



MANAGEMENT OVERVIEW



BASIC 4-H FACTS

The 4-H and Youth Development Program of Texas AgriLife Extension Service has been a key player in the field of youth development since its start in 1908. In recent years, approximately 600,000 Texas youth between the ages of 5 and 19 have been enrolling as 4-H members or 4-H Clover Kids each year. Annually, approximately 35,000 adults volunteer their time, talents, and resources in support of the 4-H and Youth Development Program. Providing leadership to an educational program of this size and scope is a challenging task. The revised and updated 4-H Program Management Guide has been prepared to serve as a resource for Extension faculty and volunteer staff who have responsibility for leading this exciting program into the 21st century.

Motto

“To Make the Best Better”

Pledge

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.

Emblem

The 4-H emblem is the four-leaf clover with the letter “H” on each leaf, standing for head, heart, hands and health. The 4-H clover and name are protected under 18U.S.C. 707. Permission is required to duplicate it. See the document, “Use of the Name and Emblem” for further details.

Colors

The 4-H colors are green and white. Green symbolizes nature’s most common color and represents life, springtime and youth. White symbolizes purity.

4-H Year

September 1 to August 31

Web Resource:

For more information on the use of the 4-H Name and Emblem, download the complete document at: <http://texas4-h.tamu.edu/news/graphicslogos/index.php>

Age of 4-H Members

- Any youth may become a member of 4-H when he or she has reached 9 years of age, or 8 years of age and has entered the third grade. “Entered the third grade” is interpreted as September 1 of the year the member is enrolled in the third grade.
- Youth are eligible to participate in the 4-H program as long as they have not reached their 19th birthday before August 31 of the current 4-H year. If a youth turns 19 after August 31 of the current year, they may participate until that 4-H year ends.
- Texas 4-H Age Categories for project activity purposes are:
Junior – 8 and in the 3rd grade, 9 & 10 as of August 31
Intermediate – 11, 12, 13 as of August 31
Senior – 14-18 as of August 31
- Special education youth who are older than 19 and have not graduated from high school may participate in 4-H & Youth Development programs as members, with approval by the county Extension agent. Participation would be limited to the club or county levels.

HISTORY OF 4-H

For more than one hundred years, 4-H in Texas has been developing youth into the future leaders of our communities, country and world. The history is updated on an annual or on an as needed basis.

Web Resource:

A complete timeline of 4-H in America and Texas can be found on-line at: <http://texas4-h.tamu.edu/about/history/index.php>

VISION

The Texas 4-H and Youth Development Program will continue to be a recognized leader in developing life skills, empowering youth and volunteers, and facilitating effective partnerships to create capable and responsible citizens.

MISSION

To prepare youth to meet the challenges of childhood, adolescence and adulthood, through a coordinated, long-term, progressive series of educational experiences that enhance life skills and develop social, emotional, physical and cognitive competencies.

VALUES

- Development of positive life skills.
- Diversity among youth participants, families and Extension personnel.
- Use of research-based information in creative, diverse, hands-on educational environments.
- Optimizing each youth's potential through unique partnerships with other youth, families, volunteers, Texas A&M University System personnel and community stakeholders.
- Supporting county Extension faculty across Texas to enhance the Texas 4-H and Youth Development Program.

USE OF THE 4-H NAME AND EMBLEM

Use of the 4-H name and emblem is governed by congressional action and supplemental administrative policy. Use of the 4-H name and emblem within a county, multi-county or state basis shall be approved by the Program Director for 4-H and Youth Development. In all instances, such use shall conform to national policy and be for the furtherance of the 4-H educational program rather than for the benefit of private individuals, donors or others. The use of the emblem can be used only for serving the educational needs and interests of 4-H members in accordance with authorization of the Secretary of Agriculture or his or her designated representative. The 4-H clover and name are protected under 18U.S.C. 707. Permission is required to duplicate.

Any use of the 4-H name and emblem is forbidden if it exploits the 4-H program, its volunteer leaders or 4-H youth participants of the USDA, Cooperative Extension Services of the Land Grant Universities, or their employees. Also, the 4-H name and emblem cannot be used to imply endorsement of commercial firms, products or services.

Please refer to the National 4-H Headquarters Document entitled "Use of the 4-H Name and Emblem" located on the National 4-H Headquarters website or the Texas 4-H website at texas4-h.org.

TEXAS 4-H RULES AND GUIDELINES

The Texas 4-H Rules and Guidelines are revised each year and should be reviewed on annual basis by all 4-H members, parents/leaders, and county Extension staff. A current copy of the Texas 4-H Rules and Guidelines can be found on the website at texas4-h.org.

TEXAS 4-H AND FFA LIVESTOCK SHOW ETHICS AND ETHICAL BEHAVIOR STATEMENT

This ethics policy applies to any 4-H/FFA member planning to exhibit animals at livestock shows in Texas. It includes Junior as well as open class exhibitors who compete in structured classes of competition. All classes of livestock offered at the livestock event are included: Cattle (Beef and Dairy), Goats (Angora, Boer, dairy, meat, Cashmere), Equine (Horses), Llamas and other specialty animals, Poultry, Rabbits, Sheep, Swine, and any other livestock classes offered. This "Texas 4-H/FFA Livestock Program Ethics Policy" will be enhanced with additional rules and guidelines which individual fairs and livestock shows adhere to on the local, county, state, regional, and national levels.

Web Resource:

Download a copy of the Texas 4-H & FFA Livestock Ethics statement at: <http://texas4-h.tamu.edu/publications/membership/index.php>

ROLES OF EXTENSION STAFF, VOLUNTEERS, AND PARENTS/ADULTS IN 4-H**The Roles of Extension Staff in 4-H**

Development, management and operation of an effective 4-H program in each county is based on cooperation among county Extension agents, local Extension committees, volunteers and 4-H members. County Extension agents have the responsibility of overseeing the program and providing decision-making leadership. The 4-H and Youth

Development Program is the responsibility of every Extension agent in the county.

Ultimate responsibility for programs may be delegated to specific county faculty members (e.g., CEA - 4-H, 4-H coordinator, paraprofessionals) depending on positions, number of agents in county, or district Extension administrator prioritization.

County Extension Agent Role

Planning

- Assume responsibility for local Extension committees and/or task forces.
- Identify volunteers
- Make 4-H volunteer needs known in the community.
- Plan subject-matter, special interest or curriculum enrichment projects.

Organizing

- Develop resources to support the total 4-H and Youth Development program.
- Use volunteers in conducting county activities.
- Serve as a subject-matter specialist.
- Maintain quality of projects and 4-H educational experiences in subject matter projects.
- Coordinate adult, teen, and junior leader training.

Staffing

- Recruit and train volunteers.
- Serve as advisor to club leadership teams.
- Serve as advisor to curriculum enrichment and special interest groups.

Supervising

- Supervise 4-H clubs.
- Keep communication open between county faculty and clubs/members.
- Serve as advisor to County 4-H Council, Adult Leaders Association, and/or other county planning groups.
- Supervise and recognize volunteers.
- Support and motivate volunteers through meetings, trainings, and newsletters.

Evaluation and Quality Control

- Assess needs and situations.
- Evaluate programs, educational events and activities.
- Help volunteers evaluate results of their efforts and personal skills.
- Maintain compliance with Affirmative Action Program guidelines.
- Maintain 4-H enrollment and statistical information.
- Account for funds and resources.

County 4-H Coordinator Role

The county 4-H Coordinator's responsibility is to represent the entire county staff in the coordination of 4-H programs. The 4-H Coordinator is the "team captain" of the county Extension professional staff and county volunteer staff. All members of the team have roles to fill. The 4-H Coordinator is to see that 4-H communication is achieved within the county faculty and staff. The 4-H Coordinator may also be responsible for leading Extension committees tasked with work related to 4-H and Youth Development.

Role of County Extension Agents-Marine, Entomology, Horticulture or other Multi-County Staff

Staff will serve as county subject-matter specialist. They will also be responsible for quality projects and 4-H educational experiences in their program areas. These agents also assist in recruiting volunteers for their specific areas and conducting 4-H volunteer training in their areas. They will also plan 4-H special interest or curriculum enrichment project in their areas.

Role of Texas AgriLife Extension Service Specialists

Texas AgriLife Extension Service has faculty members who specialize in a specific field of study. These specialists are available to support the needs of the 4-H program by development of subject matter curricula, training resources, and technical expertise. Although most specialists are officed at a Texas A&M Research and Extension Center or in

College Station, they work cooperatively with County Extension Agents to support 4-H program needs at the District and State level.

Role of Volunteers in 4-H

Volunteers play an important role in the success of the 4-H program. Volunteers, just like Extension staff, may wear many hats or focus on one thing that they enjoy doing. Volunteers may be short term, episodic or long term in their involvement. They provide support, encouragement and counsel to 4-H members. Some of the responsibilities of volunteers include but are not limited to the following:

- Help secure finances or resources for projects.
- Help members select and participate in projects.
- Help supervise daily care or management of projects.
- Help members keep records for projects.
- Provide leadership and plan structured events for 4-H clubs or groups.
- Organize activities and teach project areas.
- Provide positive reinforcement and encouragement for all 4-H youth.

Role of Parents/Adults in 4-H

Each set of parents/supporting adults, grandparents or guardians with whom you will work with as a club manager is different. You may find ways to reach each kind. Vary your methods, time and follow-up according to the relationships between parents/adults and child. 4-H members may have other adults supporting their participation in the 4-H program besides their legal or natural parents. Club managers and county Extension faculty should welcome their involvement and be flexible in their interpretation of “parent” and “family”. Expectations of parents/supporting adults in 4-H include:

- Attend club meetings.
- Attend as many 4-H activities as possible.
- Encourage 4-H member to participate in all activities and events.
- Help with club and county 4-H activities in some way.
- Visit with club managers and leaders and get materials for 4-H member as needed.
- Learn as much about 4-H as possible to be able to help their 4-H member make project selections, set goals, carry out and complete projects, and be successful.

What 4-H can do for parents/adults and their family!

- Offers opportunities to help own child and other young people grow and develop to their potential.
- Offers many opportunities for families to do things together.
- Develops family unity and interests.
- Provides an extended family as other adults counsel and help 4-H members.

The formula for success in parent/adult involvement is:

Want Parent/Adult Involvement + Inform Parents/Adults + Ask Parents/Adults + Recognize Parents/Adults = Parent/Adult Cooperation

COUNTY ORGANIZATION STRUCTURE



COUNTY ORGANIZATION STRUCTURE

4-H and Youth Advisory Board

The County 4-H and Youth Advisory Board supports the 4-H and Youth Development Program just as the Program Area Committees support other base programs in Extension, such as Agriculture and Natural Resources and Family and Consumer Sciences.

The County 4-H and Youth Advisory Board serves a strategic function by helping the county Extension agent determine what programs should be implemented from year to year, reviewing the educational impacts of programs, determining how to reach new youth audiences, and helping decide whether task forces or coalitions are needed to address priority issues.

The 4-H and Youth Advisory Board meets face-to-face with the county Extension agent at least twice annually. At other times the board is strongly urged to communicate using distance technologies such as chat rooms, e-conferencing and blogs.

4-H and Youth Advisory Board Membership

The board meets face-to-face with the County Extension Agent at least **twice** annually. At other times the board is strongly urged to communicate using distance technologies such as chat rooms, e-conferencing and blogs. Members serve 2-year terms. It is recommended that the board be made up of **8 to 15 (3 youth/1 adult ratio)** people who work or have interest in the area of 4-H and youth development and who represent the demographics and diversity of the county.

Youth members should represent the different schools including home school, come from different parts of the counties, and different Commissioner precincts. Examples of ways to select youth include: 1.) youth could be selected by county Extension agents; 2.) established as a new officer position for each club in the county; or 3.) selected from the County 4-H Council by Council members. The ages of youth members should range from 12 to 18, at the discretion of the county Extension agent. Adult members should have a broad perspective and be able to think beyond the traditional 4-H program. They should be passionate about serving young people in their communities. Examples of ways to select adults include, county Extension agents selecting committee members from the community to meet the needs of the committee or selecting from the County Volunteer Leaders Association by members. All membership is at the discretion of the county Extension agents in that county.

The 4-H and Youth Advisory Board serves a strategic function by helping the County Extension Agent determine what programs should be implemented from year to year, reviewing the educational impacts of programs, determining how to reach new youth audiences, and helping decide whether task forces or coalitions are needed to address priority issues.

Counties that have a current structure that is meeting the programming planning committee structure can keep their structure in place.

4-H and Youth Advisory Board Roles and Responsibilities:

The 4-H and Youth Advisory Board and county Extension agents work together in what is known as the program development process. The board's responsibility is described in the following outline.

1. Oversight for the 4-H and Youth Development Program:

- A. Annually review the county youth enrollment, program evaluations, needs assessments, and the Issue Identification Action Plan related to the area for which the board has advisory responsibility.
- B. Help identify and prioritize output and outcome programming needs, goals and opportunities for the coming year. Coalitions and task forces could also have a role in this process.
- C. Set target dates for each educational activity and event and determine the best ways of marketing these programs to the target audience.

- D. Determine what educational methods and techniques will most effectively convey information to the people the educational program is intended to reach.
- E. Engage resource people to help present the program. Gather other resources that are needed to make the program successful.
- F. Identify programming successes and evaluation results to highlight when interpreting or promoting the program to interested stakeholders and to the Leadership Advisory Board.
- G. Identify stakeholders (individuals and groups) who should know about the success of the program so that interpretive information can be targeted to them.
- H. Help make presentations about the program to the county Leadership Advisory Board, County Commissioners' Court, and other stakeholders.
- I. Review the membership rotation clause in the 4-H and Youth Advisory Board's by-laws and identify potential new committee members to replace those whose terms have expired.
- J. Help contact potential committee members.
- K. Help determine how the external support fund (account) will be managed and controlled by board members and assign that responsibility to members.

2. Assist the County Extension Agent with Outcome programming:

- A. Determine outcome program annually based on priority issues
- B. Assist with determining audience for outcome program
- C. Secure resources needed for outcome program
- D. Assist with developing a marketing/promotional plan for outcome program.
- E. Assist with interpreting outcome plan results to Commissioner's Court, key leaders, public, etc.
- F. Review the evaluations at the end of the outcome program to determine if the program needs to be maintained and if so, how the program can be improved in the coming year.

This group is to review, assess and advise the county Extension agents in the overall county 4-H and youth program direction. This group would annually review the 4-H enrollment to determine the direction the program needs to take annually.

To validate youth issues every 4 years the 4-H and Youth Advisory Board will conduct along with the other county program area committees (AG, FCS, etc.) and the Leadership Advisory Board to conduct an issue identification process. This process may include youth from all youth organizations such as civic, academic, faith-based, and community organizations. They should represent public and private schools and home school programs. It may also include additional adults such as youth ministers, public or private schoolteachers, school board members, legislative aides, county commissioners, city parks and recreation managers, business people, or staff members of youth and family service agencies.

Differences between Youth Board and 4-H and Youth Development Advisory Board:

| | Youth Board | 4-H and Youth Development Advisory Board |
|----------------|--|--|
| Purpose | The County Youth Board serves a strategic function by helping the county Extension agent determine what programs should be implemented from year to year, reviewing the educational impacts of programs, determining how to reach new youth audiences, and helping decide whether task forces or coalitions are needed to address priority issues. | This group is to review, assess and advise the county Extension agents in the overall county 4-H and youth program direction. This group would annually review the 4-H enrollment to determine the direction the program needs to take annually. **Counties that have a current structure that is meeting the programming planning committee structure can keep their structure in place. |

| | | |
|-----------------------------------|---|--|
| Membership | <p>At least two youth members should be from the 4-H and Youth Development Program—one representing a club unit (project, community, school, military, etc.) and one representing other 4-H groups (special interest group, school enrichment, after-school program, etc.). Other youth members could come from organizations such as FFA, boys' and girls' clubs, scouts or student councils. They should represent public and private schools and home school programs.</p> <p>Adult members should have a broad perspective and be able to think beyond the traditional 4-H program. They should be passionate about serving young people in their communities. Adult members might be youth ministers, public or private school teachers, school board members, legislative aides, county commissioners, city parks and recreation managers, business people, or staff members of youth and family service agencies. At least one adult on the board should be an educator.</p> | <p>Youth members should represent the different schools including home school, come from different parts of the counties, and different Commissioner precincts. Examples of ways to select youth include: 1.) youth could be selected by county Extension agents; 2.) established as a new officer position for each club in the county; or 3.) selected from the County 4-H Council by Council members. The ages of youth members should range from 12 to 18, at the discretion of the county Extension agent.</p> <p>Adult members should have a broad perspective and be able to think beyond the traditional 4-H program. They should be passionate about serving young people in their communities. Examples of ways to select adults include, county Extension agents selecting committee members from the community to meet the needs of the committee or selecting from the County Volunteer Leaders Association by members. All membership is at the discretion of the county Extension agents in that county</p> |
| Roles and Responsibilities | Responsible for identifying youth issues and planning one major program annually to meet the needs of the youth in that county. | Oversight for the whole 4-H and Youth Development programming including output and outcome programs. |
| Programming | The board should sponsor or play a significant role in at least one major program each year. This may be an ongoing program or a different program each year. The key is for the board members to work together and take ownership of the program to ensure its success. The county Extension agent facilitates the work of the Board and carries it through the program development process. | <p>Annually review the county youth enrollment, program evaluations, needs assessments, and the Issue Identification Action Plan related to the area for which the board has advisory responsibility.</p> <p>Identify and prioritize output and outcome programming needs, goals and opportunities for the coming year.</p> |
| Issue Validation | Conduct annual issue identification process to determine youth program. | To validate youth issues every 4 years the 4-H and Youth Advisory Board will conduct along with the other county program area committees (AG, FCS, etc.) and the Leadership Advisory Board to conduct an issue identification process. This process may include youth from all youth organizations such as civic, academic, faith-based, and community organizations. They should represent public and private schools and home school programs. It may also include additional adults such as youth ministers, public or private schoolteachers, school board members, legislative aides, county commissioners, city parks and recreation managers, business people, or staff members of youth and family service agencies. |

COUNTY 4-H COUNCIL

County 4-H Council Roles and Responsibilities:

1. Identify training needs and provide training for youth
2. Provide leadership opportunities for youth
3. Plan County wide community service project or support "one day 4-H"
4. Support National 4-H Week
5. Assist in planning, promoting and implementing of programs and services for youth.
6. Plan and participate in community service activities
7. Study problems, activities and concerns of youth, especially issues

Purpose: To provide an opportunity for youth to develop citizenship, leadership and life skill competencies by becoming involved in county, district, state, national and international activities.

Council Delegates represent the interests of members:

- From 4-H clubs to County 4-H Council
- From County 4-H Council to District 4-H Council
- On joint committees with County 4-H Leaders Association
- On the County Youth Board

Council delegates gain knowledge and skills in:

- Democratic parliamentary procedures.

- Working cooperatively in groups.
- Personal relations with others.
- Representing the interests of others.
- Solving problems.
- Accepting responsibility.
- Youth Volunteering their Services

Council delegates volunteer time and effort to:

- Explain and promote the 4-H program.
- Help raise funds to support program activities.
- Conduct 4-H activities.
- Help others.

Possible Activities For a County 4-H Council

- Training session for 4-H club officers
- Planning workshop for local 4-H club program
- Fund-raising projects
- Social and recreational events such as parties, outings, dances, etc.
- Community service project such as a clean-up day
- Radio tapes, window displays, posters for National 4-H Week, etc.
- Speaker program-council delegates nominate speaker
- Recognition program for adult leaders
- Sponsor and coordinate recreational tournaments such as bowling, basketball and softball
- Pen pal program with 4-H club or organization in another county
- Human service project such as assistance to senior citizens at a nursing home or to children in orphanage
- Collection of toys for distribution to needy children at Christmas
- Issue and answers program with local elected officials
- Conduct 4-H interpretation event for local decision makers

County 4-H Parent/Leaders' Association

Volunteer Leaders Association Roles and Responsibilities (made up of all volunteer leaders and parents in the county):

1. Identify training needs and provide training for volunteer leaders
2. Provide leadership opportunities for volunteer leaders
3. Serve on event/activity committees like County Camp, Food project including planning the county Food Show and Rabbit project.
4. Assist in the development of resources to support the 4-H program.
5. Assist in planning, implementing, and evaluating 4-H events and activities through the exchange of ideas among volunteer leaders.
6. Interpret the 4-H program to the public with the emphasis on leadership development and self esteem for all youth of Texas.

Purpose: The County 4-H Parent/Leaders' Association is composed of volunteer 4-H leaders who meet and work together to improve and enhance opportunities available to 4-H members. These volunteer leaders:

- Are dedicated to the well-being and development of youth.
- Assume direct responsibilities in working with youth.
- Believe in a helping relationship between youth and adults.
- Seek to improve their own abilities in working with youth.
- Any interested volunteer 4-H leader may belong to the association. All 4-H leaders within the county are invited to association meetings.

The County 4-H Parent/Leaders' Association serves volunteer 4-H leaders. Leaders exchange ideas, discuss mutual concerns and help each other. Association meetings provide leaders with information about 4-H and working with youth. It is a time of learning, sharing and fellowship.

The County 4-H Parent/Leaders' Association develops and supports volunteer 4-H leaders in their roles with 4-H clubs, members and activities. The association recognizes three important ideas:

- The primary business of 4-H is the needs of youth.
- Volunteer 4-H leaders play a key role in the system of helping 4-H youth.
- Adults who volunteer their time and talents to work with the 4-H program warrant the encouragement and support of an organized group of peers.

Many adults who volunteer to work within 4-H need training in such areas as:

- Their specific role as a leader.
- How to work with youth.
- Specific subject matter knowledge..
- The 4-H program including background, activities, rules and procedures.
- Current concerns, events and opinions in the lives of youth.

Responsibilities:

- Identify leader training needs. Leaders should identify their own training needs. The association helps collect and summarize opinions of leaders about training programs based on topics identified by volunteer leaders.
- Help conduct leader training. Many adult volunteer leaders are able to conduct leader training sessions. The association should identify leaders who can help conduct training and coordinate schedules, arrangements and topics with the county Extension staff.
- Promote idea exchange and mutual support. Leaders have useful ideas and experiences that can be shared to help other leaders. Leaders can help each other by individual visits and direct assistance. The association arranges opportunities for leaders to exchange ideas and help.
- Cooperate with other 4-H organizations. Developing and conducting the county 4-H program is a team effort. The association is part of the team along with the County 4-H Council, 4-H and Youth Development Committee and the Extension staff. The association cooperates with the other county 4-H organizations to support a teamwork approach to the county 4-H program.
- Help explain 4-H to the public. The association helps explain 4-H through its contacts with mass media, donors and elected officials. Leaders take advantage of personal contacts to explain the 4-H program.
- Help develop program resources. The 4-H program requires certain resources to be effective. The leaders' association helps 4-H clubs locate resources needed for their program. The leaders' association, in cooperation with other county 4-H organizations, also helps develop program resources for the county 4-H program.
- Involve leaders in 4-H activities. 4-H leaders are among those most often involved in 4-H activities. The association helps leaders become involved in 4-H activities of their choice. Since 4-H depends on the help leaders provide, the association recruits leaders to work on various 4-H activities.
- Recognize leader accomplishments. The noteworthy accomplishments of 4-H leaders are many. The association sponsors, encourages and makes efforts to recognize leaders for their service and achievements.

4-H Booster Group

4-H Booster Groups are typically structured to provide financial resource support for 4-H activities and programs. These groups typically work together to coordinate fund-raising efforts with designated projects/programs in mind to support. Booster Groups, as with all groups raising money in the name of 4-H, must be Chartered annually to use the Clover in fund raising efforts.

4-H Ambassadors

For a very long time 4-H professionals have recognized that capable, older 4-H members are the program's best spokespersons. Nothing sells 4-H better than 4-H members doing excellent 4-H work where the public and key people can see, hear and examine what 4-H'ers are doing.

The 4-H Ambassador Program formalizes this process. It helps 4-H'ers improve their ability to tell the 4-H story and it helps bring 4-H members and key audiences together.

Need for the Program

Forty years ago, the target audience for 4-H was rural youth. Key leaders in rural America knew about and supported 4-H. It was relatively easy for rural youth of the target audience to learn about and join 4-H. Since then, there have been key changes:

- A large sector of 4-H's audience comes from urban America.
- There has been increased emphasis on serving minority audiences.
- Key community leaders have commonly heard about 4-H but really don't know 4-H.
- 4-H's mission has become youth development oriented.
- 4-H's program is based on youth issues.
- Youth development has become a national priority.
- There is a genuine challenge to receive public funding for 4-H.
- There have been serious questions asked about 4-H's relevance in serving contemporary youth needs.
- 4-H's response to these changes has been slow and in many cases inadequate. 4-H has tended to report participation and individual achievement, which is of interest to the 4-H community. A good job has not been done of reporting impact on the community, which is of interest to key leaders and elected officials.

4-H is the largest youth serving program and organization in the nation and success in leadership and citizenship development have been documented. However, the entire story has yet to be told effectively.

Purpose

The Texas 4-H Ambassador Program was started to convey a clear and accurate image of the Texas 4-H and Youth Development Program. More specifically, the purpose of a 4-H Ambassador program is to:

Tell and show key audiences:

- what the 4-H and Youth Development Program is
- whom it impacts so that these audiences will understand the effect 4-H is having in the lives of young people
- how the 4-H Program is addressing key youth issues in the community and state.

A secondary purpose of the program is to:

- Develop leadership and communication skills among 4-H'ers selected to make Ambassador presentations.
- Make families and youth more aware of 4-H and the benefits it offers.
- Inform elected officials about and involve them in the 4-H program.
- Inform current and potential donors about 4-H and provide the opportunity for them to support program efforts of interest to them.
- Improve the 4-H Ambassador team's presentation and public relations skills.
- Change or improve the 4-H image among selected audiences through program efforts such as community service and increased exposure in mass media.
- Help new 4-H members and families understand the 4-H program, become aware of 4-H opportunities and develop personal 4-H goals.

Each county program should be tailored to its own needs, resources and preferences. Four organizational choices are offered:

- Direct: Counties recruit and train a selected number of 4-H'ers who immediately become the 4-H Ambassador Team.
- Two-phase: Selected 4-H members first undergo a leadership/presentation training program. Team members are selected from those who successfully complete the training.
- Two-tier: Younger 4-H members are selected as team members but serve their first year in an apprentice status. The second year they advance to full Ambassador status, or a county may choose to have a Junior 4-H Ambassador Program and senior-age 4-H Ambassador Program.
- 4-H Council: Selected 4-H'ers from an existing 4-H Council are trained and then assigned to make specific presentations or help with specific activities on an ad hoc basis.

It is up to each county to determine its own:

- Objectives
- Organizational structure
- Training program(s)
- Financing
- Dress/uniform
- Specific activities

Suggested Activities

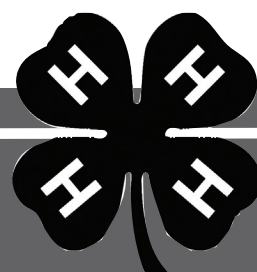
As a county plans its own 4-H Ambassador Program, specific activities must be selected. A listing of categories is provided to help counties plan.

- Promotion: selling an event or program.
- Reporting: telling the 4-H story.
- Selling: raising money, promoting an idea or event.
- Assisting: helping with activities.
- Recruiting: finding and “selling” potential members, leaders and donor on the 4-H program.
- Service: helping others in worthwhile activities.

The following are necessary to make the 4-H Ambassador Team effective.

- First, youth must be trained on how to present, how to represent, how to serve as an Ambassador.
- Next, the Ambassadors need guidance in planning their strategies for getting their positive message about 4-H out to key stakeholders and potential members.
- Last, they need team centered activities such as regularly scheduled meetings, officer elections, and recognition for their group to bring value to their efforts.

ANNUAL PLANNING TOOLS FOR 4-H CLUBS



ANNUAL PLANNING TOOLS FOR 4-H CLUBS



Planning is the key to successful 4-H club meetings and experiences. When youth are asked why they like to be involved in 4-H, consistently they answer “because it’s fun!” In order for clubs to be successful in getting youth to participate, they must keep the meetings and activities fun but also educational for youth. Through advanced planning we can address both of these needs.

What is an annual 4-H club plan? It is an outline of events and activities for the full 4-H year. The annual 4-H club plan is also a great tool that helps to organize the club and involve all members in meaningful roles. The annual 4-H club plan usually consists of:

- Regular monthly meetings at the same scheduled time each month.
- Educational tours and guest speakers.
- Recreational activities for each meeting and special events as desired.
- At least one community service project.
- Two or three projects running from two months in length to a full year.
- One or two 4-H activities that support project work – livestock judging, share-the-fun, etc.
- A fund-raising activity.
- At least one 4-H exhibit opportunity for each member.
- A club achievement activity.
- 4-H promotion and recruitment during National 4-H Week.

Planning Major Meeting Events A Year In Advance

Major parts of 4-H club meeting agendas should be planned in the Summer prior to the beginning of a new 4-H year on September 1. This is done by the executive committee (club officers) and club manager(s), making outlines of club meetings with member assignments using the Annual 4-H Club Annual Planning Form.

There are several reasons for doing this:

- The Annual 4-H Club Annual Planning Form can serve as a checklist to see that every member has a part during a 4-H club meeting during the year and that the opportunities are not restricted to only a few members.
- An annual plan of agendas makes each monthly meeting easier to implement.
- It provides a tool for 4-H officers to take more of the leadership responsibility for the club. A 4-H club president will not need as much guidance in planning each meeting if yearly planning is done.
- It reduces planning time and meetings during the year.
- If the information is put in the club yearbook, members and families have time for special preparations.

Remember, a club program is a plan and, therefore, is flexible. It is intended for use as a guide and as such should be amended as needed. When the program plan is completed, make sure each member receives a copy, and also send one copy to the county Extension office. At the end of the year, the club program can be used to evaluate the progress made during the year and to make decisions about what to do next year. Time spent on planning is well spent. Begin now to get your club on the right track.

Methods Of Program Planning

- Executive Committee Program Planning

This method involves using committees to brainstorm ideas and come up with recommended projects and activities. The executive committee (officers, club managers) assumes major responsibility with input from club standing committees (program, recreation, membership, community service, citizenship, etc.). If a club has no active committees, the executive committee may utilize a survey to gather feedback on program topics, community service projects, or other events and activities members may be interested in.

- Whole-Club Program Planning

A meeting may be set aside for development of a club program. Prior to the meeting, members, parents and leaders should be provided with information outlining the options available. All members, parents and leaders have an equal opportunity to express their needs and interests and to play a part in developing the club program. This is likely to increase participation in and responsibility for activities planned. This method can take a great deal of time, particularly if the club involved has a large number of members. It may be difficult to pare down ideas and come up with a realistic club program.

The recommendation is that clubs utilize the first option -- Executive Committee Program Planning -- to develop their Annual 4-H Club Plan. Participating in the committee process helps develop leadership skills, interest and responsibility for the program among members. It puts final responsibility for the program in the hands of the members but is more efficient than using the whole club to develop preliminary plans.

Resources for Program Planning

A valuable resource that will assist in annual club planning is the Club Ed materials. This resource provides information for each month -- September through May -- to help officers and club managers in completing the 4-H Club Annual Planning Form. There are several years materials posted to pick and choose from. Club Ed provides materials such as the Club Manager Checklist, flag ceremonies, ice breakers, inspirations, program ideas, recreation ideas, community service ideas, and officer intallation ceremonies. The Club Ed materials can be found on the Texas 4-H website at texas4-h.tamu.edu.

Web Resource:

Club Ed located at http://texas4-h.tamu.edu/club_ed. is a great resource for club officers and club managers to gather ideas, management information, ceremonies, inspirations, program ideas, and other great club resources.

Before the executive committee meets to begin the annual program planning process, there are several things that can be done to make the planning go more smoothly. Listed below are other items/information to secure prior to working on the annual plan.

- County calendar of 4-H events and activities.
- List of resource materials available.
- List of 4-H club members and projects in which they are enrolled..
- List of project and activity leaders available.
- Community service ideas.
- Ideas for guest speakers, club tours, recreation resources.
- Last year's club program.
- 4-H Club Annual Planning Form. Provide members with a 4-H Club Annual Planning Form.

One way to identify topics and/or resource persons to present club programs is to conduct a survey with club members in the spring prior to annual planning. This resource provides two different survey instruments that can be used. Choose the one that best suits your needs or create your own! There are also several surveys for parents and leaders to determine their interests and what they are willing to help with. Select the survey that best fits your needs.

Model For 4-H Club Annual Planning

The executive committee is composed of club officers and club managers who coordinate and lead the planning of the year's meeting, events, and activities of the club. The committee should plan and carry out an annual program plan that is important and interesting to all club members. Below is the model time line for completing 4-H Club Annual Planning.

MARCH

- Survey members and volunteers/parents for ideas and suggestions for the next year. (Sample member survey instruments)
- Survey leaders and parents on their interests and willingness to help. Pick one of the survey instruments that that best fits your needs. (Sample leader survey instruments)

APRIL/MAY

- Elect new club officers for the coming year.

JUNE

- The club manager for the next year reviews the current members list of the members and the projects they are enrolled in. They will also review leader and parent interest forms and a current list of volunteers for the club to develop a list of potential project leaders.

JULY

- Executive Committee meets to:
 - Evaluate last year's club events. List strengths and accomplishments as well as weaknesses or problems.
 - Review the club constitution and/or bylaws and be sure they are up to date.
 - Review the club member and parent surveys for program, service and fun activity ideas.
 - Review the Club Ed resources on the Texas 4-H website (texas4-h.org) and print materials that are of interest to be used in the upcoming year.
 - From this information, decide on one or two club goals for the year. Keep these goals in mind when making decisions about what to include in the annual plan. An example goal might be: increase members' skills and participation in educational presentations.
 - If committees are functioning and involved in the annual planning process, divide into committees and allow time for each group to develop a proposal for the year in their specific area (programs, community service, recreation, etc) and report back to the executive committee. If committees are not involved, the executive committee will develop the entire annual club program.
- Club manager reports on the number of 4-H members enrolled in various projects for the coming year and his/her suggestions for the number and kind of projects and activity leaders needed. The time of year and time frames for various projects should also be determined.
- Prepare information to renew club charter and submit to the county Extension office.

AUGUST

- 4-H Enrollment begins on September 1 on 4-H Connect. Club managers and officers will encourage members and volunteers to enroll for the new year.
- Club manager confirms project and activity leaders and sets dates for all projects, activity meetings, and events during the year. Some dates may not be able to be set because they may be dependent on other county-wide dates.
- Executive committee meets. Other committee chairmen and project/activity leaders may also be invited. This meeting may not be needed if all work is completed in one meeting.
- Finalize the club calendar and club plan by setting dates. Consider conflicts on dates and resolve them in the best interest of the club.
- Make detailed monthly meeting agendas for the year using the 4-H Club Annual Planning Form. Be sure that each member is asked to do something during the year. Make sure that there is a system in place to notify club members and leaders at least one month prior to the meetings of their duties.
- Develop yearbook for the club that includes member's and leader's names, addresses, phone numbers, and e-mails. Include the pertinent information for each club meeting.

SEPTEMBER

- Executive Committee and club managers review annual club plan each month and make edits as needed.
- All members and/or volunteers who have assignments on the program for the month are to be contacted at least one week before the meeting to be reminded of their assignment.

4-H CLUB AND GROUP CHARTERS

The Texas AgriLife Extension Service is committed to protecting at the highest level our 4-H program, its members, the name/emblem and image in Texas and the country. This protection comes through the commitment and requirement for all county, district, and state level 4-H clubs and groups to have current charters and understand the value of those charters.

A Texas 4-H charter provides official recognition to a club and/or group their affiliation with the Texas 4-H and Youth Development Program and they have permission to use the 4-H name and emblem within the guidelines. Because of the great image of the 4-H Program in Texas and throughout the country, many individuals, groups, and businesses wish to be affiliated with our program in ways that do not promote or encourage positive youth development. ***Therefore, annual chartering of a 4-H club/group in Texas is not an option - but a requirement!***

Print Resource:

For a complete set of instructions and necessary forms for chartering your 4-H Club/Group refer to the Instructions and Guidelines for Chartering 4-H Clubs and Groups with the Texas 4-H and Youth Development Program. This document can be on-line at: <http://texas4-h.tamu.edu/agents/>

What Is A Charter?

The charter becomes a permit for use of the 4-H club name and emblem. It allows a group to function with all the rights and privileges of 4-H membership.

What 4-H Clubs/Groups Must Be Chartered In Order To Use The 4-H Name And Emblem?

ALL 4-H community, project, activity clubs, or groups in Texas must be formed and chartered on an annual basis by December 1st of each year.

Groups include, but are not limited to, the following:

- County 4-H Council
- Youth Board
- County Volunteer Leaders Association
- County 4-H Booster Club
- County 4-H Clover Kids Groups
- County 4-H Ambassador Program
- County 4-H Foundations
- District 4-H Council
- District Volunteer Leaders Association
- Texas 4-H Council
- Texas 4-H Youth Development Foundation

Memorandum of Understanding (MOU)

Groups that wish to use the 4-H name and emblem but are not under the direct control of Extension and have an independent board of directors should be issued a memorandum of understanding (MOU) regarding use of the 4-H name and emblem. Examples would be stock show boards, private foundations or fund raising groups. The letter would come from the County Extension Agent and grant them permission to use the name and emblem if their work is in the best interest of the local 4-H program. A sample MOU is included in the Guidelines for Chartering 4-H Clubs and Groups with the Texas 4-H & Youth Development Program.

Requirements For Receiving A 4-H Charter

To start a NEW 4-H club or group, the following requirements must be met:

- Five or more members from at least two different families
- Two or more teen and/or adult leaders
- An initial plan of operation (for at least 3 months in advance)
- Elected officers
- All members enrolled in at least one 4-H project experience
- An official club or group name

Once a club has met the initial standards, the following are the requirements which must be submitted to the county Extension office annually to receive and maintain a 4-H charter:

- Club/Group name
- Club/Group responsible person's name
- Club/Group full mailing address
- Membership/Contact List
- Meeting Location
- Elected officers (list of officers must be provided)
- By laws which includes a dissolution clause indicating residual dollars and property will become property of county 4-H program should the club/group dissolve (must be submitted annually)
- Budget (presented and approved annually)
- Bank Information
 - Account(s) Location
 - Account(s) Require Two Signatures
 - Phone Number of Banking Institution(s)
 - Type of Bank Account(s) (Checking/Savings/Investment)

- Annual Financial Report presented to membership and approved.
- EIN number

4-H Club Checklist

In addition to the items required for annual chartering, the county Extension office may also ask for the following reporting processes/documents:

- Annual planning sheet for club (Club programs/community service, etc.)
- Fund raising request forms (Applications for club fund raisers)
- Monthly reporting of attendance, program presented and community service on the 4-H CONNECT management system.

Revoking Of A Charter For A Club/Group

County Extension Agents may request a Charter to be pulled if clubs are not following Texas AgriLife Extension Service and/or National 4-H Headquarters procedures. Examples would include clubs that do not meet the minimum number of members, no enrolled adult volunteers, not submitting requested paperwork in a timely fashion, members not enrolled on 4-H CONNECT, etc.

Process For Chartering A 4-H Club/Group

The process for chartering a 4-H Club or group is relatively simple, once a County Extension Office has reviewed the guidelines and communicated the requirements to club and group leadership.

Below are the steps for completing the chartering process:

1. County 4-H Coordinator should meet with all club/group leaders annually sometime between May and August to explain the requirements for club/group chartering. (Can be most effective incorporating it into club managers/project leaders trainings conducted during this period.)
2. County Extension Agents should distribute the check list for all requirements along with a deadline date for all information to be submitted back to County Extension Office. (State deadline for adding and chartering a club is December 1st, so county deadline should be established early to allow for any following up and “late” submissions.)
3. Once chartering information is received in the County Extension Office it should be organized neatly into a club/group folder with the checklist on top and all information placed in order according to checklist.
4. The County Extension Agent(s) should review all information and ensure that it is complete, correct, and meets all requirements for requesting a charter.
5. Once approved, the County Extension Office will go on-line to 4-H CONNECT and the club information page. At this point they will update the club information with the date that the club/group information was approved by the County Extension Agents.

4-H CLUB BY-LAWS

Every 4-H club must have bylaws in place to provide structure and a plan for how to conduct business. Bylaws provide information on how officers are elected, the election procedures, duties of officers and committees, and many other important things. Each year the bylaws should be reviewed to make sure that no amendments need to be made to clarify a rule further or change a rule that may be obsolete.

Clubs may develop their own bylaws but must use these sample bylaws as a foundation. Clubs **MUST HAVE** a dissolution clause that states that any property, land or money of the club will be relinquished to the County 4-H Program should the club dissolve or the club will not be chartered through the Texas 4-H office. **(For sample set of bylaws refer to publication: Instructions And Guidelines For Chartering 4-H Clubs And Groups With The Texas 4-H And Youth Development Program.)**

PLANNING AND CONDUCTING A 4-H CLUB MEETING

Regular monthly 4-H club business meetings are the center of the 4-H club program. The success of a 4-H club is dependent on how prepared the officers and club managers are to conduct the meeting. It is important for each member of the team to know their role each month, make sure that other members assigned a duty have been contacted and informed of their assignments, and the meeting is conducted efficiently.

A 4-H club should meet regularly at least once each month and follow a regular order of business. Special meetings may be called by the club manager(s) and president if a need arises. The most successful length of time for a regular club meeting is one hour. Every meeting should be started promptly and finished on time.

Every part of a 4-H meeting is educational. Learning takes place from the moment members arrive until they depart. An activity should be planned for members who arrive early such as mixer games, puzzles, record keeping or recreation activity. Members arriving early may arrange chairs and other meeting facilities.

4-H club meetings have four parts which include an established order of business. Below is a description of each part of the 4-H club meeting. The four parts of a regular monthly 4-H meeting are: Inspiration, Business, Program and Recreation.

- Inspiration - (5 minutes)
 - The inspiration sets the stage for the meeting. Younger members first feel the spirit of belonging when they see flags, banners and other regalia at the meeting place. They like to wear jackets, quote pledges, etc., which gives them the feeling of being a part of a big organization. 4-H meeting kits with flags, banners and a gavel may be ordered from the National 4-H Supply Catalog. The inspiration can include:
 - Pledge to American Flag
 - Pledge to the Texas Flag
 - 4-H Motto & Pledge
 - Songs
 - Inspirational poems, stories or quotes
- Business - (15 to 20 minutes)
 - Club activities and plans are handled so as to make the club an example of “democracy in action.” Members learn parliamentary procedure and the group decision-making process. The business part of the meeting has an established order of business.
 - Roll Call - Some clubs have special responses for members to give to roll call.
 - Some suggestions include: My favorite project, My New Year’s resolution, My Best Birthday Present, My Favorite Nutritious Snack, or anything else creative. For large clubs, roll call may be conducted by requiring members to sign an attendance list when they arrive to save time during the meeting.
 - Introduction of guests and new members - Give special consideration to new members and guests at each club meeting. Introduce them and their parents and set a time during recreation or refreshments for new and old members to get acquainted.
 - Reading of minutes - The secretary reads the minutes of the last meeting.
 - Officer reports - Include treasurer’s report, council delegate report, reports on any correspondence by secretary, etc.
 - Committee reports - Committees that 4-H clubs may have include community service, recreation, programs, or others as needed.
 - Leader/Club Manager reports and announcements - Managers and other leaders should be prepared to give their reports and announcements at this time.
 - Unfinished business - Any agenda items left or tabled from the previous meeting.
 - New Business - Business that may come up at certain times of the year includes: Election of officers, Committee appointments, Bylaw amendments, Club budget approval, Observing special events
 - When business items cannot be handled immediately or if further study is needed, they should be referred to a special committee. A small group is much more efficient in planning specific events or studying an issue and coming up with alternatives. Use of committees gives members added opportunities to participate in the club and feel they are an important part of the group. This also ensures that a business meeting does not last more than 15 to 20 minutes.
- Program - (15 to 20 minutes)
 - The program is an important part of the 4-H club meeting and should be interesting to all club members. The selection of programs should result from going through the steps in annual program planning and programs

Web Resource:

The National 4-H Supply, also known as the 4-H Mall, can be found at: <http://www.4-hmall.org>

should be planned in the summer prior to the beginning of the 4-H year on September 1.

- Examples of club programs include:
 - Presentations by 4-H club members on a specific project or activity.
 - Educational or informational videos.
 - Guest speakers from the community.
 - Tours.
 - Hands on activities from a specific project.
- Follow-up contacts should be made one month before the program is to be presented.
- Recreation - (15-20 minutes)
 - Each 4-H meeting should include a recreational activity. One main reason a member belongs to a 4-H club is to have fun. Recreation and social events can help build club morale. Use a variety of recreation activities including starters, mixers, get acquainted games, active games, small group activities, scavenger hunts, line dancing, or any other activity that is appealing to youth. Through recreation, youth can learn to create their own fun, to cooperate, to follow and give directions, and to understand themselves and others better. Unfortunately, recreation is often omitted if time is running short when actually, it should be the last thing deleted from a club meeting.
 - All recreation does not have to be at the end of a meeting. Recreation activities for early arrivals at the beginning of a meeting help a group develop a spirit of togetherness. Helping everyone feel welcome and accepted is vital to enthusiastic participation and cooperation. Recreation can be based around character education and/or health and safety topics would be appropriate.
 - Refreshments are a part of the recreational part of the meeting. They are important, and can get to be a lot of trouble in a larger club, but they are worth it. It's important to give members and families a chance to informally visit and get to know each other. They can discuss the program and upcoming activities. Younger members really enjoy refreshments. It's part of the meeting that is fun for them. Practice serving delicious and healthy refreshments.
 - Assigning different families to bring refreshments encourages parents to be there and help serve. They will come to the meeting.
 - Refreshments are another aspect of the club program that can be done as members arrive. They can eat and visit while waiting on the meeting to begin.

CONSIDERATIONS FOR CLUB MEETING TIME AND PLACE

Time: Schedule monthly 4-H meetings at regular times; for example, the first Tuesday of every month, 7:00 p.m., at the Lions Club Building.. Families need to schedule around multiple activities and is it not supportive of families to schedule impromptu meetings with limited notice.

Place: It is important to find a location where the club can meet each month. meeting in the same location provides stability and consistency for families. There may be times when a club meeting needs to be moved to a different location. For example, if a tour is the program for the month, the club may meet at the location where the tour is to take place. Keep the following things in mind as you select a meeting location and prepare for each meeting:

- Arrange the room according to the needs of the program. Check with the program chairman to see if a special arrangement is desired. If so, do your best to follow his or her suggestions.
- Prior to the meeting, determine what special equipment is needed for the program and have it checked out and set up before the meeting.
- If possible, always seat the audience with their backs to the entrance door.
- Have seating arranged so that all members can see and hear the program.
- Have the meeting room arranged before members arrive. Spend time talking to members and parents rather than arranging furniture or equipment.
- Have membership chairman or membership committee representative arrive early and be at the door to greet members, new members and guests.
- As 4-H meetings must be open to all youth; consideration should be given to individuals with physical handicaps, to make certain the meeting location is accessible to them.

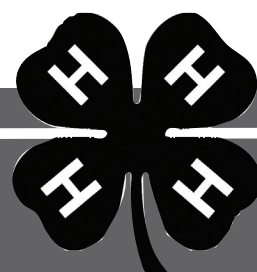
PARLIAMENTARY PROCEDURE

Parliamentary procedure is the basic structure used in conducting a 4-H meeting. For older 4-H members with leadership experience the level of procedures used may be higher than that of a younger 4-H members. Regardless, the operation and decisions of the club should be made by the membership of the club in a democratic fashion.

For resources on teaching and implementing parliamentary procedure in a 4-H club refer the to resources provided in the Texas 4-H Leaders 4 Life Program which can be found on the website at <http://texas4-h.org>.

Web Resource:

The Leaders 4 Life Program website provides resources for leadership training, parliamentary procedure and service learning. Clubs are encouraged to train officer teams for the Leaders 4 Life Skill-A-Thon! The website can be found at <http://texas4-h.org>



MEMBERSHIP UNITS



DEFINING MEMBERSHIP UNIT TYPES

THE MINIMUM REQUIREMENTS FOR A COMMUNITY, PROJECT, SCHOOL, AFTER-SCHOOL, OR MILITARY CLUB IS THE FOLLOWING:

- enrollment of at least 5 members, at least one club manager and as many volunteers as needed
- enrollment of as many project and/or activity leaders as required
- elected officers of president, vice president(s), treasurer, secretary, county 4-H council delegate(s) and health/ safety officer
- holds regularly scheduled or monthly meetings
- conducts project meetings as needed
- conducts a service learning and/or community service project

Print Resource:

A 2 page document, "4-H Fast Facts: Participation and Membership Units" can be found on the Texas 4-H website at: http://texas4-h.tamu.edu/library/files/Fast_Facts_0708_Membership_Participation.pdf

Additional Requirements For Each Of The Club Types Are As Follows:

Community Club

- Organization based upon proximity of the participants

Project Club

- Original organization is based on a single project
- Expansion after the original project organization into other project areas

School Club

- Organized and conducted in school
- Membership may be divided into several clubs of different ages

After School Club

- Organized and conducted in an after school setting
- Membership may be divided into several clubs of different ages

Military Club

- Organized of youth who have a family member in the military service.
- Generally located on military installations.

Project Group - this is not a membership unit, but a group of young people who are studying one project through affiliation with one of the five membership units.

SHORT TERM GROUP

Short-term groups are organized as educational/learning groups that have an attraction to audiences due to the short term of the commitment or the involvement in the 4-H program. The short-term group may attract those who would not otherwise participate in the 4-H program. There are two types of short-term groups: Enrichment Curriculum and Special Interest.

Minimum Requirements for Special Interest and Enrichment Curriculum Groups are:

- Consists of 5 sequential learning experiences each at least 30 minutes in length with a total of at least two hours of educational experiences
- Uses the 4-H clover
- Promotes other delivery methods in which youth can participate and encourages them to join 4-H.
- Do not have elected officers
- Organized or coordinated by Extension professionals
- Participants are reported on group enrollment form

Additional requirements for Special Interest Groups are:

- Directed and taught by volunteer adult or youth leaders
- Taught in an INFORMAL setting

Additional requirements for Enrichment Curriculum Groups are:

- Learning activity takes place in a classroom setting
- Led by a school faculty member or an Extension volunteer
- Enrichment Curriculum Unit is an individual classroom.

Recording Enrichment Curriculum Members

- Youth are counted only once per year as a member
- Youth are reported in the 4-H CONNECT reporting system for each contact made.
- Ignoring Duplications - agents need not be concerned about duplication of enrichment curriculum in other delivery methods in 4-H (e.g. community clubs, project clubs, special interest groups).

4-H Enrichment Curriculum

An enrichment curriculum project is a cooperative effort between a school and Texas AgriLife Extension Service. This may be a public, private institutional, or home school. Members participate in an educational program planned and coordinated by Extension staff in cooperation with school officials to supplement and compliment the school curriculum.

The enrichment curriculum project is taught by a teacher or a volunteer and takes place in a classroom setting. There are a number of 4-H projects written especially for the enrichment curriculum experience. These project materials, in the form of teacher/leader guides, are usually written in a lesson plan format and are designed to assist the teacher by providing a series of “learn by doing” lessons for youth in agriculture, natural resources, family and consumer sciences, youth development and other science and technology topics. Many teacher/leader guides list the Texas Essential Knowledge & Skills (TEKS) that the 4-H enrichment curriculum project helps to teach. Other 4-H or Extension materials can be easily adapted for the classroom teacher or volunteer.

An enrichment curriculum experience should have a definite beginning and ending. Enrichment curriculum is designed to supplement and enrich classroom teaching, not replace the required curriculum. The curriculum is designed to help youth develop needed life skills and/or to address critical issues of youth. The outcomes targeted with enrichment curriculum include helping youth to:

- acquire subject matter skills and knowledge
- develop problem-solving capabilities
- develop a positive self-concept
- learn and use accepted practices for mental, physical, emotional and social health
- explore and evaluate career and job opportunities
- set and achieve other 4-H and personal goals

Each youth participant is a 4-H member during the time he or she is enrolled and participating in the enrichment curriculum project. This makes them eligible to participate in all county 4-H contests and activities for which they are eligible. Youth participants are considered short-term 4-H members.

4-H Special Interest

4-H special interest groups are organized or coordinated by Extension professionals, and taught by volunteer adult or youth leaders. These groups consist of youth who are at least 9 years old or 8 years old and in the third grade on August 31. Youth are eligible until August 31 of the calendar year they turn 19. Also included may be 4-H Clover Kids members in kindergarten through second grade (ages 5 to 8 years). Clover Kids may not participate in any competitive events associated with any 4-H club or group.

CLOVER KIDS

Family involvement has always been one of the key components of the 4-H program. Many of the youth involved in the program have younger siblings who want to participate along with them. In the 1980's county Extension agents were surveyed and 82% were in support of developing a program for youth ages 5 to 8. The type of involvement was the big issue.

The Texas 4-H & Youth Development program developed rules, guidelines and curriculum appropriate to this age group and its needs. The 4-H Clover Kids program is designed with flexibility and can be adapted to individual county programs. However, the goal of providing quality educational experiences for K-2 youth should not be compromised. That goal is: "...to help youth build self-esteem, confidence, social and decision making skills through participation in hands-on, non-competitive activities. "

Print Resource:

Clover Kids Rules and Guidelines
For more information on Clover Kids refer to the current Texas 4-H Rules and Guidelines. This document can be found at: <http://texas4-h.tamu.edu/publications>.

4-H Clover Kids is designed as an introductory 4-H experience for 5 to 8 year olds. The program encourages goal setting and evaluation of individual progress, but on a level appropriate for this age group.

YOUTH LEADERSHIP OPPORTUNITIES



4-H CLUB OFFICERS

The 4-H club officers are elected by the club each year and have the responsibility of planning, implementing and evaluating all club meetings and activities. Working with the club managers, they form an executive committee to give overall guidance to the club. Clubs can determine the requirements to run or be nominated for office. The officer requirements must be included in the club bylaws. Be sure that 4-H members are familiar with the officer requirements for their club and have a list of eligible members.

At the beginning of the year, or during the annual club planning process during the summer, the executive committee staffs the 4-H club leadership team by recruiting adult, junior and teen volunteer leaders and appointing all club members as chairmen and members of committees. It is important to include committees in the club to provide leadership opportunities for members not serving as an officer.

If the 4-H club has enough members, it is suggested that a 4-H member should not serve as the same club officer for more than one year, but should move to other leadership positions and allow all members of the club an opportunity to serve as club officers. Club officers are elected each year and serve for one year.

Support documents for club officers can be found in the publications -- club management section of the website at <http://texas4-h.tamu.edu/publications/clubmanagement/index.php> The title of the document is the "4-H Club Officer Handbook." The entire handbook can be printed or individual sections can be printed as needed.

Web Resource:

The 4-H Club Officer Handbook can be found at: <http://texas4-h.tamu.edu/publications/clubmanagement/index.php>

Major Duties And Responsibilities Of Officers

PRESIDENT

- Serves as chairman of the executive committee.
- Oversees the yearly plan of club meetings and activities, and makes the plan and calendar available to all club members, families and the county Extension office.
- Coordinates the activities of officers, leaders and committees by having planning sessions each month or as needed to ensure maximum member involvement and good preparation in all club activities.
- Appoints committees as needed. The president is an ex-officio member of all committees except the nominating committee.
- Arranges for a regular meeting time and place each month.
- Makes yearly plan of club meeting agendas with first vice-president.
- Develops a club meeting agenda for each meeting.
- Contacts each person who has a part during the meeting or on the program and encourages them to be prepared.
- Presides effectively at all club meetings.
- Uses basic parliamentary procedure as a tool to conduct effective, orderly meetings.
- Arrives at least 30 minutes before the meeting to set up the room for the meeting and program, which includes setting up flags and banners.
- Counsels with other officers, club managers and leaders about last minute additions to the agenda.
- Serves as one of the club's delegates to County 4-H Council and should be present at council meetings, activities and training sessions.
- Exhibits good leadership qualities and is a role model to the members of the club.

FIRST VICE-PRESIDENT (in charge of programs)

- Assists the president.
- Presides at meetings and performs other duties of the president in the absence of the president.
- Becomes president if the president leaves, resigns or is relieved of office.
- Serves as chairman of the program committee and sees that a yearly program plan for monthly club meetings is made.
- Works closely with program committee advisor.
- Recruits committee or club members to introduce the program each month.

- Contacts all people at the beginning of the year to request or coordinate programs, and gets their agreement to attend the meeting and present the program.
- Reminds program speaker at least one month before they are to present a program and gives them details of program plans.
- Arrives at least 30 minutes before meeting is to start and sets up the room for the meeting and program.
- Serves as host to club speakers before and after the meeting along with the member who is responsible for the introduction.
- Checks to see that a thank-you letter is written to the person presenting the program.
- May serve as one of the club delegates to the County 4-H Council.

SECOND VICE-PRESIDENT (in charge of recreation)

- Assists the president.
- Performs the duties of the president, in the absence of the president and the first vice-president.
- Serves as chairman of the recreation committee and sees that recreation is planned and led at each meeting.
- Works closely with recreation committee advisor.
- Appoints 4-H families to be hosts and provides refreshments at each meeting.
- Plans other recreational activities of the club such as Christmas parties, picnics, etc.
- Attempts to keep sportsmanship, fairness and playing for fun foremost in all recreational activities.

THIRD VICE-PRESIDENT (in charge of membership)

- Assists the president.
- Performs the duties of the president, in the absence of that officer and the first and second vice-presidents.
- Serves as chairman of the membership committee to recruit and orient new members of the club.
- Works closely with membership committee advisor and/or the new member family coordinator.
- Prepares new member packets and gives them to new members who join the club during the year.
- Sees that a member of the membership committee arrives at least 15 minutes before each meeting to greet members and parents/adults and give a special welcome to new members and families.
- Is responsible for introducing new members and guests at meetings.
- Plans for an orientation of new members and families to the club and 4-H.
- Plans recruitment efforts to invite all boys and girls in the community or area to join 4-H.

COUNCIL DELEGATE(S)

- Each club is to have delegates elected to serve on the County 4-H Council. These delegates may be the president and first vice-president, or separate elected offices.
- Reports local club activities and recommendations at county council meetings.
- Reports on county council activities, recommendations, committee reports and activities of other clubs at local club meetings.
- Serves on county-wide committees as appointed by the county council chairman or president.
- Recruits older members of club to serve on county-wide committees.
- Attends all club meetings and council meetings.
- Should attend available training opportunities at county, district and state levels.

SECRETARY

- Calls the roll and checks attendance.
- Reads the minutes of the last meetings.
- Keeps complete and accurate minutes of all meetings.
- Reads letter of information or any other correspondence to the group.
- Writes correspondence for the club which includes thank you notes, letters, or other communication.
- Contacts members who have missed three consecutive meetings in a row and extends a special invitation for them to attend the next meeting.

TREASURER

- Keeps accurate, up-to-date records of all receipts and expenditures of club funds and the balance in the club

treasury.

- Plans a club budget and presents to the club for approval.
- Pays bills as approved by the club.
- Gives reports of club's financial holdings at each meeting or as requested by the president.
- Prepares a financial report for the year and presents it to the club, and also gives a written report to the secretary, club manager and county Extension agent.
- May serve as chairman of finance committee.

REPORTER

- Submits interesting reports and pictures of club activities, members and leaders to local newspapers, radio stations and television stations.
- Reports club news to the county Extension office for the county 4-H newsletter, website or blog.
- Visits local newspapers, radio and TV stations to learn about their requirements for using news articles.
- Works with the secretary in reporting monthly club meeting information to county Extension office.

HEALTH & SAFETY OFFICER

- Assist the president and other officers in planning the 4-H clubs's annual activities calendar.
- Serve as chairman of the Health/Safety Committee.
- Provide some type of health/safety information at club meetings. This could be a scheduled guest speaker, roll call, educational presentations, ice breaker, or recreation activity.
- Provide a news release to the club reporter on each health activity.
- Provide the club manager with any requested information.

PARLIAMENTARIAN

- Provides advice to the presiding officer on parliamentary procedure.
- Instructs members in correct parliamentary procedure.

Resources for Club Leadership

Support documents for club officers can be found on the Texas 4-H website under publications at <http://texas4-h.org>.

It includes publications for:

- Effective 4-H Meetings
- Organizing Your 4-H Project Group
- Parent Involvement
- Planning the Annual 4-H Program
- Planning the Project Meeting
- Project Selection - Record Keeping
- Teaching Techniques
- The 4-H Club Meeting
- The 4-H Project
- The Learning Environment
- Understanding Youth
- Welcoming New Members
- 4-H Club Officer Handbook - Complete Officer Guide
- 4-H Club Officer Handbook - President
- 4-H Club Officer Handbook - 1st Vice-President
- 4-H Club Officer Handbook - 2nd Vice-President
- 4-H Club Officer Handbook - 3rd Vice-President
- 4-H Club Officer Handbook - Secretary
- 4-H Club Officer Handbook - Treasurer
- 4-H Club Officer Handbook - Reporter/Public Relations
- 4-H Club Officer Handbook - Council Delegate
- 4-H Club Officer Handbook - Club Committees
- 4-H Club Officer Handbook - Forms

Web Resource:

The documents listed below can be found at: <http://texas4-h.tamu.edu/publications/clubmanagement/index.php>. Additional resources on leadership skills and parliamentary procedure can also be found on the Leaders 4 Life website.

- 4-H Club Officer Handbook - Parliamentary
- Parliamentary Procedure: Parli-Pro
- 4-H Club Officer Handbook - Health & Safety Officer
- Health Officer - Handbook
- Health Officer - Suggested Health Programs
- Health Officer - Suggested Recreational Activities

4-H Club Committee Chairman and Committee Members

Committees can serve many functions in a 4-H club. They can give many members extra involvement and leadership opportunities in the club. Committees can also make business meetings go more smoothly and quickly since much of the detailed planning and/or fact finding can be done outside of the regular club meeting. Committee chairmen give leadership to club committees. Their work varies according to the task of the committee. Committee chairmen are appointed by the executive committee and usually serve for one year. Some committee chairmen are appointed for a shorter period of time.

Major Duties and Responsibilities of 4-H Club Committee Chairman include:

- Meet and coordinate plans with the adult advisor assigned to the committee.
- Schedule, plan and conduct committee meetings.
- Develop committee meeting agenda for each meeting.
- Notify committee members of meeting.
- Develop and give report of committee work to club.
- Follow specific recommendations of the club in carrying out committee responsibilities.

Major Responsibilities of a Committee Member include:

- Attend all committee meetings. If you cannot attend, notify the chairman before the meeting. After the meeting, check with the chairman to find out what was missed.
- Take part in discussion, carefully staying on the subject.
- Help the committee reach a group decision and then support that decision.
- Take specific assignments to carry out committee plans.
- Assist the chairman in preparing a report.
- Add items to the agenda when necessary.
- Take time to listen objectively and consider others' opinions.
- Ask questions if you do not understand something.

4-H Junior Leader

A Junior Leader is a 4-H club member who has done a good job in his or her project and exhibits leadership. There is no set number of junior leaders for any 4-H club or for any project group. Junior leaders are recruited to serve in specific roles within a 4-H club or group. Junior leaders are recruited each year and serve one-year terms in specific roles. Junior leaders may continue in the same role for several years or volunteer for other Junior Leader responsibilities.

Requirements:

- Must be a member of a 4-H club and have had one year of 4-H experience
- Must be between the ages of 10 and 19
- Works under the supervision of an adult volunteer
- Willing to attend training and learn leadership skills
- Willing to keep a record of activities and accomplishments

Major Roles and Responsibilities of Junior Leaders include:

- Assist adult volunteers with leadership responsibilities in the 4-H club, project groups or activity groups.
- Recruit 4-H members individually and in groups.
- Assist 4-H members individually and in groups.
- Help plan and conduct regular club meetings and activities.

- Volunteer to assist with county, district and state 4-H activities.
- Demonstrate good leadership qualities and serve as a role model for other 4-H members.
- Register as a Junior Leader and enroll in the 4-H leadership project.

4-H Teen Leader

A Teen Leader is a youth between the ages of 13 and 19 with one year of project experience who accepts the full leadership responsibility for a 4-H club or project group of a 4-H club or a special interest short-term group. The teen leader works with the guidance and advice of an adult advisor. Previous experience in working with boys and girls is helpful. Teen leaders serve for a one-year term.

Major Roles and Responsibilities of a Teen Leader include:

- Be at least 13 years of age.
- Lead a group of youth in a 4-H club, 4-H project group or a 4-H special interest project.
- Participate in basic 4-H Leader training.
- Participate in specific project training, if applicable.
- Participate in specific club manager training, if applicable.
- Obtain an adult as a 4-H advisor and cooperate and counsel with adult advisor in carrying out responsibilities.
- Recruit 4-H members for 4-H club or project group.
- May secure another youth age 13 to 19 to work as a team in the leadership roles.



RISK MANAGEMENT



Risk Management in 4-H Programs

What is risk management?

(by: Risk Management Resource Center, 1999)

Risk management is the discipline of dealing with the possibility that some future event will cause harm. It provides strategies, techniques, and an approach to recognizing and confronting any threat faced by an organization in fulfilling its mission. Risk management may be as uncomplicated as asking and answering three basic questions:

- What can go wrong?
- What will we do (both to prevent the harm from occurring and in the aftermath of an incident)?
- If something happens, how will we pay for it?

Large organizations may have a risk management department responsible for answering the three basic questions. In addition, the department may manage litigation, coordinate safety programs, and undertake the complex analyses required to set monetary reserves for future claims. In small, community-based nonprofits, the risk management function is more likely to focus on issues such as:

- Screening volunteers to protect children from harm;
- Checking motor vehicle records for all staff and volunteers who are driving on the nonprofit's behalf;
- Developing board orientation and training materials;
- Coordinating the development and consistent use of employment practices; and
- Negotiating the availability of bank credit and purchasing property and liability insurance.

What is a Risk?

(by: Risk Management Resource Center, 1999)

Simply speaking, a risk is any uncertainty about a future event that threatens your organization's ability to accomplish its mission. Although your "fund balance" may be minimal, and equipment may be second generation, your agency has vital assets at risk. Generally, nonprofit assets fall into the following categories.

- People - board members, volunteers, employees, clients, donors, and the general public.
- Property - buildings, facilities, equipment, materials, copyrights, and trademarks.
- Income - sales, grants, and contributions.
- Goodwill - reputation, stature in the community, and the ability to raise funds and appeal to prospective volunteers.

The Risk Management Process (by Treasurers of the Trail, West Virginia University Extension Service)

The risk management process has three steps:

STEP 1: Look for Risks

Acknowledge the reality of risks in everything you do – meetings, activities, and events.

Focus on your assets:

- People – members, volunteers, public
- Property – buildings, equipment, bank accounts
- Income – sales, grants, contributions
- Goodwill – reputation, stature in the community, ability to raise funds

STEP 2: Evaluate the Risks

Once you identify the risks, it's necessary to make conscious decisions about which risks the organization can tolerate; which risks require the purchase of insurance; which risks can be reduced or controlled; and which are simply too great to bear.

Rate the risk against two factors: frequency and severity. How often might the risk occur—seldom, occasionally, frequently? And, if it occurs, how severe might it be? Once you rate the risk, then you can begin to think about controlling the risk.

STEP 3 – Decide How to Manage the Risks

There are five options to managing risks. Risk avoidance is the strongest method of dealing with risk since it completely eliminates the risk. Of course all activity cannot be stopped just to avoid risk. You need to ask: Is risk justified? Can risk be properly handled by some method other than avoidance? Can the risk be partially assumed or transferred? Can the risk be reduced?

When evaluating programs and activities, look hard at the return to the organization from activities that involve a high degree of risk. It may be better to cancel an activity or event than endanger youths or others needlessly.

Risk transfer is a common means for handling risk. Risks with low frequency and high severity are most often transferred in the form of insurance. Insurance is one of the safest methods for transfer. Insurance does not prevent the incident or a lawsuit but does help with financial coverage. Some risks may not be insurable. Compare cost of insurance and exposure to loss. Other methods of transferring risk include leases, sales contracts, purchase contracts, suretyship, and bailment.

Risk reduction or modification is a method for decreasing the risk or the loss. Using multiple strategies to reduce risks will improve your control over surprises.

Reducing risks should be a major focus of a risk management program. The risk reduction plan should be a part of the overall risk management plan.

Risk acceptance means you keep the risk and accept the responsibility for any consequences (losses) should the risk occur. This method is often considered “living dangerously.” Organizations most commonly accept risks by not thinking about them.

Acceptance makes sense if the risk is small enough that the organization can sustain the loss. You usually accept some risks whenever you want to accomplish anything.

Risk prevention is often a longer term method for reducing risks through preventative measures. Many groups provide a system to handle almost any emergency through a risk management plan. It may be necessary to get legal advice to determine what to include in the risk management plan and to provide a safe experience and avoid legal entanglements.

Where Do We Start?

Effective risk management requires the use of common sense and general procedures when planning and implementing 4-H programs. As your 4-H program develops, make risk management a key part of your planning.

Work with committees to:

1. Identify risks
2. Evaluate risks
3. Reduce preventable risks to an acceptable level
4. Obtain insurance or other financial resources as needed
5. Monitor and revise any plans or actions

You may want to discuss risk management with other leaders, teens, and parents. Remember that risk management is everyone's responsibility.

Know the people—volunteers and youths—with whom you are working. For example, how well do you know your 4-H members? Do any of your members have special needs; i.e., diet, medications, reduced activity? You may want to consider having a medical card on each child in your club. Are there any special circumstances in the family of which you should be aware? For example, should the child not be allowed to travel with certain people or is a divorce causing special problems, etc.

Have you considered the risks that may be present in your meeting environment? Do members know what to do in

case of fire or other emergency? Is a first aid kit available? Is a second adult present in case you should be called away? Is safety a key element of your club program?

The role of risk management as it relates to the safety of 4-H'ers in the 4-H program can't be underestimated. In all of our work with young people, we have a responsibility to them, and to their families, to provide a safe environment. By following a few simple guidelines, you can help provide such an environment.

1. The volunteer should review the planned program of activities and/or the project/s to identify areas of potential risk. Once identified, a plan to minimize these risks should be developed, written down, put in place, and be understood and practiced by all leaders involved.
2. Volunteers should develop guidelines to determine appropriate actions during an emergency. Emergency drills should be practiced, when appropriate.
3. 4-H project workshops should start with a discussion of the project and the safety procedures to follow when involved in that project.
4. Each member should demonstrate through action/exam, that he/she fully understands and can follow the established safety guidelines for that project. The leader should document the results.
5. All machines or equipment used with a 4-H project should be in good repair with all safety features in place and functional.
6. Protective safety equipment should be worn when required or recommended.
7. All equipment should be appropriate for the age, size and ability of the participants.
8. A specific written plan for each project or special activity should be prepared.
9. A first aid kit should be available.
10. Make certain the appropriate people are aware of all planned activities and events. This may include the extension office, parents, neighbors, etc.

In all 4-H programs, leaders should understand the proposed program activity, know the experience and qualification of the leaders involved, understand the skill level of the youth involved, and assess the degree of risk before acting. All leaders should act in a responsible manner where 4-H programs are concerned.

Setting Terms and Conditions for 4-H Clubs

Every 4-H club needs to have rules and guidelines on actions to take if a child is ill or injured. Club managers and volunteer leaders must reduce risk taken by the club. It is better to set rules and guidelines before a problem arises; that is, it is better to prevent a fire than to have to extinguish one.

Sometimes it's not obvious what terms and conditions are needed until a problem arises or becomes continual and demands that rules be established. Avoid unnecessary stress by setting clear rules and guidelines and making sure all volunteers, children, parents/adults, and the community know about them.

When setting up terms and conditions, first determine whether they are really needed. Too often, rules are created as a result of one particular incident and then stay in use for years, creating much paperwork and extra pressure and stress on all 4-H members and volunteers.

If you have explored all possibilities for solving a problem, and terms and conditions are needed, then remember that:

- Youth should be involved in developing the terms and conditions.
- The terms and conditions must be in writing, preferably as a part of the club bylaws.
- The terms and conditions should be realistic and fair.
- They must also be enforceable. Provisions must be made to warn a person in writing before enforcing the consequences of breaking the terms and conditions.
- The terms and conditions must be free of any evidence of discrimination on the basis of sex, socioeconomic level, race, color, religion, national origin, or disability.
- They must be reviewed by the county Extension agent responsible for 4-H before final adoption.
- Once adopted, each member and family must be given a written copy of the terms and conditions.
- When enforcement is required, the terms and conditions must be enforced fairly and consistently for all concerned.

- Review them annually to re-evaluate their effectiveness and change if necessary.

Bylaws and standing rules should be voted on and adopted by club membership. Make it clear who sets terms and conditions, and disseminate them to everyone whose cooperation is needed.

Continual spoken and written communications, with parents/adults in particular, are extremely important so that expectations are discussed and clarified before conflicts arise. Good communication can prevent many conflicts.

Code of Conduct and Consequences of Misbehavior Affecting Youth and Adult Programs

The Texas 4-H & Youth Development Program provides the opportunity for youth to become leaders with high morals and ethics. The Texas 4-H Code of Conduct, Texas 4-H and Youth Development Consequences of Misbehavior, and the Texas 4-H and Youth Development Volunteer Code of Conduct outlines the expectations and responsibilities to every youth, adult, volunteer, and Extension employee in knowing the principles of conduct for all 4-H members and volunteer leaders. 4-H members and volunteers agree to these policies when enrolling on 4-H CONNECT on-line management system each year.

Youth Protection Standards

The Texas AgriLife Extension Service Youth Protection Standards (YPS) program was implemented to assist in providing a safer and more positive environment for youth and adult volunteers. The YPS program involves criminal background checks of all direct adult volunteers 18 years of age or older who are involved in teaching these youth groups. Volunteers who have been screened by another entity, such as their employer or other youth organization, may indicate this on their enrollment form and provide proof of the screening. An approved list of prior screening entities is available at <http://texas4-h.tamu.edu>.

Volunteers must enroll annually using the 4-H CONNECT on-line management system, or complete the front and back side of the Texas 4-H Adult Volunteer Application.

Volunteers working directly with youth may be assigned, restricted, denied, or dismissed based on this information and information received from the criminal background check.

Chaperoning Youth

A person must be at least 21 years of age at the time of a 4-H event to serve as an adult overnight chaperone and be an approved volunteer through YPS..

Insurance

Parents/Guardians, Members, Volunteers, and County Extension Staff should understand that neither Texas AgriLife Extension Service nor the 4-H Youth and Development Program maintains a comprehensive general liability insurance policy that would pay the medical bills and expenses of injured 4-H members or volunteers, or pay the legal fees of 4-H members or volunteers sued as a result of their participation in 4-H activities. As such, parents/guardians of 4-H members and volunteers should review their personal insurance coverage.

4-H Clubs and 4-H support groups/organizations that are interested in securing insurance for their activities can contact a local insurance agent for advice or they may contact American Income Life (AIL), a company that offers two insurance options for 4-H: (a) an accident medical policy for a particular scheduled activity (referred to by AIL as Special Activities Coverage for Accident or Illness); or (b) a general accident policy that covers all activities for a one-year period (referred to by AIL as Annual Accident Coverage). Information on American Income Life insurance policies can be found on their website at: <http://www.americanincomelife.com/FourHCoop.aspx>.

Local companies may also be able to provide coverage for specific events within the county.

Americans With Disabilities Act

Texas AgriLife Extension Service is dedicated to providing information and resources to all citizens of the state of Texas regardless of socioeconomic level, race, color, sex, religion, disability or national origin. As part of that

commitment, agents and volunteers must be conscientious of working with disabled persons and in selecting the facilities used for educational programs.

Americans With Disabilities Act—Examples of Meeting Announcements and Pre-Registration Forms

General Purpose:

- “If you require auxiliary aids, services or other accommodations for this meeting due to a disability, please check here and a Texas AgriLife Extension Service representative will contact you to discuss your needs.”
- “Individuals with disabilities who require an auxiliary aid, service or accommodation in order to participate in this meeting are encouraged to contact (fill in name and telephone number) to determine how reasonable accommodations can be made.”
- “We will seek to provide reasonable accommodations for all persons with disabilities for this meeting. We request that you contact (fill in name and telephone number) as soon as possible to advise us of the auxiliary aid or service that you will require.”

Physical Disability

- “Accessibility: To make the conference enjoyable for everyone, all classes and clinics, and many half-day tours are accessible to persons with disabilities. Please be advised, however, that participants for all tours must be able to board vehicles without mechanical assistance. We can store wheelchairs on board the buses.”
- “Conference facilities are accessible for the physically disabled.”

Deaf/Hearing Impaired

- “Please notify the (blank) County Extension Office one week in advance if you require special assistance with hearing or interpretation of program presentations. We will make every effort to assist where possible, but we need advance notice.”
- “Deaf/hearing impaired participants should notify the (blank) County Extension Office at least one week in advance of the program so that interpretation assistance can be provided if reasonably available.”

Resources for ADA Requirements

- Texas Commission for the Blind
7517 Cameron Road, #120
Austin, Texas 78772
Toll-free 1-800-252-5204
www.tcb.state.tx.us
- Texas Department of Assistive & Rehabilitation Services
(Division of Deaf and Hard of Hearing Services)
P.O. Box 12904
Austin, TX 78711
512-407-3250
www.tcdhh.state.tx.us

Adjunct Faculty & The Texas Education Code for UIL Extra Curricular Activities

Refer to current years documents for Associate Director for County Program and Texas 4-H Program Director for current information on Adjunct Faculty and Excused Absences for 4-H activities. Posted on the Texas 4-H and Youth Development website.

Food Safety

Food products that are prepared and /or presented in conjunction with a 4-H contest are not to be tasted or consumed by the judges and/or audience. Concession stands organized by 4-H affiliated groups should only be hosted in facilities approved by the County or City Health Department. Some cities/counties require a permit to conduct a concession stand, catering event or other food related fundraiser. Be sure to check the policy in your city/county before conducting a food related event.

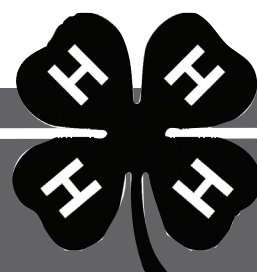
Cooperation between 4-H, FFA and other Organizations

A cooperative relationship is expected between the 4-H and Youth Development Program and FFA. The exhibiting of projects and participation in similar educational and competitive events offered by the two organizations, should always emphasize maximizing educational opportunities for young people. Consistent with the rules and guidelines of the specific events and contingent upon an agreement between the county Extension staff responsible for the 4-H and Youth Development Program and the faculty member responsible for the FFA program, youth are allowed to use the same projects and/or activity to participate in FFA and 4-H programs.

Unescorted Minors Traveling

Unescorted minors who travel to 4-H events beyond the county level in their own vehicle where lodging is required on site are expected to turn in the vehicle ignition and door lock keys to the adult in charge upon arrival.

Minors traveling to and from 4-H events beyond the county level are expected to have written permission from a custodial parent/guardian to travel alone or leave the group outside the posted schedule.



VOLUNTEER DEVELOPMENT



Human Resource Development

Most county Extension agents would likely agree that their concerns with the 4-H program center on two separate but closely related factors.

1. Available leadership
2. Parent/supporting adult interest and cooperation

Most agents would also agree that there is no limit to the extent and effectiveness of the 4-H program, if these two factors are abundant. The interest and participation of parents in 4-H is highly important to the tenure of leaders and members and to the overall effectiveness of the 4-H program. In today's society, we also have to look at the other supporting adults who may be involving youth in 4-H activities, such as grandparents, non-custodial parents, relatives, family friends, foster parents or just concerned adults, so we will use the terms "parents" and "supporting adults" synonymously. Many leaders and Extension agents are concerned because they feel too few parents/supporting adults are participating.

County Extension Agents and volunteers in key leadership roles should consider the following factors regarding volunteers.

1. Parents/supporting adults should be asked to help. Asking for help in a large group setting is rarely effective. If individuals are approached with specific tasks they will more likely volunteer.
2. Parents/supporting adults need to be reassured and recognized for doing good work, particularly by the people who asked them to assume a responsibility.
3. Parents/supporting adults need to be better informed about 4-H work. They get information by attending meetings, assisting at community and project meetings and tours, and by assuming leadership responsibilities.
4. Leaders and agents should request the parents'/supporting adults' help rather than assume they will volunteer. Today's volunteer will more likely commit to several weeks with specific tasks. The old days of "volunteering for 20 years" does not match with today's society.
5. Leaders and agents should continually practice the process of "growing" parents/supporting adults into volunteers by getting them involved and then progressively giving them larger responsibilities.
6. A variety of ways need to be developed through which parents with different talents, means and amounts of time can participate. Not all people do the same thing well, and it takes some analysis to find who can, and will, do certain tasks. (The person who will never speak in a public meeting will build a booth or float, etc.)
7. Special efforts should be made recruit a diverse population of volunteers to add strength and depth to the 4-H experience.
8. Job descriptions should be utilized so that duties of the volunteer role is clear from the beginning and the volunteer knows the length of the commitment. Job description examples can be found on the Texas 4-H website at http://texas4-h.tamu.edu/projects/projects/index_projects.php.

Web Resource:

The Projects page in the Texas 4-H website provides brief descriptions of each project and sample volunteer descriptions. The link to these resources are located at: http://texas4-h.tamu.edu/projects/projects/index_projects.php

Benefits of Parent Participation

Through research and experience, active parent/supporting adult participation has proven to have positive effects on 4-H, 4-H clubs/groups and 4-H members. These benefits are listed below.

It is important to the 4-H member:

- Studies found that boys and girls do better 4-H work when parents show their interest not only by words but by deeds.
- When parents/supporting adults participate in the 4-H program, the 4-H member gains support, confidence, assurance and a feeling of security that he might not have otherwise.

It is important to the 4-H parent/supporting adult:

- Extending a helping or encouraging hand to a boy or girl is one of the finest ways parents/supporting adults can express affection to their children or to other youth.

- 4-H is a family affair, offering parents/supporting adults many opportunities to participate in a program where both child and adult may become involved in common interests and strengthen family unity.
- 4-H provides a means for contributing to the community.

It is important to the 4-H program:

- When parental support is positive, the chances are good for a club/group to become stronger, larger and more active.
- In clubs/groups where parental support is good, individual club/group members receive more personal attention and guidance from leaders and parents/supporting adults.
- Club/group activities and events will develop and expand with the added support of parents/supporting adults. 4-H has a positive influence on the lives of thousands of boys and girls. This happens only when parents/supporting adults care enough to share their time, efforts and talents.

How Agents Can Encourage Participation:

- Develop a parent/supporting adult interest or volunteer sheet and make it available to all clubs/groups for use in recruiting parents/supporting adults to help in various ways.
- Conduct an orientation to explain what 4-H is and the opportunities for new parents each year. There are several ways this can be done.
 - Train new member/family coordinators to do this job in each 4-H club/group.
 - Provide a countywide orientation program
 - Mail a letter series to parents of each new member who joins.
 - Mail a letter of welcome explaining the importance of parent/supporting adult participation to each new family.
 - Encourage new parents/volunteers to view the “New Volunteer Orientation” on-line training which can be found at: http://texas4-h.tamu.edu/volunteers/training/index_vol_training.php

Web Resource:

The Online Orientation for Texas 4-H Volunteers course can be accessed by going to this website link: http://texas4-h.tamu.edu/volunteers/training/index_vol_training.php

Parent/Supporting Adult 4-H Pledge

I pledge my HEAD to give my child the information I can, to help him or her see things clearly and to make wise decisions.

I pledge my HEART to encourage and support my child no matter whether he or she has successes or disappointments.

I pledge my HANDS to help my child’s club/group; if I cannot be a leader, I can help in equally important ways.

I pledge my HEALTH to keep my child strong and well for a better world through 4-H, for my child’s club, our community, our country and our world.

Texas 4-H Friends & Alumni Association

The Texas 4-H Friends and Alumni Association provides an opportunity for former 4-H members and friends of the 4-H program to give back to the organization that has meant so much to them and for friends of the 4-H program to ensure the continuance of 4-H for the youth of Texas. The association’s goal are:

1. Provide scholarships and grants for deserving youth, adults and programs for state and national level trainings and recognition events.
2. Develop programs for training and recognition.
3. Interpret programs. Example: Purchase of program exhibits and displays.
4. Offer mini-grants for unique district and county programs.

Marketing Ideas for Recruitment of 4-H Friends and Alumni Members

These are ideas for events and activities to market 4-H and collect the names and addresses of 4-H friends and alumni.

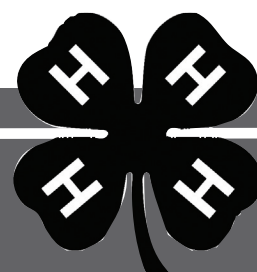
- Exhibit/display booth at county fairs, stock shows and other 4-H events
- 4-H Family Fair
- Club members canvas family and friends for names of former members, with a contest for the most names submitted
- National 4-H Week promotion
- National 4-H Week scavenger hunt for 4-H friends and alumni
- Proclamation by county judge of “4-H Friends and Alumni Month”
- Displays at malls, businesses, banks, restaurants, etc.
- Exhibits at local celebration
- Ask local businesses and corporations to distribute 4-H friends and alumni information through their e-mail, employee newsletters or bulletin boards
- Promote through TEEA members and other program area committees
- Develop a list of graduating high school and college seniors
- Provide a media packet to Welcome Wagon/newcomer contacts, newspapers, magazines, chamber of commerce, etc.
- Radio and TV PSAs — hold a press conference to publicize the 4-H Friends and Alumni Association
- Provide media with human interest story (oldest 4-H member, Gold Star winners, etc.)
- Develop a history list from old files
- Write the history from old files
- Write the history of 4-H in your county
- 4-H banquets and other activities to recognize 4-H friends and alumni
- 4-H billboards (some can be donated)
- Tray liners or place mats in fast food and other family restaurants
- Donors distribute 4-H friends and alumni information through newsletters, publications, “things” they give away
- Duplicate and mail 4-H friends and alumni information with annual tax statements, utility bills or bank statements

Suggested Ways of Involving 4-H Friends and Alumni

You are encouraged to add to this list other ways to involve 4-H friends and alumni.

- Direct Programs -- Volunteers who provide programs directly to 4-H on a one-to-one or small-group basis.
 - Club manager
 - Method demonstration volunteer
 - Camp instructor
 - Judging team coach
 - Ambassador advisor
 - Programs for clubs/groups
 - Project leader
 - Resource instructor (one or two lessons)
 - Judge
- Service to Other Volunteers -- Volunteers who work directly in the areas of recruitment, placement, training and servicing of other volunteers. Examples include volunteer recruiter, volunteer trainer, volunteer manager, spokesperson for 4-H or any other capacity that can benefit your program.
- Indirect Services -- Volunteers may have some, little or no involvement in providing educational programs directly to 4-H members or other 4-H volunteers. They can provide service to the 4-H program indirectly. The following are some ideas.
 - Become donors/sponsors
 - Establish and maintain alumni files
 - Coordinate transportation
 - Edit 4-H newsletter
 - Serve as a fair clerk
 - Write grant proposal
 - Serve as camp cook

- Print newsletters and brochures
- Provide space for exhibits, contests, meetings, etc.,
- Serve as a typist
- Advocate -- Some volunteers are needed to speak out, to seek public and private resources for the support of 4-H programs. The general public, agency or organization officials may be their specific audience.
 - Raise funds
 - Write and share 4-H history
 - Seek sponsorships supporting 4-H in their advertisements
 - Serve as a speaker
- Administration -- Those who provide administrative services to program areas other than local 4-H clubs and groups. Volunteers can serve as:
 - Camp director
 - Exchange tour director
 - Treasurer
 - Citizenship tour manager
 - Fair superintendent
- Policy -- Volunteers serve on county, district and state-wide policy advising groups.
 - 4-H and Youth Committee member
 - Program review committees
 - County Fair Board
 - Texas 4-H Foundation Board



RESOURCE DEVELOPMENT



Procedures for Handling 4-H Club Funds

County 4-H programs must have a clear-cut structure on where fiscal responsibility and accountability is placed. Planning, controls, and documentation will be major components when managing program finances, assets and taxes. 4-H financial management is the responsibility of the entire county staff according to Texas AgriLife Extension Service Best Management Practices.

Responsibilities for Managing 4-H Program Finances and Assets

1. The responsibilities of the Texas AgriLife Extension Service Director and Program Director for 4-H and Youth are to authorize use of the 4-H name and emblem (Attachment) within the policies of the Cooperative Extension and the Secretary of the United States Department of Agriculture. Furthermore;
 - To keep a record of all 4-H organizations to which authority to use the 4-H name and emblem has been granted within the county or multi-county area for which the designated agent is responsible.
 - To secure from each organization authorized to use the 4-H name and emblem a periodic report of activities.
 - To review each 4-H organization's activities to determine that it continues to meet the particular 4-H objectives for which it was established and that the 4-H name and emblem are used in accordance with the statute.
 - To issue a letter, 4-H Club charter or other certificate of authorization authorizing a group, or volunteer leader to carry out a program of youth activities using the 4-H name and emblem.
2. The responsibilities of the individual 4-H organization are to maintain a record of its activities, to maintain a record of contributions received, and to prepare and keep on file a record of its financial transactions.
3. Federal law requires that funds raised or given in support of 4-H programs be handled in a manner of public trust.
4. Those responsible for handling funds must do so in an open, responsible and trustworthy manner.
5. There must be a clear-cut organizational structure on which fiscal responsibility and accountability are placed. Document the responsible parties and their responsibilities to the assets including:
 - Name(s) of individual(s) authorized to sign on the accounts or authorized to increase or decrease the value of the assets.
 - EIN (Employer Identification Number) of accounts.
 - Physical location of assets.
 - Name(s) of individual(s) responsible for reviewing the assets.
6. Administrators, faculty, staff, club managers and treasurers must be able to carry out their responsibilities as defined in the rules and guidelines for handling finances and assets.

Internal Control Procedures

- The county Extension faculty must authorize the use of the 4-H name and emblem and is responsible for communicating best practice expectations for all 4-H program accounts.
- The local Extension Program Council entity, shall determine county program needs, develop a budget, assist in securing adequate finances and resources, and hold those responsible accountable for the intended use.
- The name "Extension" or "Texas AgriLife Extension Service" should never be listed as owner of the fund account. The owner should be the "_____ 4-H Fund, "4-H Fund." Do not use the word "County" in the name of a 4-H account or it could be mixed in with other county government accounts.
- All bank accounts and/or securities held by 4-H groups should be associated with an Employer Identification Number secured by the specific 4-H group or organization. Use Form SS-4 from the IRS to obtain an EIN. The most current copy can be obtained on the Internet by contacting <http://www.irs.gov> . Agents, leaders, parents or members should not use their social security number on a 4-H account. Those funds will be reported to the IRS under that individual's name.
- A county 4-H program should have only one county 4-H bank checking/savings account.
- Detailed records (original invoices and receipts) should be kept on money collected (date collected, from whom, amount collected, purpose) and spent (date spent, who was paid, amount paid and purpose of payment).
- Notify the bank in writing of any changes in check signers or persons authorized to withdraw funds from the account.

- A computer software package with adequate built-in controls is recommended any time a bank account is involved. Commercial products like QUICKEN © or Quick Books are supported by Extension. These programs are easy to use and have an excellent support system by the manufacturer. They allow you to record and track transactions on accounts and create sub-accounts.
- Record cash receipts immediately upon receipt and deposit on a daily basis.
- Prepare a list of all remittances received and make comparisons of this list with subsequent bank deposits.
- Adequate physical facilities should be provided for safeguarding cash in the possession of individuals authorized to handle cash (safe, locked cabinet, etc.).
- Make all payments by serially numbered checks. All receipts, checks, orders, etc. should have a pre-numbered sequence which can be accounted for later. Maintain duplicate copies of receipts given to individuals who turn over cash.
- Safe combinations and keys to cash boxes or files should be restricted to a minimum number of persons.
- No checks are made payable to cash.
- All supporting documents are stamped or adequately marked to prevent their reuse.
- Notify the bank immediately if the check signers or those authorized to withdraw from the account change.
- Check request form should be used to authorize payment.
- Issue checks to vendors only for payment of approved original invoices which have been re-added and extended. Try to match with receiving documentation or other evidence that the goods or services are complete.
- Reimbursement claims should be supported by cash register tapes or paid invoices. If a receipt has been lost, an affidavit by the employee/volunteer can suffice.
- If a prepayment is needed, an initialed statement can be used as support until the item is purchased. The subsequent invoice can be attached later.
- The person who collects funds and the person who writes checks should not be the same. For example, a county secretary can collect entry fees and then give the money to the treasurer for deposit. Preparing a list of all remittances received in the mail and comparing this list with subsequent bank deposits should be a routine function of county faculty and the financial review committee.
- Bank accounts should be reconciled monthly and any adjustments recorded in the records immediately. Reconciling items should be handled in the month they are discovered.
- The person who writes the checks should not be the one who reconciles the bank statement. Bank statements should be delivered unopened directly to the reconciler.
- If petty cash is a necessity, place it in the hands of a single custodian who is responsible for a set amount of money in the most secure place available. A written log should be maintained of disbursements and a copy should be stored elsewhere. If a theft occurs, a report should be made to authorities and the amount of loss determined by the log. In any case, only a minimal amount should be kept as cash on hand, as more acceptable alternatives exist. There should be a regular financial review of the funds.
- If at all possible, no barter items should be used as payment of amounts owed to outside parties or employees. These transactions must be handled by check.
- Inventory of produce, livestock, equipment or other property should be listed and the list assigned to a custodian. The custodian should make an accurate accounting initially and report this to a supervisor for report purposes. Any changes in inventory should be updated monthly. Periodic physical counts should be made by another employee to guard against shrinkage by loss or theft.
- Never use a 4-H account to “borrow” from for personal uses.
- All checks returned by the bank for insufficient funds should be dealt with immediately and a follow-up record maintained.

United Way Funds

Counties or 4-H clubs accepting United Way type funds should only accept these funds if an agreement is reached between the county 4-H program or 4-H Club and United Way that specifically allows for the raising of money in addition to that received from United Way.

State Sales Tax Exemption

4-H clubs, members, and/or volunteers are NOT state (Texas) sales tax exempt. Tax exemption of 4-H references FEDERAL income tax. There is no state sales tax exempt number for 4-H.

4-H Clubs are not automatically state sales tax exempt. Individual activities may be declared exempt from sales tax. These exemption certificates may be obtained from the Office of the Comptroller of Public Accounts in Austin. Communications should be directed to the Comptroller of Public Accounts Exempt Organizations Division, 1-800-252-5555.

Federal Income Tax Filing Requirements

The Pension Protection Act (PPA) of 2006 requires any federal tax exempt organization to file a federal income tax Form 990 or 990-N (electronic postcard) annually. Any group that does not file during a 3-year period will lose their federal tax exemption status. Groups raising less than \$25,000 will file an electronic Form 990-N, also known as the e-Postcard. If a group generates over \$25,000, they will file a Form 990.

The Internal Revenue Service has assigned a federal income tax group exemption number to 4-H organizations and affiliated groups to use when filing. This number is 2704. This number is not a state sales tax exempt number but is the Group Exemption Number that the IRS has assigned to 4-H for FEDERAL INCOME TAX purposes.

Accountability

- All clubs/organizations and counties must have a set of by-laws that include provisions for receiving and disbursing funds and the dissolution of club/organization assets if the club/organization disbands. All assets, fiscal and property, go to the county 4-H & Youth Development Committee. An example of an approved dissolution clause is stated here:
 - “Upon disbandment of the club, all real property, including money, equipment, and land, shall become the property of the County 4-H Program for care and disposition. The last official duty of the club’s manager shall be to effect the transfer of club property and to turn over club records to the county Extension agent.”
- County 4-H organizations and task force members should prepare an annual budget and submit it to the Resource Development Task Force .
- The Resource Development Task Force will prepare an annual county budget based on input from county organizations and task forces, and submit it to the 4-H & Youth Development Committee for approval.
- Conduct an annual review of all county 4-H funds and submit an Annual Review of Support Group Fund report to the County Extension Office. The Task Force reviews clubs, organizations and task force reports, arranges for the financial review of 4-H county accounts and assets, and provides an accounting report to the 4-H & Youth Development Committee.
- It is recommended that all physical assets of more than \$250 in value should be listed on the annual review report.
- County Youth Board reviews and approves a report accounting for the finances and resources used to support the 4-H & Youth Development program. Place a copy on file in the county Extension office.
- County Directors and District Administrators review and approve reports at the time of performance appraisal conferences.

Print Resource:

The Sample Budget and Planning Form Handout can be found on the Club Ed website at: http://texas4-h.tamu.edu/club_ed/

Essential Steps for Financing Club Programs

- Provisions for handling money
 - Standing rules
 - Receiving and disbursing funds
 - Disposition of funds
 - Form SS-4
 - Timeline for Financing 4-H Clubs
- Electing a Treasurer
 - Qualifications
- Treasurer understands and carries out responsibilities
 - 4-H Club Officer Handbook
- Identification of needs and opportunities

- President appoints a local finance committee composed of 4 to 6 members.
- Ideally, the committee should have two older and two younger members.
- One leader or parent should serve as advisor to local finance committee.
- The local treasurer should serve as chairman of the committee.
- Local executive committee expresses its needs and anticipated costs to finance committee.
- Local members should have an opportunity to express their needs.
- Determine priority needs
 - Local finance committee reviews all requests and discusses approximate costs.
 - Committee develops list of needs with approximate costs.
 - Sample Budget and Planning Form
- Project income
 - Balance from last year
 - Fund-raising strategies and approximate income
 - Appoint coordinator
- Coordinate with county program
- Submit annual financial report
 - Sample letter to club managers requesting financial review information
 - Annual Review of Support Group Fund Report -- This should be turned in to the Extension office with 4-H Club Charter information. The purpose of this form is for clubs to provide documentation that an annual review was conducted based on Extension's best management procedures.
- Affirming to Donors that their Donation is Going to a Tax Exempt Organization/ and, that their donation could be tax deductible
 - Mailing to CEA referencing 501c3 Tax Exempt Status
 - Frequently Asked Question about Tax Exempt Status
 - Request for Local Clubs and Groups to be included under National 4-H Council's Group Exemption Number (GEN) for tax exemption.
 - IRS Letter granting 4-H Federal Tax Exempt Status, and donations being potentially tax deductible.

4-H Fund Raising Policy

Texas AgriLife Extension Service encourages fund-raising because money helps to add enrichment to 4-H programs. The only restriction to 4-H fund-raising is that 4-H clubs and/or county programs may not accept United way type funds if the local United Way management rules state that "if you accept United Way funds you may not raise additional funds."

Although few restrictions are applied to local 4-H fund-raising activities, always keep in mind that 4-H has an image and reputation to uphold. Certain activities may be perfectly acceptable in one community, while being taboo in another. As a general guideline, 4-H should never be connected with any activity which is illegal or which is contrary to moral standards of the community. The amount of funds raised should correspond to the amount of the projected budget. Money raised for awards and recognition should be kept in line with proper youth development principles. (ie: developing a budget that includes \$25,000 worth of awards is not necessary to properly recognize youth)

County Extension faculty must be notified regarding any fund raising done in the name of 4-H. Any club/group raising money in the name of 4-H must be chartered through the county Extension office.

Basic Fund-Raising Procedures

The key for success in fund-raising is a very simplistic, logical and organized approach. The following procedures are recommended by using the Fund Raising Planning and Organizational Sheet

1. Needs Analysis -- As a club, the 4-H members should determine what they want to do (identify their needs) for the entire club year. Each need listed should be justified in writing with a valid cost estimate. This data is submitted to the budget committee.
2. File Notice -- A second important step is for the club to file a notice of fund-raising intent (if the county requires such an intent) to the proper county level 4-H organization which coordinates fund-raising in the county. This notice should specify the type of fund-raising and ensures that if more than one donor is contact-

ed by more than one 4-H club, the prospective donor understands that the different 4-H clubs have financial needs as well as the county program.

3. **Appoint Budget Committee--** The budget committee studies all needs and ranks them in prioritized order. This is done so that lower priority needs can be identified and cut if sufficient funds are raised. After the budget is finalized, the committee submits it to the club members for approval. After approval, the fund drive is ready to begin.
4. **Fund-Raising Committee --** Organize or appoint a 4-H club fund-raising committee. The committee should be composed of 4-H members and advised by one to two volunteer adult leaders. A typical committee will be composed of the club treasurer and several representatives from the club's membership advised by one or more volunteer 4-H leaders. It will be helpful if the volunteer has had experience in fund-raising.
5. **Identify Method --** It is important to identify ways to raise needed funds that are compatible with the community. It is important that you determine the most effective way to raise the funds needed, keeping in perspective a formula that "permits you to raise the most amount of money in the shortest time with the least effort." It is important to choose methods that allow every individual in the community to participate. An important concept is to find a method that works well for your club so that the community identifies that method as your 4-H club's major fund drive.

Plan Of Action

The best made plans lead to no end unless there is a sound plan of action to carry out those plans. The following is a listing of steps that will lead to the development of a successful plan of action:

1. **Organize the Fund-Raising Force**
 - These are the people who will do the work and comprise the various committees necessary to carry out each function. It is logical to assume that all members of the 4-H club and many of the volunteers and parents will be involved on committees in the fund-raising process.
1. **Appoint Committees**
 - Assume that the 4-H club will sell pecans prior to the holiday season. It has been determined that the club wants to raise \$500 and this determines the number of pounds of pecans to be sold. What are the logical committees needed to make the fund drive successful?
1. Establish a beginning and ending time.
2. Submit the fund-raising plan to the proper county level 4-H organization, for approval, if required.
3. Conduct the fund drive.
4. Respond to donors -- Sample letter
5. Close out the fund drive.
 - Report to the 4-H club membership on the success of the drive.
 - Report to all contributors. It may be appropriate if in the case of product sales to put an ad in the newspaper thanking all contributors for purchasing the product.
 - Conduct a 4-H club party and recognize top salesmen and fund drive leaders.

In-kind Contributions

In-kind contributions are those contributions that are given in lieu of cash contributions. For example, a feed dealer might contribute three sacks of feed more readily than he might give \$25 cash.. In-kind contributions are very valuable and should always be sought when appropriate. This provides the opportunity for those people, perhaps being contacted at a time of a low cash-flow, the chance to participate in the fund drive by giving an "off the shelf" type gift.

Types of In-kind Gifts:

1. Facilities for meetings, etc.
2. Off the shelf awards, prizes or other items.
3. The loan and use of special equipment.
4. The services of personnel who have a particular expertise that will be valuable to the 4-H club, made available on company time.

Alternative Ways To Raise Funds

- Product Sales

- A product such as pecans, candy, etc, is sold by members. Chief advantages are: all members can participate; the entire community can be solicited to help; the amount of product that needs to be sold to gain an exact amount of money can be calculated. It can be done quickly.
- Concession Stands
 - The main disadvantage is the amount of work and energy that needs to be concentrated. Often people can't work during school or work hours. Often only a small amount of money is raised for the amount of time and energy invested. The advantage is the public image presented.
- Service Methods
 - These methods meet an identified need or interest such as a pheasant or dove hunt where hunters are charged a fee for a place to hunt. Other methods include turkey shoots, car washes, horse shows, judging contests, antique auctions, farm markets and etc.
- Commodities
 - This is a product contribution, in-kind or "check-off" method. A producer simply consigns a calf, 20 bushels of wheat or other products to the 4-H club for the fund-raising effort. The commodity is sold for the 4-H club. The following fund-raising plan includes a number of steps, diagrams, and fill-in-the-blank items that can provide a 4-H club guidance in fund-raising. The items are listed in a progressive order of importance to the fund-raising process.

4-H Fund Raising Ideas

Listed below are some examples that have been identified to give a county or club some ideas for fund raising. Think outside the box and be creative in fund raising strategies!

Product Sales -- this is unlimited! There are numerous companies that specialize in product sales fund raisers. A few are listed below.

- popcorn
- cheese
- pecans
- peanuts
- light bulbs
- eggs
- livestock show catalogue ads
- Christmas trees
- Christmas ornaments
- fruit cakes, cakes
- seeds
- seedlings
- poinsettias
- smoked turkeys, hams, bacon
- mischief insurance for Halloween (4-Hers agree to clean up any Halloween mischief to yard or house)

Food Booths or Activities

- Concession stands at stock shows, sports or community events
- Omelet supper
- Walk-A-Thon
- Bean and cornbread supper
- Jump-A-Thon
- Rock-A-Thon
- Skate-A-Thon
- Mr. and Miss 4-H contest – clubs nominate a boy and girl and each club works to raise money for one month so their candidate will be the winner. Half of the money goes to the county fund and half remains in the club.
- 4-H Variety Show (sell tickets)
- Pee-Wee basketball tournament
- Fishing fiesta

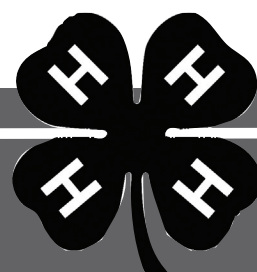
- Turkey shoot
- Pheasant hunt
- Junior rodeo
- Volleyball tournament
- Benefit dance
- Country store at fair
- Dunking booth
- Frog jump
- Benefit horse shows
- Benefit livestock progress shows
- Cake Walk
- Fall Festival with game booths, concession stands, ect.
- Cow Patty Bingo

Services

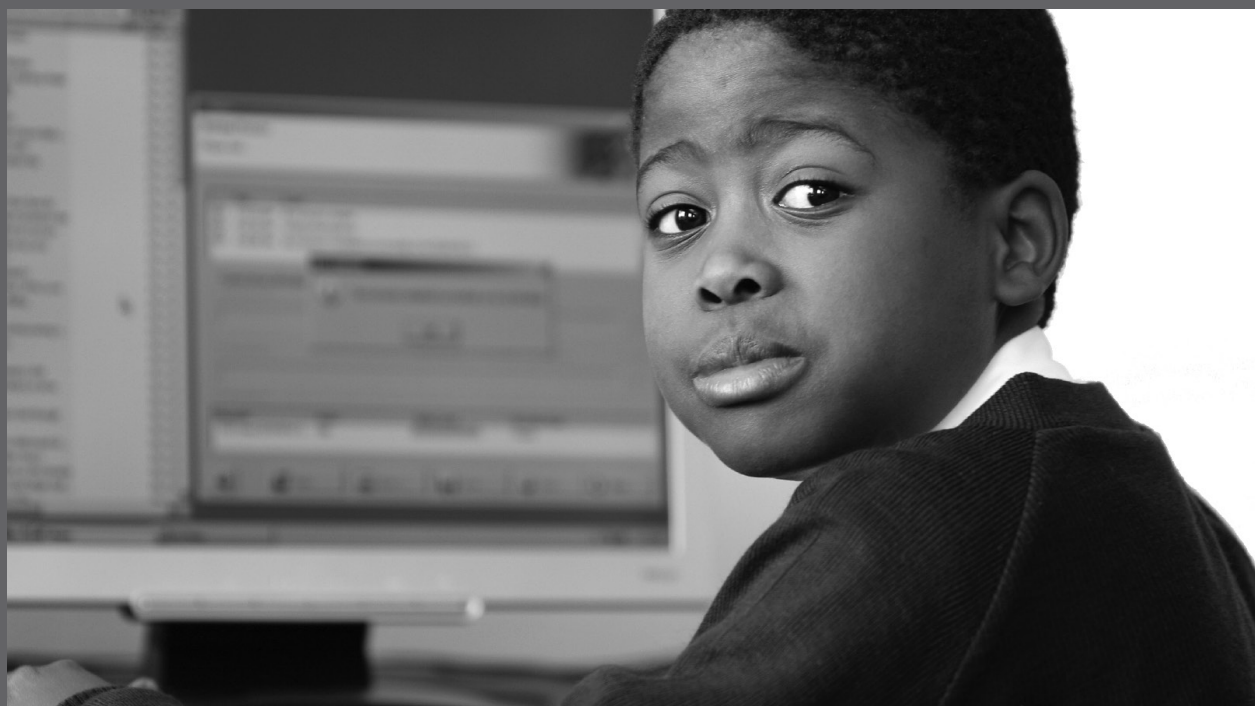
- Raking leaves by 4-H members in fall
- Used clothing shop
- Distribute advertising flyers for percent of proceeds
- Community-Wide or Club garage sale

Donations and Auctions

- Donations for side of beef
- Donations for shotgun
- Donations for TV or radio
- Donations for new truck
- Cake auctions
- White elephant auction
- Antiques auction
- Service auction (4-Her's "services" to baby-sit, mow lawns, clean garages, etc.)
- Handmade craft items auction
- Donation of computer, smart phone, iPad, iPod, or other technology products



RECOGNITION



4-H Recognition Model

Recognition is provided in the 4-H program as a tool to motivate self-improvement by providing satisfaction and a feeling of accomplishment in youth, volunteers and parents/supporting adults. If recognition is to satisfy, it should come as a result of sincere effort on the part of the 4-H member and/or volunteer, and should be in proportion to the quality of work achieved.

Recognition of 4-H Members

When recognizing 4-H members for achievement, the major focus should always be on the development of the individual 4-H club member in relation to project work, 4-H club activities, helping other members and sharing experiences, rather than only on awards. Attention must also be given to the differences in age group interests and abilities when deciding the type of recognition to provide.

- The 5- (or kindergarten) to 8-year-old needs special recognition that does not involve peer competition.
- The 9- to 12-year-old is strongly motivated by the 4-H pin or ribbon as an award and a pat on the back from a leader or parent/supporting adult for recognition.
- The 12- to 14-year-olds are influenced by such awards as money, county medals and ranks in organizations; they seek recognition through added responsibility as a junior leader or club officer and admiration by their peers.
- The 14- to 19-year-old is motivated by trips, scholarships and recognition given by important people in the community and awarded in a public place, and/or by more adult responsibility being given to them.



National Recognition Model

The National Recognition Model applies to groups, youths, adults, families and parents. Recognition, support and encouragement for learning is provided equally in all five areas. Cooperation partly overlaps Participation, Progress toward Self-set Goals, Standards of Excellence and Peer Competition. Cooperation is a part of all four. The intent of the graphic is to show individuals and people working together in teams or groups.

Designing Your County 4-H Recognition Model

Use the 4-H Recognition Worksheet to develop your county's recognition model. List the number of 4-H members involved and the 4-H activities that awarded individuals for the following types of recognition:

- Participation in educational experiences
- Progress toward self-set goals
- Achievement of standards of excellence
- Results from peer competition

Below are a list of questions to ask as the county recognition model is developed:

1. Did you include those youth who completed 4-H educational experiences in curriculum enrichment/special interest groups?
2. Are all 4-H members in your county included in at least one award or recognition situation.
3. Are new 4-H members recognized?
4. Are 4-H members with disabilities included in the county program?
5. Are the requirements for awards clearly outlined in the county handbook or another document?

Recognizing 4-H'ers for Participation in Educational Experiences

Develop simple criteria for all youth who participate in a 4-H educational experience. The recognition should be part of the learning experience, can be earned several times and is appropriate for each age level. Because this form of recognition is best received immediately following the participation in a learning activity, it should be given at the very basic learning levels of 4-H, specifically the 4-H club/special group meeting or the project group meeting.

Some examples of this type of recognition include:

- Recognition for participation in a 4-H project group
- Recognition for participation in a special 4-H project workshop, tour, field trip, etc.
- Recognition when turning in a 4-H project record or evidence of activity
- Recognition when participating at a 4-H project exhibit or show
- Recognition for attending a certain number of 4-H club meetings
- Recognition for participating in the 4-H club meeting program (pledge, committee report, introducing a guest, etc.).
- Recognition for participation in the 4-H club's community service project.
- Recognition for representing the club at county/district/state 4-H activities.

Examples of awards you might use include t-shirts, caps, movie passes, food coupons, gift certificates, membership/participant cards or any other creative items you can think of.

Recognizing 4-H'ers for Progress Toward Self-Set Goals

This type of recognition is one step higher than participation in an educational event because the participation in the educational experience also involves the 4-H member setting goals. Goal-setting should be done with the family and/or in a small group (project) situation. Each 4-H member should have his or her own personal goals. Evaluation of 4-H members' progress toward their goals should involve an adult. Once again, this type of recognition should be given at the 4-H club and 4-H project group level, because here youth are involved in more long-term learning experiences and have more direct contact with adults in an individual evaluation session.

Some examples of recognition for progress toward self-set goals include:

- Recognition for completing goals set in a 4-H project
- Recognition for participation in 4-H project learning experiences (workshop, tour, field trip, etc.)
- Recognition for turning in a completed Member Achievement Plan (MAP)
- Recognition for serving on a 4-H club or county committee (program, recognition, recreation, etc.)

Some examples of awards you might use include positive comments to youth, parents or other 4-H'ers, media coverage, 4-H ribbons, pins, certificates, stickers or other ideas you think of.

Recognizing 4-H'ers for Achievement of Standards of Excellence

The next type of 4-H recognition is comparing a 4-H member's knowledge, skills, abilities and/or accomplishments to an established set of standards. We use standards of excellence in 4-H in most contests. Your goal as a recognition task force is to make sure that 4-H opportunities are made available to 4-H members that compare their work with set standards. Remember that awards are given only on established standards.

Some examples of standards of excellence recognition include:

- Hosting a project/club/county educational presentation activity in which awards are given based on a blue (100- 90), red (89-80) or white (79 and below) scores as an example.
- Project achievement levels based on completion of preset criteria
- A project show in which 4-H members demonstrate their knowledge in a project, a skill or skills they have learned in their project work, or an exhibit of the results of their project work
- A judging contest where 4-H members judge (livestock, consumer items, project-related items, etc.) and receive a score they can compare against an established standard, but no champion is named (score over 80 percent = a red ribbon judge, score over 90 percent = a blue ribbon judge)

- Awards based on accumulated points throughout the year for the 4-H projects and activities completed as determined by a club or county 4-H program. An example might be an “All Star Award” where 4-H members must earn 100 points to earn the award.

Some examples of awards you might use include ribbons, certificate, project equipment or supplies, plaques, project pins or other items you can come up with!

Recognizing 4-H'ers for Results from Peer Competition

Recognition for competition among peers is prevalent in 4-H and is an American tradition. In this type of recognition it is vital that competition rules must be clearly defined and fully enforced. Because this type of recognition is a high risk to individuals (self-image), those involved need to understand that 4-H is a youth development organization and that highly coveted extrinsic awards sometimes become the ends, not the means, for a successful learning experience. In competition among peers, a winner or champion is named.

Competition is a vital part of the 4-H program but it should not be the only type of recognition provided. In counties that are predominantly competition oriented, the recognition task force should review the current recognition system and develop a plan to bring the model more into balance.

Some examples of awards you might use include medals, trophies, plaques, scholarships or other things that you can identify to reward success.

Recognizing 4-H'ers for Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

Some principles to use in cooperation include:

- All young people need to be fully involved in the entire process.
- There need to be mutually agreed upon goals.
- Attention needs to be given to the way the group works, as well as to the project.
- The ultimate goal is not extrinsic recognition, but the satisfaction of being part of a team effort.
- All members are recognized.

The County Recognition Model can be used to design a recognition system to meet the needs of all youth. Designing a recognition system requires you to take into consideration the following things:

- Look at the members' needs, interests, attitudes and aspirations.
- Understand differences between people based on backgrounds and experiences; understand differences in behavior in the same person; understand differences between similar types of people.
- Use recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs. It has to balance recognition for participation, progress toward self-set goals, achievement of standards of excellence, competition and cooperation.

Using a comprehensive recognition program can lead to more youth being recognized and can provide a way to say to every youth: “You are a valued and important member of the 4-H program.”

The key to successful recognition for individual 4-H members is two-fold:

1. The presentation of the award in front of the club in such a way as to share with the group the knowledge of what the 4-H member has done, how they have progressed and personal interest and appreciation for the member.
2. Awards that recognize individual progress and growth based on their resources and family situations and not awards that make members compete against each other for the award.

Recognition of Parents/Supporting Adults/Volunteer Leaders

To be appreciated and to feel important and needed is a prime motivator in all of us. Encouragement and recognition are essential to maintain active involvement in all volunteer groups. A county recognition plan should also include volunteer and parent/supporting adult recognition methods. Everyone needs recognition for his/her work. Individuals differ in the type of recognition they prefer (Please see the Volunteerism section or for additional information on recognition).

Some examples of volunteer recognition include:

- Personal letters
- Publicity through media outlets, to their employer or other venues
- Gift Certificates/coupons
- Plaques
- Certificates
- Promotion or new title
- Special learning opportunities

Just like kids, volunteers need to be told that they are doing a good job! Check out this list of Volunteer Recognition Resources.

Informal Recognition

Sometimes the most meaningful recognition that can be given in 4-H clubs is not pins, medals, ribbons, plaques, etc. Try some of the following recognition methods and watch members, parents and other leaders develop self-confidence and the desire to do more and better work.

1. Introduce new members and guests at club meetings and activities. Tell them and show them that they are welcome.
2. When a member or leader is sick, send a card. When they come back to the club, be sure to say, "We're all glad you're back."
3. Thank those who help on committees and with activities and special assignments.
4. Ask a young member to lead the pledge.
5. Include names in newspaper articles.
6. Take pictures of the club and give to appropriate members, leaders and parents.
7. Simply say "Thank you."
8. Give a junior leader a specific responsibility.
9. Ask a person for an opinion or advice.
10. Take time to say hello and talk for a minute. This says you respect the other person.
11. Notice small improvements and compliment members; for example, "Chris, you have really learned to sew straighter seams."
12. Give appreciation to leaders for specific efforts. For example, say to the share-the-fun activity leader: "Jan really enjoyed being in the share-the-fun activity. You helped her learn a great deal about expressing her feelings and ideas."
13. Congratulate members, leaders and parents for their achievements both in 4-H and other activities. For example, congratulate:
 - Mr. Jones for being elected president of the Lion's Club
 - Jim for being on the basketball team
 - Jerry for winning an event in a school swim meet
14. Pay partial or all expenses for trips won.
15. Pay partial or all expenses for chaperones who accompany 4-H members to activities.
16. Place newspaper stories in the local paper, county newsletter or club publication about 4-H events to promote enthusiasm and help keep people involved.
17. Tell 4-H members the good things about their entries in competitions when they did not win an award. Congratulate them on their improvement or participation. Help them realistically evaluate their entries or performances rather than depending on the judging results. Help them see ways to improve and point to future activities that can lead to success for them.

Formal Recognition

Club recognition and awards should center around participation, improvement or progress toward goals and achievement of set standards. The county, district, state and national awards system allows 4-H members to compete against each other for awards. The club needs to foster families working together to help each member succeed in the area they have selected rather than compete with other club members for the top success.

Criteria-based awards are good awards for clubs to give. These kinds of awards list certain things that must be done to achieve the award. Everyone who completes the criteria receives the award. The club goal could be to have each member receive these awards.

1. Honor Roll Members
 - Attend at least 75 percent of regular club meetings
 - Turn in completed Member Achievement Plan (MAP)
 - Participate in at least one county event
2. 100 Percent Attendance Awards – All members who have perfect attendance receive this award.
3. Completion Certificates – All 4-H members who have completed a 4-H project consisting of six educational experiences and turn in a completed Member Achievement Plan (MAP).
4. Club Officer Pins – All members who serve as club officers.
5. Junior Leader Pins or Chevrons – All members who serve as teen leaders.
6. Teen Leader Pins or Chevrons – All members who serve as teen leaders.
7. Volunteer Leader Pins or Certificates – All volunteer leaders based on the number of years of service or the project they led.

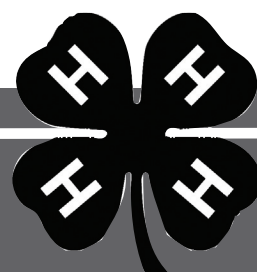
Other meaningful awards can be given to 4-H members at the club level for improvement in knowledge and skills or for specific jobs well done. Some examples are:

- improvement in judging ability
- improvement in modeling skills
- improvement in sewing skills
- improvement in showmanship skills
- improvement in managing and feeding a livestock project
- good job in planning and conducting a community service project
- improvement in public-speaking skills

Club Recognition Awards Events

It is suggested that clubs conduct recognition/awards events or programs. Possible events or programs could include:

- Club Officer Installation Service
- New Member Initiation Ceremony
- Club and/or Group Awards Ceremony
- Club Open House
- Club project recognition events such as Club Food Show, Club Fashion Show, Club Project Show, Club Share-the-Fun, Club Project Tour, Club Educational Presentation Day
- Covered-dish Awards Banquet



INTERPRETATION



Who Interprets 4-H?

It is important to interpret and promote the 4-H program by providing information about 4-H activities to the community and county, generating support of projects, and recruiting new members and leaders. Interpreting 4-H expands the image of 4-H.

4-H interpretation informs the public of all the great projects that 4-H members are involved in and the volunteer activities that are making a difference in their community. Hearing about these positive events going on in 4-H gives businesses and individuals the opportunity and incentive to support the program by giving of their time, services and abilities. Interpreting 4-H also improves the confidence and leadership of members and leaders. It allows them to meet new people in the community, prepares them for media interviews and provides skills in marketing, sales and public relations careers.

Most important, promoting 4-H makes others aware of the opportunities and experiences that are available through the program. An effective interpretation plan must target new audiences, including nontraditional 4-H individuals and groups living in urban areas. 4-H programs that meet the needs of the community produce constituents who support and are willing to interpret the 4-H program to key local, county, and state leaders.

Some people are more effective or powerful in interpreting the 4-H program. In general, people who represent the target audience or who are themselves involved in the program are most effective. For example:

- Key community leaders
- Elected officials
- Volunteer 4-H leaders
- Donors who support 4-H members
- Older 4-H members (4-H ambassadors or County 4-H Council Members)
- Parents of 4-H members

Extension agents, specialists and administrators are also effective interpreters in key situations. We can help those who interpret 4-H by:

- Explaining the idea of interpreting as opposed to simply telling about 4-H awards and events.
- Reviewing with them 4-H's mission, objectives and general concern with youth development.
- Providing them with information such as statistics, critical youth issues, success stories and human interest examples.
- Helping them prepare for a presentation.

Developing an Interpretive Plan

First, focus on an audience. Keep in mind that this audience wants to know what 4-H is doing for its constituents.

Potential audiences include:

- Elected officials
- Underserved audiences
- Families
- Potential members
- Parents/Supporting adults
- General public
- Donors
- Volunteers
- Other

Second, decide what results you want when the audience reads, hears or witnesses this interpretation method:

- Consider 4-H objectives
- Consider your 4-H image goals
- Consider opinions and preferences of key leaders and groups

Third, gather and check information that is to be relayed through the method:

- Correct names, spelling and dates
- Accurate account of event
- Related critical issues, supporting data and background

Fourth, develop the interpretation plan:

- Sequence (outline)
- Compose
- Edit
- Rewrite
- Check, recheck
- Get a respected opinion

Fifth, interpretation method. Consider:

- Timeliness
- Effective channel
- Quality
- Coverage
- Messenger

The Message that Interprets 4-H

Use as many of the following points as needed to get the interpretation message across.

- Critical issues, national or local concerns -- Lead with a statement that includes a national or local hot topic such as “school dropouts” or “youth unemployment.” Tie the hot topic to the 4-H topic such as “4-H Career Search” or “4-H Scholarship Opportunities.” Cite youth statistics that underscore the importance of the issue or concern.
- How 4-H is helping -- Report the event in youth development terms such as: Building positive self concept, teaching decision making, developing leadership skills, teaching technical subject matter
- What, who, when, where, etc. -- Report in event and people terms: What happened, who did what, where, when. Include a human interest slant. Give credit to donors, planners and others behind the scene. Relate to other or upcoming events.
- 4-H values, purpose, mission, objectives -- Cite values or objectives 4-H seeks to promote: The work ethic, democratic principle, education, free enterprise, citizenship, job skills, leadership. Try to bring in another aspect on which you are reporting as it relates to these values or objectives.
- Invite participation -- Tell the audience how 4-H can be contacted. Invite calls and participation. Tell about needs and opportunities. Challenge them to assist in “building capable kids.”

Outlets for Interpreting 4-H

The following are a few of the outlets most counties have for interpreting 4-H:

- Web pages and/or blogs
- Newspaper articles
- Radio/TV programs
- Poster displays
- Exhibits in malls, schools, fairs, events, etc.
- Newsletters
- Contacts, letters and reports to potential donors
- Public service announcements
- Signs, billboards, county line signs, marquees
- Presentation programs at contests and other 4-H events including stock shows and sales
- Talks/presentations to civic organizations
- Training programs for projects, 4-H events, leadership
- Special events such as a city celebration, National 4-H Week, play days, public gatherings
- Recruiting 4-H members—family and school contacts
- Informal conversation when someone asks “What is 4-H?”

- 4-H meetings—members and leaders need to hear/see interpretation, if only a brief summary
- Presentations to commissioners court

Facts To Use In 4-H Promotion And Marketing

PHILOSOPHY

- 4-H is a distinctively American, nonformal educational, character and skills building youth program conducted by Texas AgriLife Extension Service. Focused on the development of individual boys and girls, 4-H lays a broad and firm base for a lifetime of personal growth for productive, contributing citizens.
- Furthermore, 4-H helps develop young people through the involvement of parents, other adults and volunteers who organize and conduct learning experiences in a community setting. The focus on human interaction is designed to develop skills, abilities and understandings in youth and adults as participating and influential members of their community. The aim is for youth to acquire a set of skills for perceiving and responding to life's significant events.
- Through 4-H, boys and girls discover an active way to turn their time into productive projects, to identify with others their own age and other ages, to acquire an interest and understanding of the private enterprise system, to participate in meaningful and often physical work, and to build strong family relationships.
- 4-H is effective because its educational services relate to youths' needs. Through informal, practical, learn-by-doing programs, 4-H helps boys and girls establish real-life goals and skills and become competent, productive citizens. The home, local club, and community are the training grounds in which 4-H participants develop knowledge, skills and attitudes.
- 4-H is an ever-renewing movement that takes pride in its contribution to American society over the last century. It is not easy for a youngster to develop a realistic sense of his or her own individuality, and develop an awareness of his or her social roles and responsibilities. Youth who participate in 4-H will develop a capacity to function as generalists, no matter how they later choose to specialize. A pattern of success built upon hard work spawns inner resources that permit young people to cope with unforeseen challenges, and to survive as versatile and capable individuals in an unpredictable world. These youth will possess the necessary flexibility, adaptability and innovation to aid society.
- National 4-H Council has adopted this definition as a short, concise way to explain what 4-H is to anyone: "4-H is a community of young people across America who are learning leadership, citizenship and life skills!"

MEMBERSHIP

- Boys and girls must be at least 9 years old or 8 years old and in the third grade (September 1), and can participate through August 31 of the 4-H year the youth turns 19 years old. 4-H Clover Kids are ages Kindergarten through Second Grade (ages 5-8 years).

FOUNDED

- Congress passed the Smith Lever Act in 1914. This provided for a National Cooperative Extension Service. Under it, the "boys' and girls' club work" became 4-H.

WORLD SCOPE

- 4-H is indeed international, with more than 80 countries having 4-H-like organizations. The "International 4-H Youth Exchange" (IFYE) program has provided more than 10,000 people the opportunity to live and learn in another country.

HOW 4-H REACHES YOUTH

- Many of today's 4-Hers belong to 4-H clubs. Other youth participate in short-term groups. These short-term groups offer an educational series of experiences either in a school curriculum enrichment project offered in cooperation with schools and taught by teachers, or in special interest projects taught by volunteers in the community.
- Members of clubs organize, elect officers, and plan programs aided by adult volunteer leaders and parents. They choose from more than 50 projects that fit their interests and the places where they live. County, state, regional, national and international activities such as trips, camps and conferences offer all 4-Hers learning opportunities.
- Nearly half a million men and women, mainly parents, serve as unpaid volunteer leaders of local 4-H clubs. They counsel and encourage members, observe progress of projects, and make suggestions where needed. County Extension agents select, train, advise and assist these volunteers. Older 4-Hers, called junior or teen leaders, aid younger members and gain valuable experience for themselves.

PARTNERS FOR 4-H

- The 4-H program is a part of the national educational system of the Cooperative Extension Service, U.S. Department of Agriculture, the state land-grant universities and county governments. The National 4-H Council is a member of this team.

LOCAL INFORMATION

- For more information about how you can become part of 4-H, look for your County Extension Service in the telephone book. It may be listed under your county name, Cooperative Extension Service, Texas AgriLife Extension Service or under “Youth Organizations 4-H.”

Promotional Materials

Print Media -- Very often, what we place before the public to help build the 4-H image is in written form. If we expect these written pieces to build a positive image for us, we must be sure they can do this. Too often, these written “image-building” pieces are hastily prepared and poorly reproduced and do not provide the information they were originally intended to provide.

When preparing a piece for promotional use, you should aim for:

1. Simplicity (in idea, language and design).
2. Appropriateness (for the reader in age and message, in timeliness and in illustration).
3. Appeal (to a specific audience and to motivate the reader).
4. Unity (in organization, illustration and layout).

Adequate planning and a clear idea of what you want the reader to know will help you achieve these goals. Throughout the planning and preparation process, you need to keep your intended audience and its characteristics in mind. Ask yourself these questions:

- What do I want to tell the reader?
- What do I want them to do?

In a promotional piece, it is not necessary to tell the readers everything there is to know about the 4-H program. Tell them only what they need to know to get them to do what you want them to do.

Start with an outline of the points you feel are important. Review these points and eliminate any you feel are unnecessary. From this revised outline, prepare a rough draft. Plan your illustrations while doing your rough draft because it will be easier to make adjustments then rather than after the final copy has been prepared.

Once you have completed your rough draft, read it carefully to see 1) if you have included all necessary information needed such as time, place, date, phone number, registration procedure, etc. and 2) if you would do what the piece is asking the reader to do with the information provided.

Your next step is to have someone not directly involved in the event or program you are promoting read the piece to see if he or she gets the same message you are trying to send. Be ready to listen to suggestions and/or criticisms. If the information seems unclear, be willing to rewrite and redo until it is clear.

Several factors affect readability, reader interest and understanding: layout, illustrations, size of type, color of paper and ink, spelling, punctuation, reading ease and human interest. One of the goals in preparing written materials is simplicity; if we make things difficult to read we can be sure that given the choice, people will pick something else.

One way to get people to read what you have written is to add human interest. You can do this by using proper names that denote people and/or adding quotations, dialogue or a description of incidents involving people.

Print materials are an important part of Texas AgriLife Extension Service and 4-H communications. Producing print materials that meet the needs of the program is not easy. When preparing a promotional brochure, newsletter or informational piece, ask yourself the following questions before going to print.

Questions you need to ask when reviewing your copy include:

- Is the copy well organized?
- Are topics adequately covered?
- Is it written in the active voice?
- Is the material timely?
- Is copy unbiased (free of age, sex, race connotations)?
- Is copy grammatically correct?
- Is the copy concise and to the point?
- Are headlines well written?

Things to consider when evaluating your visuals include:

- Is the initial impression a good one?
- Does the cover, first page and opening invite the reader to go on?
- Are elements visually well organized?
- Do type, photos, headings and other graphic elements relate well?
- Is composition of photos dramatic and interesting?
- Are photographs properly identified?
- Is white space used attractively?
- Is the design style contemporary?
- Is the visual style appropriate for the intended audience?
- Are Texas AgriLife Extension Service and 4-H Name and Emblem incorporated correctly?
- Are graphics used imaginatively?
- Is the size of the graphic appropriate?

Exhibits and Displays

In promoting the 4-H program, there are occasions to prepare and use a 4-H related exhibit. Exhibits are a unique form of communication. With the increasing cost of travel, the efficiency of having an exhibit communicate a message over and over again to large audiences has contributed to its growth in popularity. Whether the topic of the exhibit is general 4-H or a particular subject matter, there are some basic guidelines to developing and using exhibits.

Exhibits may aim to teach some unit of information, to show relationships between various elements of a process or program, or to promote an event or an idea. An effective educational exhibit tells the viewer something he or she did not know before viewing the exhibit. Exhibits may be designed to modify behavior in some way or to influence attitudes or beliefs. When designing your exhibit, consider whether you want the viewer to take specific action, change an opinion or just be aware of some new information.

Purposes of 4-H Exhibits

- Create awareness of 4-H, projects and activities
- Promote and recruit young people and leaders
- Convey a contemporary image of 4-H in a changing society
- Recognize accomplishments of group and individuals
- Focus on local and/or state or national concerns or problems
- Gain public relations values for group and 4-H
- Show a process or teach how to do

Subject -- Choose a subject that is specific. Broad subjects are harder to cover and more difficult for the viewer to understand. Limit the number of main points to three or four. Emphasize the main points and eliminate the details. Details can be provided in a printed handout. You may also include an address or telephone number where additional information can be obtained.

Audience -- Try to decide exactly who your audience will be. Your final design will be affected by the age, background, educational level and lifestyle of the audience. During the planning stage, find several people who may be

characteristic of your audience and ask them for opinions on your design ideas.

Consider where your exhibit will be placed and used. What kinds of people will be in the area? What are their interests? How much do they already know about the information in your exhibit? What can your exhibit do for them?

Here are some examples of places and occasions for exhibits:

- Store windows, windows of vacant buildings or real estate offices
- Shopping centers or malls—preferably working type exhibits
- Exhibits in business and community buildings such as banks, libraries, schools, Extension offices, etc.
- County fairs and similar events
- Public trade shows and exhibitions

Visuals -- Exhibits are a visual medium. Minimizing print increases the visual effectiveness of information. Select visuals that will contribute to the communication of your message. Exhibit visuals include:

- Live or real objects usually attract more attention than other visuals and should be considered for use whenever possible.
- Models can be used to enlarge a small object or miniaturize a large object. This will allow the viewer to focus on the important parts by eliminating unnecessary details.
- Photographs can provide a realistic look at an object or situation. Use photographs that zero in on the message communicated. Avoid using lots of small photographs; use fewer and larger prints.
- Projected images can a PowerPoint presentation shown on a computer, demonstration of a website, a web video or DVD. These may be very effective if used properly.
- Illustrations allow the creator to completely eliminate unwanted detail, exaggerate portions for emphasis and portray the message in its simplest form.
- Graphics of charts and graphs are good for showing changes, relationships and differences. Keep them simple in design. Large or unusual letters, words, shapes and design patterns can help attract attention and communicate the intended message.
- Avoid use of copyrighted characters such as “Snoopy.”

Attention Getters -- If people do not bother to look at your exhibit, they will not get your message. Attention getters help attract an audience to your exhibit, thereby increasing the chances of your message getting across. Attention getters can be:

- **Size:** Keep visuals and lettering large.
- **Shape:** Many exhibits use only square or rectangular shapes. Using a round, oval or other unusual shape can draw attention. Two-dimensional objects, such as illustrations, are more interesting if spaced away from the background surface.
- **Texture:** If most of your exhibit has smooth surfaces, adding a rough or textured surface can be beneficial. This can be accomplished by using rough wood, corrugated paper or fabric.
- **Color:** Usually two or three colors are adequate for an exhibit color scheme. Bright colors can be useful in attracting attention.
- **Motion:** Can be provided with small motors to provide animation. Live animals also provide motion and considerable attention.
- **Light:** All exhibits need good lighting. If the surrounding light is inadequate, spotlights and floodlights can help draw attention. Moving, flashing and blinking lights can be good attention getters when appropriate.

Exhibit/Display Content—Topics, Themes or Emphasis -- An exhibit can be on almost any subject, but try to select one theme and stay with it. Do not make the exhibit too “busy.” Choose subjects that lend themselves to depicting the story in a display and select themes that really interest the community. For subjects or emphasis, you may wish to consider:

- 4-H is for everyone
- Leader recruitment
- Safety
- Environment
- Conservation

- Community development
- Health or nutrition
- Single project emphasis-horse, photography, rocketry, gardening, etc.
- Science, Engineering and Technology
- Leadership
- Citizenship and Service
- Developing Life Skills through Projects

When selecting a title, remember to identify the exhibit (tell the content) and limit it to four or five words that are short and simple. A title can attract attention in one of four ways. It can be personal (Your Savings); call for action (Chart Your Own Course); question (How Well Are You Fed?); or catchy (Do Not Look—Unless...).

General Hints

- The most common error of exhibit design is using too many elements and/or too much copy. Be sure the design is simple.
- An exhibit should read well from left-to-right and top-to-bottom. The title, visuals, copy and overall design should work together to communicate an obvious message.
- Lettering visibility is affected by:
 - Size—Use the largest lettering possible.
 - Line thickness—Lines should be approximately one-sixth the letter height.
 - Style—Choose a style that is bold, easily read and not too fancy.
 - Contrast—Letters should not blend into the background.
- Do a good editing job; allow only the most important parts of your message to remain.
- Select materials that can easily be packed, transported and set up but will withstand heavy use.

Resources -- You can get free materials for your exhibits. Check with your printers (including newspaper printers) for various kinds of paper that you may be able to get without charge. Paper companies also may assist. Fabric, furniture and wallpaper stores may have free remnants or some at a reduced cost. Travel bureaus are top sources of good photographs, posters and auxiliary materials for displays on international activities.

Seamless paper, blankets, drapery materials, corrugated cardboard, poster board, foamboard and pegboard may well be worth the additional cost if the display is to be reused. Photographs should be at least 8 by 10 inches. If you use perishables such as baked goods, cover them with cellophane and replace them before they deteriorate.

Portable exhibit boards are available for check out from county or District offices. Check with the district and state 4-H offices for information on prepared 4-H exhibits available for county use.

National 4-H Week

It is more important than ever to make 4-H programs visible. An interpretation task force and/or a 4-H Council could be the group to plan and promote 4-H during National 4-H Week which is held the first full week of October. The interpretation task force is an excellent way to:

1. Provide additional leadership opportunities for 4-H members.
2. Inform the public about 4-H.
3. Develop community support for 4-H.
4. Get more people involved in the 4-H program.
5. Increase membership in 4-H.

What are some activities a publicity committee might undertake?

- Take pictures at events and of individuals.
- Write news releases.
- Design, develop and distribute special pamphlets.
- Develop 4-H videos power point slide shows.
- Design posters, exhibits, displays and bulletin boards.

- Make presentations to groups (school classes and civic organizations).
- Handle 4-H Week publicity.
- Appear on radio and TV programs.
- Make radio spot announcements.
- Develop new member materials for distribution to new and potential 4-H members (pins, membership cards, club lists, etc.).
- Develop other ideas from brainstorming with your committee.

There are plenty of things that can be done to spread the word. Examples include but are not limited to:

- Speakers' bureau or "4-H Report Team," 4-H Ambassadors
- Billboards, signs
- Decals or stickers
- Pins, buttons, pencils, balloons
- Notices in water bills, bank statements, phone bills
- Notices in shopping bags at local retail stores and grocery stores
- Radio, TV community calendar
- Rally, walk-a-thon, swim-a-thon, bike-a-thon
- Street banners
- Notices in church bulletins
- Bumper stickers
- Window displays

A county interpretation task force can plan and implement a year-round, internal and external information program. Public relations never ends. There are always things to be done to tell the 4-H story. Interpretation is a matter of repetition. Create an "itch" over and over in a variety of ways to a variety of audiences.

National 4-H Week Ideas

- Make and hang a banner in town at a main intersection.
- Have 4-H'ers serve as "disc jockeys" on local radio stations.
- Use bank or telephone company bill stuffers announcing 4-H Week and explaining 4-H program.
- Write special news stories, community service projects, unique project or activities, other special accomplishments or experiences.
- Have 4-H Week proclaimed by county judge, mayor, etc.
- In cooperation with local newspaper, develop special page or section using mats, clip art, etc. from the National 4-H Council.
- Have 4-H'ers be reporters and contribute articles to the paper during National 4-H Week.
- Have legislative coffee for state legislators/county officials. Include good exhibit or short presentation.
- Honor the first baby born during 4-H Week. Get local businesses to sponsor prizes and give baby honorary 4-H membership.
- Get local business firms with a sign board or marquee to carry a 4-H salute.
- Have club/group members put up posters in businesses, schools, etc. Have a poster contest.
- Have 4-H'ers give "working demonstrations" in stores, shopping centers or banks. These could feature nutrition, furniture refinishing, gardening tips, health, safety, crafts, etc.
- Get 4-H'ers to write and tape radio spots.
- Have 4-H'ers write a success story about local 4-H alumni.
- Plan a countywide community service project and publicize the project.
- Have 4-H'ers wear 4-H buttons or pins or T-shirts at least one special day during the week.
- 4-H members visit local businesses and individuals and say thank you for supporting 4-H.
- Sponsor coloring contest in second and third grades. Use the 4-H theme and make a picture to color. Have the pictures judged and award 4-H ribbons in each classroom.
- Fly 4-H flag at the courthouse, schools, Extension office, city hall, etc.
- Distribute 4-H cookies to local merchants and supporters of 4-H.
- Observe Texas 4-H Sunday (first Sunday of National 4-H Week).

- Prepare handouts on “Here’s How to. . .”(hints such as grow an oak seedling, food safety, consumer tips) with 4-H art at top. Include “Compliments of (certain 4-H member and/or certain 4-H club) for community service projects.” Distribute in appropriate businesses, in doctors’ offices, etc.
- Develop tabletop exhibits and slide sets—“4-H is more than you think.”
- Prepare a 4-H leaflet or flier that can be given out at local food stores. It would be about foods and nutrition and maybe give a few popular, tested 4-H recipes. It could be distributed by 4-H’ers at the exit doors or slipped into grocery bags by checkers or cashiers.
- Use 4-H week as a time to announce and recruit for new projects.
- Have a 4-H in Government Day. Visit county, city or state government offices to see government in action. Invite officials to talk about youth responsibilities and ways youth can work to improve understanding and become involved in community development and local or state government.
- Help each club give a program on 4-H history and/or the history of their own club.
- Have a contest, “I’m a 4-H Leader Because. . .” (in 25 words or less). Winner gets dinner for two.

Interpretation to Elected Officials/Decision Makers

The 4-H story must be interpreted effectively and regularly to elected officials at the county, state and national level. The message to elected officials should explain not only what is being done in the 4-H & Youth Development Program, but also the outcomes of the efforts. Interpretation to elected officials should be brief, concise and factual. The interpretation should answer the questions “Why should funding and support for the 4-H program continue?” and “How has it made a difference?”

Interpretation to elected officials can be accomplished through written and oral communication as well as through program involvement. Extension faculty as well as volunteers and 4-H members can play major roles in 4-H program interpretation.

Some examples of ways to interpret the 4-H program to elected officials/decision makers include:

- Invite officials to 4-H events, activities and programs.
- Notify elected officials/decision makers of successful experiences of 4-H members and leaders in their precinct or district.
- Involve elected officials/decision makers in providing input into program development and program implementation.
- Arrange for oral presentations by 4-H members, volunteers or Extension agents.
- Write a summary of program highlights. Make it concise, professional and easy to read.

The 4-H Annual Report

The 4-H annual report is an excellent way to highlight program efforts and accomplishments. It can be a 4-H-only interpretation piece or can be a section of an overall Extension program report.

The written annual report can be used with elected officials, civic groups, community organizations, 4-H donors and supporters, and 4-H alumni.

Creative Ideas For Interpretation

1. Arthritis Awareness Campaign: Conduct an arthritis awareness campaign using a broad variety of public information techniques.
2. Thank-you Notes: Print special thank-you notes then send to all those who had helped during the year.
3. Talk turkey and 4-H at Thanksgiving: Feature various 4-H projects with news features at appropriate times during the year. For example, at Thanksgiving a story may feature the turkey project of several clubs plus hints from a poultry specialist.
4. 4-H Newspaper Project: Teach 4-H’ers communication skills by having them work on newspapers.
5. Museum Day: Develop a special museum day for youth and senior citizens. The idea was to bring together cultural expression and craftsmanship in a wide variety of exhibits from many different exhibitors.
6. Arts and Crafts for 4th to 6th Graders: Provide arts, crafts and other materials to 4th to 6th graders, making them aware of the 4-H program.

7. 4-H Promotion: Develop and organize a communication project around special interest group concept. Utilize local media people as leaders. TV and radio shows, newspaper coverage, newsletters, exhibits, etc. are the result.
8. Windowsill Gardening: Develop windowsill gardening project gives a feature twist that makes for good coverage, showing an activity that could serve all areas.
9. 4-H Exhibits: Develop tabletop exhibits and PowerPoint Presentations or videos with a specific theme or targeting a specific audience (4-H members, parents, volunteers).
10. Ask Audience, “Why is 4-H Important?” Involve many audiences such as leaders, business groups, legislators, etc. by giving them a small 3 x 4 inch card and asking them a question such as “Why is 4-H important?” and then collecting and discussing, or at least reporting, the answers.
11. Youth on Stage—Awareness Teams: Train teams of members to tell the story of 4-H through skits, puppet shows, speeches, clowning, newspaper articles, radio and TV presentations and video
12. Milk Cartons.: Arrange to print messages on milk cartons emphasizing “friends helping friends” and other messages, such as the need for volunteers.
13. Donor Commitment Campaign: Send personalized letters to each donor asking for commitment for the next year. Special literature is enclosed with each letter reporting on activities.
14. Local Talent for PSA’s: Prepare localized TV spots. Select a pre-teen, teen 4-H’er and an adult leader from all areas of the county to be in TV spot. Local stations produced and taped the spots.
15. Promotion Through Interns: Use communication students in internships to tell the 4-H story, working on specific projects.
16. Fun and Adventure: Produce a special promotional folder with the theme “Fun and Adventure,” aimed at fourth, fifth and sixth-grade students. Use with community coordinators, agents and others during annual visits to schools.
17. Congratulations—You’ve Become a 4-H Parent: Produce this publication to focus on 4-H as a family activity. It tells parents what 4-H is and describes the parents’ role in 4-H.
18. Farm-city Week or Ag Day: Advocate involving 4-H in events such as Farm-City Week. Another tie-in would be with Ag Day, the first day of spring, sponsored by NAMA (National Agricultural Marketing Association)
19. License for Youth: Market the Texas 4-H License Plate to 4-H members and families through newsletters. Create exhibits or posters to display in the County.
20. Blockbuster Testimonial. Often used in industry but could be used in Extension. Make a conscious attempt to record words and keep statements that will help.
21. Facebook/Twitter Campaign: Create a county 4-H account for Facebook and Twitter and post information on upcoming events, success stories, project activities, club or project meetings, recognize volunteers and more.
22. YouTube Channel: Create a county 4-H YouTube channel to post marketing videos, instructional videos for volunteers, instructional videos for project experiences, and more.