

4-H Staff Professional Development: Identifying Training Needs Across the State

EXECUTIVE SUMMARY

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During the summer of 2007, as part of the new Pilot Leadership Plan evaluation, the 4-H Center for Youth Development surveyed 77 youth development program representatives and advisors on their self-perceived competency levels in various areas of youth development, and their suggested training needs. The online survey of advisors and program representatives was based on the 4-H Professional Research, Knowledge and Competencies (PRKC) developed by the National Professional Development Task Force, through National 4-H Headquarters. The PRKC includes questions relating to competency and knowledge in six domains relevant to youth development work, namely, **Youth Development; Youth Program Development; Volunteerism; Equity, Access and Opportunity; Partnerships; and Organizational Systems.**

Results revealed that:

- Both 4-H program representatives and advisors consider themselves to be strong in youth development theory and organizational systems, followed by youth program development and equity, access and opportunity. Volunteerism and partnerships rated lower among the domains.

- Program representatives suggested training in the areas of volunteer management (recruitment and retention), partnerships (youth adult partnerships and youth empowerment) and organizational systems (the use of technology, facilitation, communication). Advisors suggested trainings in the area of research methods and evaluation. Preferred training methods were conference/workshop and online delivery.

Implications:

- The survey provided a glimpse of key areas, such as volunteer development and partnerships (for program representatives) and research methodology (for advisors) to target trainings statewide.
- In the process of setting standards for program representative and advisor positions, there needs to be greater clarity and consistency in job expectations and roles through further dialogue.

The study is a first step in moving towards an effective system for staff professional development. The role of the academic coordinator in facilitating this in pilot clusters will be measured through further evaluation of the Pilot Leadership Plan.

Background

Youth worker professional development needs have received attention nationally in the youth development field as well as within 4-H youth development as a necessary component of improving youth development services and outcomes for young people (Vandervan, 1992; Hahn & Raley, 1998). In the California 4-H Youth Development Program, facilitating quality professional development has become especially important. This is because decreasing numbers of youth development staff and changing roles and responsibilities of remaining staff have made it more challenging to maintain a vibrant program.

In July 2007, the 4-H Pilot Leadership Plan Team was charged with implementing and evaluating a new staffing structure in three county clusters in each of the three ANR regions. This Pilot Leadership Project was based on the recommendations of the 4-H Staffing Taskforce's report (November, 2005) at the recommendation of the University of California 4-H Youth Development Program Revised proposal for 4-H staffing. The team comprised three academic coordinators representing their county clusters in each region, staff from the Statewide 4-H office, and staff from the 4-H Center for Youth Development.

One goal of this pilot project is to improve the effectiveness and engagement of youth development staff through building staff capacity and expertise in youth development. Accordingly, current staff competencies and needs for trainings had to be identified. While it was acknowledged that the focus of the Pilot Leadership plan was centered around certain county clusters, the team felt that understanding professional development needs in the entire state would be valuable in providing guidelines for planning statewide training opportunities. This report shares the findings from

this effort in September, 2007 and serves as an initial step in identifying priority training areas in the statewide 4-H Youth Development Program.

Method

Survey

An adapted online version of the 4-H PRKC (Professional Research, Knowledge and Competency) survey was used to determine staff members' self-reported competencies in key youth development domain areas. The 4-H PRKC tool was developed by the National 4-H Professional Development Task Force in 2004 through comprehensive research on those competencies essential in conducting 4-H Youth Development programs. The 4-H PRKC self-assessment was designed to help 4-H youth development educators assess their skills and identify competency areas in which they may want to focus for learning and professional growth.

The six domains included in the 4-H PRKC are: Youth Development; Youth Program Development; Volunteerism; Equity, Access and Opportunity; Partnerships; and Organizational Systems). Each domain consists of 10 or 11 specific competencies that pertain to that domain area. (See Appendix A for a list of competencies included in each domain).

Respondents rated themselves on a Likert scale with the following categorization.

1	2	3	4	5
Good		Better		Best

Good: Knows the competency is important but has not yet addressed it or does not do it consistently.

Better: Understands and applies knowledge and skills effectively

Best: Not only understands and applies the competencies, but coaches others using the same skills and behaviors for the particular area.

The main modification to the survey tool was the inclusion of two additional items to the scale, namely, “don’t know” and “not relevant”. These items were included to allow staff to express that they felt competency concepts were unfamiliar to them, or irrelevant in their role. In addition, the adapted online survey asked staff about preferred training modes as well as an open-ended section on perceived training needs. It should be noted that according to the PRKC as written, and as replicated in this survey, items “2” and “4” on the Likert scale had no specific definitions; they merely fell between the defined “Good,” “Better,” and “Best” skill levels, and when reported by staff were assumed to represent a middle ground between those levels.

In the summer of 2007, there were a total of 91 4-H youth development program representatives/assistants and advisors in California counties, 77 of whom responded to the PRKC survey (for an 85% response rate). These 77 respondents included 25 advisors (some of whom were also County Directors) and 52 who listed themselves as program representatives, program assistants, or other similar titles. This latter group is hereafter referred to collectively as “program representatives.” Most advisors had worked at least 10 years in the 4-H program. In contrast, approximately one-third of program representatives had worked in 4-H youth development for fewer than 3 years, about a third for between 3 and 9 years, and another third for 10 years or more. All respondents had either full time or part time 4-H youth development responsibilities.

Analysis and Interpretation of Findings

Analysis of staff rating on 4-H PRKC

Because the programmatic and research responsibilities of advisors and program representatives differ, the results have been analyzed and

reported separately for advisors and program representatives/others.

For overall domain scores such as Youth Development, Youth Program Development etc. the percentage of total number of responses falling in each Likert Scale category (i.e., 1, 2, 3, 4 or 5) were calculated for the domain as a whole.

Distributions of respondents by Likert scale categories were calculated for individual competency scores within a domain.

Interpretation of competency strengths

Stronger competencies within the 4-H YDP were considered to be those competencies where a majority of staff rated themselves at 3 and above. A 3 was selected as a reasonably strong level of competency because a score of 3 or above indicates that at minimum, staff reported understanding and applying a competency consistently and effectively. Competencies where a majority of staff considered themselves to be at less than a 3 were considered to be indicators of weaker areas and, potentially, an area for future staff training, if the competency is considered to be an important one for staff to have mastered.

Interpretation of competency expectations for advisors and program representatives

Since the 4-H PRKC was developed outside California, the competency items do not always fit the job expectations of California’s staff. For instance, certain competencies such as designing an evaluation may be a reasonable competency to expect advisors to have but not program representatives or other titles with similar roles. For the purpose of this report, the Pilot Leadership Team came to a consensus on some items that could be clearly designated as not expected job requirements for program

representatives. Staff responses in the area of “not relevant” are also generally in line with these decisions. In general, items that were considered not required/relevant job expectations for program representatives were those that involved research methodology such as designing program evaluations, impact assessments and formal community analysis.

However, while items falling in certain areas were able to be specifically identified as advisor rather than program representative roles, other items are harder to delineate. Staff roles may differ based on experience and time in position, staffing situations (such as whether an advisor is present) or on specific job titles (some staff had titles other than “program representative”). In order to make the PRKC competencies more relevant to the California context, there needs to be additional dialogue statewide about the importance of different competency items relative to their specific roles in the California 4-H Program.

Limitations of the 4-H PRKC

While the PRKC has been developed for a 4-H audience, this is still a pilot instrument. Some issues that need to be addressed are: the issues in using a self-reporting instrument meant for personal goal setting as a statewide tool for providing guidelines; abstract language and variation in interpretation of items; and personal variation with regard to overly modest or overly exaggerated self-rating. The interpretation of the PRKC findings should be meant as a preliminary guide for understanding general trends in the state, keeping these limitations in mind. More in-depth conversations with program representatives and advisor will need to be conducted for a richer interpretation of these results for planning statewide training.

Findings

I. 4-H Staff Self-reported Competencies Overall

The tables and descriptions below show how staff members rated themselves with regard to the 65 specific PRKC competency areas. The tables show the percentage of staff members who rated themselves at least a 3 on each particular competency area.

Program Representatives' Self-rating

Relatively stronger domains for program representatives were Youth Development and Organizational Systems where a majority of program representatives rated themselves as 3 and above on a majority of the relevant items. Relatively weaker areas were in Volunteerism and Partnerships where no specific competencies were rated as 3 or above by a majority of program representatives. Table 1.1 shows the specific competency areas that fall in each of these domains. For example, in the Equity, Access and Opportunity domain, between 25% and 49% rated themselves as 3 or above in recruiting and retaining diverse volunteers, while between 50% and 75% rated themselves at least a 3 on culturally competent communication and programming. In the same domain, 75% or more rated themselves as 3 or above in valuing multiple perspectives. For specific percentage scores on each domain, see Appendix A.

Advisors' Self-rating

For advisors, relative strengths were in the areas of Youth Development, Organizational Systems and Equity, Access and Opportunity. Youth Program Development, Volunteerism and Partnerships had comparatively lower numbers of competency items in the 3-5 range. Table 1.2 shows relative competency strengths. For example, in the Partnerships domain, less than 75%

(but more than 49%) self-rated as 3 in assessing readiness of youth and adults to work together. Seventy-five percent or more of advisors rated themselves as 3 and above

in the same domain for “creating community alliances”. Specific percentage scores on each domain have been presented for advisors in Appendix B.

**4-H STAFF
SELF-REPORTED
COMPETENCIES**

Table 1.1 Showing relative self-reported strengths statewide for program representatives

PRKC Domains below (from low to high strength)	Lower competencies	Mid low	Mid high	Higher competencies
Volunteerism	Conducting needs assessments	Volunteer selection Volunteer administration based on knowledge of societal changes	Create or utilize position descriptions Advocate for the benefits of volunteerism Volunteer training, orientation, recognition Apply philosophies of volunteerism Creating effective volunteer staffing models	
Partnerships	Applying community development tools and processes	Promoting workforce development Assessing readiness for, and creating community alliances	Applying community development principles Assessing readiness of youth and adults to work together Applying models promoting youth action Maintaining professional networks Facilitating youth on boards; Fostering positive youth-adult interactions	
Equity, Access and Opportunity		Recruiting and retaining diverse volunteers	Understanding historical impact of privilege and power Appropriate program design for diverse audiences; Outreach strategies Culturally competent communication and programming Active listening	Understanding cultural/social identity and impact on communication styles Valuing multiple perspectives Openness to diverse youth and volunteers

(Table 1.1 continued from page 5)

PRKC Domains below (from low to high strength)	Lower competencies	Mid low	Mid high	Higher competencies
Youth Program Development		Using logic models to represent how a program operates	Obtaining citizen perspectives Developing advisory committees Leading a team through designing projects; Setting program priorities	Teach effectively using basic principles of instruction
Organizational Systems		Integrating research practice	Securing financial/human resources Developing budgets Establish effective committees Balancing work/life issues	Effective communication skills Creating safe, inclusive programs Understanding CE/4-H mission Time management Ethics Advocating for positive youth development
Youth Development			Youth Development Theory (cognitive, socio- emotional and physical development theory Ecological systems theory Risks and protective factors Youth Development Practice (developing supports and opportunities; promoting relationship-building with youth; promoting positive behavior)	Creating programs that promote life-skills

Lower competency: where self rating was at least a 3 for 0-24% of program representatives

Mid low competency: where self-rating was at least a 3 for 25-49% of program representatives

Mid high competency: where self-rating was at least a 3 for 50-74% of program representatives

High competency: where self-rating was at least a 3 for 75% and above of program representatives

Table 1.2 Showing relative self-reported strengths statewide for advisors

PRKC Domains below from low to high strength	Lower competencies	Mid-Low	Mid-High	Higher competencies
Partnerships			<p>Conducting community analysis</p> <p>Applying community development tools and processes;</p> <p>Facilitating workforce development</p> <p>Assessing readiness of youth and adults to work together</p>	<p>Assessing readiness for, and creating community alliances</p> <p>Applying models for youth action;</p> <p>Fostering positive youth adult interactions;</p> <p>Facilitating youth involvement on 4-H boards and committees</p> <p>Applying principles of community youth development</p> <p>Maintaining effective professional networks.</p>
Volunteerism			<p>Assessing volunteer impact</p> <p>Conducting organizational & community needs assessments</p> <p>Implementing appropriate selection strategies</p>	<p>Create or utilize position descriptions</p> <p>Advocate for the benefits of volunteerism</p> <p>Volunteer training, Orientation, Recognition</p> <p>Apply philosophies of volunteerism; Creating effective volunteer staffing models</p> <p>Volunteer administration based on societal changes.</p>
Youth Program Development			<p>Using logic models</p> <p>Evaluation design</p>	<p>Interpreting evaluation data</p> <p>Obtaining citizen perspectives</p> <p>Developing advisory committees</p> <p>Leading a team through designing projects</p> <p>Setting program priorities</p> <p>Teaching effectively using basic principles of instruction.</p>
Equity, Access and Opportunity			<p>Developing and conducting community needs assessments to gain meaningful input from diverse audiences</p>	<p>Understanding historical impact of privilege and power</p> <p>Appropriate program design for diverse audiences</p> <p>Outreach strategies</p> <p>Culturally competent communication and programming</p> <p>Active listening</p> <p>Recruiting and retaining diverse volunteers</p> <p>Understanding cultural/social identity and impact on communication styles</p> <p>Valuing multiple perspectives</p> <p>Openness to diverse youth and volunteers.</p>
Youth Development				<p>Youth Development Theory (Cognitive, socio-emotional and physical development theory; Ecological systems theory; Risks and protective factors)</p> <p>Youth Development Practice (Developing supports and opportunities; Promoting relationship-building with youth, Promote positive behavior, Promoting life skills).</p>

(Table 1.2 continued from page 7)

PRKC Domains below from low to high strength	Lower competencies	Mid-Low	Mid-High	Higher competencies
Organizational Systems				Securing financial/human resources Developing budgets Establish effective committees Balancing work/life issues Effective communication skills Creating safe, inclusive programs Understanding CE/4-H mission Time management Ethics Advocating for positive youth development

Lower competency: where self rating was at least a 3 for 0-24% of program representatives
 Mid low competency: where self-rating was at least a 3 for 25-49% of program representatives
 Mid high competency: where self-rating was at least a 3 for 50-74% of program representatives
 High competency: where self-rating was at least a 3 for 75% and above of program representatives

STAFF COMPETENCY AND SUGGESTIONS FOR TRAINING

II. Staff Self-reported Competency by Time in Program

Mean program representative competency scores for each domain were compared across three category groupings, namely staff who had worked in the 4-H YDP for less than 3 years, between 3 and 9 years, and for 10 or more years. While the first two categories showed no significant difference in competency scores, those who had worked for 10 or more years did rate themselves significantly higher in all the domains as compared to the first two categories. Since there were very few advisors who had worked in the program for less than 10 years, no analysis was done of the effect of time in program on their competency ratings.

III. Staff Suggestions for Training

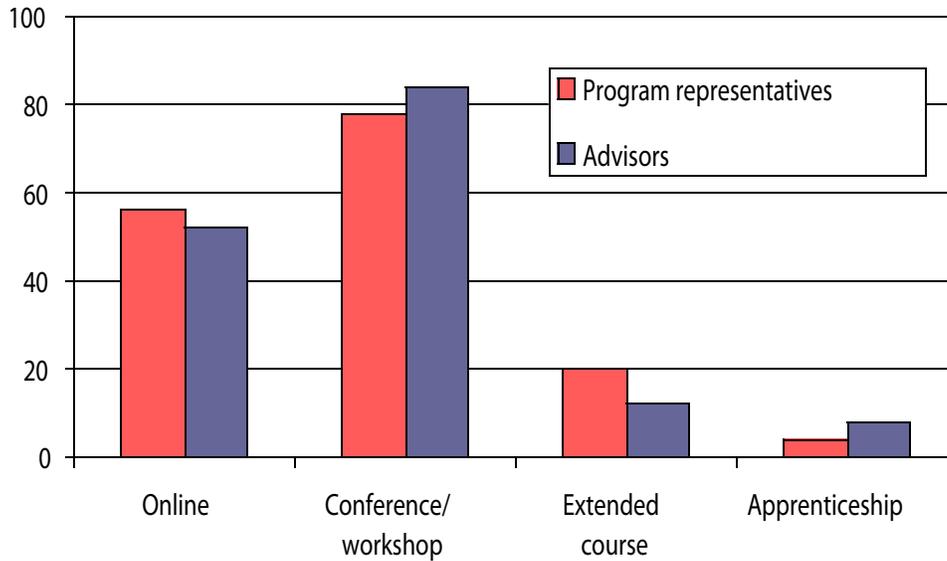
Preferred training delivery mode
 For both advisors and program representatives, the preferred delivery mode was conference/

workshop (78% of program representatives and 84% of advisors), followed by online methods of training (56% of program representatives and 52% of advisors).

Suggested trainings
Program Representatives. Appendix C lists a summary of staff training suggestions. A majority (28% of suggestions) of the training needs were in the areas of volunteerism, specifically in conflict management and volunteer development and management; youth program development (26% of items), specifically in using assessment tools, youth engagement and empowerment, and curriculum and delivery; and organizational systems (22% of items), specifically in communication, accessing resources and professional development in the area of technology training and facilitation.

Advisors. Appendix D lists a summary of advisor training suggestions. A majority of the

Graph 1.1: Percentage of program representatives and advisors reporting preferred delivery mode



training suggestions fell in the area of youth program development (30%), followed by youth development (25%), volunteerism (16%) and organizational systems (16%). A major proportion of items in the youth program development area were on developing research and evaluation skills. In addition, advisors suggested training in the form of research writing and paper submissions, to enable them to contribute to youth development research. In the area of youth development and volunteerism, research updates in different topic areas under youth development, education, health promotion as well as volunteer recruitment were suggested.

Implications of the 4-H PRKC Survey Findings

Keeping the limitations in mind, the outcomes of the PRKC survey have led us through a process of considering the implications for program representative and advisor training, position expectations and clarification and next steps with regard to improving a system of staff professional development statewide.

Implications for training
The 4-H PRKC has given us

a glimpse of 4-H program representative perceptions of their own competencies in the different PRKC domain areas. Based on PRKC competency ratings as well as open-ended staff suggestions, program representatives may be especially interested in training in a more general sense in the areas of volunteer management (volunteer recruitment, retention as well as conflict resolution), youth program development and partnerships (especially creating internal partnerships, such as through promoting youth-adult partnerships and youth empowerment). Within areas that were perceived as relatively strong, such as Organizational Systems, there may be specific needs such as professional development through technology training, essential facilitation and communication skills. In the Equity, Access and Opportunity domain, a majority of program representatives rated themselves as lower in the competency to recruit and retain diverse volunteers. This may indicate a need to provide training on how to work with diverse audiences.

For advisors, the majority of training needs can be interpreted

IMPLICATIONS OF THE 4-H PRKC SURVEY FINDINGS

ACKNOWLEDGEMENTS AND REFERENCES

as being in the area of research and evaluation, such as designing effective program evaluations and developing and conducting needs assessments. Advisor suggestions for training were mostly in line with their responses on the PRKC. In addition, advisors expressed the need for training that would help them contribute to the field of youth development.

Clarifying job expectations

In adapting the PRKC to the California context we faced the issue of distinguishing relevant competency expectations for program representatives and advisors. The difficulty that the team faced in coming to a consensus on position expectations for program representatives and advisors reflects a lack of clarity and consensus statewide with regard to expected roles. The PRKC results allow us to engage in further dialogue about the importance of role clarity and the consistency of standards of professional development on a statewide level.

Strategies for professional development in the California 4-H YDP

The PRKC findings also lead us to think about strategies that can enhance a professional development system statewide. One goal of the pilot staffing structure is to explore the potential of academic coordinators to effectively engage program representatives, consequently allowing advisors to fulfill their potential as academics.

With regard to training delivery, while conference and workshop was still considered to be the top choice, online methods were the second most preferred method. We are moving in the right direction statewide to find ways to provide training opportunities that can overcome the limitations of geography, cost anological logistical issues.

While this report has attempted to portray general trends in staff responses, it is important to highlight the variations among staff as well. For many competencies, there were a range of responses at both ends of the spectrum, indicating that while some staff may not understand or apply a certain competency, other staff (perhaps with more experience) within the state may have the expertise to provide coaching and resources in this area. Tapping into staff strengths and sharing resources can continue to be a powerful strategy that can assist in providing professional development opportunities for all staff in the 4-H YDP.

Acknowledgements

We would like to thank the 4-H YDP staff who took the time to respond to the online survey. We would also like to acknowledge Barbara Stone from National 4-H Headquarters who provided information regarding the creation of the 4-H PRKC survey.

References

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APPENDIX A: 4-H PRKC Responses for Program Representatives (N=52)

YOUTH DEVELOPMENT

Chart 1: Overall percentage distribution of self-ratings in the Youth Development domain for program representatives

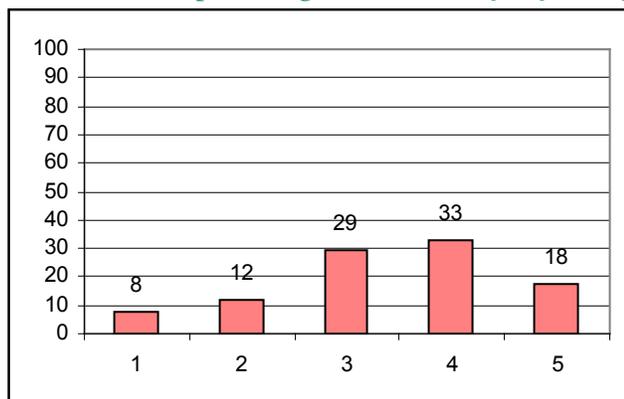


Table 1: Competencies sorted by percentage of program representatives who self-rated 3 and above in each competency

YOUTH DEVELOPMENT COMPETENCIES	% self-rated 3 and above	% self-rated below 3	% Don't know & Not applicable
Understand and apply a model that demonstrates how multiple contexts have influence over the growth and development of youth	56	23	21
Understand and apply the theory that all youth are affected by risk and protective factors	65	19	15
Understand and apply how youth grow cognitively and how these changes influence youth development programming	67	23	10
Understand and create positive relationships with youth, families and community partners	69	23	8
Understand and apply how youth grow physically and how these changes influence youth development programming	69	21	10
Understand and apply the intentional process that promotes positive outcomes for young people by providing support, relationships, and opportunities	69	21	10
Understand and apply how youth grow socially and emotionally and how these changes influence youth development programming	71	19	10
Set up environments and programs to promote positive behavior while implementing strategies to deal with negative behaviors in appropriate ways	71	13	15
Demonstrate understanding of conflict management and resolution	73	19	8
Articulate and develop programs that allow youth the opportunity to practice life skills	79	13	8

YOUTH PROGRAM DEVELOPMENT

Chart 2: Overall percentage distribution of self-ratings in the Youth Program Development domain for program representatives

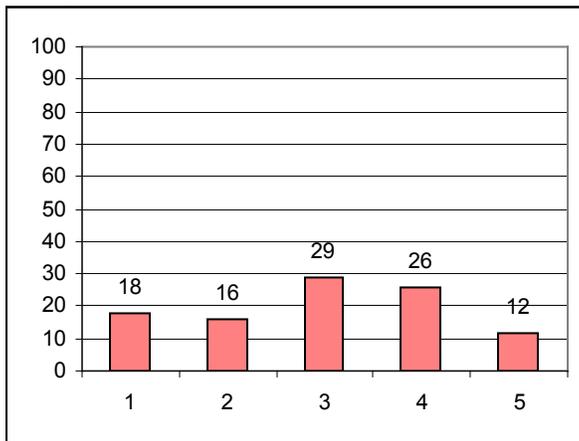


Table 2: Competencies sorted by percentage of program representatives who self-rated 3 and above in each competency

YOUTH PROGRAM DEVELOPMENT COMPETENCIES	% self-rated 3 and above	% self-rated below 3	%Don't know & Not applicable
*Analyze and interpret evaluation data	38	37	25
*Design effective evaluations	40	42	17
*Utilize quantitative and qualitative evaluation methodology	40	31	29
Use a logic model to represent how a program operates	42	25	33
Obtain citizen perspectives through community forums, focus groups, interviews, or surveys	52	35	13
Develop an effective advisory council	54	35	12
Use existing data sources to identify program opportunities	63	27	10
Lead a committee or design team through the process of developing a local program	67	17	15
Utilize knowledge of youth development and the learning process to create high quality learning experiences for young people	71	21	8
Set program priorities	73	17	10
Teach effectively using basic principles of instruction	79	13	8

* This was judged by the Pilot Leadership Team to be not necessary for program representatives

VOLUNTEERISM

Chart 3: Overall percentage distribution of self-ratings in the Volunteerism domain for program representatives

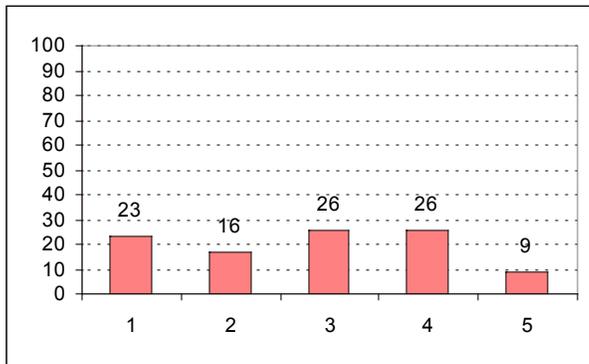


Table 3: Competencies sorted by percentage of program representatives who self-rated 3 and above in each competency

VOLUNTEERISM COMPETENCIES	% self-rated 3 and above	% self-rated below 3	Don't know & Not applicable
*Develop and conduct impact assessment of volunteer efforts and communicate to stakeholders	23	44	33
Develop and conduct organizational and community needs assessments relative to volunteer engagement	25	52	23
Implement appropriate selection strategies to engage potential volunteers for available position(s)	48	33	19
Apply societal changes to volunteer administration strategies	48	31	21
Identify potential volunteer positions within the organization and develop or utilize existing written position descriptions in a comprehensive recruitment process	50	38	12
Advocate for the benefits of volunteerism through education and change management processes	52	33	15
Develop and conduct ongoing educational programs for volunteers based on identified needs and organizational requirements	56	33	12
Develop and conduct new volunteer orientation programs and ongoing educational programs for volunteers	63	25	12
Recognize volunteers through appropriate intrinsic and extrinsic methods or strategies	65	19	15
Develop and apply personal and organizational philosophies of volunteerism	67	27	6
Create and support a positive organizational environment through effective volunteer staffing models	69	21	10

* Competency not necessary for program representatives

PARTNERSHIPS

Chart 4: Overall percentage distribution of self-ratings in the Partnership domain for program representatives

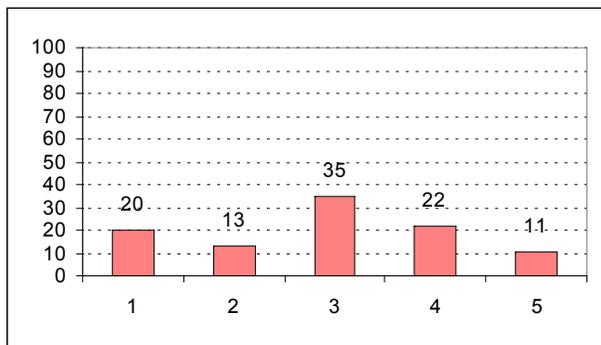


Table 4: Competencies sorted by percentage of program representatives who self-rated 3 and above in each competency

PARTNERSHIP COMPETENCIES	% self-rated 3 and above	% self-rated below 3	Don't know & Not applicable
*Develop and conduct a community analysis	21	31	48
Apply community development tools and processes	27	33	40
Facilitate workforce development through 4-H youth development	40	31	29
Assess readiness for community alliances	42	35	23
Create and manage appropriate community alliances	48	25	27
Understand and apply principles of community youth development	58	25	17
Assess the readiness of youth and adults to work together	60	33	8
Establish and maintain effective professional networks	65	21	13
Understand and apply various models for youth action (organizing, advocacy, leadership, governance, and service learning)	65	19	15
Facilitate youth involvement on 4-H boards and committees	71	13	15
Create environments which foster positive youth-adult interactions	73	19	8

* Competency not necessary for program representatives

EQUITY, ACCESS AND OPPORTUNITY

Chart 5: Overall percentage distribution of self-ratings in the Equity, Access and Opportunity domain for program representatives

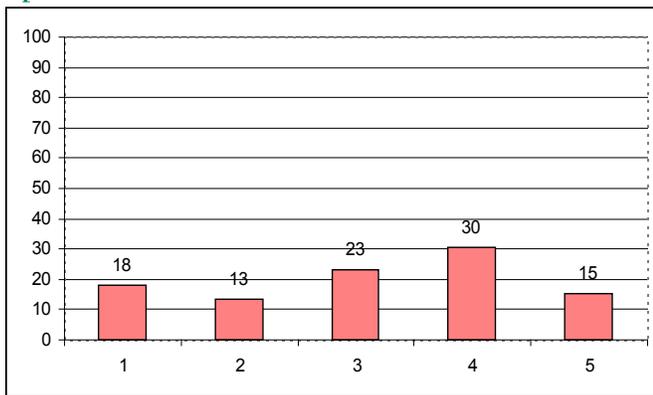


Table 5: Competencies sorted by percentage of program representatives who self-rated 3 and above in each competency

EQUITY, ACCESS AND OPPORTUNITY COMPETENCIES	% self-rated 3 and above	% self-rated below 3	Don't know & Not applicable
Develop and conduct community needs assessments to gain meaningful input from diverse audiences	29	48	23
Recruits, supports and retains diverse volunteers and advisory committee members	44	37	19
Understand the historical impact of power and privilege and develop then apply program polices to promote and support diversity	50	33	17
Apply program design strategies appropriate for the intended audience(s)	52	35	13
Develop meaningful, constructive relationships with local, grassroots organizations and informal community-based groups to expand outreach to diverse audiences	54	31	15
Use non-defensive language and cross-cultural communication skills to prevent/minimize conflict in a cross- cultural setting	63	21	15
Understand differing cultural values, norms, practices and traditions and how those impact potential programming	67	27	6
Apply active listening techniques in accordance with cultural context	67	21	12
Understand my own cultural/social identity and communication styles and how they impact relationship building	75	19	6
Value and incorporate multiple perspectives without prejudging individuals	83	13	4
Aware of and open to youth and volunteers who are diverse	87	12	2

ORGANIZATIONAL SYSTEMS

Chart 6: Overall percentage distribution of self-ratings in the Organizational Systems domain for program representatives

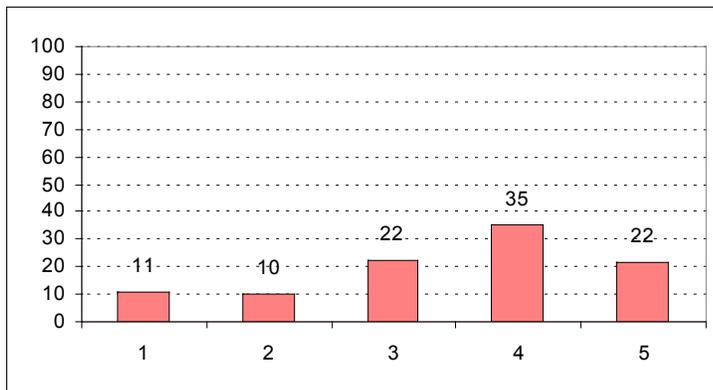


Table 6: Competencies sorted by percentage of program representatives who self-rated 3 and above in each competency

ORGANIZATIONAL SYSTEMS COMPETENCIES	% self-rated 3 and above	% self-rated below 3	% Don't know & Not applicable
Apply strategies to enhance the profession through the integration of research practice	46	27	27
Secure and manage financial/human resources to support youth development programs in accordance with organization/university policy and procedures	58	21	21
Develop and manage budgets in accordance with organization/university policy and procedures	60	17	23
Establish effective program governance and management structures (i.e. committees, boards, policies, etc.) in accordance with organization policy and procedures	67	15	17
Apply strategies to balance work/life issues in a healthy manner	73	25	2
Demonstrate effective and diverse interpersonal communication skills and strategies	75	21	4
Plan for and manage safe, inclusive program environments for all persons	75	10	15
Understand the Cooperative Extension Service/4-H history and mission	79	19	2
Establish priorities and manage time, priorities, and resources effectively	79	19	2
Apply ethical standards of the profession	85	12	4
Advocate for positive youth development in all aspects and levels of work	85	10	6

YOUTH DEVELOPMENT

Chart 7: Overall percentage distribution of self-ratings in the Youth Development domain for advisors

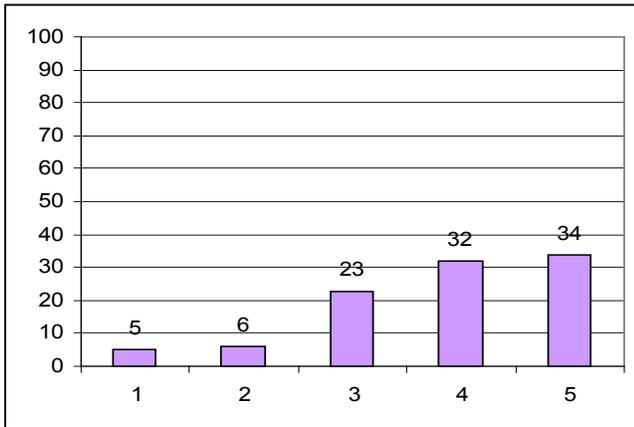


Table 7: Competencies sorted by percentage of advisors who self-rated 3 and above in each competency

YOUTH DEVELOPMENT COMPETENCIES	% self-rated 3 and above
Set up environments and programs to promote positive behavior while implementing strategies to deal with negative behaviors in appropriate ways	80
Understand and apply a model that demonstrates how multiple contexts have influence over the growth and development of youth	80
Understand and apply the intentional process that promotes positive outcomes for young people by providing support, relationships, and opportunities	84
Understand and apply how youth grow physically and how these changes influence youth development programming	88
Understand and apply how youth grow cognitively and how these changes influence youth development programming	88
Understand and apply how youth grow socially and emotionally and how these changes influence youth development programming	88
Understand and apply the theory that all youth are affected by risk	88
Demonstrate understanding of conflict management and resolution	88
Articulate and develop programs that allow youth the opportunity to practice life skills	92
Understand and create positive relationships with youth, families and community partners	96

YOUTH PROGRAM DEVELOPMENT

Chart 8: Overall percentage distribution of self-ratings in the Youth Program Development domain for advisors

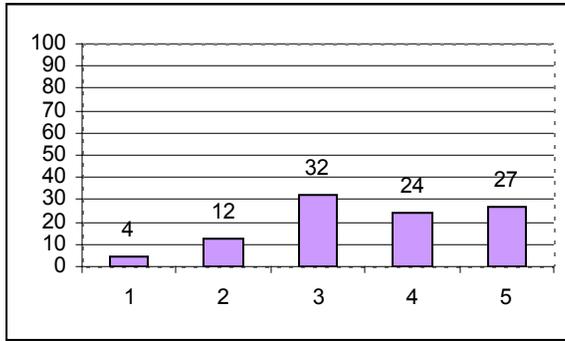


Table 8: Competencies sorted by percentage of advisors who self-rated 3 and above in each competency

YOUTH PROGRAM DEVELOPMENT COMPETENCIES	% self-rated 3 and above	% self-rated below 3
Use a logic model to represent how a program operates	68	32
Design effective evaluations	72	28
Analyze and interpret evaluation data	76	24
Obtain citizen perspectives through community forums, focus groups, interviews, or surveys	76	24
Develop an effective advisory council	84	16
Utilize quantitative and qualitative evaluation methodology	84	16
Use existing data sources to identify program opportunities	88	12
Lead a committee or design team through the process of developing a local program	88	12
Utilize knowledge of youth development and the learning process to create high quality learning experiences for young people	88	12
Teach effectively using basic principles of instruction	88	12
Set program priorities	96	4

VOLUNTEERISM

Chart 9: Overall percentage distribution of self-ratings in the Volunteerism domain for advisors

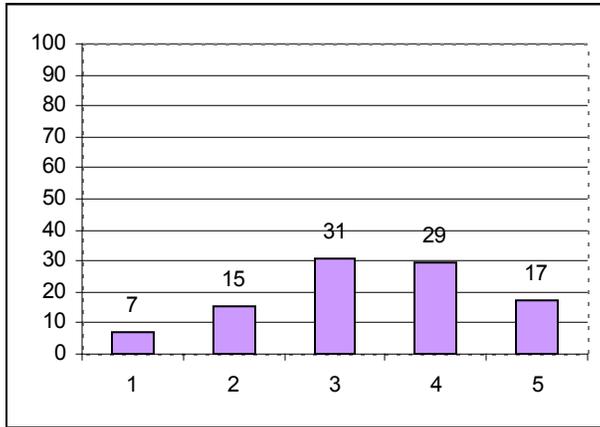


Table 9: Competencies sorted by percentage of advisors who self-rated 3 and above in each competency

VOLUNTEERISM COMPETENCIES	% self-rated 3 and above	% self-rated below 3
Develop and conduct impact assessment of volunteer efforts and communicate to stakeholders	56	44
Develop and conduct organizational and community needs assessments relative to volunteer engagement	64	36
Implement appropriate selection strategies to engage potential volunteers for available position(s)	72	28
Create and support a positive organizational environment through effective volunteer staffing models	80	20
Develop and conduct new volunteer orientation programs and ongoing educational programs for volunteers	80	20
Advocate for the benefits of volunteerism through education and change management processes	84	26
Identify potential volunteer positions within the organization and develop or utilize existing written position descriptions in a comprehensive recruitment process	84	26
Develop and conduct ongoing educational programs for volunteers based on identified needs and organizational requirements	84	26
Recognize volunteers through appropriate intrinsic and extrinsic methods or strategies	84	26
Apply societal changes to volunteer administration strategies	88	12
Develop and apply personal and organizational philosophies of volunteerism	92	8

PARTNERSHIPS

Chart 10: Overall percentage distribution of self-ratings in the Partnership domain for advisors

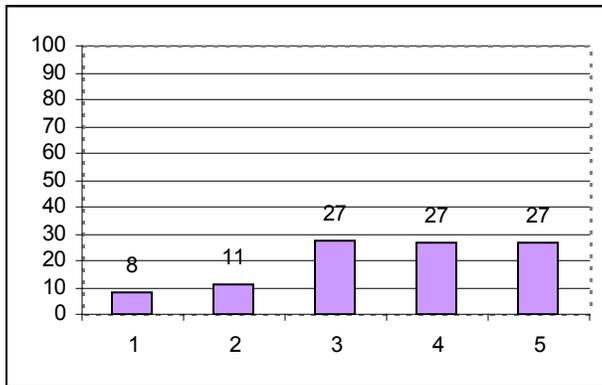


Table 10: Competencies sorted by percentage of advisors who self-rated 3 and above in each competency

PARTNERSHIP COMPETENCIES	% self-rated 3 and above	% self-rated below 3
Develop and conduct a community analysis	60	40
Apply community development tools and processes	60	40
Facilitate workforce development through 4-H youth development	60	40
Assess the readiness of youth and adults to work together	72	28
Create and manage appropriate community alliances	80	20
Assess readiness for community alliances	84	16
Understand and apply various models for youth action (organizing, advocacy, leadership, governance, and service learning)	84	16
Create environments which foster positive youth-adult interactions	88	12
Facilitate youth involvement on 4-H boards and committees	88	12
Understand and apply principles of community youth development	96	4
Establish and maintain effective professional networks	96	4

EQUITY, ACCESS AND OPPORTUNITY

Chart 11: Overall percentage distribution of self-ratings in the Equity, Access and Opportunity domain for advisors

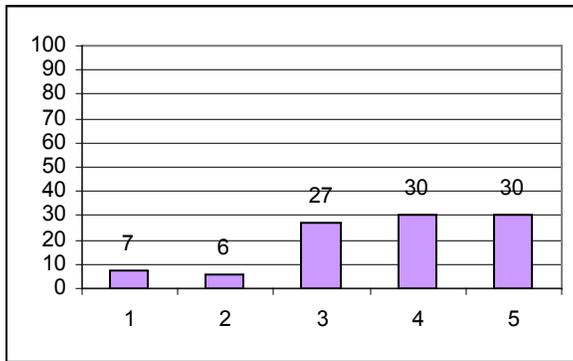


Table 11: Competencies sorted by percentage of advisors who self-rated 3 and above in each competency

EQUITY, ACCESS AND OPPORTUNITY COMPETENCIES	% self-rated 3 and above	% self-rated below 3
Develop and conduct community needs assessments to gain meaningful input from diverse audiences	68	32
Understand the historical impact of power and privilege and develop then apply program polices to promote and support diversity	76	26
Recruits, supports and retains diverse volunteers and advisory committee members	76	26
Use non-defensive language and cross-cultural communication skills to prevent/ minimize conflict in a cross-cultural setting	84	16
Apply program design strategies appropriate for the intended audience(s)	84	16
Value and incorporate multiple perspectives without prejudging individuals	88	12
Develop meaningful, constructive relationships with local, grassroots organizations and informal community-based groups to expand outreach to diverse audiences	88	12
Understand my own cultural/social identity and communication styles and how they impact relationship building	92	8
Understand differing cultural values, norms, practices and traditions and how those impact potential programming	92	8
Apply active listening techniques in accordance with cultural context	92	8
Aware of and open to youth and volunteers who are diverse	96	4

ORGANIZATIONAL SYSTEMS

Chart 12: Overall percentage distribution of self-ratings in the Organizational Systems domain for advisors

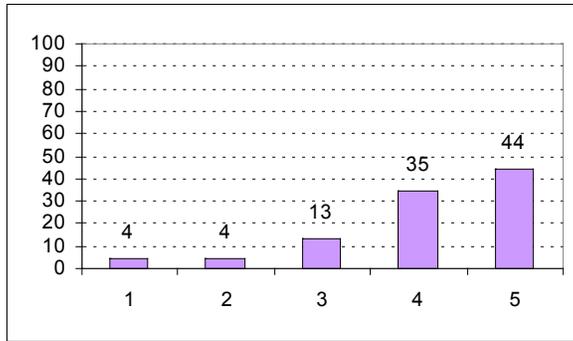


Table 12: Competencies ranked by percentage of advisors who self-rated 3 and above in each competency

ORGANIZATIONAL SYSTEMS COMPETENCIES	% self-rated 3 and above	% self-rated below 3
Apply strategies to balance work/life issues in a healthy manner	80	20
Establish effective program governance and management structures (i.e. committees, boards, policies, etc.) in accordance with organization policy and procedures	88	12
Apply strategies to enhance the profession through the integration of research practice	88	12
Develop and manage budgets in accordance with organization/university policy and procedures	88	12
Secure and manage financial/human resources to support youth development programs in accordance with organization/university policy and procedures	92	8
Plan for and manage safe, inclusive program environments for all persons	92	8
Apply ethical standards of the profession	92	8
Advocate for positive youth development in all aspects and levels of work	92	8
Understand the Cooperative Extension Service/4-H history and mission	96	4
Establish priorities and manage time, priorities, and resources effectively	96	4
Demonstrate effective and diverse interpersonal communication skills and strategies	96	4

APPENDIX C: Program Representatives and Other Training Suggestions

Youth Development

Theory and Practice in the areas of :

- Youth/adult partnerships
 - Improving communication with teens
- Learning and teaching styles for 4-H Projects
- Life skills vs. competition
- Youth Development and Ethics

Youth Program Development

- Program evaluation
 - Project assessments, assessment tools, needs assessments, evaluating current programs
- Youth engagement and empowerment
 - Working with teens/leaders
 - Ideas for retaining teens
 - Giving youth more opportunities and ability to influence
- Curriculum and delivery
 - Mission mandates
 - Applying experiential learning, learning and teaching styles to 4-H projects
 - Technology training

Volunteerism

- Conflict management and resolution
- Volunteer professional development
 - Motivating volunteers, providing resources, training project leaders to be more effective
- Volunteer management
 - Volunteer recruitment and retention

Equity, Access and Opportunity

- Not many suggestions in this area
- Ideas for effective outreach

Partnerships

- Developing youth adult partnerships
 - Improving communication techniques with teens
- Building organizational alliances
 - Tools for cultivating lasting collaborations between 4-H and public school
 - Collaborative community involvement (4-H, scouts, after-school collaboratives)
 - Utilizing resources within UC

Organizational Systems

- Conflict Management, Communication strategies
- Organizational effectiveness
 - Accessing organizational resources
- Policy training
 - Related to volunteer management
- Professional development
 - Computer software courses
 - Time management, organizational skills
 - Facilitation training

Continuing Education

- Options for sabbatical to continue professional development
- Youth development masters program

APPENDIX D: Advisors Training Suggestions

Youth Development

- Youth development theory
 - Updates on new research in the area of education, youth development, health promotion
 - Debriefing experiential education experiences
- Applied topics
 - Teen leadership and leadership development
 - Youth development missions – Healthy lifestyles, science engineering and technology and citizenship/ leadership

Youth Program Development

- Effective programming
 - Effective youth development delivery modes
 - Designing programs that use technology
- Program evaluation
 - Documenting program outcome for example impact of club program
 - Evaluation methods and measurement
- Research tools
 - Sound applied research strategies
 - Qualitative research
 - Research design

Volunteerism

- Volunteer management (recruitment, selection, retention)
 - Volunteer dispute mediation
 - Updates on new research in volunteer development and recruitment
 - Reaching underserved audiences through volunteer recruitment

Equity, Access and Opportunity

- Recruiting minority volunteers
- Effective outreach to reach under-served audiences

Partnerships

- Partnerships with teens
 - Older teen empowerment
 - Community service learning
- Working with policy makers/stakeholders

Organizational Systems

- Professional development
 - Continued web and computer skills development
 - Time management in the world of technology
- Staff management
 - Mentoring new staff
- Organizational effectiveness
 - Clarity in division and 4-H policies
 - Practices that strengthen non-profits (middle management)
 - Grant writing

Contributing to Research

- The art of journal article submission
- Research writing

The CYD Report is a companion to our Monograph series. These are reports which present the findings of research studies or program evaluations conducted by UCCE staff, CYD staff or UC faculty. Submissions for publication are accepted on a case by case basis. Contact Ramona Carlos at rmcarlos@ucdavis.edu if you would like to submit a research-based paper for consideration as a CYD Report.

REPORT:	CONTENTS:	AUTHOR(S):
Summer 2006	4-H Center for Youth Development Needs Assessment 2005	Ramona Carlos Aarti Subramaniam
Summer 2003	The Role of Cross-age Teaching in Supporting Adolescent Development	Shelley W. Murdock Faye C. H. Lee Carole A. Paterson
Summer 2003	The FARMS Leadership Program: A Preliminary Evaluation of an Experiential Educational Program for High School Youth	Ramona Carlos
Winter 2003	Promoting Innovative Youth Development Programs for High-Risk Audiences: The California CYFAR Project	Marc T. Braverman Robyn A. Caruso Jeannette L. George Faye C. H. Lee A. Michael Marzolla



4-H CYD REPORT
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