p>Lesson 5 Conductors and Insulators</p> <p>Lesson 6 Circuit Building – Series and Parallel Circuits</p> <p>Lesson 7 Electromagnets</p> <p>Lesson 8 Electrical Safety</p> <p>Author: Lori Marsh</p>	<p>CITIZENSHIP</p> <p>Introduction</p> <p>Lesson 1 Fly Free: Rules or No Rules</p> <p>Lesson 2 Extra-Ordinary Heroes – Cis- suzette of the Year</p> <p>Lesson 3 Community Responsibility: Someone Else Can Do It Or "Who will not work, shall not eat"</p> <p>Lesson 4 A New Vision for Participation – Symbols</p> <p>Lesson 5 Reaching into the Community</p> <p>Lesson 6 Taking Action: Community Outreach</p> <p>Author: Lynda Norheim Project Coordinator Kathleen Jamison</p>	<p>FORESTRY</p> <p>Introduction</p> <p>Lesson 1 Tree Identification</p> <p>Lesson 2 Tree Identification Contest</p> <p>Lesson 3 Virginia's Natural Resources</p> <p>Lesson 4 Tapping Maple Trees</p> <p>Lesson 5 Pine Seedlings</p> <p>Lesson 6 Pine Seedling Survival</p> <p>Author: Jeff Kivim, Ph.D.</p>
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Virginia 4-H has curriculum available that can work well in a school setting. 4-H Curriculum is correlated to the SOLs. Correlating your in-school 4-H programming to the SOLs can illustrate to teachers and principals how 4-H can complement school curriculum.

Volunteer and Member Recognition

4-H volunteer and member recognition is an important part of your county 4-H program. Many counties plan a yearly achievement program to recognize project awards, volunteer years of service, and other awards specific to your county. In Campbell County, we have an Outstanding Club Member Award as well as a Community Service Award presented at the yearly achievement program. Examples of awards and year-end slide shows can be found on the resource CD.

Resource CD Content

Chapter 7: Creating and Maintaining 4-H Clubs

4-H Club Promotion

Daniel, Kaci. *Orange County 4-H Clubs*. Promotional brochure. September 30, 2009

Eldridge, Pat. *What is 4-H?* 4-H Promotion brochure for Danville 4-H.

Mercer, Jennifer. *Augusta County 4-H*. Informational brochure.

Mercer, Jennifer. *Wyers Cave 4-H Cloverbuds Flyer*.

Narehood, Elizabeth. *Lets Get it Started!* 2005 club promotion.

Narehood, Elizabeth. *Cloverbud Meeting Invitation*. January 11, 2006.

Narehood, Elizabeth. *4-H PetPALS Volunteer Training Flyer*. October 2005.

Narehood, Elizabeth. *4-H PetPALS First Meeting Announcement*. November 7, 2005.

Volunteer Recruitment and Training

Daniel, Kaci. *Reference Questions for Volunteer Applications*.

Daniel, Kaci. *Become a 4-H Volunteer*. Recruitment Brochure.

Helteness, Bill. *New 4-H Club Leaders Lesson Two*. PowerPoint Presentation. Florida 4-H.
Submitted by Chris Lichty.

LaNore, Nicole. *Bedford 4-H Information Presentation*. PowerPoint Presentation.

Lichty, Chris. *4-H Leaders Presentation*. PowerPoint Presentation.

Mercer, Jennifer. *4-H 101 for Small Engines Club*. PowerPoint Presentation. 2008.

Mercer, Jennifer. *4-H Risk Management Training*. PowerPoint Presentation. November 4, 2008.

Narehood, Elizabeth. *Club Leader's Yearly Guide*.

Narehood, Elizabeth. *4-H Information Sign Up Form*.

Narehood, Elizabeth. *Volunteer Reference Check Questions*.

Weddle, Julie. *Pittsylvania County 4-H Program*. PowerPoint Presentation.

Resource CD Content

4-H Club Charter

Mercer, Jennifer. *Augusta County 4-H Club Bylaws*. October 2007.

Nansel, Carol. *Little North Mountain Shooting Education 4-H Club Constitution*.

Nansel, Carol. *Shenandoah County 4-H Dairy Club Constitution*.

Nansel, Carol. *Shenandoah County Goat 4-H Club Constitution*.

Virginia 4-H Charters: Strengthening the Core. Virginia Cooperative Extension. PowerPoint Presentation.
Submitted by Carol Nansel.

4-H Club Officer Training

Belcher, Sheila. *Lee County 4-H Clubs Order of Business*.

Lichty, Chris. *The 4-H Business Meeting Agenda Planner*.

Marks, Darla. *4-H Club Officer Training*. PowerPoint Presentation.

Marks, Darla. *Charlotte County 4-H Club Officer Handbook*.

Marks, Darla. *Club Officer Quiz*.

Marks, Darla. *Desirable Qualities of a Club Officer*.

Mercer, Jennifer. *4-H Officer Training*. PowerPoint Presentation.

Mercer, Jennifer. *Augusta County 4-H Officer Training Evaluation*. October 28, 2008.

Narehood, Elizabeth. *Campbell County 4-H Officer Training*. Power Point Presentation.
November 13, 2008.

Narehood, Elizabeth. *Club Officer Hunt*. October 2008

Narehood, Elizabeth. *Club Officer Skit*. October 2008.

Narehood, Elizabeth. *Club Officer Training Announcement*. October 30, 2008.

Pietras, Halina. *Training for 4-H Club Treasurer and Adult Leaders*. PowerPoint Presentation. Penn State
Cooperative Extension. Submitted by Chris Lichty.

Resource CD Content

4-H Club Management

Mercer, Jennifer. *2008-2009 4-H Honor Club Induction Ceremony.*

Mercer, Jennifer. *Augusta County 4-H Honor Club Membership Agreement.*

Mercer, Jennifer. *Middlebrook Livestock 4-H Club Volunteer Responsibilities.*

Nansel, Carol. *Shenandoah 4-H Checklist for October 14, 2008.*

Nansel, Carol. *Shenandoah 4-H Checklist for October 24, 2008.*

Nansel, Carol. *Shenandoah 4-H Club Name List.*

Nansel, Carol. *Shenandoah 4-H Club Name List, Officers Page.*

Nansel, Carol. *Shenandoah 4-H Monthly Report Form.*

Nansel, Carol. *Shenandoah 4-H Yearly Report Form.*

Narehood, Elizabeth. *Campbell County 4-H Adult Treasurer Record Book Introduction.* 2008.

Narehood, Elizabeth. *In-school Clubs Enrollment Letter.* September 14, 2006.

4-H Achievement Programs

Mercer, Jennifer. *4-H Volunteer Appreciation Dinner Invitation.* April 27, 2009.

Mercer, Jennifer. *Augusta 4-H Invitation to Achievement Program.* October 15, 2008.

Mercer, Jennifer. *Augusta County 4-H Year in Review 2007-2008.* PowerPoint Presentation.

Nansel, Carol. *2008 4-H Achievement Night Special Recognition.*

Nansel, Carol. *2008 Achievement Night Program.*

Nansel, Carol. *2008 County Medal Winners.* November 15, 2008.

Nansel, Carol. *2008 Fair Exhibits Tally Sheet.*

Nansel, Carol. *County Plaque Application Form.* October 24, 2008.

Nansel, Carol. *Nomination form for 2008 Outstanding Member.*

Nansel, Carol. *Nomination form for 2008 Outstanding Family Award.*

Nansel, Carol. *Nomination form for 2008 Outstanding 4-H Leader.*

Resource CD Content

Nansel, Carol. *Nomination form Charlotte Rinkler Leadership Award 2008.*

Narehood, Elizabeth. *Campbell 4-H Outstanding Club Member Award Nomination Form. 2008.*

Narehood, Elizabeth. *Campbell 4-H Year-End Slide Show 2007-2008.*

Roberts, Cherie. *2008 Achievement Night Program.*

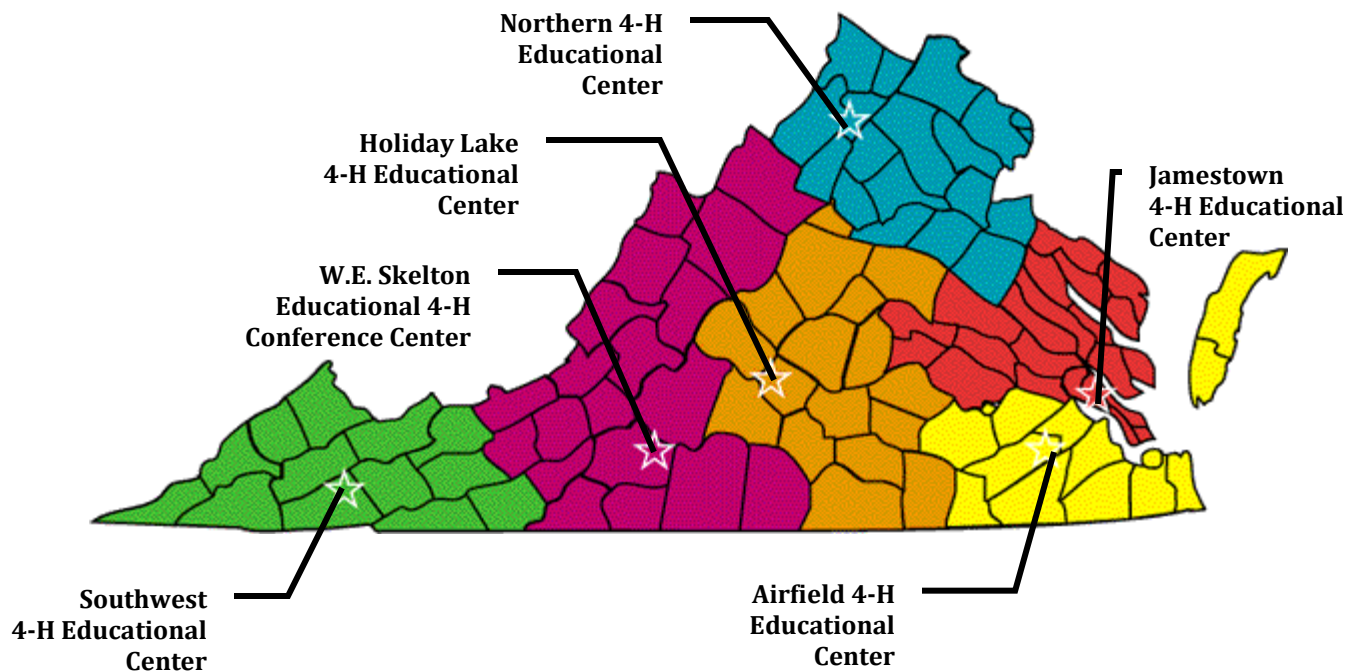
Roberts, Cherie. *2008 Cloverbud Project Certificate.*

Roberts, Cherie. *Campbell 4-H Electricity Project Certificate.*

Chapter 8: Virginia 4-H Camping

The Virginia 4-H Camping Program

Virginia 4-H is known nationally for its camping program for youth. Virginia is home to six 4-H educational camping centers. Each center has its own supervisory board that is responsible for raising funds to maintain the center. VCE paid positions can differ from center to center. Many centers fund many of their own positions. Shown below is the statewide map of service areas for each 4-H center. 4-H centers serve a certain number of counties based on population as well as location.



Each year, every county with or without a 4-H agent, is asked to host Junior 4-H Camp. Junior 4-H Camp is a five day residential camp at the 4-H center that serves that county. Smaller counties or counties with low attendance may camp together in what is called a cluster. Each center is a separate non-profit organization operated by a board of directors. Center boards raise funds to support the center and 4-H programming in addition to having the ultimate responsibility for the long-term viability of the center. If you are new to Extension, you should check into the specifics for your 4-H center. Each year a Master 4-H Camp Director course is taught by the state 4-H staff. If you are new to Extension you should make sure to sign up for this course. The course covers the 4-H camping program in much more detail.

This guide does not go into great detail regarding the 4-H camping programs. There is an excellent 4-H Camping Handbook available that is revised each year. This book can be accessed at <http://intra.ext.vt.edu/4h/camping/camping.html>. Print off this guide and use it as a reference. The guide contains policies and procedures specific to the 4-H camping program. I also recommend keeping a copy of this guide with you for reference during your camping week.

Each 4-H center has its own camping appendix that is revised every year. The center camping appendix will contain information specific to that center. Centers may differ slightly in paperwork requirements and facility policies. Print off a copy of the appendix for the center your county attends and add that to your Virginia 4-H Camping Handbook. Center specific handbooks are located at: <http://intra.ext.vt.edu/4h/camping/centerhandbooks.html>

Junior 4-H Camping Tips

- ◆ Make 4-H camp a year round program. Begin planning early in the fall for the next year's camp.
- ◆ Select teen counselors early. I plan to screen, interview, and select the teen counselors for our camp by November. We begin teen counselor training in January and continue up until camp.
- ◆ Give teen counselors a role in camp planning. This lets your teens have more ownership of their 4-H camp. Plus teens may come up with some great ideas for classes or programming you may not have thought about.
- ◆ Look into teen/adult camp training weekends at your local 4-H center. Most 4-H centers offer a teen/adult training weekend in the spring to assist with training of counselors and adult volunteers. I make the weekend training mandatory for all of my first year teen counselors. This allows me the opportunity to observe new counselors for an extended period of time in an overnight setting. It helps me decide if the teen is qualified to be supervising younger campers.
- ◆ Get adult volunteers and teen counselors together. At 4-H camp, teen counselors and adult volunteers are working together to supervise 4-H campers. It is hard to work as a team with someone you just met.
- ◆ Begin marketing and promoting your 4-H camp early. We begin approximately six months in advance. **Examples of 4-H camp brochures and registrations are included on the resource CD.**



Day and Weekend Camps

4-H Centers usually offer weekend camping opportunities in addition to residential 4-H camp. Some examples of these include Cloverbud Camp (youth ages 5-8), Grandparents Camp, Family Camp, Holiday Camp, CSI Camp, Shooting Camp, Horse Camp, and more. The camps offered depend on the



4-H center and time of year. Your 4-H center should notify you with camping opportunities. Some overnight camps are statewide and counties located under another service area may attend a camp at a center. One example of this is the statewide teen weekend which is hosted by the State 4-H Cabinet.

County 4-H programs may wish to offer day camp opportunities to local youth. These are camps where parents will drop off and pick up a child each day. Many times these types of camps are offered in the summer when students are out of school. They may also be done over school spring break or holidays. Day camps can be a great way to learn about 4-H. Most day camps will have a theme or particular focus for the camp. Camps should not just be a series of activities. Review your county situation analysis and look for needs of youth in your county. How can a day camp you plan help to meet those needs? How can hosting this day camp build your 4-H program?

Day camps can be a great way to introduce youth to 4-H. Plan camps based on needs of youth in your county. Center camp activities around building life skills.

Resource CD Content

Chapter 8: Virginia 4-H Camping

4-H Camp Promotion

- Belcher, Sheila. *Lee/Dickenson Junior 4-H Camp*, brochure, 2009.
- Bowen, Jennifer. *2009 Prince Edward Junior 4-H Camp*, brochure.
- Camm, Kevin. *Amelia/Cumberland/Nottoway 4-H Camp*, brochure, 2009. Developed from 4-H Brochure authored by Kaci Daniel and Kelly Thomas.
- Dailey, Jocelyn. *2009 Goochland Junior 4-H Camp*, brochure.
- Merryman, Diane. *Sussex/Northhampton Junior 4-H Camp*, brochure, 2009.
- Narehood, Elizabeth. *Adult Camp Volunteer Interview*, 2006.
- Narehood, Elizabeth. *2009 Campbell County 4-H Junior Camp*, brochure.
- Narehood, Elizabeth. *Campbell County 4-H Summer Camp– Fun in the Summer!* 2009 Camp Press Release.
- Rowles, Cynthia. *Middlesex 4-H Junior Camp*, brochure, 2009.
- Snyder, Glenda. *Botetourt County 4-H Camp*, brochure, 2009.
- Snyder, Glenda. *4-H Teen Counselor Recruitment Flyer*, 2009.
- Tillotson, Bonnie. *Appomattox/Lynchburg Junior 4-H Summer Camp*, brochure, 2009.
- Tritz, Julie. *Lancaster 4-H 2009 Junior Camp*, flyer.

4-H Camp Volunteer Training

- Bowen, Jennifer. *Teen/Adult Leader Training Agenda*.
- Bowen, Jennifer. *Junior 4-H Camp Interest Meeting/Orientation*. PowerPoint Presentation.
- Elliot, Dennis. *Indoor Games*. Mid States Camping Conference. April 2000. Submitted by Chris Lichty.
- Garst, Barry. *Making Your 4-H Camp Experience Work for ...Yourself and Others*. PowerPoint Presentation. Submitted by Chris Lichty.
- LaNore, Nicole. *4-H Camping 101*. 2008 Bedford/Franklin Teen Training. PowerPoint Presentation.
- LaNore, Nicole. *4-H Camping 102*. 2008 Bedford/Franklin Teen Training. PowerPoint Presentation.

Resource CD Content

LaNore, Nicole. Camp Training, letter, June 20, 2008.

LaNore, Nicole. Camp Training Hours Matrix, 2008.

LaNore, Nicole. *4-H Camp Situations*.

Lichty, Chris (submitted by) *Where is my camper?*

Lichty, Chris (submitted by) *Camper Feet*.

Narehood, Elizabeth. *Camp from a Parents Point of View*, 2009. PowerPoint Presentation.

Tillotson, Bonnie. *Adult/Teen Leader Survival Kit*.

4-H Camp Management

Bowen, Jennifer. *Junior 4-H Camp Orientation*. Power Point Presentation.

Bowen, Jennifer. *Prince Edward 4-H Financial Assistance Application*.

Camm, Kevin. *Amelia 4-H Camp Details*, 2009. Developed from 4-H Camp Details by Kaci Daniel.

Daniel, Kaci. *Camp Class Planning Form*.

Daniel, Kaci. *Scholarship Application Orange-Madison 4-H Camp*.

Dailey, Jocelyn. *Goochland County Beach Tour Schedule*, 2009.

Irvin, Kevin. *Amherst County 4-H Camp Registration*, 2009.

LaNore, Nicole. *Bedford 4-H Adult 2008 Camp Schedules*.

LaNore, Nicole. *2008 Bedford/Franklin Camp Numbers*.

LaNore, Nicole. *2009 Campership Donation Letter*, April 16, 2009.

LaNore, Nicole, *2009 Campership Class Sponsor Form*.

Narehood, Elizabeth. *4-H Camp Registration Form*, 2009.

Narehood, Elizabeth. *Campbell County 4-H Program 2008 Financial Record for 4-H Scholarship*.

Weddle, Julie, *Pittsylvania 4-H Camper Pick-Up Card*, 2006. Developed from 4-H Camper Pick-Up Card by Kaci Daniel.

Resource CD Content

4-H Day and Weekend Camps

Dailey, Jocelyn. Goochland 4-H Pajama Party Invitation.

Dailey, Jocelyn. *Goochland Summer Day Camp*, brochure.

Irvin, Kevin. *A Day in the Life of a Civil War Soldier*, 2009 Weekend Camp.

Mercer, Jennifer. *2009 Virginia 4-H Natural Resources Weekend*, brochure.

Nansel, Carol. *2008 Summer Day Camp*, brochure.

Nansel, Carol. *2008 Culpeper, Shenandoah, Rappahannock 4-H Winter Camp*, registration

Nansel, Carol. 4-H Day Camp Rules.

Nansel, Carol. *4-H Camp Scholarship Application Shenandoah County*.

Nansel, Carol. *4-H Day Camp Teen Leader Job Description*.

Nansel, Carol. Winter Camp Program, 2009.

Narehood, Elizabeth. 2007 Summer Day Camp Schedule.

Narehood, Elizabeth. *4-H Homeschool Science Inquiry Workshop*, January 11, 2007.

Roberts, Cherie. *Go Wild with 4-H! Summer Day Trip*, brochure, July 17, 2008.

Rowles, Cynthia. *Grandparent/Grandchild 4-H Camp 2009*, brochure.

Chapter 9: 4-H Competitive Events

4-H competitive events can be a great way to encourage learning in one particular project area. A competitive event allows a 4-H member to demonstrate understanding in a project area. This chapter will cover a variety of competitive events available to 4-H members. You may choose to incorporate these competitive events into your unit 4-H program. Competitive events do take a great deal of time for planning and organizing. If you are a new agent and are thinking about hosting a competitive event in your county, one of the best ways to learn is to attend that event at another county. The agents hosting that event will appreciate your assistance and it will give you a great opportunity to see if this event might work for your county. Some competitive events use a Danish award system. Under this system a 4-H member receives a blue, red, or white ribbon based on a set point value. More than one 4-H member can receive a blue ribbon. Usually an overall winner (purple ribbon) is selected in each age and subject category. Competitive events can also use a standard award system (1st-6th).

4-H Presentations and Public Speaking

4-H presentations and public speaking are one of the oldest forms of a 4-H competitive event. A presentation may also be called a demonstration. The difference between a presentation and speech is the use of a visual aid. Listed below are excellent publications for assisting a 4-H member with preparing a presentation or speech. Each competitive event has a score sheet tailored to that particular event. Presentations/Public Speaking can be a good way for 4-H members to build confidence speaking in-front of an audience. Some clubs incorporate into their bylaws a requirement of 4-H members to perform a presentation/speech. Many counties host a local presentation/public speaking contest and overall winners can move on to the district contest. Overall winners at the district level may move on to the state level competition.



4-H Presentations Publication 388-056

<http://pubs.ext.vt.edu/388/388-056/388-056.pdf>

4-H Presentations– Score Sheet Publication 388-062

<http://pubs.ext.vt.edu/388/388-062/388-062.pdf>

4-H Public Speaking—Score Sheet Publication 388-066

<http://pubs.ext.vt.edu/388/388-066/388-066.pdf>

Virginia Cooperative Extension
REVISED 2004

Communications and Expressive Arts
PUBLICATION 388-056

4-H Presentations

What is a 4-H presentation?
Haven't you found that it is easier to learn something if someone shows you how instead of just telling you how? A 4-H presentation is:

- Doing
- Showing
- Talking
- Telling how through visuals

You are the teacher and the expert. A first-time 4-H presentation will be easier for you if you actually do something with your hands that gives you a finished product.

Why should you do a 4-H presentation?
Giving a 4-H presentation is a good way to share with others, learn new things, and have fun. By doing presentations, you will increase your self-confidence and ability to speak in front of a group. 4-H presentations can help you to:

- Create a plan of action that takes into consideration the subject matter, the audience, your strengths and weaknesses as a speaker, and the environment or space where the presentation will take place, including the time of day.
- Gather the information and supplies necessary for showing and telling how to do something.

How to choose a 4-H presentation
The most important point is to choose a subject that interests you. A good place to get ideas is the 4-H projects in which you are working or have worked. Try to keep the subject broad enough so you will have enough material for your presentation, but try to limit the subject to one theme or idea, such as "How to Sew a Winter Parka" or "How to Make a First-rate Quiche".

Planning a 4-H presentation
4-H presentations require planning in advance. The planning can be as much fun as it is a learning experience. As you are planning your 4-H presentation, ask yourself these questions and plan to answer them in your presentation:

Revised by Kathleen Jamison, Ph.D., 4-H Curriculum and Learning Specialist; Original preparation of text by Ellen B. Tucker, former Albemarle County Extension 4-H agent.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Virginia Cooperative Extension
REVISED 2003

4-H PRESENTATIONS SCORING AID
PUBLICATION 388-062

Revised by Kathleen Jamison, 4-H Specialist, Curriculum and Learning

NAME _____ AGE _____
DATE _____ DATE AND YEAR OF BIRTH _____
UNIT _____ CLUB _____
NAME OF CONTEST _____
TITLE OF PRESENTATION _____
QUALIFYING PROJECT _____ NO. OF YEARS IN THIS PROJECT _____

Each person evaluating a presentation is to score all items in divisions I, II, III (see reverse side). It is important that each item be scored and additions be checked for accuracy. The scoring team should compare scores and arrive at a combined score for each presenter, blue, 90-100; red, 75-89; white, 74 or below.

JUDGES' COMMENTS	FACTORS FOR SCORING	POINTS	
I. Use 4-H member (20 points)	A. Appearance	_____	
	B. Voice	_____	
	C. Poise	_____	
	D. Content	_____	
	II. Presentation (35 points)		_____
	A. Introduction	_____	
	B. Material	_____	
	C. Visual Presentation	_____	
	D. Teaching Aids	_____	
	E. Organization	_____	
F. Audience View	_____		
G. Summary	_____		
III. Subject Matter (45 points)		_____	
A. Selection of Subject	_____		
B. Reason for Choice	_____		
1. One Best Thesis	_____		
2. Practical	_____		
B. Information Forward	_____		
A. Accuracy	_____		
1. Up-to-Date	_____		
2. Complete	_____		
C. Appropriateness for Experience	_____		
C. Knowledge of Subject	_____		
B. Principles	_____		
A. Application	_____		

FINAL RATING: BLUE 90-100
RED 75-89
WHITE 74 or below

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Virginia Cooperative Extension
REVISED 2006

4-H Public Speaking Score Sheet
Kathleen Jamison, Ph.D., 4-H Curriculum and Learning Specialist

Speaker's Name: _____
Age by Sept. 30 of current year: _____ Date: _____
Speech Title: _____ Length of Speech: _____

Score: 5, 4, 3 pts

Constructive Comments:	Score
General Appearance, Poise, Posture (10 pts possible)	_____
Neatly dressed, well-groomed, good posture	_____
Calm, pleasant, confident, at ease	_____
Speech Selection (5 pts possible)	_____
Age-appropriate topic, one theme	_____
Voice (5 pts possible)	_____
Pitch, volume, speed, tone, rhythm	_____
Clear pronunciation	_____
No long pauses, no "uh" words (um, uh, you know)	_____
Audible at all times, distinct, natural voice	_____
Enthusiastic, personality shows through	_____
Speaker captures and retains audience attention	_____
Speech (25 pts possible)	_____
Well-organized, logical order	_____
Introduction, body, conclusion	_____
Up-to-date, accurate, relevant information	_____
Sticks to subject	_____
Adheres to time limits	_____
Use of Language (10 pts possible)	_____
Appropriate word choice, clear, correct phrasing	_____
Uses correct grammar	_____
Good eye contact	_____
Appropriate gestures, body language	_____
Response to Questions (10 pts possible)	_____
Appropriate, complete answers	_____
Timely, spontaneous response	_____
TOTAL POINTS	
_____	_____

Clovers do not receive points - comments only
Time: Junior (Elementary), Intermediate (Middle School) = 3-6 mins., Seniors (High School) = 5-7 mins.
Scores: Blue = 100 - 90 Red = 80 - 75 White = 74 and below
Category criteria: use the Public Speaking Judging Rubric to clarify
Components of a speech: speaker, audience, speech, no props or costumes.

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Publication #388-028, Express Yourself Public Speaking, <http://pubs.ext.vt.edu/388/388-028/388-028.pdf>

4-H Science Fair

4-H Science Fair Score Sheet
 Publication 380-128
http://www.4-h.ext.vt.edu/forms/380_128.pdf

Virginia Cooperative Extension
 2007 PUBLICATION 380-128
4-H Science Fair Project/Presentation and Display Score Sheet

NAME: _____ DATE: _____
 AGE: _____ DATE, MONTH, AND YEAR OF BIRTH: _____
 UNIT: _____ CLUB: _____
 NAME OF CONTEST: _____
 TITLE OF PRESENTATION: _____
 QUALIFYING PROJECT: _____ NUMBER OF YEARS IN THIS PROJECT: _____

Each person evaluating a presentation is to score all items in divisions I, II, and III (see reverse side). The scoring team should compare scores and arrive at a combined score for each presenter: blue, 90-100; red, 75-89; white, 74 or below.

JUDGE'S COMMENTS:	FACTORS FOR SCORING	POINTS
	I. Content (40 points)	
	A. Question	5 points
	B. Statement of Hypothesis	5 points
	C. Materials	5 points
	D. Method	5 points
	E. Creativity/Inventiveness	5 points
	F. Results	5 points
	G. Acknowledgments/Bibliography	5 points
	H. Conclusion	5 points
	II. Visual Display (30 points)	
	A. Attractiveness	10 points
	B. Accuracy	10 points
	C. Readability	10 points
	III. Member (30 points)	
	A. Appearance	5 points
B. Voice	5 points	
C. Point-Eye Contact	5 points	
D. Grammar	5 points	
E. Speaking without notes	5 points	
F. Knowledge of topic	5 points	
	TOTAL POINTS	

FINAL RATING: BLUE: 90-100 RED: 75-89 WHITE: 74 or below
 Developed by Katherine Aiken with input from the 4-H Extension, Engineering, and Technology Program Committee: Anne Adams, Wendy Hordman, Kathleen Innes, Cynthia Rowley, Rita Schultz, and Catherine Stein.

www.4-h.vt.edu
 Produced by Communications and Marketing, College of Agriculture and Life Sciences, Virginia Polytechnic Institute and State University

4-H Science Fair is a newer competitive event category. Science fair competitors must develop a hypothesis and conduct a scientific experiment to test his/her hypothesis. 4-H members are asked to create a visual display board as well as prepare a short presentation and answer questions from judges about his/her project. Some 4-H agents conduct science fair with In-school 4-H club members. Extension staff work with in-school 4-H students to develop a hypothesis, conduct the experiment, and prepare a visual display and report. The culminating event for the in-school 4-H members is participating in the school or county 4-H science fair event. Local homeschooled students can also organize their own science fair event in cooperation with county 4-H Extension staff.



Science Fair encourages 4-H members to participate in hands-on learning about the scientific method

Quiz Bowls

Quiz Bowl is another type of 4-H competitive event. During a quiz bowl two teams of 4-H members compete against one another in rounds. Teams consist of four or five players (five means one alternate). Teams are asked questions about a particular topic by a moderator. Teams buzz in and answer questions to gain points. Most quiz bowls use double elimination and a team must lose two times to be dropped from the competition area. Horse dairy, and avian are the most common quiz bowls and have state level competitions. Some districts may decide to host their own quiz bowl.



Quiz bowls are a fun, fast paced competitive events that promote team work.

Life Smarts is a statewide competitive event created in 1994. Students compete on-line at www.lifesmarts.org for the first three rounds. Fourteen teams are selected by the Virginia Life Smarts coordinator to compete at the statewide level. The state winners receive an all expense paid trip to the National Life Smarts competition.

Consider using quiz bowls as a learning tool for other program areas. Quiz bowls can be fun for teen counselors reviewing camp training.

Share –the –Fun

Share-the-Fun is a competitive event in the 4-H Communications and Expressive Arts curriculum area. Share the fun participants can participate in a variety of areas including:

- ◆ Vocal—rap, yodeling, acapella or with musical accompaniment
- ◆ Instrumental
- ◆ Dance– tap, ballet, interpretive, modern, jazz, acrobatic, folk, and clogging
- ◆ Drama– Play or Scene from a play, monologue, and mime
- ◆ Variety– Magic acts, comedians, puppetry, impressionists, ventriloquism, clowning, juggling, circus acts, tumbling, step, lip sync, bird calls, and Karate
- ◆ Combination– two or more of any of the above categories

Some counties and districts will host their own local events. Seniors may wish to participate in the state 4-H Share -the-Fun competition held at Virginia 4-H State Congress each year. Winning acts are invited to perform in front of the entire Congress delegation. *Note: State winners cannot enter the same routine or area more than once. One act per unit per category is allowed to compete at the state Share-the-Fun competition.*

Share-the-Fun , Score Sheet
Publication 380-064
<http://pubs.ext.vt.edu/388/388-064/388-064.pdf>

Virginia Cooperative Extension
REVISED 2003
Revised by Kathleen Jamison, 4-H Specialist, Curriculum and Learning

4-H SCORE SHEET FOR SHARE-THE-FUN ACTS
PUBLICATION 388-064

Information for Scoring 4-H Share-the-Fun Acts

The suggested items to consider in scoring the 4-H Share-the-Fun acts are:

Materials Chosen	10 points	Creativity	15 points
Talent	45 points	Showmanship	15 points
Audience Response	5 points	Costume and Props	10 points

Our primary objectives in the Share-the-Fun program are to encourage 4-H members to: 1) discover and develop their talents and 2) to develop confidence in self and performing before others. This score sheet is designed to have judges evaluate 4-H members' performances; give members feedback to assist with their continuous development, and assist in the selection of acts that can be used in an exciting, entertaining variety show.

The information below is a guide for scoring. Inappropriateness in any category would change the weight of that particular area. For example, a brilliantly executed skill that depended upon the use of foul language would not be appropriate. Each act has a maximum of 4 minutes to perform, with a maximum of 4 members per act.

Materials Chosen - This area refers to the appropriateness of the material selected. A vocalist should select the song that is within his/her voice range; a pianist should pass up the "showy" difficult piece for one he/she will play well. "Materials chosen" also refers to the appropriateness of the selection for a State 4-H Share-the-Fun Show.

Talent - This is the performer's actual ability to do what the activity or skill requires. In any musical classification, this includes items such as the quality of intonation (rise, fall, and pitch of musical tones), harmony, rhythm, and any other attributes of an artistic presentation. In dance, it includes rhythm, timing, and execution of choreography. In novelty and dramatics, it includes voice expression, appropriate gestures, memorization, and artistic delivery. Judges should be aware that some of these performers have not had formal training.

Audience Response - This includes the response of the audience during the entire performance of the act. It is the attitude of the audience — enthusiastic, sympathetic, etc. — while the performer is on stage. It includes the acknowledgment the performer receives after the act is completed, as well as the anticipated audience reaction were this person to perform in the State 4-H Share-the-Fun Show.

Creativity - Creativity is the ability to produce something new, unique, or original. An act may be original in the way it was developed and/or interpreted. Sometimes the act itself may not be original, but the costuming, staging, or delivery may show creativity. Additionally, the quality of the creativity should be measured.

Showmanship - Showmanship is the stage personality of the performer. It includes poise, confidence, facial expression, projection of voice, body movements, gestures, and the performer's stage presence. It is the performer's communication with the audience at all times. It is his/her ability to make smooth entrances and exits, to avoid awkward pauses, and to acknowledge the applause of the audience. It is the use of the microphone and special stage props if these are part of the act. In general, it is the whole personality of the performer while he/she is on stage.

Costumes and Props - Costumes and props should be appropriate and supportive of the act. For some acts, street clothes may be the most appropriate costume. If special costumes are used, they should contribute to the effectiveness of the act.

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Virginia Cooperative Extension program supported in part by Virginia Tech, HSNR, and the National 4-H Council. Virginia Tech Extension is an Equal Opportunity Institution. Virginia Tech Extension is an Equal Opportunity Institution. Virginia Tech Extension is an Equal Opportunity Institution. Virginia Tech Extension is an Equal Opportunity Institution.

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4-H Fashion Revue

Fashion Revue is a competitive event in the area of clothing and textiles. 4-H members with a desire to compete in Fashion Review should be enrolled in a Fashion Revue project. The Fashion Review competition can be the culminating event for the project. Fashion Revue is divided into two categories.

Virginia Cooperative Extension
2003
4-H Fashion Revue Policies and Procedures
Specialist: Kathleen Jamison, Authors: Pat Ballew & Betty Campbell*

4-H SCORE SHEET FOR SHARE-THE-FUN ACTS
PUBLICATION 346-146

The purpose of the Fashion Revue Policies and Procedures Manual is to help you understand the process, objectives, and categories that are specific to 4-H Fashion Revue.

Fashion Revue is one of the major recognition opportunities for 4-H members in Clothing and Textiles programming. The publications in the 4-H Personal Appearance, Clothing and Textiles series (4-H PACT) and the 4-H Fabrics & Fashions series provide learning experiences for 4-H members. Because Fashion Revue may be the culminating activity for the efforts of a 4-H member in these programs, pertinent goals in PACT and Fabrics & Fashions have been incorporated into judging in both Category I and II of Fashion Revue.

Objectives
Fashion Revue encourages 4-H members to achieve the following:

1. To develop and apply decision-making skills in making and purchasing apparel and accessories based on individual resources and needs.
2. To develop judgment and creativity in planning an attractive wardrobe which expresses an individual's lifestyle.
3. To learn and apply the decision-making process in allocating resources (time and money) to clothing, textiles, and personal appearance items.
4. To learn to make clothing for self and others.
5. To gain consumer skills in purchasing apparel, fabric, equipment, notions, and accessories.
6. To acquire ability to properly store and care for clothing.
7. To acquire knowledge of fibers, yarns, and processes for making fabric.
8. To build self-confidence and poise by developing self-concept and ability to make the most of one's personal characteristics.

9. To acquire knowledge and skills in planning, presenting, and participating in fashion revues.

10. To develop good posture and grooming habits.

11. To develop leadership, citizenship, and career direction.

Age Divisions
Junior Division — ages 9 – 11
Intermediate Division — ages 12 – 13
Senior Division — ages 14 – 19

Categories
Category I
Participants are 4-H Members who have constructed a garment (clothing, costume, etc.).

Category II
Participants are 4-H Members who selected and purchased garments or had them constructed by someone other than the 4-H member.

The County Fashion Revue
Counties/districts should conduct a Fashion Revue Program that encourages 4-H members to achieve the following:

- to develop record keeping skills by submitting a Fashion Revue Clothing record (#346-147).
- to develop creative writing skills by writing a commentary (See Fashion Revue Commentaries).
- to develop and apply decision making skills in constructing and purchasing clothing.

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*Extension Specialist, 4-H Youth Development, Virginia Tech, 4-H Volunteer, and Extension Agent, 4-H Youth Development, Virginia Tech, respectively.

VIRGINIA STATE UNIVERSITY

Category I: participants are 4-H members who have constructed his or her own garment.

Category II: participants are members who selected and purchased garments or had them constructed by someone else.

To compete in Fashion Revue contestants should submit a Fashion Revue/Clothing record (#346-147), Consumer Comparison worksheet (346-148) and write a clothing commentary. Category I participants also need to submit a fabric swatch and photo of the garment.

Animal Science Competitive Events

4-H Horse Program

Virginia 4-H has a very active 4-H horse program. 4-H members enrolled in horse projects may compete in horse shows, horse judging, horse bowls, and/or hippology. Hippology is a horse knowledge based contest where 4-H members are tested in the form of a written exam, lab identification, judging video or live animals, and a team problem. The Virginia 4-H state horse show each year draws approximately 600 exhibitors and appeals to a variety of riding disciplines. The State 4-H Horse show is usually held in September each year. In order to participate in the State Horse Show, exhibitors must be enrolled in their second year of a horse project, qualify at a district qualifying show or clinic, and attend a local, district, or state event. Many of the districts have their own District 4-H Horse Councils. Your district horse council may have other guidelines in addition to the state 4-H guidelines. If you have an interest in the 4-H horse program, this can be a great event for which to volunteer and experience the show for yourself.



4-H Member Competes in the Virginia State 4-H Horse Show

There is a state specialist for the 4-H youth equine programs. The state horse program webpage is full of information regarding 4-H horse events across the state. This is also where you will go to find registration information, rules, and guidelines. I highly recommend you subscribe to the 4-H horse listserve if you have a horse club in your county or are interested in having one in the future. On the listserve you will receive updates or information about upcoming horse events. The Virginia 4-H Horse Program website is at: <http://www.4-h.ext.vt.edu/programs/anscience/horse/index.html>

4-H Livestock Program



Many of the Extension Offices across the state participate in an area livestock show each year. Livestock shows may serve a district or smaller area. Each livestock show will have its own rules and regulations and planning committee. Find out if your unit has a livestock club and if so where does your county compete? Your office staff should be able to assist you with finding the show rules and regulations. If your county does not have a livestock program and you are interested in beginning one, begin by asking surrounding agents where their county competes. Then you can find information specific to that show. Most shows require 4-H members to complete a 4-H record book for his or her animal. Information regarding livestock programs can be found on the state livestock website located at: <http://www.4-h.ext.vt.edu/programs/anscience/Livestock/livestock.html>. The state 4-H livestock website also maintains a livestock listserve that provides valuable updates to subscribers.

State Fair can be an opportunity for 4-H members participating in livestock projects. Check out the State Fair website at: <http://www.statefairva.org/>.

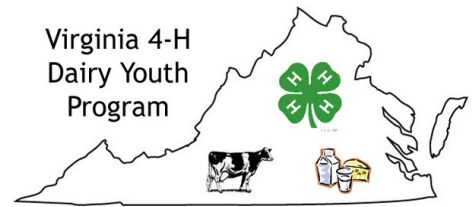
State 4-H Dog Show

4-H members enrolled in a dog project may be interested in competing at the Virginia 4-H State Dog Show. 4-H members can experience a large show and compete in showmanship, obedience, agility, costume, and poster. The Virginia State 4-H Dog Show is usually held in the fall near Richmond, Virginia.

4-H Dairy Program

Virginia 4-H has some excellent programs available to 4-H members interested in 4-H Dairy projects and competitive events. Each year the dairy program hosts a state level quiz bowl as well as a dairy poster contest. For more information on the 4-H dairy program visit:

<http://www.dasc.vt.edu/youth/>.



4-H Poultry Program

Programs are available to youth interested in poultry. State and national events are held in poultry project areas. The State Fair holds events such as market poultry, meat pen show, and avian bowl. Amy Parsons is the Poultry Specialist and may be contacted at parsons09@vt.edu. Due to animal health concerns, sometimes there are restrictions on avian events.

Food, Nutrition, and Health—Beef Ambassador



The Beef Ambassador program is a youth competitive public speaking program for the beef industry. Individuals compete at the state level with winners eligible to compete at the National level. For more information visit the National Beef Ambassador Program website: <http://www.nationalbeefambassador.org/Content/>.

Natural Resources and Environmental Education—Competitions

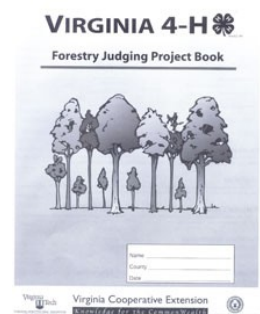
The natural resources and Environmental education program area offers many competitive event opportunities. Listed below are general descriptions of the competitive events and links where more information is located.

Envirothon– Natural resource education competition for high school students sponsored by local soil and water conservation districts. SWCD's can be great partners in environmental education projects. Envirothon categories include soils, aquatics, wildlife, forestry, a current issue, and a 20 minute team presentation. Teams of five compete locally with an opportunity to move on to an area and statewide, and national competition. <http://www.vaswcd.org/envirothon.htm>

*Forestry Judging Project
Publication 420-125*

Forestry Judging–A competitive event open to juniors and seniors. Competitions are offered at the district, state, and national level.

Wildlife Habitat Evaluation Program (WHEP)– A competitive event available to junior (ages 9-13) and Senior (ages 14-19) 4-H members. Age is based on January 1 of the contest year. Teams may compete in district, state, and national WHEP competition. Youth compete in the areas of wildlife ID, management practices, and developing written management plans.



Shooting Education- 4-H members participating in a shooting education club are eligible to participate in shooting competitions throughout the year. Participants may compete in district, state, and national level events. Please note: club volunteer leaders are required to attend training specific to shooting education prior to starting a club. A calendar of events and detailed information regarding the shooting education program can be found on the website: <http://www.4-h.ext.vt.edu/programs/nree/shootinged/indexshootinged.html>

Competitive Events—Guidelines and Policies

4-H competitive events should not be the only activity in which a 4-H member participates throughout the year. 4-H members should be participating in an ongoing learning experience in their project area. Competitive events may help to enhance or encourage learning.

Local contests should follow the same rules as the state/national contests. Competition eligibility requirements are explained in section 3.12.1 in the 4-H Policy Handbook (<http://intra.ext.vt.edu/4h/handbook/policy.html#TOC>)

- All youth must be enrolled 4-H members working under the supervision of Virginia Cooperative Extension.
- 4-H members must have completed at least one year of 4-H club work, including the current year and may compete in the same contest until top honors are won.
- 4-H members entering a contest must be enrolled in the project for which the contest is planned. This may include a self-determined project.
- 4-H members must be sufficiently prepared, with evidence of adequate information, instruction and practice .
- 4-H members participating in the Virginia 4-H Horse Show must have completed at least one year of 4-H horse project work.
- 4-H Members may compete in the same contest area until they are the overall state winner. State winners are not eligible to compete again in the same competitive category at any level (unit, district or state).
- 4-H members, volunteer leaders, and agents must be familiar with the rules and eligibility requirements of contests. The Unit Extension office must certify that members are eligible to compete in the contest.
- Some contests which have national level events may have different age requirements.
- Youth will normally enroll for all their 4-H work in the unit in which they reside. However, there may be a situation where it is advantageous for youth to be enrolled in the 4-H program outside their unit of residence. Youth are restricted from enrolling in the same project in more than one Extension Unit in the same year.

Program area committees have developed guidelines for competitive events specific to the program area. Currently those resources are located on the VCE Intranet at <http://sites.ext.vt.edu/resources/4h/contests/competition.html>

Note: You may need to do a search for these guidelines as more information is added to the new website.

Resource CD Content

Chapter 9: 4-H Competitive Events

Belcher, Shelia. 4-H Dramatic Reading Competition Guideline.

Bowen, Jennifer. *4-H Presentations*, handout.

Bowen, Jennifer. *Some Recommendations for Food Demonstrations*.

Narehood, Elizabeth. Campbell County 4-H Public Speaking/Presentation Contest Award Winners, letter, February 29, 2008.

Roberts, Cherie. *2009 Campbell County 4-H Public Speaking and Presentation Contest*, brochure. February 29, 2009.

Snyder, Glenda. 4-H Share-the-Fun Entry Form, 2009.

Snyder, Glenda. Market Lamb Project Promotion, flyer, 2008.

Tritz, Julie. *Northumberland Book Review Contest Rules and Guidelines*, 2008

Wallace, Ruth. Comprehensive List of Science Fair Resources, 2008-2009.

Chapter 10: Community Service and 4-H

Community Service can be a great way for 4-H members to give back to the community. Youth development is about building life skills youth will carry into adulthood. By having youth gain experience with community service at a young age we can hope youth will carry this philanthropic mindset into adulthood.

4-H clubs should include at least one community service project in the clubs annual program plan each year. Clubs may need your assistance to find community service projects in the area. Other county departments can have excellent contacts for community service. I have developed good working relationships with our County Social Services as well as Adult and Community Services. Developing partnerships with your local school system can lead to many great service opportunities. In-school clubs can perform community service projects as well. Clubs could do a project with the local food bank or assist with county maintenance to plant gardens, clean up roadways, or more. There are always community service activities available to benefit your community. Clubs can work with other organizations or charities to conduct a project. Listed below are a few organizations to help you get started planning community service projects.

St. Jude Children’s Research Hospital—4-H Clubs may conduct fundraisers to benefit children's medical research and treatment. 4-H benefit trail rides for St. Jude’s are a popular form of community service with 4-H horse project clubs www.stjude.org.

Salvation Army—Salvation Army Christmas stockings are a popular community service project for 4-H Clubs during the holidays. For more ways to support the Salvation Army visit the Salvation Army website located at: www.salvationarmyusa.org.

Federation of Virginia Food Banks—find the local food bank that supports your locality on the Federation of Virginia Food Banks website: <http://www.vafoodbanks.org/>. 4-H Clubs can incorporate a food drive into a public event or activity. Not only will the club gain publicity, but also conduct a very beneficial community service activity.

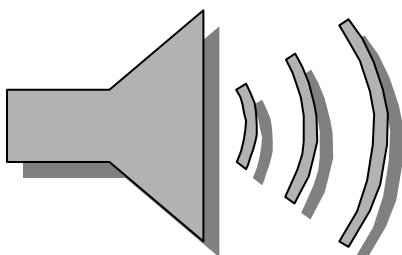
Global Youth Service Day

Global Youth Service Day is usually held in April each year. It is the largest annual youth service event in the world. Millions of young people participate in and lead service projects. 4-H Clubs wishing to plan a community service event for Global Youth Services Day can register their event with Youth Service America at:

<http://ysa.org/GlobalYouthServiceDay/tabid/254/Default.aspx>

The State 4-H Office has prepared media tool kits to assist you with promoting your club or county Global Youth Service Day event:

<http://intra.ext.vt.edu/4hGlobalYouthServiceDay.html>



Media toolkits are prepared for many statewide 4-H programs such as National 4-H Week, State 4-H Day at the Capitol, 4-H Camping, State Fair, and Virginia 4-H Congress. Toolkits include sample press releases, radio announcements, logos and more. Toolkits are located under the 4-H section of the VCE intranet located at <http://intra.ext.vt.edu/4h/>.

Community Service and Volunteer Recruitment

It is important for 4-H clubs to conduct community service projects during the year. 4-H volunteers conduct community service every time they lead a club meeting, supervise campers at 4-H camp, host a field trip, or participate on a leadership council. Volunteering for 4-H is a form of community service and can serve as a great recruitment tool for 4-H volunteers. Many colleges now have a community service requirement for students to complete each year. What better way for them to meet that requirement than to volunteer for 4-H! Of course the volunteers you recruit must go through the mandatory screening process for the safety of your 4-H members.

Volunteers from college campuses are probably not going to be a long term volunteer in your program, but they can work great as adult volunteers at 4-H summer camp, judges for local competitive events, instructors at day camp, and more. You never know, you may get a lifetime volunteer out of the experience or you may influence a college student to seek a career with Extension.

Many high schools also require students to perform a certain number of community service hours each year. This can be a good recruitment tool for 4-H members into the teen counselor program or to gain new club members. Remember to carefully screen teen counselor applications. You want to make sure they are there to support and supervise the campers and not just to fulfill a school requirement.

*Consider
local colleges
and
universities
for 4-H
volunteer
recruitment.*

Resource CD Content

Chapter 10: Community Service and 4-H

Daniel, Kaci. *Community Service Ideas—Designed to Help You Get Started, But Not to Limit Your Creativity or Your Reach!!!*

Chapter 11

Additional Opportunities in 4-H

State Level Opportunities in 4-H

The Virginia 4-H Program offers an abundance of state level opportunities for youth participants. One of the comments I hear the most from past 4-H members is that, "4-H allowed me to experience so many things that I would not have been able to experience otherwise." Encourage your 4-H members to pursue opportunities beyond the local level. Listed in this section are summaries of some of the state level opportunities available. For more detailed information about each program, follow the links that have been provided.

Virginia 4-H State Congress

Virginia 4-H State Congress is one of the largest 4-H programs conducted every year in June. Each year close to 700 senior 4-H members from all over the state attend 4-H Congress hosted on the Virginia Tech Blacksburg campus. 4-H members attending congress are titled "delegates." Delegates attend classes, forums, and evening programs. Youth must turn 14 within the 4-H year and be an enrolled 4-H member



2008 Virginia 4-H State Congress

to attend State 4-H Congress. 4-H Congress is organized and run by the Virginia 4-H State Cabinet. State 4-H Cabinet members are elected by their peers to the roles of District Ambassador or an officer position (President, Vice President, Secretary, and Historian/Reporter). State 4-H Cabinet Members meet throughout the year to plan the upcoming 4-H Congress. The State 4-H Office will put together an agent packet as well as an adult volunteer/delegate packet. The agent packet will contain everything you need to enroll your 4-H members in Congress. Look for the packet each year in March.



For more information on congress visit the 4-H events page and click on State 4-H Congress : <http://www.4-h.ext.vt.edu/programs/congress/index.html>

State 4-H Cabinet:

<http://www.4-h.ext.vt.edu/groups/cabinet-ambassadors.html>

4-H Day at the State Capitol

4-H day at the state capitol is an annual event held in Richmond, VA. 4-H members are provide the opportunity to meet members of the Virginia General Assembly and thank the Assembly members for their continued support of 4-H youth development. Each year a promotional media toolkit is provided for 4-H agents. To see a sample schedule of 4-H Day at the state capitol follow this link <http://intra.ext.vt.edu/4h/4-HCapitolDay.html>. Each year prior to the event, agents are sent a 4-H Day at the State Capitol packet through email. Look for the packet in December or January.



Virginia Chapter of 4-H All Stars

Becoming a 4-H All Star is one of the highest honors a 4-H member or volunteer can receive. 4-H members may be nominated for 4-H All Stars if they have at least three years experience in the 4-H program and are between the ages of 15-19. All Star applicants are required to complete the All Star application with the assistance of his/her county 4-H agent. All Star applications are completed and turned into a district review committee. If the District All Star review committee views the application as acceptable the application is sent to the State 4-H All Star Review Committee. Induction to 4-H All Stars ceremony is held at Virginia 4-H State Congress each year. Once you become a member of 4-H All Stars, two conferences are held throughout the year, usually one in February and the second in June or July. Conferences are held at different locations throughout the state.



Visit the Virginia 4-H All Star Website for more information on 4-H All Stars. The website contains informational brochures, discusses the nomination process including the nomination form, and has the latest edition of the “Virginia Star” newsletter: <http://www.4-h.ext.vt.edu/groups/>

National Opportunities in 4-H

National 4-H Conference

National 4-H Conference is a youth development opportunity hosted by the United States Department of Agriculture and administered by the National 4-H Headquarters. The conference dates back to 1927 when it was known as the “National 4-H Club Camp.” Delegates attend workshops, are introduced to government and have an opportunity to meet their local officials. Each year National 4-H Conference is held at the National 4-H Center in Chevy Chase, MD. A limited number of youth are allowed to participate each year from Virginia. The State 4-H Office will offer an invitation to 4-H members and conduct the selection process. 4-H members active on the Virginia 4-H State Cabinet are the most likely to be provided the opportunity to attend. More information about National 4-H Conference is available on the Conference website located at: <http://4hconf.4-h.org/about.aspx>.



National 4-H Congress

National 4-H Congress is hosted each year in Atlanta, Georgia. 4-H members interested in attending National 4-H Congress must go through an application process and face-to-face interview. Applicants selected for the face-to-face interview attend the interviews conducted at State 4-H Congress. Selected applicants from the interview are provided an expense paid trip to Atlanta, Georgia to attend National 4-H Congress. Participants at National 4-H Congress attend workshops, seminars, and listen to top speakers. Tours and recreational events are also planned throughout the city. National 4-H Congress applications and resumes are due to the State 4-H Office usually in early May. For more information about National 4-H Congress visit <http://national4-hcongress.com/>.

Citizenship Washington Focus

Citizen Washington Focus is a 4-H trip organized by the State 4-H Office. Watch out for emails coming from the State 4-H Office to register participants. More information about Citizenship Washington Focus can be found on the website located at <http://www.citizenshipwashingtonfocus.org/groupregistration.aspx>



National 4-H Week

National 4-H Week is celebrated each year at the beginning of October. National 4-H week is a great time to promote 4-H in your locality. Each year the State 4-H office will put together a media toolkit for National 4-H week promotion. Usually National 4-H week will have a theme associated with it so make sure to tailor your National 4-H Week events accordingly. Some 4-H agents have been able to work with the local county to have a 4-H Day Proclamation during National 4-H Week. Whatever you decide to do, National 4-H Week should be a week of celebration and promotion. After all, it is a new 4-H Year!

Make sure to check out the National 4-H media toolkit usually put together late summer. Toolkits can be found on the 4-H page under media toolkits



International Opportunities in 4-H

4-H International Exchange– Outbound Opportunities

4-H youth ages 12-19 (age requirements vary between program areas) may be eligible to participate in a 4-H International Exchange . Most exchanges happen from June-July each year. The cost associated can range from \$2,500—\$4,000 which includes orientation and all travel costs. Outbound opportunities are available in the following countries: Australia (4 weeks), Finland (4 weeks), Japan (4 weeks) , Japan (8 weeks), Norway (4 weeks) , Costa Rica (4 weeks).

4-H International Exchange– Inbound Host Families

4-H International Exchange also needs inbound host families. Information regarding individuals needing a host family is usually emailed to 4-H Agents in early spring. If you have 4-H family in your program that you think would make an excellent host family consider speaking with them about the opportunity .

Chapter 12:

Evaluating 4-H Programs

Why Evaluate?

Evaluation is a very important component to your 4-H program. Why put in hours of time and effort into building great programs when you don't know the impacts? You have worked hard and probably made a difference in the lives of youth. How do you capture that? Did your program fulfill the needs of youth in the community? Did youth build life and content skills that you planned as your program focus? Have you increased enrollment of your 4-H program through a promotional event?

Evaluating 4-H programs can be difficult. I used to think to myself, "how do you actually measure youth development?" Reporting on enrollment numbers and statistics is not difficult, but how do I capture the development of my 4-H participants? I think many times the impact of 4-H may not be seen for years into a young persons life. As agents, we need to try our best to capture the impact of our programs. 4-H programs have a purpose and value and the agents are the ones who need to tell the story. If the agents don't take the time to tell the 4-H story, then who will? Remember you don't have to evaluate every program you do. Select one to two major programs each year and take the time to do a through evaluation.



Yearly reports from your county and state will ask for program impact. You will be asked to complete a faculty report each year. Your faculty report is a comprehensive report where you should include all of the programs, events, presentations, etc., for the past year.

"Planning for evaluation should begin when the program itself is planned. Once the need or opportunity for change has been identified through situation analysis, a series of judgments based on knowledge and experience contribute to decisions about program design and implementation."
~ Heather Boyd, Extension Specialist, Program Evaluation

Why Care about Evaluation?



EVALUATION

1. Determines if programs make an impact on participants
2. Allows us to improve our program effectiveness
3. Helps us justify our program expenditures
4. Enhances our credibility
5. Give us information to solicit more funding
6. Increase personal and professional satisfaction

Garst, B.. Measuring the Outcomes of Youth Development. New 4-H Agents Extension Agents Training 2004-2005.

The University of Wisconsin has an excellent website on conducting effective evaluations. The website may be accessed at <http://www.uwex.edu/ces/pdande/resources/index.html>.

Virginia Tech Faculty, Dr Heather Boyd., has prepared some excellent materials on developing evaluations. This information may be accessed at <http://intra.ext.vt.edu/support/eval.html>.

Evaluation Steps

The following information regarding the steps of evaluation is a summary from learning model on VCE evaluation and reporting by Dr. Heather Boyd. This module may be accessed at: <http://intra.ext.vt.edu/support/eval.html>.

Step 1—Focus the Evaluation

Identify the stakeholders of the program you would like to evaluate. Stakeholders are the individuals that have a vested interest in the outcome of the evaluation. Examples of Stakeholders could be your 4-H members and volunteers, local Extension Leadership Council, local 4-H Leadership Council, and Board of Supervisors.

Also identify the purpose of your evaluation. Ask yourself the simple question, “what do I need to find out?” You may choose to do a process evaluation (formative) or a results (impact or outcome) evaluation. A process evaluation focuses on how your program was conducted. This type of evaluation will ask questions about the strengths and weakness in the design and implementation of your evaluation. This type of evaluation can be good if you want information on how to improve for future programming. Result evaluations focus on the effects of your program. Did your program have the expected change that was stated in your program objective. What happened as a result of your program. Do children now eat healthier foods because of nutrition lessons? Are your participants benefiting from participating in your program?

What is a program? Frequently in Extension you will hear agents refer to “programs.” This can be a commonly overused term. A program is an intentional, sequenced learning process on specific content or a local issue for an extended period of time. Examples include financial literacy, leadership development, robotics, or alternative energy. An event is something organized by a 4-H agent that works towards addressing that overarching issue. It is important when reporting at the end of the year to focus on the impact the “event” had on the “program.”

Evidence level

1. Inputs

2. Activities

3. People involvement

4. Reactions/awareness change

5. Knowledge/skill change

6. Practice change

7. End results

Type of data

The kinds and amounts of personnel and other resources that were used to plan, conduct, and

The various learning experiences that were used in the

The number of people who attended the educational

Changes in peoples’ awareness and response to

Changes in peoples’ knowledge, understanding, or

Changes in peoples’ behaviors related to the issue or

Broader changes in peoples’ situations related to

Methods for Collecting Data

Observation -- Respondents are observed noting their behaviors in relation to the program. Observation may be done with or without the respondent's knowledge or by using photographs or videotape. Data collection done through observation must be carefully planned and ethically carried out.

Advantages: Change is recorded as it actually occurs, unintended affects are more readily documented, bias from respondent is essentially removed.

Disadvantages: Costly and time-consuming, requires highly trained observer for objective data, respondent may behave differently if aware of being observed.

Analysis of program records -- Existing records related to the program are examined for indicators of program effect.

Advantages: Low cost if good records already exist, may provide indicators of end results.

Disadvantages: May be time-consuming to analyze records, records may be selected that are not appropriate indicators of program effect.

Personal interviews -- An interview done face-to-face with one person or a group of people.

Advantages: Can "see" and hear responses, can clarify misunderstandings, able to build personal rapport with respondents.

Disadvantages: Can be costly (training and/or paying interviewers), can be time-consuming (making contact with respondents, traveling to and from interviews), may get "socially desirable" responses.

Telephone interviews -- An interview done over the telephone.

Advantages: high response rate, establishes a personal link with the respondent, can clarify misunderstandings.

Disadvantages: Can be costly (training and/or paying interviewers), biased in favor of households with phones and listed numbers. Clear, simple questions are needed.

Survey -- A written instrument that the person completes themselves. Can be delivered and collected in person or by mail.

Advantages: Low cost, can reach large numbers of people easily.

Disadvantages: Low response rate, time consuming, respondents may interpret questions differently



Step 3—Analyze Data

Qualitative data - is information resulting from interviews utilizing open-ended questions. Open-ended questions give the respondent the opportunity to provide their own perspective and thoughts. This can be time consuming, and can help give better understanding.



Quantitative data— is information from responses to predetermined questions. These questions are close ended, meaning they only provide certain responses. Many written surveys are structured this way. This method can be less time consuming unless you have hundreds of surveys to collect data from. This method can also be more objective

Step 4—Report Results

Reporting the results is just as important as all the previous steps. When reporting keep your mindset in the “big picture.” For example, you decide you would like to do a program on 4-H Reality Store to help address youth money management which was a priority issue identified by your ELC. When reporting your results don’t just report on the number of youth that were present at Reality Store that stated on a written survey they “learned something.” Report on the change in financial literacy your program has caused in your community. This will make your reporting appeal to a broader audience. When preparing a report ask your self some of these questions?

- ◆ Who will receive the report?
- ◆ What is the purpose of the report?
- ◆ When does the report need to be presented/disseminated?
- ◆ What is the best format to use for the report (e.g., written, oral, pictorial, video, etc.)?
- ◆ Who will contribute to the report and what will they contribute?
- ◆ Who will present/disseminate the report?

Writing Impact Statements

When working for Extension you will hear the term “impact” frequently. We report program impact in the form of impact statements . You will enter impact statements into your yearly faculty report. Impact statements are also used to apply for programming awards. Listed below is the formula for writing an impact statement.

1. Describe the issue or problem statement (relevance)

Why are we doing this teaching/learning, research/discovery, and extension and outreach/engagement program? What needs were expressed? What was the situation/problem, and why was it a problem? What college initiative and/or Cooperative State Research, Education, and Extension Service (CSREES) planned program is addressed?

2. Provide an action statement (response).

What did you do? What were the key elements? Who was the target audience?
What resources were expended?

3. Describe the impact (results).

The impact of your work is in the answer to the question "What is the payoff socially, economically, and environmentally?" What happened to the audience as a result of the work described? What knowledge was gained? What skills were increased? What practices/behavior changed? How many people changed? How much money was saved? Were policies changed as a result? What were the end results (quantitative and qualitative). How was evidence collected to document the impacts (surveys, observation, etc.)? What was the scope of the impact (campus, regional, statewide, etc.).

4. Who was responsible?

List collaborators or contributors.

5. Your name and contact information

Check it out! For more information on writing impact statements including examples of impact statements visit:

<http://www.cals.vt.edu/communications/impactstatements.html#why>

Resource CD Content

Chapter 12: Evaluating 4-H Programs

Mercer, Jennifer. *Augusta County 4-H Presentation and Public Speaking Workshop Evaluation*, 2009.

Nansel, Carol. *4-H Presentation Questionnaire*, 2009.

Nansel, Carol. *4-H Public Speaking Questionnaire*.

Nansel, Summer *4-H Day Camp Evaluation*, June 16-20, 2009.

Narehood, Elizabeth. *4-H In-school Club Student Evaluation*.

Narehood, Elizabeth. *4-H In-school Club Teacher Evaluation*.

Narehood, Elizabeth. *Campbell County 4-H Homeschool Electricity Series Evaluation*, 2007.

Tillotson, Bonnie. *Appomattox/Lynchburg 4-H Camp Evaluation*, 2009.

Chapter 13: 4-H Paperwork

What paperwork is needed and how do I improve efficiency?

Any professional that works with youth tends to have a large amount of paperwork. The 4-H agent profession is no different. Risk management is a big concern when working with youth participants. One important step in managing risk is to maintain proper paperwork. This chapter will touch on the various programs and paperwork requirements for each. I will share the tips I have found to keep paperwork headaches to the minimum. I try to do most of my paperwork in the fall. We put together enrollment packets for all of our currently enrolled 4-H members. These packets include the standard 4-H enrollment form which now includes the media release statement. 4-H Health History, and Code of Conduct. 4-H Horse Project Club members and volunteers also need to complete an Equine Waiver form.

4-H Member Packets

4-H Enrollment Form (Publication # 388-002)

Virginia Cooperative Extension 4-H Member Enrollment		2009-09 4-H Member Enrollment Form Project List		LEADERSHIP and PERSONAL DEVELOPMENT	
REVISED 2009 PUBLICATION 388-002 1. Name (LAST, FIRST, MI) 2. Mailing Address (Include Box Number or Street Name and Number) 3. Home Phone (Area Code, Number) 4. Alternate Phone (Area Code, Number) 5. Email (Last, First, Middle Initial) 6. Gender (Male/Female) 7. Hispanic or Latino (Yes/No) 8. Racial Category (Select all that apply) 9. Birthdate (Month/Day/Year) 10. Birthplace (State/Country) 11. Name of School 12. Years in 4-H (Counting this year) 13. Email ID available (Yes/No) 14. Parent/Guardian Name (Print) 15. Parent/Guardian Phone (Area Code, Number) 16. Teen Leader (Yes/No) 17. Other held this year (Circle) 18. Year (Print) 19. Name of Club or Group (Print) 20. All Star (Yes/No)		QUESTIONS? Call the Virginia 4-H Staff Office: 543-2532, Tanya Taylor CODE: 1 = Group Enrollment, 2 = Code, 3 = No Virginia Project Book Materials Allowed QUESTIONS? Please email 4-H members to complete the right to complete the year. WARNING: If the code indicates this packet was completed in a previous year, you must complete the year. WARNING: If the code indicates this packet was completed in a previous year, you must complete the year. WARNING: If the code indicates this packet was completed in a previous year, you must complete the year.		2000 Leadership & Personal Development 2001 Leadership & Personal Development 2002 Leadership & Personal Development 2003 Leadership & Personal Development 2004 Leadership & Personal Development 2005 Leadership & Personal Development 2006 Leadership & Personal Development 2007 Leadership & Personal Development 2008 Leadership & Personal Development 2009 Leadership & Personal Development 2010 Leadership & Personal Development 2011 Leadership & Personal Development 2012 Leadership & Personal Development 2013 Leadership & Personal Development 2014 Leadership & Personal Development 2015 Leadership & Personal Development 2016 Leadership & Personal Development 2017 Leadership & Personal Development 2018 Leadership & Personal Development 2019 Leadership & Personal Development 2020 Leadership & Personal Development 2021 Leadership & Personal Development 2022 Leadership & Personal Development 2023 Leadership & Personal Development 2024 Leadership & Personal Development 2025 Leadership & Personal Development 2026 Leadership & Personal Development 2027 Leadership & Personal Development 2028 Leadership & Personal Development 2029 Leadership & Personal Development 2030 Leadership & Personal Development 2031 Leadership & Personal Development 2032 Leadership & Personal Development 2033 Leadership & Personal Development 2034 Leadership & Personal Development 2035 Leadership & Personal Development 2036 Leadership & Personal Development 2037 Leadership & Personal Development 2038 Leadership & Personal Development 2039 Leadership & Personal Development 2040 Leadership & Personal Development 2041 Leadership & Personal Development 2042 Leadership & Personal Development 2043 Leadership & Personal Development 2044 Leadership & Personal Development 2045 Leadership & Personal Development 2046 Leadership & Personal Development 2047 Leadership & Personal Development 2048 Leadership & Personal Development 2049 Leadership & Personal Development 2050 Leadership & Personal Development 2051 Leadership & Personal Development 2052 Leadership & Personal Development 2053 Leadership & Personal Development 2054 Leadership & Personal Development 2055 Leadership & Personal Development 2056 Leadership & Personal Development 2057 Leadership & Personal Development 2058 Leadership & Personal Development 2059 Leadership & Personal Development 2060 Leadership & Personal Development 2061 Leadership & Personal Development 2062 Leadership & Personal Development 2063 Leadership & Personal Development 2064 Leadership & Personal Development 2065 Leadership & Personal Development 2066 Leadership & Personal Development 2067 Leadership & Personal Development 2068 Leadership & Personal Development 2069 Leadership & Personal Development 2070 Leadership & Personal Development 2071 Leadership & Personal Development 2072 Leadership & Personal Development 2073 Leadership & Personal Development 2074 Leadership & Personal Development 2075 Leadership & Personal Development 2076 Leadership & Personal Development 2077 Leadership & Personal Development 2078 Leadership & Personal Development 2079 Leadership & Personal Development 2080 Leadership & Personal Development 2081 Leadership & Personal Development 2082 Leadership & Personal Development 2083 Leadership & Personal Development 2084 Leadership & Personal Development 2085 Leadership & Personal Development 2086 Leadership & Personal Development 2087 Leadership & Personal Development 2088 Leadership & Personal Development 2089 Leadership & Personal Development 2090 Leadership & Personal Development 2091 Leadership & Personal Development 2092 Leadership & Personal Development 2093 Leadership & Personal Development 2094 Leadership & Personal Development 2095 Leadership & Personal Development 2096 Leadership & Personal Development 2097 Leadership & Personal Development 2098 Leadership & Personal Development 2099 Leadership & Personal Development 2100 Leadership & Personal Development	

Health History Form (Publication # 388-906)

Virginia Cooperative Extension 4-H Health History Report Form		2009-09 4-H Member Enrollment Form Project List	
REVISED 2009 PUBLICATION 388-906 INSTRUCTIONS: Please provide detailed health information for determining appropriate supervision, support, and accommodations for the 4-H activity or event listed. A parent or guardian must sign. If the participant is a person with a disability and desires any assistive devices, services or other accommodations to participate in the activity, please contact your local Extension office during business hours at least 7 days prior to the event to discuss accommodations. PLEASE PRINT ALL INFORMATION. (NOTE: Both sides of this form must be completed.) NAME OF AN EVENT IN WHICH YOU WISH TO PARTICIPATE: _____ DATE(S) OF EVENT: _____ LOCATION: _____ PARTICIPANT IDENTIFICATION: NAME: _____ LAST, FIRST (Indicate areas to which you wish to be contacted) MIDDLE _____ FEMALE: <input type="checkbox"/> MALE: <input type="checkbox"/> MAILING ADDRESS: _____ CITY: _____ STATE: _____ ZIP: _____ HOME PHONE: (____) _____ AGE: _____ BIRTHDATE: _____ HOME EMAIL: _____ RACE (Optional) WHITE <input type="checkbox"/> HISPANIC <input type="checkbox"/> BLACK <input type="checkbox"/> AMERICAN INDIAN <input type="checkbox"/> ASIAN <input type="checkbox"/> MULTICULTURAL <input type="checkbox"/> PARENT / GUARDIAN IDENTIFICATION (Place a check beside who to reach in the event of an emergency) FATHER'S NAME (OR GUARDIAN): _____ FATHER'S EMAIL: _____ FATHER'S PHONE DAYTIME: _____ EVENING: _____ CELL: _____ MOTHER'S NAME (OR GUARDIAN): _____ MOTHER'S EMAIL: _____ MOTHER'S PHONE DAYTIME: _____ EVENING: _____ CELL: _____ WHO HAS PRIMARY CUSTODY OF THE PARTICIPANT? _____ ADDRESS: IF DIFFERENT THAN CHILD: _____ PHYSICIAN / INSURANCE INFORMATION FAMILY PHYSICIAN NAME: _____ PHONE: (____) _____ DENTIST / ORTHODONTIST NAME: _____ PHONE: (____) _____ DO YOU CARRY FAMILY MEDICAL / HOSPITAL INSURANCE? YES <input type="checkbox"/> NO <input type="checkbox"/> EMERGENCY CONTACT INFORMATION (Parts 1 and 2 should be completed) 1. WHERE CAN YOU BE REACHED IN THE EVENT OF AN EMERGENCY? LOCATION: _____ CITY: _____ STATE: _____ ZIP: _____ CELL PHONE: (____) _____ 2. IF YOU CANNOT BE REACHED, WHO SHOULD BE NOTIFIED? NAME: _____ UNDERSTANDS THAT I WILL NEED TO NOTIFY _____ HOME PHONE: (____) _____ UNDERSTANDS THAT I WILL NEED TO NOTIFY _____ WORK PHONE: (____) _____ UNDERSTANDS THAT I WILL NEED TO NOTIFY _____ CELL PHONE: (____) _____ UNDERSTANDS THAT I WILL NEED TO NOTIFY _____ YES <input type="checkbox"/> NO <input type="checkbox"/>		2000 Leadership & Personal Development 2001 Leadership & Personal Development 2002 Leadership & Personal Development 2003 Leadership & Personal Development 2004 Leadership & Personal Development 2005 Leadership & Personal Development 2006 Leadership & Personal Development 2007 Leadership & Personal Development 2008 Leadership & Personal Development 2009 Leadership & Personal Development 2010 Leadership & Personal Development 2011 Leadership & Personal Development 2012 Leadership & Personal Development 2013 Leadership & Personal Development 2014 Leadership & Personal Development 2015 Leadership & Personal Development 2016 Leadership & Personal Development 2017 Leadership & Personal Development 2018 Leadership & Personal Development 2019 Leadership & Personal Development 2020 Leadership & Personal Development 2021 Leadership & Personal Development 2022 Leadership & Personal Development 2023 Leadership & Personal Development 2024 Leadership & Personal Development 2025 Leadership & Personal Development 2026 Leadership & Personal Development 2027 Leadership & Personal Development 2028 Leadership & Personal Development 2029 Leadership & Personal Development 2030 Leadership & Personal Development 2031 Leadership & Personal Development 2032 Leadership & Personal Development 2033 Leadership & Personal Development 2034 Leadership & Personal Development 2035 Leadership & Personal Development 2036 Leadership & Personal Development 2037 Leadership & Personal Development 2038 Leadership & Personal Development 2039 Leadership & Personal Development 2040 Leadership & Personal Development 2041 Leadership & Personal Development 2042 Leadership & Personal Development 2043 Leadership & Personal Development 2044 Leadership & Personal Development 2045 Leadership & Personal Development 2046 Leadership & Personal Development 2047 Leadership & Personal Development 2048 Leadership & Personal Development 2049 Leadership & Personal Development 2050 Leadership & Personal Development 2051 Leadership & Personal Development 2052 Leadership & Personal Development 2053 Leadership & Personal Development 2054 Leadership & Personal Development 2055 Leadership & Personal Development 2056 Leadership & Personal Development 2057 Leadership & Personal Development 2058 Leadership & Personal Development 2059 Leadership & Personal Development 2060 Leadership & Personal Development 2061 Leadership & Personal Development 2062 Leadership & Personal Development 2063 Leadership & Personal Development 2064 Leadership & Personal Development 2065 Leadership & Personal Development 2066 Leadership & Personal Development 2067 Leadership & Personal Development 2068 Leadership & Personal Development 2069 Leadership & Personal Development 2070 Leadership & Personal Development 2071 Leadership & Personal Development 2072 Leadership & Personal Development 2073 Leadership & Personal Development 2074 Leadership & Personal Development 2075 Leadership & Personal Development 2076 Leadership & Personal Development 2077 Leadership & Personal Development 2078 Leadership & Personal Development 2079 Leadership & Personal Development 2080 Leadership & Personal Development 2081 Leadership & Personal Development 2082 Leadership & Personal Development 2083 Leadership & Personal Development 2084 Leadership & Personal Development 2085 Leadership & Personal Development 2086 Leadership & Personal Development 2087 Leadership & Personal Development 2088 Leadership & Personal Development 2089 Leadership & Personal Development 2090 Leadership & Personal Development 2091 Leadership & Personal Development 2092 Leadership & Personal Development 2093 Leadership & Personal Development 2094 Leadership & Personal Development 2095 Leadership & Personal Development 2096 Leadership & Personal Development 2097 Leadership & Personal Development 2098 Leadership & Personal Development 2099 Leadership & Personal Development 2100 Leadership & Personal Development	



Code of Conduct

Equine Waiver (Publication # 388-035)

4-H Years: _____

CODE OF CONDUCT FOR VIRGINIA 4-H PROGRAMS/EVENTS*
(This form covers any 4-H program/event from _____ to _____)

Purpose
The purpose of the 4-H program is the positive development of youth. We believe in creating a safe learning environment that encourages the full development of a young person (i.e., Head, Heart, Hands, and Health). We expect of persons involved in 4-H (youth members, parents, teen/adult volunteers) to practice behaviors that foster the total development of youth. Each 4-H member and associated individuals participating in 4-H activities must accept the responsibility of creating a positive image that reflects 4-H ideals. Furthermore, the Virginia 4-H program recognizes that "CHARACTER COUNTS". All 4-H participants are representatives of the program and should always strive to uphold the following standards: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. In seeking uniformity in the conduct expected at 4-H programs/events, the following code of conduct has been developed to provide a clear understanding of expectations. Participants and parents/guardians must sign this form in order to participate.

Code of Conduct
For the safety and wellness of all participants, a completed signed 4-H Health History Report Form is required for participation in 4-H events. In addition, medications and medication forms for all participants under 18 years of age must be turned in at the registration table upon arrival at the 4-H event or according to another system outlined in the registration information.


- Participants should attend and be actively involved in all scheduled activities as part of this 4-H program/event (unless under the supervision of a medical staff person). Conduct is to be followed as specified in the schedule for overnight events. Failure to be in assigned locations may lead to dismissal from the 4-H event. Some areas are off-limits to participants (e.g., swimming pools, bodies of water such as lakes and rivers, Challenge course, etc.) unless under appropriate instructor supervision.
- Visitors to 4-H program/event must check-in with the Extension Agent, Program Director, or other adult in charge of the 4-H program/event upon arrival.
- Participants should remain at 4-H program/event until the program/event is scheduled to end. Participants may not leave a 4-H program/event without prior permission from Extension Agent, Program Director, or other adult in charge of the 4-H program/event. Participants may only be picked up from a 4-H program/event by the person designated on the 4-H Health History Report Form. Identification may be requested at the time of pick-up.
- Participants are expected to follow the directions of 4-H volunteers and staff. All 4-Hers are under the supervision of the Extension Agent, Program Director, or other adult 4-H leader responsible for the 4-H program/event.
- Participants should respect the property of others and be responsible for themselves. Deliberate destruction or removal of facilities or equipment is not permitted. Financial responsibility for any damages caused by deliberate destruction will be assumed by the participant and/or parent/guardian. The same applies to the property and personal items of other participants.
- Participants should treat all others and themselves with respect. Aggressive, abusive, vulgar, or violent language and behavior towards others (e.g., fighting, teasing, taunting, discrimination, etc.) are not permitted.
- Participants should respect the privacy of others. Girls are not permitted in boys' lodging rooms nor are boys permitted in girls' lodging rooms.
- Participants are expected to dress appropriately based upon the guidelines established by the person in charge of the 4-H program/event.
- Possession, distribution, or use of firearms, weapons, knives, or other items that can be used as a weapon are not permitted at 4-H programs/events, except under adult supervision in scheduled instructional activities (e.g., shooting education class supervised by a certified instructor, etc.).

Program/event without refund, damages, or in the 4-H program/event at the local, district, state and national levels for terminated by the unit staff in charge of, or responsible for, the 4-H event for a 4-H program/event (if applicable), and appropriate law enforcement agency and/or the proper authorities. Specifically covered by this Code of Conduct but deemed inappropriate by 4-H program/event will be viewed as a violation and appropriate action will be taken. The person in charge of the 4-H program/event will provide appropriate consequences.

Participants are required for participants under 18 years of age) who are required to sign this Code of Conduct and will abide by the expectations described in the Code of Conduct. I understand that failure to abide by this Code of Conduct will result in my child being asked to leave the 4-H program/event to pick up my child at the request of the adult leader. I further understand that I refuse to pick up my child, am unavailable, or fail to release my child, 4-H program/event staff may contact law enforcement for necessary protection for a child in need of services. I acknowledge that this may result from said services.

Date: _____

for participant under 18 years old Date: _____
(* Approved by 4-H Leadership Council on August 16, 2002)

Virginia Cooperative Extension 4-H Form 
REVISED 2006 PUBLICATION 388-035

Virginia Polytechnic Institute and State University
Equine Release, Waiver, and Indemnification

The undersigned participant, and his or her parent or legal guardian if the participant is under the age of 18 years, does so hereby execute this release, waiver, and indemnification for himself or herself, themselves and his or her heirs, successors, representatives, and assigns and, thereby, agree(s) and represent(s) as follows:

To release the Virginia Polytechnic Institute and State University, its members, employees, agents, representatives, subsidiary corporations, and those governmental agencies and other organizations affiliated with this activity from any and all liability, loss, damage, costs, claims, and/or causes of action, including but not limited to all bodily injuries and property damage arising out of participation in the activity, or being specifically understood that said activity includes the handling of equines by the undersigned participant. The undersigned person(s) further agree(s) to indemnify the Virginia Polytechnic Institute and State University, its employees, members, agents, representatives, and those governmental agencies and other organizations affiliated with this project, and hold them harmless for any liability, loss, damage, cost, claim, judgment, or settlement which may be brought or entered against them as a result of the undersigned person's participation in said activity.

If involved in equine activities pursuant to Section 3-2-6202 amended of the Code of Virginia the undersigned(s) agree(s) this waiver of the undersigned(s) rights to sue and agree(s) to assume all risks resulting from the "intrinsic dangers of equine activities." "Intrinsic dangers of equine activities" is defined as those dangers or conditions that are an integral part of equine activities, including but not limited to: (i) the propensity of equines to behave in ways that may result in injury, harm, or death to persons on or around them; (ii) the unpredictability of an equine's reaction to such things as sounds, sudden movement, and unfamiliar objects, persons, or other animals; (iii) certain hazards such as surface and subsurface conditions; (iv) collisions with other animals or objects; and (v) the potential of a participant acting in a negligent manner that may contribute to injury to the participant or others, such as a failure to maintain control over the equine or not acting within the participant's ability.

This waiver shall remain valid unless expressly revoked by the provider and Parent or guardian of a minor. The revocation shall be in writing which shall be delivered to the provider and shall become effective thirty (30) days after delivery to the provider.

In the case of school, college-, and university-sponsored classes and programs, waivers executed by a participant or parent or guardian of a participant shall apply to all equine activities in which the participant is involved in the next business day (12 month period unless expressly provided in writing). The revocation shall become effective thirty (30) days after it is delivered to the provider.

The undersigned(s) should maintain all medical and health insurance needed to cover all risks of any kind in any sport or activity, equine, and/or other activities.


1. The undersigned participant, will wear and use, in accordance with established Cooperative Extension safety and procedure, all safety equipment and to ensure equipment is in good condition at all times.

Parent Name of Participant _____ Parent Name of Parent or Guardian _____

Signature of Participant _____ Signature of Parent or Guardian of Participant _____
(to be signed by 18 yrs or older)

Date: _____ Date: _____

www.vce.vt.edu

Virginia Tech  **VIRGINIA COOPERATIVE EXTENSION**


The equine waiver is only needed in clubs where youth and adults could be working with horses.

All enrollment forms can be accessed on the 4-H Website under Commonly Used Forms.: <http://www.4-h.ext.vt.edu/forms/index.html>. Forms may also be ordered from the distribution center at: <http://intra.ext.vt.edu/related/distctr/index.html>

4-H Volunteer Enrollment

Volunteer enrollment involves different paperwork. Long term volunteers such as club leaders and project leaders should complete the volunteer long form. Volunteers at one particular event, speakers, clinicians, and judges may complete the one-time occasional volunteer form. Volunteers need to complete a "Standards of Behavior form" (this takes the place of the code of conduct), and Health History with the media release statement if you would like to include them in pictures. Illustrations of the forms are listed below and on the following page. Volunteers may sign the reenrollment section on the back of the long form, but will need to complete a new form every two years.

Volunteer Long Form (Publication # 388-003)

Virginia Cooperative Extension 4-H Volunteer Application/Enrollment 
REVISED 2006 PUBLICATION 388-003

When applying for a volunteer role, complete sections A through I. After acceptance, read and sign section J.

A. GENERAL INFORMATION (please print)

Name: LAST FIRST MI
Mailing Address: STREET, BOX, ROUTE, APT # CITY STATE ZIP
Residence: (Physical location if different than mailing address)
How long at this address: _____
Date of Birth: _____ Social Security Number: _____

B. CONTACT INFORMATION

Phone: Daytime: () Evening: () FAC: ()
Evening: () E-mail: _____
Best time to call: Morning Afternoon Evening
Emergency Contact: Name _____
Phone: Daytime: () Evening: ()

C. VOLUNTEER POSITION

1. Years as a 4-H Volunteer counting this year: _____ 2. 4-H Alumni: Yes No
3. I am a 4-H All-Star: Yes No 4. I belong to 4-H Leader Association: Yes No (Please send information)

5. With which groups do you prefer to work? (check ALL that apply)
Age: Under 5 5-8 9-11 12-14 15-17 18-24 Over 18
Gender: Male Female Other

6. 4-H Volunteer Leader Types: Code _____
 Organizational 41
 Project Leader 42
 Activity Leader 43
 Helper 44
 Master Volunteer 45
 Collaborator 46
 Teen Leader 48

7. Name of 4-H Club(s): _____
8. Project(s) to which you give leadership: _____

Describe your skills, abilities, and hobbies, as related to this volunteer position: _____

Describe your training, formal education, licensure/certification and experience working with different age groups or targeted centers related to this position: _____

is the 4-H group with which you work have a website? Yes No N/A
If yes, what is the website address? _____

ABILITY

What length of time are you willing to volunteer? 2. Over what time period? (mark all that apply)
Hours per week/please specify: _____ 1 month 3 months 6 months 1 year 1 year (flexible) Other (specify): _____
Days per week/please specify: _____ Other (specify): _____
When could you begin? _____ (month/year)

Are you available to volunteer?
by Weekends Specific Times Flex Flexible

COMMITMENT/VOLUNTEER EXPERIENCE (supervisor may be contacted)

Job: _____ Supervisor Name and Phone #: _____
 Volunteer Role/Duties: _____

Job: _____ Supervisor Name and Phone #: _____
 Volunteer Role/Duties: _____

SEXES

(Name) (Phone: Day & Night) (Relationship)
(Street, Route, Box, Apt#) (City) (State) (Zip)

(Name) (Phone: Day & Night) (Relationship)
(Street, Route, Box, Apt#) (City) (State) (Zip)

(Name) (Phone: Day & Night) (Relationship)
(Street, Route, Box, Apt#) (City) (State) (Zip)

INFORMATION (Complete only if applying for a position which requires driving)

Parent and valid driver's license? Yes No
the state of _____
valid commercial driver's license (CDL)? Yes No
Have the minimum vehicle insurance required by the Commonwealth of Virginia? Yes No

INFORMATION (For record keeping purposes only)

2. Ethnicity: Hispanic Not Hispanic
3. How long have you lived in this area?
 Less than 1 year 1-5 years 6-10 years More than 10 years
4. How much income do you have?
 Less than \$10,000 \$10,000 to \$20,000 \$20,000 to \$30,000 \$30,000 to \$40,000 \$40,000 to \$50,000 \$50,000 to \$60,000 \$60,000 to \$70,000 \$70,000 to \$80,000 \$80,000 to \$90,000 \$90,000 to \$100,000 Over \$100,000

REENROLLMENT/AGREEMENT

I agree to abide by all policies and procedures of Virginia Cooperative Extension (VCE). I understand that Virginia Cooperative Extension programs and employment are open to all, regardless of race, color, religion, sex, age, veteran status, national origin, disability, or political affiliation. VCE is an equal opportunity employer. I hereby certify that all of the articles on this application are true and complete. I understand that any falsification of information herein constitutes cause for dismissal.

Signature, VCE Volunteer _____ Date (m/d/yy) _____

F. VCE INTERNAL USE ONLY

ACTION TAKEN

Date Volunteer Application received by VCE _____
This applicant (pick one) _____
 Was assigned to _____ position on _____ (Date)
 The qualifications for position and was assigned for future positions.
 Not offered position.

Signature, VCE Representative _____ Date (m/d/yy) _____

G. ENROLLMENT

I enroll with no change Date: _____
 I enroll with the following change Date: _____

Signature, VCE Volunteer _____ Signature, VCE Supervisor _____

Plus Data Codes

ID NUMBER: _____ CLUB: _____ TYPE: _____ COMMUNITY: _____ MAIL: _____
Yes/No Yes/No

One Time/Occasional Volunteer form (Publication # 388-004)

Virginia Cooperative Extension
2006

4-H One Time/Occasional Volunteer
Application/Enrollment
Short Form VA-1145
PUBLICATION 388-004

CHECK ONE OF THE FOLLOWING: One time Occasional Donor

Approximate # Hours/Days Volunteering _____/_____/_____

1. Name: LAST _____ FIRST _____ MI _____

2. Address: RFD AND BOX NUMBER AND/OR STREET _____

3. CITY OR TOWN _____ STATE _____ ZIP _____

4. Phone: _____ E-mail: _____

Items 5-8 for record keeping purposes:

5. Gender: Female Male

6. Ethnicity: Hispanic Not Hispanic

7. Race (check all that apply): White African American American Indian Asian Native Hawaiian or other Pacific Islander

8. Live (check one): City or town Rural area or town under 10,000 Town or city 10,000 to 50,000 Suburb or city over 50,000 City over 50,000

9. _____ years served as volunteer leader

10. Check here if you are a teen volunteer:

11. 4-H Alumni: Yes No

12. Work call: Yes No

13. 4-H All-Star: Yes No

14. Name of Project (if applicable) _____

15. I am a member of the 4-H Leader Association: Yes No Please send information

16. Name of club (if applicable): _____

17. If driving required, please complete the following:
Do you have a current and valid driver's license? Yes No
License issued in the state of _____ Yes No
Do you currently have the minimum vehicle insurance coverage as required by the Commonwealth of Virginia? Yes No
Have you been convicted of any moving traffic violations within the last 5 years? Yes No
If yes, please describe: _____

18. 4-H Volunteer Agreement
I am volunteering my time to further the educational purposes of Virginia Cooperative Extension and will abide by the policies and procedures thereof. I will not discriminate on the basis of race, color, creed, religion, gender, national origin, handicap or political affiliation.

Signature: _____

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
1000 UNIVERSITY AVENUE
BLDG 2000
STATE COLLEGE, VA 22804-2000



The one time occasional Volunteer form is a good form for clinicians or judges. Use the long form for year round volunteers

Standards of Behavior (Publication # 388-044)

Virginia Cooperative Extension
2006

Standards of Behavior for Virginia 4-H Volunteers
PUBLICATION 388-044

Trustworthiness, respect, responsibility, fairness, caring, and citizenship are the six core ethical values which the CHARACTER COUNTS! program calls the "Six Pillars of Character." These values reflect those of the Virginia 4-H program and each 4-H member, volunteer, and staff member should strive to practice these values. The following standards for 4-H volunteers should have these values and be directed to volunteer performance. These standards help ensure the safety and well-being of all 4-H participants and the integrity of the 4-H program.

I will teach, reinforce, advocate and model the Six Pillars of Character, when an instructor/trainer, respect, responsibility, fairness, caring, and citizenship.

I will represent the Virginia 4-H program by conducting myself with courteous manners and language, exhibiting good sportsmanship, serving as a positive role model, and demonstrating reasonable conflict resolution skills.

I will assist in a manner that is appropriate for a given 4-H program/setting in accordance with that program/event's dress code.

I will support and promote the Virginia 4-H mission. "To actively assist and assist emerging and future youth to realize their full potential - becoming effective, contributing citizens through participation in research-based, non-formal, hands-on educational experiences."

I will actively participate in and complete Virginia 4-H program orientation and training that prepares me to satisfactorily accomplish the tasks to which I am assigned.

I will abide by all applicable laws and Virginia 4-H program policies, guidelines, and procedures. This includes, but is not limited to those regarding, child abuse, risk management, abuse/neglect, substance abuse, confidentiality, and safety.

I will accept supervision and support from assigned 4-H Extension staff or designated management volunteers and understand that I work under the guidance, supervision, and leadership of the Extension staff in charge.

I will handle 4-H funds and engage in 4-H fundraising when applicable in an ethical manner.

I will make all reasonable efforts to ensure that programs are accessible to all individuals regardless of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, or marital or family status. An equal opportunity/affirmative action employer.

I will not use or allow others to use alcohol or illegal drugs at any 4-H program or event. I understand that tobacco products can vary in need in approved areas at approved times during approved events if I am of legal age. I understand the Virginia 4-H tobacco and firearm policy regarding alcohol, drugs, or weapons.

I will, when transporting youth, operate motor vehicles and other equipment in a safe and reliable manner and only with a valid operator's license in accordance with Virginia Tech and Virginia 4-H policies. I will comply with all motor vehicle-related state regulations and laws. All transportation seats will be secured by properly operating seat belts when applicable.

I will contact my supervisor in a manner that is in the best interest of youth and the Virginia 4-H program and will not use the volunteer position for purposes of private or personal gain.

When applicable to my 4-H responsibilities, I will treat animals in a humane manner and teach program participants to provide appropriate animal care and management.

I will give feedback in an appropriate manner in accordance with 4-H, Virginia Cooperative Extension, and Virginia Tech policies.

I will complete all necessary paperwork as a timely manner.

I understand that these standards represent a contractual agreement between volunteers and the Virginia 4-H program of Virginia Cooperative Extension and Virginia Tech. My signature below indicates that I have read, understood, and agree to abide by these standards by which I understand that immediate suspension or termination of my position as a volunteer could result if I do not meet these standards.

VOLUNTEER (print) _____ VOLUNTEER SIGNATURE _____ DATE _____

EXTENSION SUPERVISOR (print) _____ SUPERVISOR SIGNATURE _____ DATE _____

PARENT/GUARDIAN (print) _____ PARENT/GUARDIAN SIGNATURE _____ DATE _____

(NOTE: This line must be signed for volunteers under 18 years old)

www.4h.org
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VIRGINIA POLYTECHNIC INSTITUTE
1000 UNIVERSITY AVENUE
STATE COLLEGE, VA 22804-2000

Teen counselors are exception to members signing a code of conduct. Counselors need to complete a standards of behavior form instead as they serve in a supervisory role over other 4-H members while at camp.

Media Release (Publication # 388-054)

Virginia Cooperative Extension
2006

4-H Media Release Form
PUBLICATION 388-054

In return for your providing me with the opportunity to participate in and support the worthwhile educational project as consideration, I hereby grant Virginia Polytechnic Institute and State University ("Virginia Tech") the absolute and irrevocable right and permission to record me - my image, voice, performance and movements - for use in any of its programs or publications, with or without my name. I also give Virginia Tech permission to edit, exhibit, give, sell, transfer, publish, copyright, or use the finished pictures or sound, or any portion thereof, in any way they deem proper.

I hereby relinquish and transfer to Virginia Tech all rights, title, and interest in the finished products, reproductions of, or publicity for said products. I further grant Virginia Tech the right to use and allow any other designee mentioned herein use of the work or any portion thereof in any medium in any time throughout the world in perpetuity with any further consideration from me.

No agreement to perform or appear is voluntary, and I hereby waive all personal claims, causes of action, liability, or damages against Virginia Tech and its employees and designers, arising from or in connection with my performance or appearance.

I understand I will have no control over the manner of use of the materials produced and hereby waive any right to pre-approve or inspect materials prior to distribution.

I have read the above release and am aware of its contents.

Signed _____ Date _____

Printed Name _____

Address _____

Witness _____ Date _____

Signature of Parent or Guardian (if under 18) - I am the guardian of the minor named above and hereby agree that we will be bound by this release. _____ Date _____

I DECLINE to give permission for any photograph, digital image, videotape, or other picture to be used for promotional purposes by Virginia Tech.

Signed _____ Date _____

Parent/Guardian if participant is under 18: _____ Date _____

Signed _____ Date _____

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Have a media release to take photographs of adults and 4-H members. The release for members is located in the enrollment and Health History forms.

Make sure to always keep a camera handy. You will get some great pictures as a 4-H agent. They also come in handy for a year end slide show.

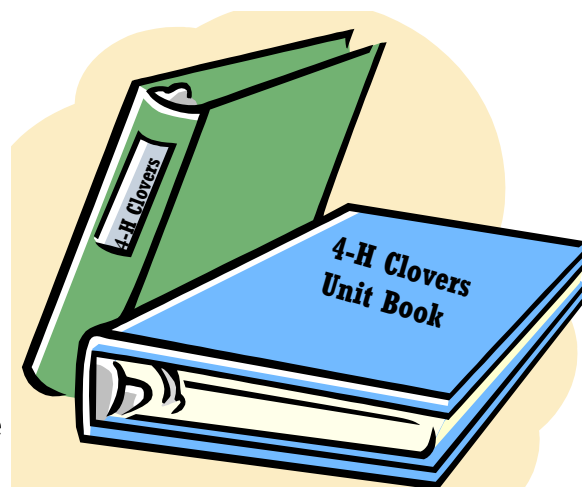
Comments on Volunteer Forms

Volunteers also need to complete a Health History and Equine Waiver (horse clubs only). The same forms listed in the member enrollment section. Currently, Virginia does not have an adult Health History form. Adults may find filling out the youth form to be awkward, but need to complete the form best they can.

Paperwork Efficiency

Each year in my office, we are always trying to come up with ideas on how to improve our efficiency with paperwork. This is the system that we have found works the best.

1. At the beginning of each 4-H year, we put together member enrollment packets and volunteer packets for each club using the publications listed on the previous pages.
2. I give the paperwork to the club leaders to hand out at their September business meeting.
3. I then set up time in October to visit the clubs. This can be time consuming, but can be a good time to check in with your clubs.
4. At the club visit, I collect new enrollments and get the volunteers to sign their long form to re-enroll or fill out a new form if it has been longer than two years.
5. The paperwork goes back to our office where we have a notebook assigned to each club.
6. Paperwork is copied and copies are placed in a leader notebook. The originals are kept in a unit notebook. It is important for volunteer leaders to have copies of the member's paperwork for club activities and field trips. For example, if the club member gets hurt on a club trip the club leader will have the health history on hand to take to the hospital if the parent is not present.
7. The county 4-H technician in our office is responsible for entering data in 4-H Plus. She pulls each club notebook and puts the club members and volunteers into the 4-H Plus system. She makes a note on the notebook when it has been entered into 4-H Plus. You will find 4-H uses the same enrollment paperwork for most programs. If 4-H members decide to attend a weekend camp, all you have to do is pull the forms out of the club notebook copy and put with the member's registration. Now you won't need to get forms from 4-H members for each event!



Creating notebooks for the unit and for leaders may help you stay organized and keep files easy to find

How long should I keep records? Virginia 4-H has a publication that addresses 4-H record retention titled, *Records Retention Schedule for 4-H Forms*, publication #388-350. This publication may be obtained at: http://www.4-h.ext.vt.edu/forms/388_050.pdf

4-H Camping Paperwork

The 4-H camping program uses some of the same paperwork as your regular county program and some of the paperwork will be different. The paperwork for camp can also be specific for each 4-H Center. This guide does not go into detail on camp paperwork because the Virginia 4-H Camping Handbook does an excellent job explaining camp paperwork. Each 4-H Center has its own center appendix to the 4-H Camping Handbook. Make sure to get the center appendix and review it as well as the camping handbook. The following link will take you to the online version of the 4-H Camping Handbook. You will also find a link for the 4-H centers appendices, <http://intra.ext.vt.edu/4h/camping/camping.html> Print these and put them in your office in an easy to find location, you may refer to them frequently.

Chapter 14

4-H Financial Support

You have some wonderful ideas for 4-H programming in your community. How are you going to pay for them? Let's say you would like to begin a cooking club for low income youth in your area. Charging a fee for participating in the club is out of the question. What should you do? Seek other sources of funding such as fundraising and/or grants. If you have a county 4-H Leadership Council, this can be an excellent group to gain support for fundraising. Some fundraising ideas we have tried in my county include bake sales, selling pet treats, conducting an art show, silent auction, and leading games at a non-4-H related event. Consult the volunteers in your county to see what kind of fundraising they think may work well in the county.



There are many grants available for 4-H agents to find supplemental income to support 4-H programming. One of the easiest grants to apply for is a mini-grant offered each year by the Virginia 4-H Foundation. Watch for an email in the fall announcing the mini-grant program. Mini-grants are awarded up to \$250.00 to support county 4-H programming. Listed below are a few organizations that offer grants that may appeal to you. This is only a small list. The best thing to do when you would like to find funding for a particular program is to do some research of your own. **Please note:** Some grants will need to go through the Virginia Tech Office of Sponsored Programs. Before applying for a grant contact your District Director to get the proper procedures for applying. Your District Director may have to provide approval before the grant is submitted. Allow plenty of time for approval before grant deadlines.

Visit the grant resources page on the VCE Intranet for some great resources for preparing grants. This page is located at: <http://intra.ext.vt.edu/related/grants.html>.

Virginia Tech Office of Sponsored Programs may be visited at <http://www.osp.vt.edu/>

Funding Opportunities Links :

[Virginia Tech Office of the Vice President for Research](http://www.research.vt.edu/pubs/fundingopp.html)
<http://www.research.vt.edu/pubs/fundingopp.html>

[National Science Foundation-Grants and Awards](http://www.nsf.gov/funding/research_educ_community.jsp)
http://www.nsf.gov/funding/research_educ_community.jsp

[Yahoo! - Education:Financial Aid:Grants](http://dir.yahoo.com/Education/financial_aid/grants/)
http://dir.yahoo.com/Education/financial_aid/grants/

[COS - Community of Science](http://www.cos.org/)
<http://www.cos.org/>

[Grants.gov](http://www.grants.gov/)—<http://www.grants.gov/>

[Foundation Center](http://foundationcenter.org/)- <http://foundationcenter.org/>

[National 4-H Headquarters—Grants, Awards, and Scholarships](http://www.national4-hheadquarters.gov/comm/4h_$opps.htm)
[http://www.national4-hheadquarters.gov/comm/4h_\\$opps.htm](http://www.national4-hheadquarters.gov/comm/4h_$opps.htm)

[Cooperative State Research, Education, and Extension Service Funding Opportunities](http://www.csrees.usda.gov/fo/funding.cfm)
<http://www.csrees.usda.gov/fo/funding.cfm>



Traditional fundraising such as bake sales and car washes can work for clubs or general support funds. If the program you need funding for has focus and plan for recording impact you may wish to seek grant funding .

Virginia 4-H Foundation

The following information regarding the Virginia 4-H Foundation was obtained from the Virginia 4-H Foundation page on the Public Virginia 4-H website. Please visit this website for more information about the Virginia 4-H Foundation: <http://www.4-h.ext.vt.edu/give/index.html>

Mission

To insure strong and vital opportunities for the positive development of Virginia's youth through the solicitation, receipt, and management of private donations given to support 4-H.

Purpose

- Apply the Foundation's resources to meet and advance the interests of 4-H.
- Encourage and provide opportunity for all individuals and organizations to contribute to the financial well-being of 4-H.
- Enhance through external support the development and education of young people and adult volunteers.
- Serve the charitable, educational, and scientific purposes of 4-H.
- Establish a partnership with 4-H in accord with the Foundation's objectives.

Objectives

- Plan, direct, and implement all phases of fundraising for the general enhancement of 4-H youth development programs.
- Inform and encourage prospective donors on the need for support of the educational, research, and service missions of 4-H.
- Strengthen the public support of 4-H programs and partnership by local, state, and federal government.

Structure

Established as an affiliate of the Virginia Tech Foundation in 1986. By virtue of its affiliate status with the Virginia Tech Foundation, Inc. is recognized by the Internal Revenue Service, Section 501(c)(3) as a non-profit status educational organization. Governed by a 25-member Board of Trustees made-up of distinguished leaders selected from Virginia's agricultural, education, business, and professional communities. Programs and educational materials supported by the Foundation are available to all persons regardless of race, color, sex, age, religion, national origin, or handicap.

Open a 4-H Foundation Account!

You may wish to open your own 4-H Foundation account. The benefits of having a 4-H foundation account include: being tax deductible for donors and food purchases and account usage provide more flexibility than standard Extension local unit accounts.

Resource CD Content

Chapter 14: 4-H Financial Support

Braverman, Norman. *The Art of Grantsmanship*. National Institutes of Health. PowerPoint Presentation. Submitted by Nicole LaNore.

Camm, Kevin. *Bike Smart Virginia Bicycle Helmet/Rodeo Mini Grant*.

Camm, Kevin. Bike Smart Virginia Bicycle Helmet/Rodeo Mini Grant Cover Letter.

Narehood, Elizabeth. *Virginia 4-H Foundation Local Units and Clubs Mini Grant Program Request for Application, 2008*.

Tritz, Julie. River Counties Community Foundation Grant, 2009.

Conclusion

The 4-H Extension Agent position is like no other. You are granted the opportunity each day to make a difference in the lives of youth. Take the time to vision the ideal 4-H program for your county and build towards that goal each day. Remember your community and Extension may change, so be prepared to be flexible.

Keep your mind focused on the “big picture.” Stay organized and work in and out of your comfort zone. Begin by working in your comfort zone to build confidence in your ability to conduct events, but also work outside your comfort zone to explore new curriculum areas or ideas for programming. We ask our 4-H members to step outside their comfort zone, we must also model this behavior ourselves. Listen to staff and volunteers and make clear communication a priority.

Make sure you take time to find the joy in your position. Many times agents get so caught up in the paperwork, reporting, and struggles managing volunteers, that we forget about all of the things we accomplish each day. We forget about the youth whose lives we touch and change forever. Such as the 4-H member that has been in 4-H since nine years of age and comes by your office to show his acceptance letter to a dream college or the child that waiting in the parking lot with parents early in the morning to get on the bus for 4-H camp. Her parents say she couldn't sleep because she loves 4-H so much. These youth and many others are the reason we are 4-H agents.

~ Elizabeth Narehood



Each day in 4-H, agents are building tomorrows leaders. 4-H provides youth the opportunity to develop life skills and leadership. 4-H Agents are privileged to work with the “best” and strive to “make the best better.”

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