

Chapter 8

4-H Youth Program Management

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Youth Program Management is a broad term used to describe how to design and operate an effective 4-H program. This section of the handbook is divided into the following parts: Policies and Procedures; Committees (County and State); Events and Activities; County Endowment Funds; 4-H Foundation; Literature Management; and Public Relations and Marketing.

Policies and Procedures

All organizations have policies and procedures that dictate the rules governing their program.

The policies and procedures for operating the Ohio 4-H program are contained in the Appendix of this handbook. The policies have been approved by the Ohio State University Administrative Cabinet. The date of approval is listed at the top of each policy. Each agent should review these policies at least annually. Additions to these policies will be sent to each county and should be inserted into the handbook. These policies and procedures will help you make decisions about topics such as membership, name and emblem restrictions, financial management, program guidelines, and EEO/Affirmative Action.

4-H Committees

County Extension 4-H Committee

Policy

Every county will have an active county extension 4-H committee. This representative group of people is responsible for giving advice on 4-H program needs, direction, and management to insure a balanced program based on the county Affirmative Action plan.

The Affirmative Action plan requires the establishment of a special county Committee for 4-H Expansion. The purpose of the committee for 4-H Expansion is to strengthen participants more adequately to serve those who, for whatever reason, have not had full access to the 4-H program; to help insure a balanced program in ways that provide equal access and opportunity for participation by all potential youth (between age nine or third grade and 19), on a nondiscriminatory basis without regard to race, color, national origin, age, handicap, sex, religion, or Vietnam-ere veteran status.

An operation exception has been provided which permits the use of an existing County Extension 4-H Committee under specific conditions: 1) such a committee must be active and functioning effectively; 2) must meet the membership requirement for Committee for 4-H expansion; 3) must agree to carry out of the committee for 4-H expansion.

If you County Extension 4-H Committee meet the above criteria and the criteria under the Recommended Organization, it may serve the expansion function. If the above criteria is not met in total, it is permissible to invite specific persons (those who will help meet the member ship criteria) to meet with your County Extension 4-H Committee to or more times during the year to review progress towards and recommended actions needed to insure a balanced program.

If your County Extension 4-H Committee does not serve or fulfill a 4-H expansion function of Affirmative Action, then a separate Expansion Sub-Committee must be formed.

The major purpose of the County Extension 4-H Committee is to work with the County Extension Agent(s), 4-H, (and other members of the County Extension staff) in determining 4-H program needs and direction in concert with state and national policy by:

- Helping to analyze the needs and interest of all county youth nine to 19 years of age
- Helping to insure a balanced program in regards to all potential clientele, including adults and youth (age 9 or third grade to 19) on a nondiscriminatory basis without regard to race, color, national origin, age, handicap, sex religion or Vietnam-era Veteran Status
- Assisting with planning, evaluating, and recommending of 4-H educational experiences, methods, and programs related to Community and Natural Resources, home Economics and Agriculture that will meet the needs and interest of those youth; and reviewing the program to assure that a balance of content/curriculum is offered.
- Assisting in the recruitment and development of leadership to work with the 4-H program.
- Seeking local financial resources as needed to conduct, promote, and expand the 4-H program.

Function

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Review and study the general youth needs, interest and concerns.
Example: education, economics, employment, use of leisure time, older youth, crime, safety, health, etc.

- Analyze and study the potential youth population and the current enrollment in 4-H programs on a nondiscriminatory basis without regard to race, color, nationality origin, age, handicap, sex, religion or Veteran status.

- Assist in developing objective and goals of the 4-H program to meet the needs, interest, and concerns of youth in the county.
- Assist in designating methods of enrolling youth in 4-H programs.
- Assist in developing methods to recruit, train, and recognize adult volunteer 4-H advisors, key leaders, and 4-H Committee members.
- Analyze and assist in developing plans and procedures to expand 4-H and youth development to one audiences
- Keep accurate minutes for use by members and to keep on file in the County Extension Office.
- Serve as the 4-H link with the County Extension Advisory Committee and the District 4-H Committees. Also serve as the link with the state Extension 4-H Advisory Committee

Recommended Organizations

Size and Representation

Structure of the 4-H Committee may vary from county to county. Listed below are recommended organizations criteria that can fit a variety of situations

- The most effective size is 15 or 25 people that will represent a balance of population, geographical areas, males and females, youth and adults, Minorities, and handicapped. Youth representation should make up one forth to one third of the committee membership (enough representation to feel free to speak and be heard).
- Committee member qualifications that should be kept in mind at the time of committee selection are:
 1. They should be recognized for having skill in the area of program to which the committee expects to devote its attention.
 2. They should be individuals who have an interest and beliefs in seeing the 4-H program grow and develop. Their focus should be overall youth development as it relates to developing competent young adults.

Method ad Selection

- ◆ Committee members should be elected or appointed by the people they represent.
- ◆ In certain situations, it may be appropriate for the County Extension Agent, 4-H, to appoint individuals for the County 4-H committee. This must be done in consultations with appropriate county professionals, district and/or state 4-H professionals.
- ◆ Related 4-H program committee must report their plans, activities, and recommendations for approval of the County Extension 4-H Committee.

Method of approval is to be left to the discretion of the county 4-H committee.

- ◆ Prospective committee members shall indicate their willingness to serve before their names are placed in nomination or they are appointed. Personal contacts need to be made with prospective committee members to help them understand the opportunities, obligations, and satisfactions involved in their responsibility.

Terms Of Office

To be most effective in providing guidance and direction to the program adult committee members should serve a term of three years. A rotation plan to replace one third of the group each year will help to provide continuity. Youth representatives may be with one half replaced annually. Members should not serve more than three-year terms. At least one year should lapse before a member may serve again.

4-H Sub-Committee

Sub-Committees need to be determined and maintained on the basis of need and program content by the Extension agent and/or in cooperation with the County Extension 4-H Committee. Criteria should include areas of emphasis in program; size of enrollment in projects; and specific educational experiences desired for advisors and members. The need for Sub committees should be reviewed each year.

As a group, they should be representative of all major categories that make up the membership and youth potential, volunteer leadership, formal education, Business and civic groups, parents, minorities, and youth. Kinds of 4-H sub-committees might include:

- Standing and Ad Hoc Sub-Committees Membership from within the County Extension 4-H Committee, with specific designated purposes. Examples: advisor Training, Budget and fundraising, recognition and awards, promotion, and publicity.
- Special Program Clientele and Development Sub-Committees Membership from outside the county Extension 4-H Committee, with responsibility for developing 4-H programs with a wide segment of unreached youth clientele.

These Committees will have representation on the County Extension 4-H Committee. (Examples: Program Review Sub-Committee, Expanded Nutrition Program Youth sub-committee.)

- * Project and Program Development Sub-Committee. Membership from outside the County Extension 4-H Committee except for one member from that group who will serve as liaison between the two. Such committees will be initiated and continued only when there is specific need for assistance in a given area (Examples: County 4-H home

Economics Committee, Horse, Camping, Safety, County Fair, beef, Small animals, health, etc.)

- * Committee for 4-H Expansion
If your County Extension 4-H Committee does not serve or fulfill a 4-H expansion and review function of Affirmative Action, then a separate Committee for 4-H must be formed.

Committee for 4-H Expansion

The purpose of the Committee for 4-H expansion is to work with County Extension Agent(s), 4-H program Assistant(s), and other members of the County Extension Staff to strengthen the 4-H program by improving the balance of program participants more adequately to serve those who, for whatever reason, have not had full access to the 4-H program by improving the balance of program participants more adequately to serve those who, for whatever reason, have not had full access to the 4-H program in regard to all potential clientele (between age nine or third grade and age 19) on all nondiscriminatory basis without regard to race, color, national origin, age, handicap, sex, religion, or Vietnam-era veteran status. In addition, the Committee for 4-H Expansion should review the 4-H program for a balance of content/curriculum offered.

The Committee for 4-H Expansion would be a sub-committee of the County Extension 4-H Committee. It also could be an ad hoc committee that focuses on specific targeted are/audience for specific time to get programs initiated.

Functions

- ◆ Review and study the general youth needs, interest and concerns. For example: education, economics, employment, use of leisure time, older youth, crime, safety, health, etc.
- ◆ Analyze and study the potential youth population and the current enrolment in 4-H programs without regards to race, color, national origin, age, handicap, sex, religion, or Vietnam-era veteran status.
- ◆ Assist in developing objectives and goals of the 4-H program to meet the needs, interest, and concerns of youth in the county.
- ◆ Assist in designing methods of enrolling youth in 4-H programs.
- ◆ Assist in developing methods to recruit, train, and recognize adults volunteer 4-H advisors, key-leaders, and 4-H Committee members.
- ◆ Analyze and assist with meeting Affirmative Action requirements for equal opportunity.
- ◆ Analyze and assist in developing plans and procedures to insure harmonious and balanced integration of all 4-H activities and events (including 4-H camp, shows, recognition programs, fairs, demonstration contest, exhibits, judging, etc.) and to expand 4-H to new audiences and neighborhoods.
- ◆ Make recommendations to the County 4-H Committee on program implementations.

- ◆ Keep accurate minutes of meeting for use by member and to keep on file in the County Extension Office.

Size and Representation

- ◆ The Committee for 4-H Expansion should be fairly small but large enough to represent a balance of population, geographical area, male and females, youth and adults, minorities and non-minorities, and handicapped.
- ◆ Membership
 1. Youth, both present 4-H members and non-4-H members are encouraged for membership on the committee for 4-H expansion.
 2. Representation of minorities.
 3. Representation of handicapped.
 4. A mix of females and males.
 5. Persons who know the county and its communities as well, including rural and urban.
 6. The overall sub-committee must have representatives from area/audience targeted.
 7. Representatives of the County Extension 4-H Committee.

It is essential that there is a specific linkage from the committee for 4-H Expansion Subcommittee to the County Extension 4-H committee. There should be verbal and written reports and/or recommendations of 4-H program and expansion of enrolment.

The Committee for 4-H Expansion will be a sub-committee of the County Extension 4-H Committee. It will meet the membership guidelines listed above. Care should be exercised to insure that it involves more than the “traditional” 4-H efforts. It should include newer clientele groups and functions noted above.

Method and Selection

- ◆ Extension Agents, 4-H, in consultation with the County and District Extension Team and the County Extension 4-H committee should select and recruit committee members according to the guidelines stated above.
- ◆ Members of the Committee for 4-H Expansion should provide for additions or replacements.

Overall Responsibilities of Members Of the County Extension 4-H Committee

Long Term

- Understand the organization of the Ohio State University Extension as a educational arm of The Ohio University and the United States Department of Agriculture.
- Understand and believe in: the objectives and current direction of the 4-H program; *The Ohio 4-H Membership Guidelines*, and overall guidelines

for developing and conducting Extension 4-H youth development programs.

- Assist in assuring compliance with Affirmative Action requirements and a balanced 4-H program.
- Be aware of the development stages of the youth at various age levels.
- Work with the 4-H agent (and other Extension agents) on the basis that 4-H program and activities should be planned and evaluated on their educational merits in fulfilling the needs and interest of the youth.
- Promote favorable public relations and image for the 4-H program at every opportunity.
- Support the recommendations of the Committee.
- Attend the meeting of the Committee and participate actively in discussion and in making recommendations for the 4-H program.
- Serve on sub-committees when appointed or asked to participate.

Immediate

- Assume responsibility for communication to and for the group(s) represented.
- Assume the necessary leadership to make sure that the 4-H program is conducted according to the best possible standards and in concert with current issues and focus areas of the Extension program.
- Discuss local 4-H programs and activities and youth needs with the County Extension Agent(s), 4-H, and other County Extension staff as desired.
- Be alert to ways of improving the 4-H program for youth, parents, and volunteers to provide the highest quality informal education program possible.

County Extension Agents(s), 4-H, Responsibilities In Working with County Extension 4-H Committee

- Provide orientation for new committee members in their overall and immediate responsibilities by helping them understand and actively accept the responsibilities they have, recognizing they are a program direction-group rather than a policy-making group. It may be appropriate to provide leadership training to further develop 4-H committee members' skills and provide opportunities for them to practice these skills through additional responsibility and involvement in activities and programs.
- Provide for appropriate committee maintenance.
- Assume responsibility for relaying Extension policy and interpreting its' meaning to them.
- Assist committee members in: exploring facts concerning the county youth situation; considering programs that would meet the needs and interest of youth; recommending program direction, and evaluating program efforts.

- Provide professional guidance and direction as needed. Committees are only as effective as the professional staff they work with.
- Exercise judgment in determining the scope of the Committee's responsibilities. (Experience indicates, for example, that the professional staff members are usually in the best position to select camp counselors.)
- Assume responsibility for making final program decisions in cooperation with other Extension faculty and the County Extension faculty and the county Extension Advisory Committee, considering the Committee's recommendations.
- Work with the Committee Members to: Keep local 4-H requirements (rules and regulations) within the framework of the policies established by the State Extension Administrative Cabinet. Policies are formulated to conduct programs effectively for the benefit of all boys and girls of 4-H age; keep local rules to a minimum since they tend to restrict rather than to expand educational opportunities for young people.
- Confer with the Committee chairman; assist in planning meeting agenda and in contacting members before each committee meeting.
- Assist Committee officers when desirable; i.e., starting and stopping on time, duplicating and distributing minutes, etc.
- Keep other Extension faculty informed.
- Agents should become familiar with Ohio 4-H Committee Education Package in working with County Extension 4-H committee. A copy of the package is available in each County Extension office or from your District 4-H specialist (red notebook).

Techniques for Working with 4-H Committees

Extension agents want methods or details of successful procedures in using 4-H committees effectively. One new agent remarked, "I need to know what I can and should do right now at a meeting and the long term."

Techniques are organized as best we can to meet this agent's needs for priority. *Asterisk items are of particular importance to new agents.

Right now Techniques

- Review the committee's constitution in detail and discuss it with office chairperson, district 4-H specialist, or District Director. A constitution gives the scope of the committee's responsibility and serves as a guide in planning initial use of the committee.
- Locate and spend a few hours reading the last three year's committee minutes to gain a historic perspective, and insight into trends, people who make decisions, and what kind of subjects the committee has dealt with.
- Yearly, clean the 4-H Committee file and see what it contains. New agents may want to question the office chairperson, office secretary or committee chairperson on items found.

- Meet with the officers of the chairperson/president to set up a basic outline for the entire year's work, based on a review of past year's programs and the constitution.
- Learn who committee members are by talking with other agents and office secretaries. If time permits, visit each one personally.

Build an Agenda

- The meeting agenda should be developed in consultation with the committee chairperson/president.
- Build in a starting and stopping time. Discussion will expand to fill the time allotted to a meeting. One and one-half hours is long enough for most well prepared meetings
- Use accepted meeting order.
- Print the agenda and mail copies to reach all committee members ten days before the meeting. Enclosed a copy of last meeting's minutes and any other background information they may need to consider before dealing with an item on the agenda; e.g., committee reports, revised constitution, etc.
- Share an idea with two or three committee members before bringing it up before the whole group. Suggest others bring the item up for discussion.
- Review the following discussion guide for 4-H committee members, *Who Decides?*

The State Extension 4-H Advisory Committee Mission and Objectives

The mission of the State Extension 4-H advisory Committee is to advise State 4-H administration, faculty, and staff regarding the proactive development of research-based, volunteer delivered educational programs that address the needs, issues, and interest of Ohio's youth.

The State Extension 4-H Advisory Committee seeks to fulfill its mission through the following objectives:

- To assist 4-H professionals in identifying current and emerging needs, issues, and concerns affecting Ohio youth;
- To suggest to 4-H professionals priorities for youth development education programs that are within the mission of the Ohio State University Extension;
- To assist 4-H professionals in developing youth education programs appropriate for all Ohio youth on nondiscriminatory basis without regards to race, color, national origin, age, handicap, sex, religion, or Vietnam-era veteran status;
- To assist 4-H professionals in identifying and/or procuring material and human resources to support youth development education programs; and

- To support and promote youth development educational programs conducted under the auspices of the Ohio State University Extension.

The committee has two meetings each year: a one-day spring meeting during April, and a two-day fall meeting in October. Meetings are held in Columbus, usually at the Ohio 4-H Center or a conference hotel near The Ohio State University. Meeting information (agenda, dates, location, etc.) is mailed to Committee members at least four weeks before the actual meeting. Members are asked to indicate if they will be attending an upcoming meeting by returning a short registration form. For fall meetings requiring overnight lodging, the State 4-H Office handles Room reservations and payment. Members may request reimbursement for round-trip mileage from their home to Columbus at the current Extension Rate; however members may choose to donate their mileage expenses by not requesting reimbursement.

Membership Structure

The State Extension 4-H advisory Committee adopted the following membership structure on October 24, 1991.

Youth

- Five current-year National 4-H Conference youth delegates (one year terms);
- Five previous year National 4-H conference youth delegates (one year terms); and
- Five at-large youth representing concerns of culturally diverse youth (one per district; selected by District 4-H Committee; two-year staggered terms).

4-H Adults Volunteers

- Five club Advisors (selected by county according to modified state rotation plan; one per district; three years terms);
- Five Special Emphasis or School Enrichment or Middle Management Volunteers (one per district 4-H committee; two years staggered terms);
- Five at-large volunteers representing concerns of culturally diverse audiences (selected by 4-H professional in each district; one per district; two-year staggered terms).

Adult Professionals

- Four Ohio Cooperative Extension Agents Association (OCEAA) representatives (at least two county 4-H professionals; one county or district)
- Agriculture/CNRD/Home Economics professional; selected by OCEAA; two-year staggered term);
- One Ohio Foundation representative (selected by State 4-H Staff; two-year term);

- Two formal education representatives (one from Ohio Department of Education, Division of Vocational and Career Education, If Possible selected by State 4-H staff; one at-large representative; two-year staggered terms); and
- Two state agency or campus department representatives (selected by State 4-H staff; two-year staggered terms).

Managing 4-H Events and Activities

Scheduling of programs, activities and events and sticking to the schedule is imperative for good time management. All county, district, and state staff receive the Ohio 4-H calendar annually. Each county should develop their own annual 4-H calendar. This should be made available to all county staff, all volunteers, and to the district office. Each District will also develop their own 4-H calendar.

A sample county 4-H calendar is on the next page. By developing your own county calendar and sticking to it, you will save time.

A Meeting and Activity Planner

Meeting Location

- Is parking available?
- Is the parking lot well lit?
- Is the location easy to find or is a map provided?
- Is the building impaired-accessible?
- Is the building convenient for different ethnic, racial, economic and social groups?

The Meeting Room

- Is the room clean, attractive, well lit and well ventilated?
- Are there enough chairs and tables?
- Is the room impaired-accessible?
- Is the room set up ahead of time?
- Are a lectern, slide projector, overhead projector and other teaching aids available?
- Are restrooms available and handicapped-accessible?
- Are Coat racks available?
- Is a public-address system available?

The Date and Attendance

- Is the date defiantly set?
- Are the committee notified and help requested?
- Have an announcement letter and agenda been sent?
- Has a news release been sent?
- Are others forms of publicity needed (radio, posters, television)?

The Program

- Will a printed program or agenda be needed?
- Have all the speakers or resources people been confirmed, in writing before the program?
- Are visual aids and equipment scheduled and ready?
- Are visuals large enough to be seen by visually impaired?

Speakers and Guest

- Do you have names and titles of all speakers?
- Do you have guest list?
- Are local dignitaries invited?
- Are arrangements made for a welcoming committee?
- Will nametags be used? Do you have them?

Meal Arrangements

- Is the Menu selection confirmed in writing?
- Was the menu selected considering ethnic, racial, and religious practice of the clientele?
- Are alternative meals available for individuals?
- Is the eating time confirmed?
- Is the room set-up decided and confirmed? Who will do this?
- Have you considered a non-religious-specific invocation?

After the Meeting

- Is a follow-up news release needed and written?
- Are all bills in and paid?
- Is all equipment returned and in operating order?
- Was the meeting room left neat and orderly?
- Are thank you notes written to speakers, guest, and others?
- (adopted from the Desk Top Check List and Meeting Planners, Ohio State University Extension Affirmative Action and Equal Opportunity Subcommittee.)

4-H Filing System

The 4-H filing system can be a useful organizational tool to help the 4-H youth professional manage the 4-H program. There are two important components of the filing system. One is that it be flexible enough to meet the needs of the individual user within the framework of how the office operates. It should be arranged logically to reflect the way in which the youth professional thinks, plans programs, and sort and retrieves information. For example, counselor training may be a part of Camp files or in leadership, whichever it more logically fits for the user.

The arrangement needs to be compiled into a filing system index so that the user, other youth professionals in the office, co-workers, support staff or new personnel (or the district specialist providing orientation for new personnel) may find it easy to access information. This index should be printed and be handy to the

filing cabinet --- Taped on top, put in the front of the drawer, in the first filing folder, posted on the wall, etc. The 4-H professional and the 4-H secretary may each want a desk copy. It should be saved on computer disk to update it quickly and easily.

The second important component of the filing system is to use it! Handling mail, paper, communication, and on information on lessons, programs, ideas, upcoming programs, and being able to access all the accumulated resources to deliver an effective program is a major part of the 4-H agent job. The youth worker who can manage the filing aspect more effectively will reap benefits in time, efficiency, and effectiveness.

The following is a suggested 4-H filing system if the 4-H professional looks closely, he or she may find the remnants, or at least the main categories, of this system in their existing files. There are variations listed throughout the sections. These include examples that tenured agents have found useful over the years. The "Filing Suggestions" section has more information and additional examples of how to organize the 4-H files.

Sample 4-H Program File

- 1 Correspondence (General correspondence that does not fit under a specific subject)
 - 1.1 Alphabetical (File folder A-Z for individual letters)
 - 1.2 A possible tertiary files: situations that have noted special attention, clientele, other agents
 - 1.3 Monthly (file folder January to December) newsletters, meeting notices, etc. (if not already kept a handy secretary of central file) These files can be a reminder of what needs to be done in the future months. You may want to file a second copy of some correspondence in the appropriate event file, particularly of for events that may be organized by key leaders or other personnel in the future.
 - 1.4 District (Newsletters and correspondence from District 4-H Specialist, District Directors, others)
 - 1.5 State (Director's newsletter, state 4-H newsletter, OSU Vice-president, President, etc.)
 - 1.6 Personal (correspondence and other material of a personal nature --- your own life)
- 2 Administrative (4-H Program)
 - 2.1 Affirmative Action
 - 2.2 Finances (including grants and proposals for funding)
 - 2.3 Insurance and Retirement
 - 2.4 Office management
 - 2.4A. Computer information
 - 2.4B. Staff Meeting
 - 2.5 Personnel

- 2.5A Paraprofessionals (program assistants, work study students, etc.)
- 2.5B. Two Track System
- 2.6 Policy and Regulations
- 2.7 Promotion and Tenure (guidelines for preparing vita, lists of appropriate information needing for the vita, updated yearly)
- 2.8 Professional improvement (including scholarship opportunities, in-service training workshops, conferences, graduate course work)
- 2.9 Statistics (of a general nature)
- 2.10 Supplies and Equipment (National 4-H Supply Catalog, etc.)
- 3 Association, agencies, and Organizations (4-H program)
 - 3.1 Cooperating organizations (dept. of health, schools, Interagency Council, Voluntary Action Center, Rotary, etc.)
 - 3.2 Extension Organizations (OCEAA, NEO4-HA, EPA, ESP, Gamma Sigma Delta, Volunteer Ohio, Council on Self-Esteem, etc.)
 - 3.3 Foundations (Ohio 4-H National 4-H, local, etc.)
 - 3.4 Sponsors and Donors
- 4 Clientele (background information, studies, needs and interest, methods, materials, programs, etc. for general categories.)
 - 4.1 Cloverbuds, 5-8 years olds
 - 4.2 Diversity
 - 4.3 Pre-Teens, 9-12 year olds
 - 4.4 Teenagers, Older youth
 - 4.5 Urban
 - 4.6 Youth At Risk
 - 4.7 Youth with Special Needs
- 5 Leadership/Volunteer Development (include programs and events where leadership development has a major emphasis)
 - 5.1 Advisors
 - 5.1A. Applications procedure --- If accessible to secretaries, files on each of the volunteers may be kept here or in another location in the office. Include the active and inactive with a file on each volunteer
 - 5.2 Alumni
 - 5.3 Committee Members
 - 5.4 Key leaders, middle management, Master Volunteers
 - 5.5 Members
 - 5.6 Officers
 - 5.7 Parents
 - 5.8 Teen Leaders (program that are for youth leadership training such as Teen Leadership Camp, etc.)
 - 5.9 Volunteer Behavior Policy
- 6 Organizations and Enrollment
 - 6.1 Clubs
 - 6.2 In-school
 - 6.3 Literature
 - 6.4 Mailing Lists

- 6.5 Projection (looking into Future programs, trends, etc.)
- 6.6 Promotion (publicity of 4-H, awareness teams, recruitment of members and advisors, National 4-H week, etc.)
- 6.7 County
- 6.8 State
- 6.9 National
- 6.10 Records (enrollment figures, computer print out summaries, 237, etc.)
- 6.11 Special Emphasis/special interest

- 7 Program Communities, development, and evaluation
 - 7.1 County 4-H Committee
 - 7.1A. Tertiary Files on Breakdown of 4-H Committee
 - 7.2 Committee (other active committees involved in program development such as the 4-H Committee involved in program development such as the 4-H Committee sub-committees, Extension Advisory Committee, etc.)
 - 7.3 Evaluation (member growth; project; club; and program evaluation)
 - 7.3A. EEET
 - 7.4 Planning for the Future (looking into future programs, trends, societal factors, etc.)
 - 7.5 Plan of Work
 - 7.6 Report of Work

- 8 Program Activities, and Events (includes specific programs, activities, and events that are planned and carried out)
 - 8.1 Camp
 - 8.1A. Possible Tertiary files: campfire, counselor training, crafts, flags, programs, workshops, etc.
 - 8.2 Careers
 - 8.3 Citizenship
 - 8.4 Community Development
 - 8.5 Expanded Nutrition Program
 - 8.6 Fair (some agents use a notebook system for fair, others have a separate file cabinet for fair)
 - 8.7 Fund Raising
 - 8.8 Health and Safety Speaking Contest
 - 8.9 Inspiration (mediation, vespers, signatures, God and Country Program, etc. --- some of this may fit under camp instead)
 - 8.10 International Programs
 - 8.10A. IFYE
 - 8.10B. LABO
 - 8.11 Music and Recreation
 - 8.12 Safety

- 9 Projects
 - 9.1 County Project Requirements
 - 9.2 Group Projects
 - 9.2A. Teacher Training
 - 9.3 Pilot Projects

- 9.4 Project Literature/Manual Update
 - 9.5 TV Series
- NOTE: 4-H Project Books would be located in a central 4-H Project File.

10 Recognition, Achievement, Awards

- 10.1 County
- 10.2 District
- 10.3 National
- 10.4 Personal
- 10.5 State

11 Teaching Methods (4-H program --- how-to-do techniques, resource materials available, could also include specific programs not located under 8)

- 11.1 Demonstration
- 11.2 Discussion
- 11.3 Exhibits
- 11.4 Group Techniques
- 11.5 Hands-On Ideas
- 11.6 Lesson Plans
- 11.7 Meetings
- 11.8 News Articles
- 11.8A. Farming Magazine
- 11.9 Newsletters
- 11.9A. Next issue
- 11.9B. Poems/Clever Sayings
- 11.10 Notebooks (list of resource notebooks in you office)
- 11.11 Office and Telephone Calls
- 11.12 Radio
- 11.13 Speeches and Talks
- 11.14 Tours and Special Programs (including field Days)
- 11.15 TV and Cable TV
- 11.16 Video tapes, Films and Filmstrips
- 11.17 Visual Aids
- 11.18 Working With Committees
- 11.19 Working with People

12 Subject Matter Areas (4-H Program --- Materials pertaining to areas, but not project books which would be located in central 4-H Project File)

Select which files to include according to user's job responsibilities and demand in county

- 12.1 Agronomy
- 12.2 Animal Science (Beef, dairy, poultry, swine, sheep, horses, rabbits, etc.)
- 12.3 Clothing
- 12.4 Communications
- 12.5 Economics
- 12.6 Engineering

- 12.7 Family and Consumer Economics
- 12.8 Family Life (including developmental tasks)
- 12.9 Food and Nutrition
- 12.10 Health
- 12.11 Horticulture
- 12.12 Housing and Furnishings
- 12.13 Management and Equipment
- 12.14 Natural Resources/Forestry (including conservation, ecology, etc.)
- 12.15 Small animals

13 Historical Records (see “Disposal Guide” under “Filing Suggestions”)

14 Duplicated Material (including folders with 10 to 50 copies of teaching aids and other resources that can be used for several teaching responsibilities on short notice. Arrange alphabetically by topic.

Suggested Desk File

Upcoming Events or Committed Schedule (what where when – letters, programs)

Confirmations

- A.1. This month
- A.2. Next month
- A.3. Rest of year
- A.4. Beyond the current year

Current

- B.1. To be answered
- B.2. Phone calls to be made
- B.3. People to see
- B.4. To be filed
- B.5. Pending reply
- B.6. Work to be done
- B.7. To be read
- C. “Now” Programs

Make Subject case files of materials that you are working with currently; for example: Junior Camp, New Advisors’ Training, junior Leadership Workshop, etc.

Your “Now” program case files will come and go. As work is completed, material should be placed in your regular files or discarded. As other programs become “Now” Programs material will be pulled and placed in your desk subject case files.

Filing Suggestions

Definitions

Within this 4-H program file there are primary subjects, secondary subjects, and tertiary subject case files.

Primary subjects --- These are major subject areas within the 4-H file. All primary subject titles are placed on center cut guide cards. In this file system, primary subjects are Correspondence; Administration; Associations, Agencies, and Organizations; Clientele; Leadership Development; Organization and Enrollment; programs, activities, and events; Projects; Recognition, achievement, and awards; teaching Methods; Subject Matter Areas; Historical Records; and Duplicated Materials.

Secondary Subjects --- These are subdivisions of the primary subjects. All secondary subject titles are placed on right cut guide cards. For example, see primary subject 8. Programs, Activities, and Event. Secondary Subjects are 8.1 camp, 8.2 Careers, 8.3 Citizenship, 8.4. 4-H Community Development, etc. through 8.12. Safety.

Tertiary Subject Case Files --- These are subdivisions of secondary subjects. Each subdivision deals with one specific unit of information. All tertiary subject case files titles are placed on left cut guide and labeled with tertiary number (ex. 8.1.1.) or with a capitol letter (ex. 8.1.A.) 8.1.A. might be Counselor training, day camps, or campfire. The tertiary subject in your file will depend upon what you need to fit your job responsibilities. Material of a general nature, not relating to any specific camp subject, will be placed in the 8.1 secondary subject file folder "Camp." Correspondence Files. Letters containing special reference material or specific information should be classified by subject, and filed in the appropriate primary, secondary, or tertiary subject folders.

Correspondence that has no clear cut, specific subject matter should be filed alphabetically by the last name of the person you write to, or who writes to you, behind the 1.1A-Z guides. If the firm or institution name has more lasting meaning, file by that name. Staple the copy of the reply to the front of the letter being answered. Correspondence should be arranged in the folder in chronological order with the latest date placed in front. When correspondence with any one person exceeds 10 letters, make a separate folder with that person's name and place it behind the appropriate letter guide.

Since District and State personnel correspondence may be heavy, it is suggested that 1.2 District and 1.3 State be located as secondary subjects in the primary subject. 1. Correspondence. 1.2A could be District 4-H Specialist (or the name of that person), 1.2B District Director (or the name of that person). District newsletters could also be placed in 1.3.B. 4-H newsletter, etc. A fourth secondary subject is 1.4 Personal. This folder provides a place for correspondence and other material of a personal nature, such as letters of reference, personal data sheets, etc.

Primary and Secondary Subject Category Files – These files are arranged in a numeric-alphabetical subject system of classifying and filing. The primary categories are arranged in alphabetical order except for Correspondence being first and Historical being last. The secondary categories are arranged in alphabetical order within each primary category. All primary and secondary subjects are assigned numbers to reduce time and effort in marking materials for filing and in locating those needed.

Tertiary Subject Case Files – When bringing together related material under a secondary subject, establish tertiary subject case files for those items pertaining to a specific topic or category. For example, in the file labeled 8.1 Camps, it is suggested that tertiary subject case files be established pertaining to the kind of camp, phase of a camp program, etc., if the volume of material so warrants. As many tertiary subject case files as you need and want can be established behind any secondary subject.

In setting up tertiary subject case files, list possible headings under each secondary subject. Select headings that have meaning to you. This way you can find material quickly without having to memorize the details of your filing system. Select headings where there is enough material to warrant a tertiary subject case file folder being set up, then create those folders only. Don't fill your files with empty folders. All other material (not specific) goes into the general folder located behind the secondary subject until there is enough materials to warrant another tertiary subject case file. Additions can be made any time, but only as often as needed for greater efficiency.

Guide Card and Folder Arrangement –The orderly appearance and efficiency of any file depends upon the careful preparation, use, and arrangement of files and folders in the file drawer. Guide cards serve as “signposts” to help speed filing and finding operations. Use center cut guide cards for primary subjects, right cut guide cards for secondary subjects. Folders are necessary to keep the material together and in order. Complete file designation (numeric and subject description should be indicated on the folders. For example, a folder on camp counselor training would be labeled 8.1A (or 8.1.1) Camp Counselor Training. Folders should not be overfilled, when that happen either subdivide by subject or have a second folder with the same coded file designation.

Classifying Material for Filing – The process of classifying and organizing requires analysis of the material to determine the subject under which it should be filed, then coding or placing the file designation on the material to show where it should be placed in the file.

The following are normal procedures to follow when classifying material for filing:

Read and analyze the material to determine the most outstanding or major (primary) subject or purpose.

Select the correct subdivision under the primary subject. Use your file index for this determination.

Coding and filing: write the file designation, consisting of the primary subject number followed by the secondary subject number, in the upper right corner of the material. For example, the file designation 8.1 denotes the proper classification for materials to be filed under primary subject 8. Programs, Activities, and Events, and the secondary subject 8.1 Camp. If there are tertiary subject case files under 8.1 identify the appropriate number or letter (whichever you are using) and write that next to the first two, like 8.1.1 or 8.1.A. Either you or your secretary may code your material. If you do your own coding, help

the secretary learn the system so he or she can also find the materials. The use of appropriate cross references in the file can be an invaluable aid in locating material; however, care should be taken to avoid making unnecessary cross references that will consume preparation time and space. Place coded materials (coded frequently) in a designated spot so your secretary can file at least two or three times a week.

(Filed materials are much more easily referred to than are materials in stacks!)

Disposal Guide – Unless files are kept current, they soon become jammed and inefficient. Each person will have to rely on his own judgment, but the following guide might help.

- Clean all files at least once a year. You may want to keep a record of names and addresses for future reference.
- Dispose after one year: general information correspondence and material that has no follow up significance.
- Dispose after three years: mailing lists, lists of officers, camp lists and programs, copies of minutes of planning committees and monthly reports.
- Maintain historical records, fiscal ledgers, plans of work, camp health records, etc., in a permanent Historical Records storage file.

Suggestions for Efficient Use of Your Desk

- Materials used constantly should be readily available and within reach while sitting at desk.
- Keep only the items that are used regularly on your desk. (These include books as well as papers.)
- Form the habit of putting things where they belong the first time they are picked up. Put a letter just read into the “To Be Answered” folder if it requires an answer, into the “To Be Filed” folder if it is not to be answered but filed (code it first), discard material that has no further use., etc.
- Place new material in the appropriate folders each day: To Be Answered, Phone Calls To Be Made, People To See, To Be Filed, Pending Reply, Work To Be Done. Transfer material from the files into your regular files or discard as soon as the jobs are completed.
- Do not let materials that are not being used accumulate in any drawer or folders.
- Leave your desk perfectly clear of papers, folders, and miscellaneous materials at the end of each day.

Public Relations and Marketing

All county 4-H programs should include an ongoing public relations component with specific goals and a realistic budget. This is an opportunity to help the entire county program more efficiently serve the people in your county. It is also a tremendous opportunity for using volunteers...both adult and youth.

Marketing Study

A first rule in any successful public relations program is to know you have a quality product or service that is useful or needed by your clients or audiences. If you have never conducted a marketing study or a county audit, or have not done one for some time, consider this a place to start. Although clients may seem satisfied with the services your county Extension program is providing, do you have solid data to help staff and advisory committees evaluate how local residents are being served? Who are the people who contact the Extension office? Are clientele old or young, rich or poor, well educated or not? How are they different from other county residents? Are these clients satisfied with services? Do they need help in other ways? And what about the public not using your services now? Do you know why? How can you best serve them?

How You Do It

One method is to develop a telephone or personal interview survey that will cover many of these questions, plus those specific to your county. Design the survey to take only 10 to 15 minutes or the interviewee's time. Develop one that can easily be adapted to your office's computer database system to help analyze the collected data. A random check of households in given neighborhood or areas should give you an idea of that is being done in specific areas. This is a good project to involve volunteers in planning the questionnaire, selecting the neighborhoods and people to be called, doing the telephone interviews, and, when possible, entering the database. Two or three hundred individuals selected at random should make a satisfactory sampling. Sources of sampling areas can be selected from a variety of places – telephone directories, utility company listing, county assessment records, and so forth.

Train adult and teen volunteers to conduct both telephone and face-to-face interviews. Volunteers should be given 12 to 15 contacts to complete in a one-week time. Enlist someone in your county to help with the volunteer training, or the land-grant university may give you some research assistance.

How to Use It

The county Extension staff and Extension and/or 4-H Advisory Council should study the data and discuss the implications. Demographic information about current clients, data about client perceptions of the office, and suggestions for change will help staff and

advisors plan future programs. It provides a basis for setting overall and individual program goals.

This is an opportunity for the 4-H Agent to demonstrate creative yet realistic abilities as a manager. Being able to identify your consumer (or your audience) to determine accurately needs, what programs can be offered to address these needs, and what resources are available or needed to conduct these programs are critical facts success. These strategies are part of the marketing concept called positioning. Positioning offers a comparison between our services and those who are competing in the same service areas. The 4-H Agent should set a goal to position Extension services so potential audiences as offering more and better quality programs than similar services perceive them. There is a close relationship among position, image, and perception. Every person involved in the Cooperative Extension System contributes to the image and, eventually, to Extension's position in your county.

Public Relations/Visibility

Once you have identified your audiences, their needs, what you have to offer them, and have set goals, the public relations/visibility program is a natural next step.

The best public relations program is your everyday behavior. Often the simplest things make the best impression. Every time you write a thank you note, leave a meeting room clean, return borrowed property promptly and in good or better condition, or cooperate with another organization, you are using valuable promotional tools. These are perhaps some of the most user-friendly and inexpensive means you will ever employ.

Beyond these common-sense means, develop a public relations program appropriate for your county situations. Determine short-and long-range goals, but be sure that whatever you decide, you integrate them into a continuing, yearly program supported by a logical plan of work calendar.

A public relations program can be volunteer-driven, using both adults and youth. Although you may have public relations specialists and media representatives in your county who are willing to help with a program, an enthusiastic volunteer who leaves a good impression and works within your guidance and direction, can be the best public relations agent.

Many methods and techniques may be used to build a public relations program. Communications methods are readily available through using newspapers for articles and ads, mass mailings, booklets, open houses, events...the list is endless. Everything your office does in your community should be designed to help tell the public more about Extension programs, and should stimulate interest in knowing what else is available. Whatever the methods, it is important that we tailor everything to our audience – that means using different ways to reach the variety of groups and individuals who comprise our clientele. It does not mean forgetting the general public. Each effort should shape a message that will help the general public accept and support Extension and its programs.

Given the nature of Extension education, and its dependency on the support and involvement of people at all levels, we must relate our programs and organization to our publics in a favorable way. That's public relations!

Effective marketing and public relations efforts for a county Extension office should include all the people involved – the advisory committee(s), county chair, agents, staff, and key volunteer leaders. People working together make marketing goals and objectives realities.

People Working Together Make Marketing and Public Relations Work

The Steps

- Develop a plan related to the total county 4-H program goals.
- This plan may be informal at the start. Study your track record. Identify your strengths and weaknesses. Self-analyze with surveys and staff discussions.
- Incorporate a formal marketing management plan
- Don't crank out random programs, events, brochures, or announcements. Instead, use the best direct mail marketing techniques. Make an offer and seek a response.
- Achieve a balanced aggressive, tasteful, educational program promotion.
- Know your media opportunities. Coordinate outreach efforts.
- Exhaust your creativity. Experiment continuously. Invent and test. Don't re-invent the wheel! Work on encouraging an atmosphere where all the disciplines at your disposal will support one another.
- Know your public. Identify constituents. Select and target efforts to gain support from influential people. Know and use characteristic demographics.
- Position your 4-H program. Focus your efforts to achieve a clear organizational position. Don't try to be everything to everyone. Lead with strength. Constantly evaluate. Involve your volunteers.
- Identify is critical! Find every opportunity to project a comprehensive umbrella image for 4-H
- Youth Development in your county. Make each program or event come under that umbrella. Be consistent.
- Identify competition. We compete for many things: volunteer time, recognition, participation, and funding.

Good public relations don't just happen. Remember, although it seems that the 4-H agent is being asked more and more to be all things to all people, it is not possible without help. Your programs and messages must be aimed at specific, identified segments of the market. Promotion and public relations efforts must be compatible with long-range goals and strategic plans. Underscore your objectives with discussion and written descriptions. Get staff and supporters involved. Make sure they understand completely and can help to get your message across clearly.

Use the exercises on pages 8.25 to 8.27 to determine what types of public relations activities might be appropriate for your program. Remember what audiences you need to reach with your message(s).

Sources

National Marketing Extension Workshop Notebook

Marketing Cooperative Extension – Cornell University

Public Relations Communications Handbook – Standard Oil Company

Curriculum on 4-H Public Relations – Accountability, prepared by PR Accountability Subcommittee, National 4-H Urban Committee

4-H Public Relations Kit, University of Minnesota

Marketing and Public Relations Program, Marion County, Oregon

How Will This Help?

By familiarizing yourself with the following list of public relations tips, you can develop a public relations plan that is a credit to the whole Extension program.

- Know the clientele you serve and learn about the audiences you are not serving
- Present a clear and consistent message of who you are and what you do.
- Understand that public relations is not a separate program or responsibility. It should be an integral part of everything you do—every day! Recognize that good public relations procedures automatically weave all the various program responsibilities of your Extension office together. Find every opportunity to project a comprehensive umbrella image for your Extension program.
- Be aware that public relations offer a tremendous opportunity for using volunteers—adults and youth.

- Public relations offers a tremendous opportunity for volunteers to make a significant contribution. Put them to work!
- Use your public relations program to grease the wheels with decision-makers. The more they know about the program and what it can do for the community, the more they'll want to help.
- Public relations can open doors for developing and strengthening partnerships and coalitions inside and outside Extension. Other organizations need to know where your programs are headed as much as you need to know about theirs.
- A good public relations program supports both program and budget goals. Don't set goals without remembering that nothing happens for free!
- Remember – Extension is a program for people.

Exercise
Public Relations Activities

Possible Resources in Your County	Contact Person Home Address, Phone #	How you see Working With Them
Business and Professional Groups Chamber of Commerce Business/Professional Women Others		
Special Interest Groups League of Women Voters Gun Clubs Garden Clubs Nutrition Councils Others		
Other Agencies and Organizations Welfare Police Department County Health Department School Faculty Boy Scouts Girl Scouts Others		

Exercise
Communicating To Your Audiences

Audiences	List ways you are now communicating with audiences in your county	List ways you would like to, or should be communicating with these audiences
<p>County decision-makers, county board, other government officials</p> <p>District and state Extension administrators</p> <p>County board of education, superintendent of schools, school principals</p> <p>School teachers</p> <p>County libraries</p> <p>County Extension committees, advisory groups</p> <p>Extension and 4-H volunteers</p> <p>Community service organizations, advocacy groups, churches, other youth-serving organizations</p> <p>County program donors and supporters</p> <p>Media representatives</p> <p>4-H members; their parents</p> <p>Potential 4-H members; their parents</p>		

Exercise
Communications Tools Analysis

Which of the following tools are you currently using to promote or inform your public about your county 4-H program? Indicate which ones are used for 4-h visibility. Are there some you could be using, but are not at present? Which are you using that might not be worthwhile?

Which are done on a routine basis, and which on special occasions? Indicate which ones are handled by volunteers or could be.

Check the columns that are appropriate.

	Now Using	Visibility	Not Worthwhile	Not Using	Used Routinely	Used on Special Occasions	Staff	Volunteer
Newsletter								
Promotion Brochures								
County Fair								
Recognition Event								
Field Days								
Shopping Malls								
Weekly Newspaper(s)								
Daily Newspaper(s)								
Radio								
Television								
Exhibits, Displays								
Special Events								
Speakers Bureau								
Bumper Stickers, Banners, and Other Visibility Items								