



4-H PROGRAM QUALITY FRAMEWORK

OKLAHOMA STATE UNIVERSITY | 4-H YOUTH DEVELOPMENT

County _____

Educators Name _____



4-H Program Quality Framework

Oklahoma State University | 4-H Youth Development

The county Extension office works as a team of Extension professionals and volunteers to provide dynamic program leadership for the 4-H youth development program resulting in a measurable positive impact on enhancing the life skills of youth, adults and volunteers. This work fulfills the Oklahoma Cooperative Extension Service mission statement “to develop science-based educational programs to help Oklahomans solve local issues and concerns, promote leadership and manage resources wisely” and the Oklahoma 4-H program vision: We make Oklahoma better by creating opportunities for youth to develop leadership, civic engagement, and life skills, empowering youth to be productive citizens.

Volunteer engagement, club management and 4-H program delivery are integral pieces in 4-H program retention and expansion

This framework is based on the **4-H Professional Research, Knowledge and Competencies (PRKC) Model** [<https://www.nifa.usda.gov/sites/default/files/resources/4-H%20PRKC%202017%20Guide.pdf>] and focuses on the following components of the 4-H program:

- 4-H Club Design, Delivery and Evaluation
- Volunteer Management
- Advisory Groups
- Learning Experiences and Practices
- Communication and Service Learning
- Recognition
- Recruitment and Retention
- Effective Communications, Marketing and Public Relations
- Teen Leadership and Youth-Adult Partnerships

The model of 4-H program development and management is supported by the following tools provided to Extension professionals:

- Oklahoma 4-H for Century III – A Leadership model for 2000 and Beyond
- Volunteer Engagement and Management System Manual
- Club Management and Program Delivery System Manual
- Oklahoma 4-H Volunteer Core Competencies

4-H Program Quality Framework

Below are the expectations for a high quality 4-H program. Items highlighted in **BOLD** indicate minimum requirements of the program. Examples of goals and programming are included after each section.

1. **The 4-H Club, Project Clubs, Special Interest Clubs, SPIN/Project Groups, and School Enrichment are an integral for delivering positive youth development opportunities.**

All 4-H clubs are chartered and meet OK charter expectations (current and new members are enrolled annually in a timely manner, youth membership reflects the diversity of your communities, etc.)

Plan in place to recruit, enroll and retain new members

Clubs follow OCES, university, state and federal policies (i.e. membership, youth protection, safety, participation, non-discrimination policy, and finances).

Training is provided to members, parents and volunteers to support the health and growth of the club. (i.e. On TRAC, club management, officer training, project development, etc.).

Regular communication with volunteers(s) and club officers to evaluate club progress (i.e. club visits, newsletters, Facebook, email, etc.).

Collaborate with schools to conduct school enrichment programming or train school staff to incorporate 4-H curriculum into their classroom.

County membership recruitment goals are set and evaluated.

Volunteers use appropriate programming for Cloverbud youth.

An active campaign is implemented to start clubs, project clubs/groups and SPIN clubs/groups.

Other outreach efforts expand 4-H educational programs to new audiences.

Example Goals:

- Host an annual Back to School Bash to market 4-H enrollment, recruit new members and volunteers to increase 4-H membership by 5%.
- Publish 4 newsletters, provide updates via social media and news releases to 4-H membership, volunteers and grass root organizations.
- Provide On TRAC Training for 10 club leaders and 25 club officers to equip them to develop annual plans for 4-H club meetings.
- Develop school enrichment brochure/catalog to distribute to all school teachers.

Example Programming:

- On TRAC Summer Training for Club Officers and Club Leaders to improve the quality and content of club meetings.
- Provide club program on 4-H project work and record keeping at 5 4-H Club meetings.
- Back to School Bash – Member/Volunteer Recruitment
- Conduct teacher in-service with 25 teachers on 4-H STEM curriculum and evaluate programming.

2. Adult and teen volunteers are a vital to the development and implementation of a volunteer lead program. The ISOTURE (Identify, Select, Orient, Train, Utilize, Recognize and Evaluate) model is used when working with and supporting volunteers.

New certified volunteers are screened, receive orientation, and complete the OCES Title VI, VII, & IX and Working with Minors policy orientation.

Annually 1) enrolled adult and teen volunteers receive four (4) trainings/CEU's to update them on subject matter, programs, policies, and/or procedures that impact their work with youth and 2) review the sanctioned OCES Title VI, VII, & IX and Working with Minors policies.

The volunteer base reflects the community's diversity.

Meaningful opportunities are available for teens to serve as volunteers.

New volunteers should be recruited, trained, and utilized every year; the number of new volunteers reflects your county goals to increase 4-H membership.

Episodic volunteers who support the 4-H program (judges, fair volunteers, etc.) receive a position description and appropriate orientation/training.

Volunteer participation in regional and state training opportunities is encouraged.

Example Goals:

- Review volunteer records in ZSuite quarterly and update with volunteer training.
- Develop an annual volunteer continuing education plan and provide to all adult and teen volunteers.

Example Programming:

- New Volunteer Orientation – offer two times and/or meet one on one as needed.
- Working with Minors/Title VI, VII & IX – offer two times and/or meet one on one as needed.
- Conduct 6 (bimonthly) volunteer continuing education opportunities.

3. Organized advisory/leadership groups and effective committees are essential in planning and conducting and evaluating educational events and programs, resource development and program support.

Adult and teen leadership groups (i.e. Volunteer Council, 4-H Council, Teen Council/Leaders, Program Advisory Council) are actively engaged in planning, implementing and evaluating programs, events and activities.

The group(s) are empowered to set goals and meet regularly to achieve program outcomes.

Youth-Adult Partnerships are embraced and youth voices are welcomed and valued in program development.

There are other program/project committees (public speaking, food science, livestock, horse, shooting sports, fair, etc.) that provide leadership to specific projects, events and activities.

Volunteers involved in advisory groups and activity/event committees at the district, state and regional levels.

Example Goals:

- Promote and provide training for Club Leader, Volunteer Council, and Teen Leaders on Youth-Adult Partnerships.
- Recruit and involve Program Advisory Committee members to reflect county demographics and geographical areas.
- Involve and engage Parent-Volunteer Association/Council in overseeing the 4-H program through establishing county committees, developing budget and monthly meetings.

Example Programming:

- Conduct monthly teen leader meetings with focused quality training.
- Monthly Parent-Volunteer Association meetings conducted by informed officer team.
- Conduct Youth-Adult Partnership Training for Teen Leaders and Parent-Volunteer Association/Council.

4. Quality learning experiences are conducted at the county level to support positive youth development efforts, youth, volunteers, clubs, and 4-H project development.

Learning experiences are offered to support club project groups and member project work (project workshops, life skill development, shows and clinics, etc.).

****** These can be achieved through adult and teen volunteer led offerings.

Learning experiences include intentional knowledge and skill development, incorporating one or more of the essential elements (belonging, independence, generosity, mastery).

Learning experiences are planned, conducted and evaluated in cooperation with adult and youth volunteers.

The impact of learning experiences are reported using "designated" or *Common Measure* evaluation tool.

Example Goals:

- Increase participation and knowledge in _____ project areas.
- Provide opportunities for youth to exhibit knowledge and skills gained through 6 county 4-H events/activities/contests.
- Increase participation by 10 youth at county camp. Increase participation of camp counselors by 3 youth.

Example Programming:

- Offer one workshop for each large livestock species for 4-H youth, parents and volunteers (Beef, Sheep, Goats, Swine).
- Conduct Summer Sewing Series (workshops in May, June, July, August) and conduct evaluation with participants.
- Teen Leaders teach Health Rocks at Boys & Girls Club (each month during school year).

5. Communication skills development and service learning opportunities for 4-H members are key components of the county program.

Clubs encourage each member to develop multiple forms of communication skills (i.e. writing, public speaking, displays, graphic design, mass media, technology, print, etc.)

Clubs conduct at least one service learning project.

Members have opportunities and the support and assistance to participate in county, district, or state service learning project(s) and district/state/national communication opportunities.

Example Goals:

- Increase number of members participating in county communication contest by 5%.
- Increase number of clubs conducting a service learning project by 5%.
- Encourage 4-H membership to participate in State 4-H Service Project(s). County goal of \$300 for Change 4 Change and 200 lbs. for Pull for Kids.

Example Programming:

- Conduct Public Speaking workshops for 5 4-H clubs.
- Conduct Communication skills training with adult and teen project leaders so they can facilitate local 4-H project groups/club programming.
- Conduct Service learning training with adult and teen project leaders so they can facilitate a local 4-H project groups/club programming..

6. Recognition is given to youth and adults for their accomplishments.

Actively use the National 4-H Recognition Model to recognize and celebrate accomplishments.

An annual 4-H event (i.e. fair, achievement days) is held to showcase and recognize what members have learned and completed as part of their project work.

An annual event (i.e. achievement night) is held during which 4-H participants/clubs receive recognition.

An annual event is held to recognize adult volunteers for their service (may be same as youth recognition).

Information about award opportunities and recognition is communicated to members and the public (i.e. news releases, newsletters, website, other social media).

Personal letters recognizing members and volunteers for special accomplishments are sent as appropriate.

Elected officials, OSU Extension administrators, and other stakeholders are invited to assist in providing recognition to youth and/or adults (this may include attending events, providing certificates, or resolutions, etc. when appropriate).

Example Goals:

- Annually recognize a Volunteer of the Year and Lifetime Volunteer of the Year at the state level.
- Increase participation by 5% at annual 4-H achievement event.
- Implement a volunteer recognition program in April for National Volunteer Month.

Example Programming:

- Train county officers on developing program and script for 4-H achievement event.
- Training at Parent-Volunteer Association/Council on volunteer award requirements and application process.
- County 4-H Achievement Banquet/Awards Program

7. Youth and adults are recruited to participate in 4-H through a coordinated marketing and promotions plan.

A recruitment and retention plan is in place for club members.

A recruitment and retention plan is in place for volunteers.

A marketing plan for 4-H is in place.

Regular news releases are sent to available local media outlets.

4-H promotional materials are developed and distributed (flyers, brochures, etc.).

The county 4-H program is represented at community events such as youth fairs, parades, back to school nights, and other local events.

The 4-H program has a presence on local/county advisory boards (YMCA, Boys and Girls Clubs, Library, Parks and Recreation, etc.)

Example Goals:

- Develop a 4-H social media plan and implement the use of a Facebook and Twitter account to disseminate information.
- Recruit, train, and retain two club leaders for each 4-H club to insure youth safety and decrease volunteer burnout.
- Recruit, train and retain project leaders for each 4-H club or project club.

Example Programming:

- Quarterly news releases sent to newspaper
- 4-H Booth at county fair, local festival, school open houses, etc. to market the 4-H program and volunteer opportunities.

8. A viable communication system (ZSuite, newsletter, calendar, e-mail listserv, county extension website, social media, etc.) is used to communicate on a regular basis with members, parents and volunteers.

ZSuite Data Management System is kept up-to-date to ensure timely communication to youth, parents and volunteers.

A 4-H newsletter (print or electronic) for members, parents and volunteers is consistently published and distributed.

A website maintained and other forms of social media/technology are used as a communication tool for program participants.

Staff members are accessible and available to volunteers, members, and parents via face to face, telephone contact, and email.

An annual calendar of events is distributed to parents, leaders, and members.

The <http://4h.okstate.edu> website is utilized.

Example Goals:

- ZSuite is checked weekly to keep enrollment, volunteer management, and group enrollment current.
- Publish 4-H newsletter quarterly, highlighting programs and opportunities in the four state program areas (Ag/NR, STEM, Healthy Living, Civic Engagement/Leadership).
- Update and maintain county 4-H website with current information, documents, etc.

Example Programming:

- Quarterly newsletter – January, April, July, October
- Bi-weekly email to Parents and Volunteers.

9. Quality leadership and personal development programs and activities for teens are delivered.

There are ongoing opportunities for teen leadership and personal development.

Teens have leadership roles in their 4-H clubs, serving as mentors and role models for younger members.

Youth-Adult Partnerships - Teens take an active role in planning, implementing and evaluating county-wide educational programs (i.e. officer training).

Programming is provided for teens in support of their leadership roles (teen leader, camp counselor, project leader, etc.) and in developing leadership skills.

There is an active teen/ambassador group, which meets regularly, has bylaws and officers. (Teens have an active role in planning, implementing and evaluating their programs).

Example Goals:

- Increase participation and retention of teen leaders by 5 youth in monthly teen leader program.
- Increase participation of youth-adult partnerships by providing opportunities for teens to work with adult project leaders leading 4-H projects groups in local clubs.
- Increase the number of teens as teachers in their project area(s).

Example Programming:

- Monthly teen leader meetings – incorporate Building Leaders for Tomorrow/Teen Action and Growth curriculum into training.
- Teen Leaders plan/conduct a leadership lock-in/educational program for junior members.

Adapted with permission from North Dakota State University Extension, Department of 4-H Youth Development