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.

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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!
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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 Spring Field 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

1901

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:

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
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.

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.
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.

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 if 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 be 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 can 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.

Tip: If you are a new agent look at the past ES237 reports in your unit to get an idea of the size and scope of your 4-H program.

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**


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 competences 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.

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)


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.”

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### 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
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.*

**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.

Youth Developmental Stages

As a 4-H Agent, 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*.

<table>
<thead>
<tr>
<th>Developmental Characteristic</th>
<th>Cloverbuds 5-8</th>
<th>Juniors 9-11</th>
<th>Intermediates 12-13</th>
<th>Seniors 14-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow steady growth with limited muscle development</td>
<td>Slow steady growth for most. Puberty starts for some girls usually accompanied by a growth spurt</td>
<td>Extremely active, will overdo, need 10-11 hours sleep. Large muscles well developed</td>
<td>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.</td>
<td>Body changes have been accepted by most, some continue to struggle. Individual talents and abilities emerge.</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td>Include learning experiences related to understanding self and the changes taking place. Provide opportunities for acquiring good grooming habits</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Concrete thinkers - deal with here and now. If they can’t see, taste, or touch, it isn’t real. Short attention span.</td>
<td>Many are still concrete thinkers, some beginning to think logically and symbolically.</td>
<td>Most have moved from concrete to more abstract thinking. They enjoy playing with ideas</td>
<td>Mastering abstract thinking can interact on an adult level. Beginning to plan their future.</td>
<td></td>
</tr>
<tr>
<td>Give (demonstrate) instructions in small increments. Plan a variety of hands-on, short, learning abilities</td>
<td>When introducing abstract ideas or concepts, relate to something concrete, something they can do, touch, or feel.</td>
<td>Adults should provide supervision without domination. Allow them to discuss ideas and concerns in small groups</td>
<td>Include career education including opportunities to research careers. Encourage setting career goals, and planning to accomplish goals.</td>
<td></td>
</tr>
<tr>
<td>Curious, eager to try something new. Learn best if physically active</td>
<td>Easily motivated, eager to try something different. Interest will jump from one thing to another</td>
<td>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</td>
<td>Significant moral growth, difficulty understanding compromise. Often think society is made up a bunch of hypocrites</td>
<td></td>
</tr>
<tr>
<td>Provide hands-on experiences. Let them do, just don’t expect perfection</td>
<td>Guide to stay with tasks to completion. Work closely to have them record accomplishments as they happen. Help reflect back and set new goals</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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](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.

Virginia 4-H Program

4-H Leadership Council
Purpose: All 4-H policy, marketing, issues affecting 4-H, quality and excellence.

Policy & Resolutions
Marketing
Emerging Issues

4-H Educational Design Team
Purpose: Curriculum standards, quality, approval, staff Development needs, comply with established policies.

Staff Development Sub-Committee
Technology Sub-Committee
Programs Sub-Committee
Curriculum Procedures Sub-Committee

4-H Foundation
Purpose: Secure financial resources for Virginia 4-H program to support curriculum, staff development, Technology, and awards and recognition.

VIRGINIA 4-H FOUNDATION

To endow 10 4-H curriculum committees.

To endow 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.

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 curriculum 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 program 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.

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.
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.

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

A Guide for 4-H Club Officers

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

Virginia Cooperative Extension

Virginia 4-H Club Member’s Business Meeting Guide
Joseph E. Ramer, 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.

As a member, you can learn the following life skills:

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

All 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 procedures.

Membership – Privileges and Responsibilities

No organization can exist without active members. The qualifications for club membership are defined in your 4-H Club Constitution. This document 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 define 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.

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

Worksheet for Planning a 4-H Club Meeting
Joseph E. Ramer, 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 adapt to fit your club’s needs.

Meeting place:

Place:

Date:

Time:

Pre-meeting Activities

Business Meeting

Call to Order
Pledge of Allegiance
4-H Pledge
Roll Call
Introduction of Visitors
Approval of the Minutes
Approval of the Minutes
Treasurer’s Report
Other Items

Virginia Cooperative Extension
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
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 # 388-146
http://www.4-h.ext.vt.edu/forms/388_146.pdf

**4-H Charters: Frequently Asked Questions**
Publication # 388-070
http://www.4-h.ext.vt.edu/forms/388_070.pdf
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 4-H All Stars
Purpose: To contribute to positive youth development through "service" to the 4-H program of which they are a part. 4-H All Stars is an honor service organization.

Virginia Association of Adult 4-H Volunteers

Virginia 4-H Ambassadors
Purpose: To promote the 4-H program and encourage community support so that all youth of eligible age shall have the opportunity to benefit from this youth development program; to organize and develop 4-H volunteer leaders, to participate in planning statewide 4-H programs, and to provide for an Adult 4-H Volunteer to be on every Statewide 4-H Committee. Any Virginia 4-H Adult Volunteer is eligible to join.

State 4-H Cabinet
Purpose: The State 4-H Ambassadors are those who are elected to serve as such from their respective district board and must set an example for others as positive role models of the 4-H program.

Virginia 4-H Educational Centers
Purpose: To provide 4-H youth programming opportunities and spaces for enhanced 4-H programming including 4-H camps, training, and other educational events; to provide for the educational enhancement of citizens of the Commonwealth.

Virginia Association of Extension 4-H Agents
Purpose: To promote the professionalism of 4-H agents in the state and to promote professional development, recognition, and concerns of the membership.

Virginia Association of Volunteer Leaders
Purpose: To provide leadership and service opportunities for college age students by promoting and working with 4-H.

Collegiate 4-H Club
Purpose: To provide leadership and service opportunities for college age students by promoting and working with 4-H.

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

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

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

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

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

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.

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:


Maintaining Club Records

Stress to volunteer club leaders the importance of maintaining good financial records for their 4-H club. The records must be auditable and all transactions should be recorded. Money received should be acknowledged with a written receipt. Receipt books should be kept for three years. Each bank deposit should contain a listing of the receipt numbers. Funds should be deposited on a regular basis. Payments should only be made in response to a formal bill or invoice. All payments should be recorded in the check register and the check register should be reconciled monthly. Each year clubs should complete an annual financial report to summarize all ledger transactions for the year. Each club/group should have its financial statements audited at the end of the year. Clubs should also inventory tangible assets once a year and include with the audit report.

Virginia 4-H Handbook — 3.19.3

Accepting Club Donations

4-H clubs may seek out donations from local businesses. Clubs have a responsibility when accepting and acknowledging gifts and contributions. Donors may deduct contributions to tax exempt non-profit groups. Clubs should acknowledge the receipt of the item or funds with a letter of thanks and a copy of the notification letter. It is the responsibility of the donor to determine the fair market value. The club should not assign any value. If a 4-H club is involved with the sale of livestock review the National 4-H Headquarters Fact Sheet located at: http://www.national4-hheadquarters.gov/library/fs_livestock_sales_01-23-07.pdf.

All Funds or Merchandise raised in the name of 4-H belong to 4-H, not an individual or group of individuals.

Virginia 4-H Handbook — 3.19.3

Maintaining Club Records

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4-H Property Inventory Report Form
Publication 388-140
http://www.4-h.ext.vt.edu/forms/388_140.pdf
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

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 may be found on the resource CD.
Resource CD Content

Chapter 7: Creating and Maintaining 4-H Clubs

4-H Club Promotion


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.*


Volunteer Recruitment and Training


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


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

Narehood, Elizabeth. *Volunteer Reference Check Questions.*

Resource CD Content

4-H Club Charter


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*.


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*.


Resource CD Content

4-H Club Management


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 Yearly Report Form.

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


4-H Achievement Programs


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

Nansel, Carol.  2008 Achievement Night Program.


Nansel, Carol.  2008 Fair Exhibits Tally Sheet.


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


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


Roberts, Cherie. 2008 Achievement Night Program.


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](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](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?
Resource CD Content

Chapter 8: Virginia 4-H Camping

4-H Camp Promotion


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*.


Snyder, Glenda. 4-H Teen Counselor Recruitment Flyer, 2009.


Tritz, Julie. Lancaster 4-H 2009 Junior Camp, flyer.

4-H Camp Volunteer Training

Bowen, Jennifer. Teen/Adult Leader Training Agenda.


Resource CD Content


LaNore, Nicole. 4-H Camp Situations.

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

Lichty, Chris (submitted by) Camper Feet.


Tillotson, Bonnie. Adult/Teen Leader Survival Kit.

4-H Camp Management


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.


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 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.

Resource CD Content

4-H Day and Weekend Camps


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, Rappahannok 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.


Narehood, Elizabeth. 2007 Summer Day Camp Schedule.

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


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

4-H Presentations—Score Sheet
Publication 388-062

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

4-H Science Fair

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.

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.

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.

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

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.

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.

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 listserv if you have a horse club in your county or are interested in having one in the future. On the listserv 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 listserv 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**—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.
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.


Snyder, Glenda. 4-H Share-the-Fun Entry Form, 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](http://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](http://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/](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](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](http://intra.ext.vt.edu/4hGlobalYouthServiceDay.html)

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*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/](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.
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 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/4hCapitolDay.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/](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](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/](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 and 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


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](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](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.”

<table>
<thead>
<tr>
<th>Evidence level</th>
<th>Type of data</th>
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<tbody>
<tr>
<td>1. Inputs</td>
<td>The kinds and amounts of personnel and other resources that were used to plan, conduct, and</td>
</tr>
<tr>
<td>2. Activities</td>
<td>The various learning experiences that were used in the</td>
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<tr>
<td>3. People involvement</td>
<td>The number of people who attended the educational</td>
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<td>4. Reactions/awareness change</td>
<td>Changes in peoples’ awareness and response to</td>
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<td>5. Knowledge/skill change</td>
<td>Changes in peoples’ knowledge, understanding, or</td>
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<td>6. Practice change</td>
<td>Changes in peoples’ behaviors related to the issue or</td>
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<td>7. End results</td>
<td>Broader changes in peoples’ situations related to</td>
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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

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**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


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


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

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


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)

Health History Form (Publication # 388-906)

Tip: Come up with a color coding system for your office. Have each form in one particular color. This can help you stay organized and save time when trying to locate paperwork.
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](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](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” which replaces 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)
The one time occasional Volunteer form is a good form for clinicians or judges. Use the long form for year round volunteers.

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.

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!

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 a 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](http://intra.ext.vt.edu/related/grants.html).

Virginia Tech Office of Sponsored Programs may be visited at [http://www.osp.vt.edu/](http://www.osp.vt.edu/)

Funding Opportunities Links:

- **Virginia Tech Office of the Vice President for Research**

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

- **Yahoo! - Education:Financial Aid:Grants**

- **COS - Community of Science**


- **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)

- **Cooperative State Research, Education, and Extension Service Funding Opportunities**

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](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.
Chapter 14: 4-H Financial Support


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

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


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 as 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 tomorrow’s 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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