

## **2015 Statewide Plan of Action: Initiative 7 Priority 2: *Volunteer Management and Organizational Development to Support 4-H Youth Development Programs***

The UF/IFAS Extension long range plan (see <http://pdec.ifas.ufl.edu/roadmap>) consists of seven Initiative Leadership Terms that will address the 2013-2023 priorities through Priority Work Groups. Here is the description of Initiative 7 and its Priority 2:

### **Initiative 7: Preparing youth to be responsible citizens and productive members of the workforce**

Today's youth are tomorrow's citizens, consumers, parents, and leaders. Florida Extension's 4-H Youth Development Program offers age-appropriate, learn-by-doing educational opportunities that complement K-12 education to develop knowledge, life skills, and leadership abilities in Florida's youth. These qualities empower youth to positively influence their communities and become contributing members of society.

### **Priority 2- Developing Organizational and Volunteer Systems to Support Youth Development**

Research shows that the continuous presence of caring adults is critical to achieving positive youth development. With limited staff, volunteers can assist in reaching more youth. Florida 4-H is committed to developing youth and adult volunteers, valuing inclusiveness, and increasing the diversity of program participants. Florida Extension will provide training needed for volunteers to serve youth and their communities. In addition, Florida Extension will work to provide the support needed for volunteer-led organizations to be effective in helping the 4-H Youth Development Program meet its mission and goals. As an integral part of the land-grant mission, the 4-H program is relevant to diverse youth, achieves positive youth development, and, in the process, also provides opportunities for adults to develop their own leadership and workforce skills. Because 4-H is the youth development program of the Florida Cooperative Extension Service, UF and FAMU Extension faculty and staff will contribute their expertise to 4-H to achieve Extension's youth development goals.

### **“Super Issues” to be Addressed**

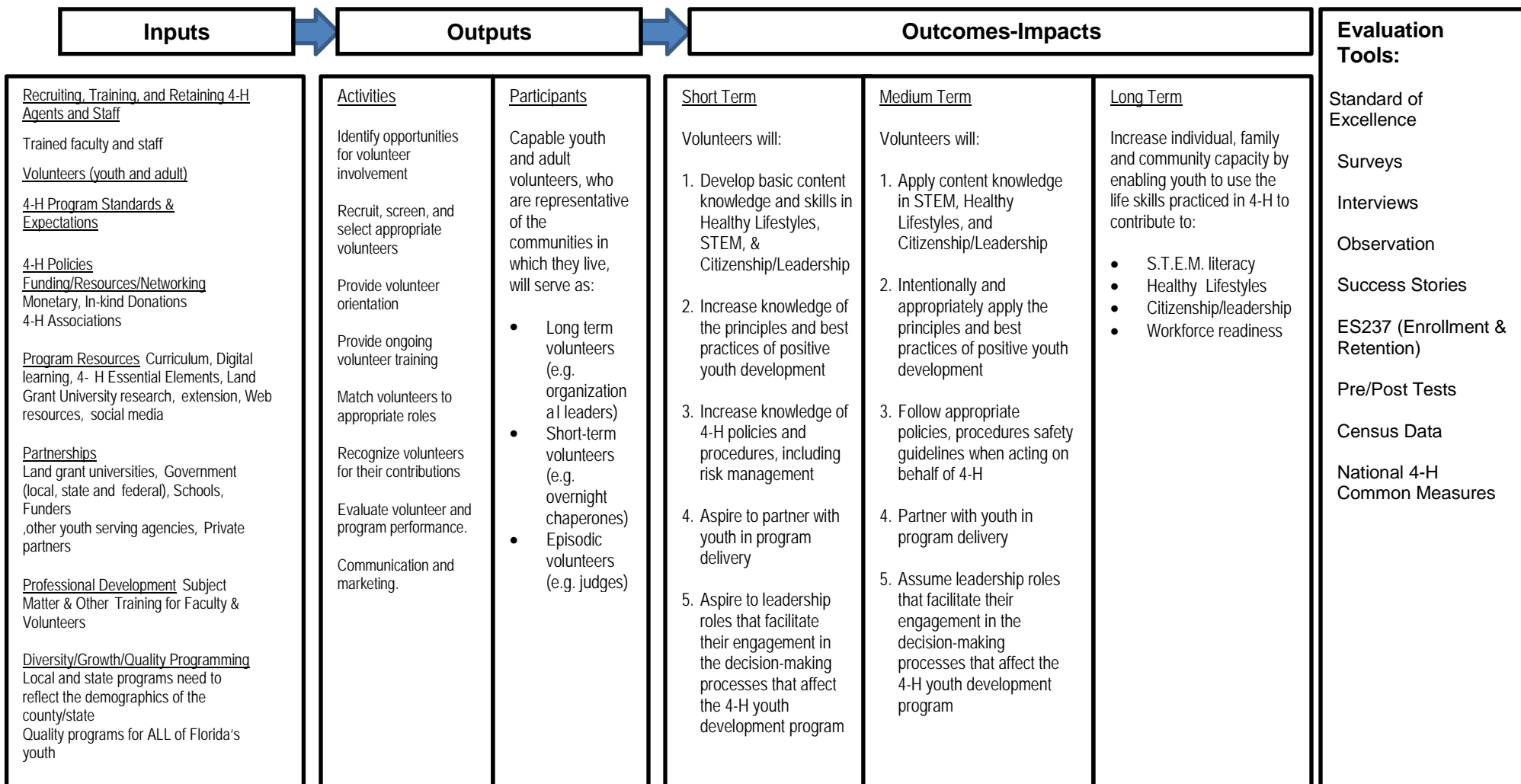
Each Priority Work Group will address at least one of five “super issues.” Information from all 22 plans will be used by Extension Administration to better understand what work is being done on each Super Issue and illustrate the interconnected relationships that exist when dealing with the complex issues. The Initiative 7 Priority 2 Work Group will focus on Super Issues 5 & 6:

- Opportunity for our youth to experience science, technology, engineering and math (STEM).
- Opportunity for Floridians to embrace healthy lifestyles.

### **4-H Program Standards and Expectations**

This document (posted at <http://pdec.ifas.ufl.edu/roadmap>) provides guidance for developing effective county 4-H programs. Therefore, it will help in preparing annual plans of work by faculty leading 4-H programs based on Initiative 7 of the Extension Roadmap. Included in it is a Model for 4-H Program Delivery (summarizing Initiative 7 logic models) that depicts the integration of key elements and processes. Many aspects of Standards and Expectations are considered “outputs” of a logic model. Ensuring that these outputs result in achieving positive outcomes and impacts require the creative efforts of faculty.

## 2015 Statewide Plan of Action: Initiative 7 Organizational & Volunteer Systems to Support Youth Development Logic Model



**Assumptions:** Programming is framed around 4-H essential elements, life skills model, 4-H professional research & knowledge & competencies (PRKC), national 4-H "mission mandates" utilizing the experimental learning model and place-based education based on statewide priorities that meet local needs. Participation in 4-H clubs provides the positive, supportive environment youth need to succeed. Due to increased emphasis being placed on offering longer-term experiences through 4-H clubs led by trained volunteers, more volunteer recruitment and training will be required, following the ISOTURE model. Adequate human and financial capital is available for programming.

**External Factors:** UF/IFAS Extension priorities, government funding, political priorities (volunteer background screening requirements, etc.), environmental climate, population changes, demands on family time and resources, changes in society and volunteerism trends.

### Sample Situation Statement

The UF/IFAS Extension 4-H Youth Development Program in \_\_\_\_\_County relies on trained staff and volunteers to provide positive youth development experiences. These experiences include direct mentoring and education of youth, as well as the coordination and management of events and activities. Research has shown that in addition to formal education, youth need multiples non-formal education experiences to develop critical life skills such as decision-making, responsibility, interpersonal skills, a service ethic, and social skills (Boyd, Herring, & Briers, 1992; Cantrell-Jordan, Heinsohn, & Doebler, 1989; Seevers & Dormody, 1994). Youth who participate in the 4-H Youth Development Program have greater level of contribution to their communities; school engagement; participation and interest in science, engineering, and technology; and healthier habits than youth involved in any other out-of-school time activities or none at all (Lerner et al, 2012).

A national volunteer study concluded that fewer than half of nonprofits that rely on volunteers have adopted best practices for volunteer management (Hager & Brudney, 2004). Failure to utilize best practices reduces the ability to engage, involve, and retain volunteers that are critical to the success of the 4-H Youth Development program. Eisner, Grimm, Maynard, and Washburn (2009) found that organizations that rely on volunteer to accomplish their mission have invested considerable financial resources to train, lead and support volunteers. Increasing best management practices related to volunteer management in the Florida 4-H Youth Development program will increase the number of trained youth and adult volunteers. Increased capacity from volunteers will increase the number of positive youth development experiences for youth. These experiences will result in youth that have the life skills necessary to be successful and contribute positively to their communities.

[A paragraph should relate specifically to county needs, demographics, etc.]

The 4-H Youth Development Program provides a significant opportunity for youth to excel socially and academically. With limited staff, volunteers can assist in reaching more youth. In \_\_\_\_\_ County, trained volunteers provide 4-H experiences for youth. In [past 4-H year], \_\_\_\_\_County recruited \_\_\_\_\_ new volunteers and had a \_\_\_\_\_% retention rate. Of the new volunteers recruited, [ # ] started new 4-H clubs, contributing to a \_\_\_\_\_% increase in youth participating in the community club program compared to the previous year. Successfully engaging and retaining volunteers requires a systematic approach. A systematic approach includes:

- Identifying opportunities for volunteer involvement in county 4-H programs.
- Recruiting the right volunteer for the right role.
- Orienting and training volunteers for success in 4-H.
- Supporting volunteers in their respective roles.
- Evaluating volunteers and the volunteer program (Boyce, 1971; Bussell & Forbes, 2033; Culp, Deppe, Castillo, & Wells, 1998)

### Sample Program Objectives\*

#### Short-term Objectives

1. Youth and adult volunteers will increase their knowledge and skill of how to apply the principles and best practices that result in positive development of youth.
  - a. Annually, \_\_\_\_\_% of \_\_\_\_\_# youth and adult volunteers will increase their knowledge and skills related to appropriate policies, procedures and safety guidelines as a result of completing \_\_\_\_\_# [insert number of hours appropriate for your county] hours of training related to (County Association documents, IRS 990, event registrations, club charter documents, accident reports, camp documents, and other 4-H policies), measured by [pre/post survey, post-then survey, interviews, knowledge quizzes or other measurement methods.
  - b. Annually, \_\_\_\_\_% of \_\_\_\_\_# club organizational leaders, chaperones and other volunteers will increase their knowledge and skill of how to apply the principles and best practices that result in positive development of youth as a result of completing \_\_\_\_\_# [insert number of hours appropriate for your county] hours of training on risk management, inclusiveness, experiential learning, youth adult partnerships and program planning measured by [pre/post survey, post-then survey, interviews, knowledge quizzes or other measurement methods.]

- c. Annually, \_\_\_% of \_\_\_# volunteers will increase their knowledge and skills associated with (Insert STEM, Healthy Lifestyles or Community Engagement), experiential learning, and youth adult partnerships as a result of completing \_\_\_# [insert number of hours appropriate for your county] hours of training measured by [pre/post survey, post-then survey, interviews, knowledge quizzes or other measurement methods].
- d. Annually, % \_\_\_of \_\_\_# youth and adults will increase their knowledge of the mission of UF/IFSA Extension and 4-H Youth Development as a result of completing \_\_\_# {insert number of hours appropriate for your county} hours of training measured by [pre/post survey, interviews, knowledge quizzes or other measurement methods].
- e. Annually, \_\_\_%of \_\_\_# youth and adult volunteers will indicate that they are satisfied or very satisfied with their involvement in 4-H as demonstrated by continued involvement in the 4-H Program measured by end-of-year volunteer surveys.

### Medium-term Objectives

1. Annually, \_\_\_%of \_\_\_# youth and adult volunteers will follow appropriate policies, procedures and safety guidelines demonstrated by successfully completing and submitting all county and state required documentation on time. (Examples include County Association documents, IRS 990, event registrations, club charter documents, accident reports, camp documents, other event documents, risk management plans, etc.)
2. Annually, \_\_\_% of \_\_\_# youth and adult volunteers in leadership roles will work cooperatively through the County Association to facilitate their engagement in the decision making processes that affect the 4-H Youth Development program as measured by year end survey of volunteers and youth in leadership roles.
3. Annually, \_\_\_%of \_\_\_# youth and adult volunteers will work cooperatively together to provide positive youth development opportunities related to [Insert STEM, Healthy Lifestyles or Community/Civic Engagement] as measured by year-end ES-237 reports.
4. Annually, \_\_\_%of \_\_\_# youth and adult volunteers will demonstrate a positive and inclusive environment for youth in [Insert 4-H Clubs, overnight youth experiences, 4-H Camp, Day Camps or other youth experiences] as measured by year end survey of youth participants.

\*Faculty should determine their percentage goals based on needs assessment including input from County 4-H Associations and other local 4-H advisory committees, Census data, etc.

### Sample Objectives (Incorporating Inputs from the logic model)

1. As a result of training county 4-H staff new opportunities for volunteer involvement such as \_\_\_\_\_ will lead to volunteers increasing their knowledge and skills related to partner with youth in program delivery [insert a short term, medium term, or long term impact from logic model] that will lead to more opportunities for [#] number of youth to participate in the 4-H youth program [insert specific program delivery method area.]
2. As a result of receiving funding from key partner or clientele in the amount of \$\_\_\_\_\_, the 4-H program will be able to recruit new volunteers that will lead to volunteers increasing their knowledge and application of the principles of best practices in positive youth development. This involvement by volunteers will create \_\_\_\_\_ number of new opportunities for \_\_\_\_\_ number of youth to participate in the UF/IFAS Extension4-H Youth Development program in \_\_\_\_\_ County.
3. As a result of building a relationship/partnership with our county commissioner, the county commission will increase our funding to provide \_\_\_\_\_number of volunteers to increase their knowledge and apply the principles and practices of positive youth development. This involvement by volunteers will lead to \_\_\_\_\_ number of new opportunities for \_\_\_\_\_ number of youth to participate in the UF/IFAS Extension 4-H Youth Development program in County.

4. As a result of \_\_\_\_\_ [add from inputs section of logic model] UF/IFAS Extension in \_\_\_\_\_ County will \_\_\_\_\_ Select an output from logic model], that [select short and medium term outcome from logic model]. This involvement by volunteers will result in \_\_\_\_\_ number of new opportunities for \_\_\_\_\_ number of youth to participate in the UF/IFAS Extension 4-H Youth Development [insert delivery mode ex. 4-H club, camping, afterschool] program.

5. As a result of [partnering, networking, cooperating, collaborating] with \_\_\_\_\_ clientele/stakeholder/partner in \_\_\_\_\_ [insert organization] will lead to increased resources of [money, community capacity, reputation, public awareness, assets, good will] which will improve our ability to educate volunteers and youth involved in the UF/IFAS Extension 4-H Youth Development Program.

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