

4-H Apprenticeship Program

Related Instruction and On-the-Job Learning Syllabus

The instruction for the Apprenticeship Program consists of 345 hours of Related Instruction (RI) and 3,000-4,000 hours of On the Job Learning (OJL). This schedule aligns Department of Labor guidelines for apprenticeships with the 4-H Professional Research, Knowledge and Competencies model (4-HPRKC 2004). This model serves as the research-based model for development of the 4-H Youth Development workforce.

This syllabus is organized according to the six domains of the 4-HPRKC. These include: (A) Youth Development, (B) Youth Program Development, (C) Volunteerism, (D) Equity, Access, and Opportunity, (E) Partnerships, and (F) Organizational Systems. Each of these domains is divided into several topics in line with 4-HPRKC.

Components on the left side of the table are the subject matter on which Apprentices based their Related Instruction hours. RI consists of educational experiences (training, workshops, courses, etc.) that engage the Apprentice in content and subject matter information about youth development. RI is designed to provide the Apprentice a strong academic research base and understanding. This will enhance the ability of the Apprentice to offer and implement programs and activities that are appropriate, effective, sustainable, and justifiable as best practices of youth development.

Applications on the right side of the table are the competencies Apprentices apply in On-the-Job Learning. OJL supplements the RI requirements and involves the Apprentice in systematic application and practice. During OJL, Apprentices demonstrate their professional knowledge, including individual planning, program design and delivery, assessment and communication with youth, adults, the community, and co-workers. OJL spans across all of the components in a specific topic and encourages application of the RI for that topic.

The hours listed for each domain aligns with the total number of hours the Department of Labor requires for an Apprentice to receive certification as a Youth Development Journeyworker. Each participant works under the guidance and supervision of a Master Practitioner. Successful completion of an Apprenticeship by a “new participant” is expected to take from 2-3 years. However, participants with prior youth development work experience can receive credit up to 100 hours for RI and 1,000 of OJL. The Master Practitioner and Apprentice must document credit per state program guidelines.

This list may also serve any 4-H professional wishing to gain development in specific competency areas. The application examples are written so that Apprentices and others will be able to gain specific skills in each of the domains.

DOMAIN A: YOUTH DEVELOPMENT

Related Instruction: 90 hours

On-the-Job Learning: 300-500 hours

Topic A1: Growth and Development

Components Related Instruction: 30 hours	Application examples for On-the-Job Learning 50-100 hours
Physical Development Cognitive Development Social and Emotional Development	<ul style="list-style-type: none"> • Identify biological transitions of development • Articulate how these transitions influence program design and adult-youth relationships • Name the effects of nutrition and exercise on growth and development • Recognize cognitive stages across age groups • Facilitate the growth in thinking from concrete to abstract • Explain how the cognitive stages inform program design and the need for age-appropriate curriculum • Recognize the changing role of peers • Create programs that are responsive to these changes • Identify the stages of identity development • Provide opportunities for exploration in multiple skill or project areas • Identify the signs of emotional and mental stress • Provide information to youth and families on mental health resources • Challenge and develop values and attitudes of youth in a supportive manner; affirm and validate youth values and ideas

Topic A2: Youth Development Theory

Components Related Instruction: 30 hours	Application examples for On-the-Job Learning 100-200 hours
Positive Youth Development Ecological Model Resiliency Theory	<ul style="list-style-type: none"> • Intentionally design programs to promote positive outcomes for youth through the provision of opportunities, relationships, and supports • Relate history, changes, and trends of the roles of youth in society • Describe transitions and the role of rites of passage in youth development • Identify gender differences in learning and participation • Articulate philosophy of youth development to co-workers, volunteers, and participants • Explain the influence of multiple contexts on youth development • Articulate the impact of these contexts on youth development for specific situations • Describe the cultural and structural differences for various youth within systems • Select and apply research-supported practices from the youth development approach • Map risk and protective factors of youth and the community • Design programs and create relationships that maximize protective factors and minimize risks

Topic A3: Youth Development Practice

Components Related Instruction: 30 hours	Application examples for On-the-Job Learning 150-300 hours
Relationship Building	<ul style="list-style-type: none"> • Create a family/friendly/welcoming program design • Support families as they nurture the development of their children • Actively engage family members in program and community initiatives • Demonstrate a belief in the potential of all youth and family members and their ability to identify developmental possibilities amid difficult situations • Actively engage youth in recognizing and dealing with peer pressure and outside influences • Assist youth in developing and conducting programs • Effectively communicate with youth and facilitate discussion both in one-on-one and group settings • Use knowledge of resources to make referrals or provide appropriate information • Demonstrate and apply knowledge of behavior management and negotiating skills by addressing youth problems, concerns, and interests to arrive at win-win solutions • Actively assist youth to identify consequences of decisions • Maintain appropriate “boundaries” (such as roles, responsibilities, relationships, and confidentiality) with participants • Affect positive behavior through appropriate monitoring and supervision • Model appropriate behavior as a leader when interacting with youth and adults • Ensure activities are intentionally designed to develop critical life skills • Provide meaningful engagement for participants • Demonstrate ability to recognize individual strengths and barriers, which may affect participation and eventual career activities • Assist youth to use and identify community resources, such as one-stop centers, job fairs, libraries, and career days • Utilize current labor market information, and other post-secondary information materials, which assist youth to identify individual preferences and skills • Assist youth to make informed decisions about future career goals by utilizing computerized career information systems by ensuring that they are knowledgeable in accessing employment placement services, utilizes various job search tools, resume computer software, and navigating the Internet • Apply knowledge of education, training, and resources that provide information about job functions, salaries, requirements, and outlooks • Conduct career readiness training, which includes workshops and courses that cover career topics such as resume writing, interview skills, job-hunting/job keeping skills, and completion of an application • Assess career interests through the use of appropriate instruments (e.g. interest inventories, personality measure multiple aptitude or achievement batteries, combined instruments) • Assess job readiness of youth • Demonstrate knowledge of personal money management by assisting youth with setting realistic financial goals and developing a plan to achieve their goals
Behavior Management	
Programming for Life Skill Development	

DOMAIN B: YOUTH PROGRAM DEVELOPMENT

Related Instruction: 80 hours

On-the-Job Learning: 850-1050 hours

Topic B1: Situation Analysis

Components Related Instruction: 10 hours	Application examples of On-the-Job Learning 100-135 hours
Accessing Existing Information	<ul style="list-style-type: none"> • Use and interpret data from various resources of existing data • Use current research to identify program opportunities • Demonstrate use of methods and techniques for gathering data from both young people and adults (community forums, focus groups, interviews, surveys, etc.) • Illustrate skill in use of appropriate methods and techniques for gathering community perspectives • Work with advisory boards and committees to obtain input regarding program priorities • Determine significance and prioritizes problems and issues • Identify potential community partners and collaborators • Conduct community assessments and identify resources (community resource mapping)
Gathering Community Perspectives	
Setting Priorities and Securing Commitment	

Topic B2: Program Design

Components Related Instruction: 25 hours	Applications examples for On-the-Job Learning 275-320 hours
Theories of Change	<ul style="list-style-type: none"> • Identify theories and approaches for facilitating change • Use a framework for program planning (logic model, TOP, etc.) and evaluation • Facilitate program development using a planning framework • Communicate program plans to relevant stakeholders • Periodically reassess program plans • Identify and/or develop relevant educational materials. • Demonstrate ability to incorporate research-supported subject-matter strategies, and technology into teaching and learning activities • Demonstrate ability to adapt materials to meet diverse physical, social, or cultural needs of youth and adults
Design Frameworks	
Curriculum Development	
Program Quality Standards	
Evaluation Planning	

Topic B3: Program Delivery

Components Related Instruction: 30 hours	Applications examples for On-the-Job Learning 275-350 hours	
Learning Strategies	<ul style="list-style-type: none"> • Model appropriate behavior for learning when interacting with youth and volunteers • Demonstrate ability to design experiences for youth to implement and enhance project-based learning • Design and implement social and cognitive developmental opportunities for youth, e.g. critical thinking and reasoning skills • Organize and facilitate youth leadership activities, including community service learning • Prepare and teach key aspects of community service learning experience to volunteers • Initiate, enable, and sustain group interaction and relationships through the completion of an ongoing activity or project • Demonstrate ability to design experiences for youth that foster cooperation and team building. • Observe and talk with youth to assess individual goals, interests, concerns and competencies, and do so with an appreciation of their community context. • Design and implement life skills classes and workshops on job readiness • Assist youth in acquiring positive decision-making skills • Demonstrate ability to create learning experiences that motivate and provide incentive for learning • Design, implement, and evaluate informal learning experiences for youth • Demonstrate the ability to design programs to meet needs of diverse learners (considering learning theory, environment and styles) • Demonstrate awareness of commonalities and differences (such as gender, race, ethnicity, class and religion) among youth of diverse backgrounds • Assess learner interests and competencies (e.g. for project work) • Assist learners in developing and documenting goals • Assist learners in tracking and evaluating progress • Assist learners in applying new knowledge and skills • Identify and adapt learning experiences and career exploration to youth with special needs • Provide information to all youth and families in the 4-H program regarding special needs • Demonstrate leadership and facilitation qualities • Set up and support programs using a variety of different delivery methods 	
Instruction		

Topic B4: Program Evaluation

Components Related Instruction: 20 hours	Applications examples for On-the-Job Learning 200-245 hours
Approaches and Perspectives	<ul style="list-style-type: none"> • Demonstrate knowledge and awareness of usefulness of formal assessments • Identify multiple approaches to evaluation • Define the difference between process and outcome evaluation • Develop meaningful evaluation questions • Specify appropriate indicators of change • Select evaluation methods appropriate for the evaluation question and indicators • Develop a timeline for evaluation activities • Use both qualitative and quantitative evaluation methods • Demonstrate protocols and procedures for collecting and handling data • Demonstrate procedures for analyzing quantitative and qualitative data • Interpret findings and articulate reasonable conclusions • Communicate evaluation results in a manner congruent with stakeholder needs
Evaluation Design	
Evaluation Methods	
Analysis and Interpretation	

DOMAIN C: VOLUNTEERISM**Related Instruction: 75 hours****On-the-Job Learning: 550-750 hours****Topic C1: Personal Readiness**

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 15-30 hours
Philosophy of Volunteerism	<ul style="list-style-type: none"> • Develop and demonstrate personal philosophy of volunteerism in congruence with professional ethics • Articulate a belief in the competence of volunteers • Develop and/or support an organizational philosophy of volunteerism • Identify and engage expanded, diverse audiences as both volunteers and recipients of volunteers' services • Adapt volunteer management strategies according to societal trends • Demonstrate ability to find people who have the competence and attitudes essential to fill specific leadership positions • Know role of organizational volunteers and communicate benefits to community, organization, and individuals • Identify and nurture staff/volunteer teams to manage change • Educate peers and co-workers on the value of volunteerism • Actively engage volunteers in program design, planning, and implementation
Trends in Volunteerism	
Advocating for Volunteerism	

Topic C2: Organizational Readiness

Components Related Instruction: 20 hours	Applications examples for On-the-Job Learning 110-180 hours
Climate for Volunteerism	<ul style="list-style-type: none"> • Create and support a positive organizational environment for volunteerism • Develop and support staffing structures that align and support meaningful roles for volunteers. • Develop and conduct community needs and assets assessments • Develop and conduct community needs assessments • Identify potential volunteer roles and responsibilities • Develop written volunteer position descriptions
Identifying Needs for Volunteers	
Developing Volunteer Positions	

Topic C3: Engagement of Volunteers

Components Related Instruction: 20 hours	Applications examples for On-the-Job Learning 125-200 hours
Recruiting Volunteers	<ul style="list-style-type: none"> • Articulate fundamentals of human motivation as related to volunteerism • Implement multiple recruitment strategies based on position responsibilities and community demographics • Communicate available positions to the community • Communicate roles and responsibilities for episodic, short-term, long-term, and virtual volunteer commitments • Promote increasing levels of responsibility for volunteers • Develop and disseminate applications to potential volunteers • Understand the purpose of appropriate selection strategies • Identify selection strategies appropriate for the volunteer position based upon the position's responsibilities, organizational policies, and the clientele to be served • Conduct potential volunteer interviews, reference checks, and criminal background checks • Identify and match individual motivations, skills and time commitment with available roles responsibilities
Selecting Volunteers	

Topic C4: Education of Volunteers

Components Related Instruction: 15 hours	Applications examples for On-the-Job Learning 150-175 hours
Orientation of Volunteers	<ul style="list-style-type: none"> • Develop and conduct initial orientation to the organization • Conduct on-going orientation that reflects organizational changes • Provide educational opportunities for volunteers on youth development • Provide educational opportunities for volunteers on relevant subject-matter and organizational leadership strategies • Provide educational opportunities for volunteers related to organizational policies and procedures • Provide professional development opportunities for volunteers. • Apply teaching and learning strategies appropriate for diverse adult audiences
Education of Volunteers	
Adult Development and Learning Theory	

Topic C5: Sustainability of Volunteer Efforts

Components Related Instruction: 15 hours	Applications examples for On-the-Job Learning 150-175 hours
Supervising & Coaching Volunteers	<ul style="list-style-type: none"> • Delegate appropriate responsibilities to volunteers • Support a positive volunteer esprit des corps • Motivate volunteers to stimulate creativity and reach potential • Address behaviors not consistent with acceptable standards • Initiate, enable, and sustain group interactions and relationships through the completion of an ongoing activity or project. • Conduct and provide regular/routine performance feedback to volunteers • Implement disciplinary strategies including education, counseling, probation and dismissal • Promote and implements appropriate intrinsic and extrinsic recognition strategies for volunteers • Demonstrate skill in recognizing and rewarding positive and effective volunteer performance • Develop and conduct impact assessments of volunteer efforts • Communicate impact of volunteer efforts to stakeholders
Performance Management of Volunteers	
Recognition of Volunteers	
Evaluation of Volunteer Efforts	

DOMAIN D: EQUITY, ACCESS, AND OPPORTUNITY

Related Instruction: 30 hours
On-the-Job Learning: 400-500 hours

Topic D1: Sensitivity

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 50-70 hours
Personal Readiness	<ul style="list-style-type: none"> • Seek out and explore commonalities and differences (expand comfort zone) beyond one's own race/ethnicity, gender, religion, etc • Exhibit pride in one's own identity and encourages others to do the same • Demonstrate commitment to learning about and working with people from varying backgrounds • Build relationships of trust, safety and mutual respect with the many different individuals and groups • Continue lifelong learning of about diverse individuals, groups and communities • Exhibit self-awareness, including one's cultural/social identities, assumptions, values, norms, biases, preferences, experience of privilege and oppression, and how they shape one's worldview • Display awareness of your own communication, learning, and teaching styles; accept others' styles, and willing to learn new skills to bridge differences • Identify youth and volunteers who are diverse, based on Primary Dimensions of Diversity (more permanent, impossible or hard to change) such as: Race/Ethnicity, Gender and Sexual Orientation, Age, Physical Differences and Abilities, Learning Differences and Abilities • Identify youth and volunteers who are diverse based on secondary dimensions of diversity, such as: religion and belief systems, socioeconomic status, family structure, language, geography (urban, rural, suburban • Exhibit awareness of varying levels of assimilation or acculturation within groups
Dimensions of Diversity	

Topic D2: Awareness

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 50-70 hours
Values, Norms and Practices	<ul style="list-style-type: none"> • Describe your own identity and how you shape your worldview • Explain differing concepts of time and space and how they communicate meaning • Illustrate differing body language, verbal expressions, and how they communicate meaning • Identify differing values, norms, practices, traditions • Defend the validity of multiple perspectives • Think inclusively and openly without prejudging • Identify the effects of differences in historical power and privilege, including institutional privilege and internalized oppression • Follow laws and policies that promote and support diversity and pluralism • Describe history of diverse groups in America and the effect of historical events on present day behavior • Explain prejudice, classism, homophobia, etc. and the origins of “isms”
Pluralistic Thinking	
Power, Privilege and Policy	

Topic D3: Communication

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 100-120 hours
Open Attitude	<ul style="list-style-type: none"> • Reserve judgment in a cross-cultural interaction • Interrupt oppressive behavior (preserving the dignity of all people) • Apply “mind set” to address conflict in a cross-cultural setting. Mind set includes recognizing, understanding and knowing how to adapt to communication style differences, such as direct and indirect, linear and circular, low-context and high-context • React in a non-defensive manner • Apply cultural knowledge to address conflicts and negotiate common ground • Open and continue dialogue in a non-threatening way • Communicate one’s own perspective with clarity • Use non-blaming language to talk about issues of difference • Disagree respectfully • Demonstrate an awareness of the impact of words and actions • Listen in accordance with the cultural context • Provide feedback in order to check for mutual understanding • Listen deeply and encourage feedback as a means of gaining clarity in intended meaning
Speaking Consciously	
Active Listening	

Topic D4: Relevant Programming

Components Related Instruction: 10 hours	Applications examples for On-the-Job Learning 125-145 hours
Needs Assessment	<ul style="list-style-type: none"> • Gain sufficient, meaningful input of diverse communities/individuals to design programs • Examine root causes of needs • Express an openness to surprises – no predetermined needs • Listen to individuals and not just data/statistics • Involve community in the entire process • Use appropriate marketing techniques such as personal marketing, relationship marketing and/or ethnic marketing • Use applications and activities appropriate for the learner's needs • Use content that reflects the norms, values and preferences of the learners • Consider accessibility, availability, neutrality, language, etc. when implementing programs • Cover issues/topics on the subject that are important to the learners • Provide application exercises for applying the ideas that would be interesting to the learner • Use examples relevant to the learners' life experiences • Involve learners as partners in learning
Program Design	
Program Implementation	

Topic D5: Inclusive Organizations

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 75-95 hours
Policies and Procedures	<ul style="list-style-type: none"> • Use sensitive policies, procedures and practices • Recruit, support, and retain diverse volunteers • Foster an inclusive work environment where human differences and similarities are welcomed, valued, and utilized at all levels • Encourage a nurturing environment where all employees have equal access to opportunities for personal and professional growth, recognition and rewards, as well as other opportunities • Establish goals and accountability measures to ensure diversity in program participation and program content • Hire, retain and promote diverse faculty and staff at all levels • Provide training, resources, and support for faculty and staff at all levels • Forge constructive alliances with local, grassroots, and community-based organizations to expand outreach to diverse communities • Design materials and information that reflect the needs of diverse communities • Show an awareness of existing assets and resources in diverse communities • Demonstrate how to gain sufficient, meaningful input from diverse communities to design programs
Staffing and Staff Development	
Community Outreach	

DOMAIN E: PARTNERSHIPS**Related Instruction: 30 hours****On-the-Job Learning: 450-550 hours****Topic E1: Youth-Adult Partnerships**

Components Related Instruction: 10 hours	Applications examples for On-the-Job Learning 100-125 hours
Assessment and Readiness	<ul style="list-style-type: none"> • Demonstrate ability to help youth and adults understand and share the skills, abilities and information and resources, each bring to the partnerships • Motivate youth/adults to implement basic community building strategies to work on community needs • Recognize own strengths and limitations in engaging in youth-adult partnerships • Serve as a role model • Articulate the continuum of youth engagement (objects, recipients, resources, partners) • Advocate for the engagement of young people as partners • Provide examples of how to apply the continuum in youth work • Possess values consistent with youth engagement • Create safe, open, and accepting environments for both youth and adults • Foster development of intergenerational relationships • Ensure adequate representation of young people in all areas of decisions making • Facilitate dialogue that ensures a youth voice • Build youth capacity to lead and provide opportunities for young people to lead • Identify realistic expectations from youth and adults in partnerships • Build adult capacity to follow youth leadership • Provide consistent encouragement for the growth of the partnership
Continuum of Youth Engagement	
Creating Partnerships	
Building and Maintaining Partnerships	

Topic E2: Youth Action

Components Related Instruction: 10 hours	Applications examples for On-the-Job Learning 200-225 hours
Youth Organizing	<ul style="list-style-type: none"> • Assist youth by providing access to resources, systems, and power structures • Foster an environment that provides support to youth organizing for community change • Encourage critical thinking throughout community change • Model appropriate channels and avenues for youth advocacy • Speak on behalf of underrepresented youth • Facilitate exploration of personal leadership styles • Structure real world opportunities for leadership training • Encourage young people to self-reflect on leadership experiences • Build capacity of existing governing bodies to accept youth members as to incorporate youth voice • Build capacity of young people to serve on governing bodies • Manage youth-adult interactions on governing bodies • Model and engage youth in appropriate avenues for education and change in government. • Develop and demonstrate a philosophy of service learning • Help young people identify issues and opportunities for service in local communities
Youth Advocacy	
Youth Leadership	
Youth Governance	
Service Learning	

Topic E3: Organizational Alliances

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 75-100 hours
Assessment and Readiness	<ul style="list-style-type: none"> • Assess readiness for organizational alliances • Identify opportunities for potential alliances • Understand implications of organizational self-interest • Understand the mission and programs of other youth serving organizations • Establish and maintain effective professional networks • Utilize appropriate networks to acquire resources and information • Understand and respect roles of community agencies and organizations • Cooperate to ensure efficiency in program delivery • Actively seek out and initiate discussion with potential partners • Jointly design, implement and evaluate youth programs with community partners • Facilitate group processes to help achieve common goals • Organize or join community coalitions to address current issues • Identify common interests for which collaborations can be formed • Develop and sustain long-term relationships among coalition partners
Networking	
Cooperation	
Partnerships	
Coalitions	
Collaboration	

Topic E4: Community Development

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 75-100 hours
Analysis	<ul style="list-style-type: none"> • Identify and develop resources to assist in providing programming, which may include employment, training, and support service resources • Assess community assets and needs • Utilize tools and processes that encourage and facilitate community development • Apply knowledge of governmental structures, systems, and policies • Describe the nature of the local workforce • Help young people acquire skills and abilities for the workforce • Help young people understand and articulate their 4-H experiences as “work” experience • Articulate to the public how 4-H contributes to career exploration and skill development • Engage broader community in youth development • Engage young people in building strong communities • Describe the interrelationships between youth and their communities
Tools and Processes	
Government	
Workforce	

DOMAIN F: ORGANIZATIONAL SYSTEMS

Related Instruction: 40 hours

On-the-Job Learning: 550-850 hours

Topic F1: Organizational Effectiveness

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 50-100 hours
Knowledge of the Organization	<ul style="list-style-type: none"> • Understand history of the youth development profession • Aware of professional associations related to youth development programming • Understand CES/4-H history, structure, and mission • Display commitment to CES/4-H/mission • Use mission and vision to shape programs and organizational structure • Use mission and vision for long-range planning • Plan, manage, and embrace change • Establish appropriate management structures • Create governance policies • Monitor and support board and committee work
Strategic Planning	
Program Governance	

Topic F2: Personal Effectiveness

Components Related Instruction: 5 hours	Applications examples for On-the-Job Learning 60-100 hours
Management	<ul style="list-style-type: none"> • Plan and maintain a schedule that reflects a balanced lifestyle • Use effective time management strategies • Use priority setting to establish daily schedule • Demonstrate knowledge and application of appropriate technologies to the task (e.g. specific computer applications, Internet) • Balance conflicting demands • Identify enjoyable aspects of work • Take time to celebrate • Incorporate wellness practices into personal life style • Practice stress management and stress reduction • Listen effectively and actively • Take others' perspectives into account • Manage conflicts effectively • Demonstrate group facilitation skills • Demonstrate ability to use reflective listening in communication with others • Effectively communicate with youth in all settings • Demonstrate concern about the well being of others, interest in feelings and experiences of others, support the self-esteem of others and enjoyment of being with youth
Work/Life Balance	
Interpersonal Skills	

Topic F3: Communication Strategies

Components Related Instruction: 10 hours	Applications examples for On-the-Job Learning 135-200 hours
Diverse, Targeted Strategies	<ul style="list-style-type: none"> • Write and speak effectively for diverse audiences • Possess operational proficiency in use of the technology needed to function effectively in current position • Market the youth program to potential customers, their families, and other youth organizations in the community and public • Develop and maintain public relations efforts • Work effectively with the media • Identify target audiences and markets programs to meet their specific needs • Demonstrate ability to write effective reports, case studies, notes, letters, email, press releases, etc. • Collect and report data, enrollments • Establish and manage communication flow • Communicate program impacts to stakeholders • Demonstrate and use language of respect to reach all audiences (foreign languages, literacy, disabilities, special needs, grade levels)
Marketing	
Accountability/Impact	

Topic F4: Resources Development and Management

Components Related Instruction: 7 hours	Applications examples for On-the-Job Learning 125-200 hours
Budgets	<ul style="list-style-type: none"> • Develop and manage budgets • Follow policies and standards for fund reporting • Develop grants and proposals • Follow policies and standards for resource development • Plan and conduct fundraising activities • Identify and partner with donors and sponsors • Integrate reporting and evaluation into resource development efforts
Resource Development Stewardship	

Topic F5: Risk Management

Components Related Instruction: 10 hours	Applications examples for On-the-Job Learning 135-200 hours
People	<ul style="list-style-type: none"> • Maintain appropriate “boundaries” (such as roles, responsibilities, relationships and confidentiality) with youth • Work with volunteers and staff to assess and plan for potential risks • Design and maintain a safe, inclusive program environment for youth and adults • Plan for special needs of participants • Engage program participants in safety-awareness and self-protection practices • Respond effectively to crises • Read and follow insurance/liability policies and procedures • Identify sources of youth legal systems (child labor laws, community ordinances affecting youth, child protection issues, and school policies) • Design and monitor safe physical environments • Work with volunteers and participants on stewardship and respect for property and resources • Provide appropriate care and accountability for physical property of the organization • Understand and follow policies on fund stewardship • Facilitate appropriate financial management practices by volunteers and participants when handling program financial matters • Follow and communicate policies regarding the 4-H name and emblem • Judiciously implement program policies and guidelines • Develop proactive approaches to crisis response and communications • Demonstrate knowledge of laws and methods of accommodating persons with disabilities
Property	
Financial	
Goodwill/Image/Reputation Management	

Topic F6: Professionalism

Components Related Instruction: 3 hours	Applications examples for On-the-Job Learning 35-50 hours
Ethics	<ul style="list-style-type: none"> • Demonstrate attributes of a positive role model • Follow ethical standards of profession at all times • Act accountable and accept responsibility for actions • Apply research and best practices to all aspects of work • Contribute to knowledge-base of the youth development field • Provide research-based information to the public and collaborate with other youth development educators and professionals • Seek professional affiliations that will enhance the youth development profession and your own professional knowledge base • Promote youth development profession • Promote the University • Act as a catalyst for response to needs of youth and family • Partner and collaborate with other youth organization professionals at the national, state, and local levels • Promote positive youth development to decision makers
Scholarship	
Advocacy	