

Principal Policy Working Group for 4-H Youth Development

Directors Working Group Comprehensive Report and Recommendations, 2009

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Purpose:

The purpose of this report and recommendations is to codify the work of the Principal Policy Working Group for 4-H Youth Development, also referred to as “the Directors Working Group”. Additionally, it provides a platform of recommendations that can be used to forward the program work in 4-H Youth Development from the National Institute of Food and Agriculture (NIFA).

The charge to the group was to recommend policy and provide input from the land-grant perspective for the 4-H Youth Development program within the National Institute of Food and Agriculture, formerly known as the Cooperative State Research, Extension and Education Service (CSREES).

Background:

In the fall of 2008, a group of five Cooperative Extension directors and administrators, coordinated by one Cooperative Extension director on an IPA arrangement with the U.S. Department of Agriculture (USDA)/CSREES, was charged to recommend policy regarding the mission-critical components of the 4-H Youth Development program and organization as 4-H becomes an integral component of the new NIFA.

The five Extension directors represented the five regions of the Extension Committee on Organization and Policy (ECOP). The principal adviser IPA was from the Northeast Region.

Circumstances surrounding the Cooperative Extension System, are leading to major modifications in organizational processes, procedures and structures that govern 4-H Youth Development.

Circumstances include:

- Public policy shifts created by the 2008 Farm Bill.
- Creation of the (NIFA) from CSREES.
- Development of stronger connections of field practice and research to the six USDA research, education and economics (REE) focus areas of the 2008 Farm Bill:
 - Renewable energy, natural resources and environment.
 - Food safety, nutrition and health.
 - Plant health and production and plant products.
 - Animal health and production and animal products.
 - Agriculture systems and technology.
 - Agriculture economics and rural communities.

- Cooperative Extension directors and administrators need and desire for a stronger role in 4-H Youth Development.

The priority areas for focus of the group were to:

1. Make recommendations toward ensuring that the functional foundations of the 4-H program and organization continue to be rooted in the land-grant university.
2. Take into consideration such 4-H Youth Development issues as:
 - Aligning 4-H with the priorities of NIFA and Cooperative Extension.
 - Elucidating the 4-H Youth Development program with the foundations of scholarship underlying positive youth development.
 - Outlining processes to help communicate how 4-H curricula align with contemporary issues.
3. Address governance topics for the 4-H Cooperative Extension System such as:
 - 4-H, Cooperative Extension and Internal Revenue Service (IRS) considerations and tax-exempt status.
 - 4-H national event sponsorship, responsibilities and liabilities.
 - Relationship among the Cooperative State Research, Education and Extension Service (CSREES/U.S. Department of Agriculture [USDA], land-grant university Cooperative Extension System 4-H Youth Development and the National 4-H Council.
 - 4-H National Headquarters functions and roles.

Overall methodologies:

- Meetings.
- Telephone conferences.
- Electronic communications.
- Wiki Web site.
- Individual and group research.

Meetings at common gatherings such as NASULGC, November 2008, and the National Extension Directors and Administrators meeting, February 2009.

Close work with 4-H National Headquarters staff members, who provided key leadership for research, synthesizing and communicating regarding scholarship, positive youth development, curriculum, IRS issues, national events, functions and configurations in NIFA, and functions and configurations of 4-H National Headquarters. The leadership and work of 4-H National Headquarters staff members were instrumental in accomplishing the work of the Directors Working Group.

This report is organized to address the specific components of the charge and makes recommendations based primarily but not exclusively on the topics in the charge. Methods and findings are combined in each of the topical areas for clarity. Recommendations are referenced to each of the topical areas. The endnotes point to references and resources used in creation of this report.

Recommendations of the Directors Working Group

The following recommendations from the Directors Working Group result from research, discussion and deliberations of the group over the period September 2008- September 2009. The group acknowledges the dedicated commitment to this work by the staff and leadership of the 4-H National Headquarters.

The recommendations are for consideration as future policy is developed for the 4-H Youth Development program within the land-grant university system and CSREES, soon to be NIFA.

I. 4-H in the land-grant university system (Director of NIFA)

1. The land-grant university system should continue to deliver the 4-H program as part of its mission in youth development.
2. The land-grant university Cooperative Extension directors and administrators should implement a peer review process for 4-H Youth Development Programs.
3. The directors and administrators of Cooperative Extension in all 1862, 1890 and 1994 land-grant institutions should be recognized as the leaders for the 4-H Youth Development Programs in their respective states.
4. The land-grant university system should foster increased participation in the 4-H Youth Development Program by historically underrepresented audiences.

II. 4-H in the National Institute of Food and Agriculture (Director of NIFA)

1. The director should affirm an explicit and clear identification of 4-H as the youth development program of the USDA in the NIFA.
2. The director should continue 4-H National Headquarters as the leadership group for youth development in the NIFA.
3. The director should establish a land-grant advisory group of five Cooperative Extension directors and administrators representing the five ECOP regions and two 4-H state program leaders as a clear advisory structure to 4-H Youth Development Programs in the NIFA.

III. Relationship among the USDA, the land-grant university Cooperative Extension System and the National 4-H Council (Director of NIFA)

1. 4-H should continue to be recognized as a partnership between the USDA and the land-grant university system.
2. The National 4-H Council should continue to be recognized as an important private resource development agent.
3. Directors and administrators of Cooperative Extension who serve as trustees on the board of the National 4-H Council should be the primary conduit for communication and collaboration between land-grant universities and the National 4-H Council.

IV. 4-H National Headquarters functions and roles (Director of 4-H National Headquarters)

1. The director of 4-H National Headquarters should lead the development of program models for innovative and contemporary evidence-based 4-H youth development.
2. The director of 4-H National Headquarters should lead development of a strategic plan for 4-H National Headquarters in partnership with representatives of the land-grant university system.
3. The director of 4-H National Headquarters should conduct a planned professional development and training program to help people throughout the system learn about the new practices, procedures and policies resulting from the implementation of the NIFA.

V. Scholarship, the foundation of 4-H Youth Development (Director of NIFA)

1. Research and scholarship should continue to be the hallmark of 4-H Youth Development.
2. 4-H Youth Development research and funding opportunities should be clearly defined in the Agriculture and Food Research Initiative (AFRI) where applicable.
3. The USDA, land-grant universities and the National 4-H Council should collaborate to develop funds to support longitudinal research on positive youth development and its translation into practice.
4. Land-grant universities should continue to foster and promote positive youth development scholarship.

VI. 4-H curriculum (4-H National Headquarters staff)

1. 4-H National Headquarters will continue to serve as a facilitator of national curriculum using the research-based knowledge of the land-grant university system in identified topically important and contemporary areas.
2. The 4-H National Headquarters staff members should continue curriculum work in the Cooperative Extension System, including the work of the Curriculum Working Group (CWG), providing opportunities for nationally reviewed curriculum in the system.
3. The 4-H National Headquarters staff members should establish priorities for curriculum that match in accordance with essential elements, mission mandates and priorities of NIFA.
4. Adopt and implement relevant and technologically appropriate delivery modes for 4-H curricula, such as eXtension.

VII. 4-H national events (4-H National Headquarters staff)

1. The 4-H National Headquarters staff should define guidelines and procedures related to 4-H national, regional and invitational events.
2. The 4-H National Headquarters staff should ensure that national, regional and invitational events should meet standards of program quality and accountability, be tied to the land-grant universities, incorporate current research and technology, and have a risk management plan.

3. The 4-H National Headquarters staff should evaluate all currently noted 4-H national, regional or invitational events for compliance with guidelines and criteria and potentially phase out some programs that do not meet contemporary needs or criteria.

VIII. 4-H, Cooperative Extension and Internal Revenue Service considerations, tax-exempt status
(Director of 4-H National Headquarters)

1. The director of 4-H National Headquarters should continue to work with the IRS to provide guidance and alternatives to the Cooperative Extension 4-H system related to the tax-exempt status of state 4-H programs and come to a resolution by January 2010.

2. The land-grant university system and 4-H National Headquarters should plan and execute communications, training and education for implementation of the new tax-exempt guidance from IRS.

I. 4-H in the land-grant university system

The land-grant vision is of an institution of higher education that is a resource for democratic life and civic practice. The land-grant university effectively and efficiently moves relevant research knowledge from the laboratory to practice in the community through the Cooperative Extension System. 4-H is the youth development program of the land-grant university Cooperative Extension System.

The land-grant university commits its limited resources to Cooperative Extension educational programs that are university-based and of social application significance. Youth development is of primary social significance. 4-H is the effective youth development program of the land-grant university. 4-H Youth Development is the only federally funded and protected-status youth development program of the U.S. Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CSREES). The USDA/CSREES leads the 4-H Youth Development program through the land-grant institutions. The land-grant institutions, through the Cooperative Extension directors and administrators, are charged with the responsibility for leadership of 4-H at their respective institutions.

4-H as part of the NIFA will use multistate, regional and information technology educational methodologies and practices to increase equity in program opportunities for historically underrepresented audiences across the 1862, 1890 and 1994 land-grant and Hispanic agriculture serving institutions.

As leaders of the 4-H Youth Development Programs at their respective institutions, the Extension directors and administrators in the land-grant institutions could implement a peer review process for 4-H programs in states. A peer review process could enhance the articulation of the positive impacts of the Cooperative Extension 4-H Youth Development Program. (A sample set of standards and procedures is included in Appendix I.)

II. 4-H in NIFA

The following statements were derived from a comprehensive input process and were submitted to the CSREES Functions and Configurations Team as the transition from CSREES to NIFA processes was implemented. (See Appendix V.)

4-H in the National Institute of Food and Agriculture (NIFA):

1. The 4-H emblem is one of the most recognized images internationally. The 4-H emblem is at the same level of congressionally mandated and federally protected marks as the White House seal.
2. There will be a clear and explicit identity of 4-H in the National Institute.
There will be an advisory structure and leadership entity that represents a clear pathway to and from the land-grant university system and emphasizes the strengths of the people's colleges and universities in the United States.
3. 4-H is the only youth trademark/emblem of the USDA and the land-grant system. The advisory and leadership structures for 4-H in the National Institute continue to be essential to ensure the successful fulfillment of the land-grant university mission through stakeholder input and effective deployment of knowledge resources.
4. 4-H leadership is based on an infrastructure that will enable the director of the NIFA to lead and articulate the vision, mission, priorities, operating standards, guidelines and protocols necessary for strong national, state and local programs.
5. 4-H in the NIFA will continue to provide national leadership that will include curriculum development with and through the land-grant universities
6. 4-H in the NIFA will continue to fulfill a role in the educational system helping youth develop integrated scientific knowledge and skills critical to today's youth so they can contribute effectively to 21st century life.
7. 4-H as part of the NIFA will use multistate and regional technology to increase equity in program opportunities across the 1890 and 1994 land-grant institutions and Hispanic agriculture serving institutions.

4-H is explicitly included in the new Agriculture and Food Research Initiative (AFRI) competitive grant funding initiatives. AFRI is CSREES/NIFA's major competitive grant program via the 2008 Farm Bill, replacing the National Research Initiative. By including such language, 4-H Program leadership can clearly articulate the linkages in the new and emerging funding systems. Following are the examples:

The NRI encourages integrated projects that lead to measureable, documented changes in learning, actions or conditions suitable for 4-H audiences and stakeholder groups. Projects should align with 4-H mission mandates of science, engineering, technology, healthy living or citizenship. See guiding principles at <http://www.national4-headquarters.gov/> or contact your university Cooperative Extension headquarters.

The proposed extension component of an integrated project should lead to measurable, documented changes in learning, actions or conditions in an identified audience or stakeholder group.

Extension related activities designed to build institutional capacity are also allowable. Extension programs should incorporate a wide range of research results, and 4-H Youth Development programs are encouraged. Please note that research-related activities such as publication of papers or speaking at scientific meetings are not considered extension for the purposes of this program. To learn more about 4-H Youth Development programs, contact your university Cooperative Extension administrative unit and visit <http://www.national4-hheadquarters.gov/>.

The 4-H National Headquarters staff researched and identified 12 areas of AFRI where 4-H can be an integral part. This information has been communicated broadly throughout the Cooperative Extension System.

The following paragraph was included in the integrated programs announcement:

The AFRI encourages integrated suitable projects that lead to measureable, documented changes in learning, actions or conditions for 4-H audiences and stakeholder groups while meeting identified program priorities. Projects should align with 4-H Mission mandates of Science, Engineering, Technology, Healthy Living or Citizenship. See guiding principles at <http://www.national4-hheadquarters.gov/> or contact your university Cooperative Extension headquarters.

III. Relationship between the USDA, the land-grant university Cooperative Extension System and National 4-H Council

The 4-H Youth Development Program (4-H) is the only federally funded and protected-status youth development program of the U.S. Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CSREES). The USDA, through the 4-H National Headquarters, is responsible for the organization, supervision and administration of the 4-H Youth Development program. The Cooperative Extension directors/administrators are charged with the responsibility for guiding 4-H at their respective institutions.

The National 4-H Council is an independent, not-for-profit, charitable organization organized and governed by an elected board of trustees. The National 4-H Council's primary roles are to build and manage financial resources, national reputation and brand awareness for 4-H.

To build and clarify a strong, broad-based cooperation, collaboration and synergy, 4-H National Headquarters and the National 4-H Council executed a new Memorandum of Understanding Sept. 22, 2009.

The following principles were developed by 4-H National Headquarters and the National 4-H Council and shared at NASULGC in November 2008:

1. We share a commitment to the principles and practices of cutting-edge positive youth development and the achievement of the 4-H mission.

2. 4-H programs are knowledge-based, drawing on the continuing research and educational programs of the land-grant university system.
3. 4-H programs are delivered through locally based volunteers and educators supported by state, federal and private resources to assure that consistent, high quality, science-based curricula are available to all participants
4. All those who support 4-H communicate fully to implement shared values, strategic vision and operating standards.

IV. 4-H National Headquarters functions and roles

4-H National Headquarters is the leadership unit within the USDA for the 4-H program in the United States. Broadly stated priorities of developing youth professionals, promoting access to all youth, enhancing resource development and stimulating youth development research agendas exist. However, clarity and specificity in the articulation and meaning of these priorities within this unique partnership are needed throughout the land-grant university system. There are “mission mandates” of science, engineering and technology, healthy living and citizenship. All of these terms need definition for a one-voice articulation throughout the system. Programs are also conducted from 4-H National Headquarters; many are ongoing, with a long history of leadership and direction from 4-H National Headquarters. There is a high degree of expectation from land-grant university 4-H staff members across the country for many management, program and protocol activities to be made operational by 4-H National Headquarters in Washington. The operational atmosphere and capacity of 4-H National Headquarters to respond to outdated but culturally ingrained expectations of the 4-H Cooperative Extension System nationwide is critically challenged.

Planning by 4-H National Headquarters

4-H National Headquarters staff members engaged in planning to align with the transition of CSREES to the National Institute of Food and Agriculture Oct. 1, 2009. This work included role clarification and how staff members will carry out responsibilities in program priorities, professional development, research and evaluation, volunteerism, 4-H name and emblem and other policy-related functions, and program quality assurance. To move forward, the focus is on developing short-, medium- and long-term outcomes and to communicate details as planning evolves. (See Appendix II.)

V. Scholarship, the foundation of 4-H Youth Development

The development of the world-class scholarship of 4-H is a result of its home in the land-grant universities. Studies show that 4-H positively influences the process of youth development in multiple ways.

In the Lerner study report (1), the five C’s of positive youth development are competence, confidence, connection, character and caring/compassion. The study reports that “the advantages of 4-H participation for contribution, educational achievement, and motivation for further education are robust across the cross-sectional and longitudinal samples and speak to the continuity of advantages enjoyed by 4-H youth in the key domains....” The study also examined youth activities outside the school, not only in 4-H but also in sports, arts, school clubs, religious groups and community service, and at-risk and problem behaviors such as smoking, drinking, and bullying.

The guiding principles of 4-H are belonging, mastery, independence and generosity. The intended outcomes of 4-H are young people who have learned to think, plan and reason, to be kind and sympathetic, and to be useful, helpful and skillful.

4-H is the educational program that allows the land-grant universities an opportunity to extend the land-grant ideology and resources to youth in communities.

The land-grant university system provides access to higher education, practical science, science applied to practical problems and education for all people. This ideology implements the societal role of the university, educating and training in society, providing broad access to higher education, and working to improve society by quickly moving knowledge to the community. Each land-grant university commits its resources to extension activities that align with those of the university and are of major social significance.

4-H is applicable to all of the academic programs of the land-grant university. 4-H educational approaches and methodologies for applying the knowledge of land-grant institutions have consequences and utility for individuals, communities and society.

4-H applies the mission mandates based in the land-grant university of science, engineering and technology, healthy lifestyles and citizenship. Applied, these knowledge areas address and enhance the essential elements of youth development: belonging, mastery, independence and generosity.

Lerner et al. (2) say, "If we are able to extend the 4-H study beyond the high school years, we will provide previously unavailable information on how youth development programs such as 4-H can move adolescents on to a productive and healthy adulthood that benefits both children and their communities. Such knowledge would be of inestimable value for science, for practitioners, and for developing effective social policy." (For more information on the scholarship surrounding 4-H go to: http://www.national4-hheadquarters.gov/library/4h_presents.htm.)

VI. 4-H curriculum

4-H National Headquarters has been working on processes and procedures for curriculum standards to model for state use, including further articulating quality review and peer review processes. Materials in development build on the work of the Science, Engineering and Technology (SET) Task Force and others that have been involved in the evolution of 4-H curriculum development processes. Much of what has been accomplished to date is in draft form and/or awaiting review/input/feedback. To support this work, the 4-H National Headquarters staff convened and has been meeting monthly with the newly formed Curriculum Working Group (CWG).

The CWG is serving as a voice in the system and a sounding board for national 4-H curriculum planning and processes. CWG members provided feedback on the strategic planning document and 4-H curriculum guiding principles. Members are reviewing focused interview questions about curriculum use and distribution and will soon review national priority-setting processes as well as materials for state use.

Additional items being discussed include opportunities for nationally reviewed curriculum and how that can be handled; establishing priorities within the mission mandates; engaging with eXtension; and tools, resources and materials for states to use when developing curriculum. There will be an announcement about webinar(s) that will provide updates and share new tools and resources.

VII. 4-H national events

An inventory of national opportunities conducted in 2008 identified the following. (See Appendix III and Appendix IV for the recommended practices and procedures for 4-H national, multistate and regional events and activities.)

2008 inventory of national 4-H youth opportunities

1. Collegiate 4-H
2. Invitational 4-H Dairy Bowl Contest
3. National 4-H Horticulture Contest
4. Land Judging
5. National 4-H Conference
6. National 4-H Congress
7. National 4-H Dairy Cattle Judging Contest
8. National 4-H Dairy Conference
9. National 4-H Engineering Challenge
10. National 4-H Forestry Invitational
11. Western National Roundup
12. Eastern National 4-H Horse Roundup
13. National 4-H Livestock Judging Contest
14. National 4-H Livestock Skill-A-Thon Contest
15. National 4-H Meats Judging and Identification Contest
16. National 4-H Poultry and Egg Conference
17. National 4-H Shooting Sports Invitational
18. National 4-H Wildlife Habitat Evaluation Invitational
19. National Collegiate 4-H Conference
20. 4-H Livestock Invitational Quiz Bowl
21. Citizenship Washington Focus

VIII. 4-H, Cooperative Extension and Internal Revenue Service considerations

4-H National Headquarters and USDA/CSREES continue to work closely with the IRS to resolve issues related to 4-H and tax exemption.

For decades, group exemption number (GEN) 2704 has provided federal income tax exemption to 4-H clubs and affiliated 4-H organizations that are under the control of Cooperative Extension. Over the years, there have been a number of processes for qualified, eligible chartered 4-H clubs and duly authorized 4-H-affiliated organizations to be put on the IRS *Master List* for GEN 2704.

GEN 2704 for 4-H Clubs & Affiliated 4-H Organizations has been under review for some time, and usual processes are on hold. In the meantime, the land-grant university Cooperative Extension System's institutions need to continue to:

- Use federal communications to help manage their 4-H subsidiaries and ensure compliance with the Pension Protection Act of 2006, federal and state policies and IRS filing requirements.
- Understand and/or encourage 4-H subsidiaries to seek professional tax advice regarding 990 filing.

4-H National Headquarters continues to provide letters upon request to 4-H subsidiaries that need to document their tax-exempt status for donors or grantors.

4-H National Headquarters will provide guidance regarding 4-H tax exemption processes as soon as it becomes available. 4-H National Headquarters anticipates that this will include specific alternatives to GEN 2704 as the means for tax exemption for qualified 4-H subsidiaries. This will be followed by technical assistance by 4-H National Headquarters and the IRS for understanding the options, along with a timetable and processes for implementing changes.

GJA/bjd

ENDNOTES

- 1) Waves of the Future: The first five years of the 4-H Study of Positive Youth Development, Lerner, Lerner, Phelps et al., Tufts University, 2009.
- 2) *ibid.* 1
- 3) “*Policies and Guidelines for National 4-H Competitive Events,*” June, 2004

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Appendices

Appendix I.

Sample peer review process standards:

The 4-H program has a viable and documented partnership with the land-grant university and has an approved form of governance.

The 4-H program provides documented educational programs and participates in applied research consistent with the land-grant mission and with federal partner requirements.

The 4-H program employs staff members with necessary qualifications and expertise to develop, implement, lead, manage and evaluate programs for which state and federal support are provided.

The 4-H program provides evidence of good stewardship of local/state and federal resources.

The 4-H program actively engages and participates in system communications structures.

Sample peer review process:

Standards are established in detail.

Standards are applied to required documentation.

Electronic self-assessment tools

Programs prepare documentation.

Identified peer panels, including a Cooperative Extension director, make site visits.

Visit report is submitted.

Remediation plans are submitted.

Peer review certificate is issued.



Appendix II.

4-H National Headquarters Blueprint

What are OUR Priorities: **Program Quality and Identity**

Who we are: **Federal Leader of the 4-H Youth Development Program**

Near-term Outcomes for 4-H National Headquarters:

Program

- Clearly articulated program quality standards.
- Clear written guidelines and policies regarding curriculum.
- Decisions about national 4-H events.
- Entire system engaged.
- Capacity building (funding opportunities and grants).

Identity

- Define what headquarters does for the Extension directors.
- Identify common elements that we bring to internal and external partnerships.
- Clarify roles and functions both internal and external.
- Engage entire system.
- Visible in NIFA.
- Lead and direct!

Medium-term Outcomes for 4-H National Headquarters:

- Develop a research portfolio.
- Visible throughout the federal government/ integrated federal partnerships.
- Articulate our influence and impact in communities.

Long-term Outcomes for National 4-H Headquarters:

- Integrate fully into the new institute and within competitive programs, and serve as resources for national program leaders.
- Set program quality through criteria and standards so we are what we say we are: a research based program.
- Sustained and clearly defined relationships with the LGU partners and with National 4-H Council.

Key Action Strategies

- A strategic action plan needs to be developed.
- Critical tactics need to be implemented and acted upon.

Program Outcome: Strategic and tactical plan finalized.

- True priorities and deliverables of 4-H National Headquarters defined.
- Accountability structures for 4-H National Headquarters defined.
- Accountability structures put in place to ensure efficient and focused effort.
- Management and administrative systems put in place to effectively utilize high-value assets in the system.
- Protocols and procedures made clear to improve efficiencies and high-value contact with the system.
- Activity aligned with national priorities, especially those of USDA NIFA.
- Protocols and Procedures Manual outlined.

Identity Outcome: Clarity of leadership for 4-H Youth Development Program.

- Leadership structures need to be in place to clearly address system priorities.
- Roles and responsibilities need to be defined to create a forward progress program for the Cooperative Extension System.
 - Role of 4-H National Headquarters needs to be defined and clarified.
 - Ongoing leadership needs to be defined.
 - Appropriate program leadership needs to be defined and communicated.
 - Council/Headquarters/land-grant/ role clarity needs to be communicated.

Appendix III.

4-H EVENT QUALITY ASSURANCE AND ACCOUNTABILITY GUIDELINES

This fact sheet outlines the guidelines by which the 4-H National Headquarters, U.S. Department of Agriculture (USDA), recognizes 4-H events throughout the Extension System. The process and procedure for quality assurance and accountability are laid out in these guidelines.

When a 4-H event crosses state boundaries, it typically involves two or more Cooperative Extension directors and/or land-grant university representatives who have the administrative responsibility for overseeing the use of the 4-H name and emblem for their land-grant university/institution. To ensure a quality and accountable 4-H experience, events beyond the state level require the cooperation between these various land-grant universities/institutions or established host entity.

To assist our state partners in conducting quality youth development programs beyond their state, this document provides the following resources:

- Definitions of Multi-State, National and Regional 4-H events.
- Overview of Program Quality Standards.
- 4-H Multi-State Event Quality Assurance and Accountability Form.
- National Policy Regarding Risk Management and Liability.
- National 4-H Competitive Event Policies.

DEFINITIONS:

Multistate 4-H Event

A multistate 4-H event is defined as a competitive or non-competitive event that is open for participation by all 4-H members, faculty and staff members, and volunteers from all states and territories and the District of Columbia. To be officially recognized, the event must meet the following requirements:

- Be authorized by the National 4-H Headquarters.
- Meet the multistate 4-H event guidelines.
- Be national, regional or invitational in scope.
- Include youth and/or adults from more than one state.
- Be under the direction/leadership of 4-H.

National 4-H Event

A national 4-H event must meet all the requirements for a multistate event with the addition of:

- The event must bring together youth or adults from at least 34 states.

Note: If an approved national 4-H event falls below the required number (34) of state participants, it may retain the title of “national 4-H event” for a period of three years to recruit a larger number of participating states. Events that are not held annually will be permitted to retain the “national 4-H event” title for a period of three regularly scheduled events (e.g., biannual events).

Regional 4-H Event

A regional 4-H event is any multistate 4-H event that brings together youth or adults from multiple states within a particular geographic region but does not meet the required number of states to be a national 4-H event. Regional 4-H events may choose to adopt or not to adopt the multistate 4-H event guidelines. If a regional 4-H event chooses not to adopt the guidelines, it must receive approval from the hosting Extension director/s.

Invitational 4-H Events

An invitational 4-H event is any multistate 4-H event that brings together youth or adults from multiple states outside of a particular geographic region but does not meet the required number of states to be a national 4-H event. Invitational 4-H events may choose to adopt or not to adopt the multistate 4-H event guidelines. Those events not adopting the guidelines must receive approval from the hosting Extension director/s.

State/Local 4-H Event

State/local 4-H events are those that include only 4-H youth and adults from within the state and are administered by the land-grant university Cooperative Extension System's state 4-H office. States may choose to follow the national multistate 4-H event guidelines or choose to adopt state/local competitive event guidelines as well. However, individuals or teams moving on to higher level (multistate) events **MUST CONFORM** to the multistate 4-H event guidelines

PROGRAM QUALITY

4-H is the nation's largest youth development program, reaching more than 6 million young people through a variety of educational and programmatic experiences. 4-H National Headquarters, CSREES, USDA, provides leadership for 4-H, which operates through the Cooperative Extension System, land-grant universities at the state and county levels, in U.S. territories and on military installations worldwide. The mission of the land-grant universities is to serve society by providing access to knowledge for everyone who desires it and can benefit from the experience. 4-H is the programmatic outreach of the land-grant universities to our youngest citizens.

4-H curriculum is key to the 4-H positive youth development program. 4-H National Headquarters defines curriculum as *the sum total of all intentional learning experiences*. Outputs include activities, events, workshops, training and field trips; contexts such as club, school enrichment and special interest camps, and after-school; and print and online learning materials that is intentional for youth and adults.

Curriculum is considered an input as well as an output to 4-H program impacts. Programming includes curriculum; curriculum provides a framework for conducting a program. Program quality elements reflect the curriculum guiding principles for all 4-H youth development learning experiences. *[insert link to Guiding Principles]*

1. Support and advance mission mandates through foundational, critical and emerging issues.
2. Content is framed around the essential elements, inclusivity and life skills.
3. Learning experiences are developmentally appropriate.
4. Content is research-based; has objectives and standards; and has a scope and sequence.

5. High quality with a comprehensive development process.
6. Individual and group learning is valued; youth and adults are both learners.

It is imperative that multistate 4-H events are tied to these guiding principles to ensure the highest level of quality.

RISK MANAGEMENT AND LIABILITY

The National 4-H Headquarters is committed to ensuring that all 4-H events are conducted in an environment that is healthy and safe for all participants. To ensure a quality event for all participants, the following guidelines related to risk management and liability should be adhered to.

- The safety and protection of participants in 4-H events are imperative.
- Events should minimize risk through good risk management planning and adherence to policies and procedures regarding chaperones.
- Proper fiscal accountability, including being liable for contractual agreements and event income and/or expenses, is essential.
- Accordingly, the national policy [*document reference TBA*] regarding medical/accident insurance states, “Each state or territory will provide medical/accident coverage for all its 4-H teams participating in all 4-H events, as well as medical/accident coverage during travel to and from the events.” (This includes out-of-state events sponsored by others, including events not sponsored by 4-H.)

FEDERAL LEGISLATION, POLICIES AND RULES

Because 4-H is a federal program, there are federal policies that govern all 4-H events. These include authorized and proper use of the 4-H name and emblem and compliance with Title IX and the USDA’s prohibition regarding discrimination.

NATIONAL 4-H COMPETITIVE EVENT RULES

1. A state/territory/District of Columbia is allowed only one entry in only one division of a contest in a national 4-H competitive event each year. An entry is an individual in the events where individuals only compete, or a team in events where total team scores are computed and recognition is given to the team. Individuals may be recognized in those events that are primarily team events.
2. Entries not officially entered will not be permitted to participate for any reason.
3. An individual may enter a national 4-H competitive event in a specific program area only once per year. Participating members of a team entry (even if they are designated alternate by low score) are ineligible to enter the same event as a part of another team.
4. The eligibility requirements to enter a national 4-H competitive event are:
 - a. Contestant must already have passed his or her 14th birthday and may not have reached his or her 19th birthday as of Jan. 1 of the year in which the national 4-H competitive event is held. (National 4-H competitive events held in January may be considered part of the previous year for the purpose of allowing all youth to compete in their last year of eligibility.)

- b. All contestants must be members of 4-H in the state they are representing during the year in which the national 4-H competitive event is held.
- c. The contestant(s) or team(s) of contestants must be certified as the official state entry (ies) by the state 4-H leader or by a person designated by the Extension director or state 4-H leader. The individual(s) or team(s) may be selected by any procedure the state 4-H leader believes is appropriate.
- d. The contestant, his or her county 4-H staff member, and the state 4-H leader must certify as follows on the application form or an accompanying memo:
“This contestant has not participated in post-secondary coursework in the subject area of the national 4-H competition, nor has he or she participated in training for post-secondary competition in the subject area of the national 4-H competition.”

Violation of any of the above will result in forfeiture of any awards or recognition which has been won in the national 4-H competitive event.

POLICY REGARDING COMPETITION IN BOTH 4-H AND FFA

The national offices of 4-H and FFA have agreed on a national policy in the interest of consistency between events and between organizations in eligibility for national competition.

Participation by the same individual in both a national 4-H competitive event and a national FFA competitive event in the same year may occur only when the following are accomplished:

One for 4-H:

Participation in a national 4-H competitive event will require that all youth participating be bona fide current 4-H participants and must qualify for the national event through an approved state competition of selection process conducted or sanctioned by the representative organization.

One for FFA:

Participation in a national FFA career development event will require that all youth participating be bona fide members of an FFA chapter and must qualify for the national event through an approved state competition conducted or sanctioned by the representative organization.

4-H and FFA determined to establish a consistent policy for all their national 4-H competitive events and national FFA career development events. Criteria for the joint policy include:

- 1) Assure that participants in national events are genuine representatives of their state and organizations.
- 2) Assure that each individual is given all the opportunities he or she has legitimately earned.
- 3) Assure that the policy is easy for participants and states to understand.
- 4) Assure that the policy does not require extra efforts from the management committee to enforce.
- 5) Assure that the national offices of 4-H and FFA are supportive of each other and consistent in their interpretation of eligibility.

4-H MULTISTATE EVENT QUALITY ASSURANCE AND ACCOUNTABILITY

Procedures are being phased in to allow land-grant universities time to comply with current programmatic quality and accountability standards. Application to conduct multistate 4-H events must be made to 4-H National Headquarters, USDA. The application instructions and form can be found by contacting 4-H National Headquarters.

Appendix IV.

4-H MULTISTATE EVENT QUALITY ASSURANCE AND ACCOUNTABILITY FORM INSTRUCTIONS

Procedures are being phased in to allow land-rant universities time to comply with current programmatic quality and accountability standards, as follows.

INSTRUCTIONS for Requesting a 4-H Multistate Event (2010-2011)

- 1) Submit a certification letter:

The Extension director and state 4-H program leader of the land-grant university/institution sponsoring a multistate 4-H event need to submit a letter assuring: (1) that they assume responsibility for the event, and (2) that the event complies with *existing* (2004) 4-H policies and guidelines for national 4-H events (SEE SAMPLE LETTER).

INSTRUCTIONS for Requesting a 4-H Multistate Event (Beginning 2012)

- 1) Submit a certification letter:

The Extension director and the state 4-H program leader of the land-grant university/institution sponsoring a multistate 4-H event need to submit a letter assuring: (1) that they assume responsibility for the event, and (2) that the event complies with *updated* (2009) 4-H multistate event accountability standards (SEE SAMPLE LETTER).

- 2) Enclose 4-H Multistate Event Quality Assurance and Accountability/Compliance Form:

The state 4-H leader and/or Extension director needs to complete the 4-H multistate event form indicating the land-grant university/institution's responsibility for the multistate 4-H event and assurance that each accountability standard has been met for the event, noted by initialing each standard.

SUBMISSION INSTRUCTIONS

Send letters and forms electronically to 4hhq@csrees.usda.gov with the subject line "4-H National Event Request – {state name}". Submissions must be made a minimum of 90 days before the event takes place.

MULTISTATE 4-H EVENT QUALITY ASSURANCE AND ACCOUNTABILITY LETTER

{Date}

To: Director, Youth Development, National 4-H Headquarters

From: {Extension Director/4-H State Program Leader}

RE: {Proposed name of 4-H multistate event}

{Land-grant university/institution} is planning/hosting the {proposed name of 4-H multistate event}.

With this letter, Cooperative Extension personnel certify that {land-grant University/Institution Cooperative Extension}:

- (1) Is wholly responsible for the quality of the proposed event.
- (2) Meets the {existing (2004) or new (2009)} accountability standards for the event.
- (3) Complies with federal legislation, policies and guidelines related to the 4-H Youth Development Program.
- (4) Understands that 4-H National Headquarters is the authorizing body for multistate 4-H events but is neither responsible nor liable for the event.
- (5) Understands that 4-H National Headquarters reserves the right to review, inspect or withdraw authorization at any time for violations in the use of the 4-H name and/or emblem or variances to the information submitted to 4-H National Headquarters, USDA.

Certified by:

Print/type name of Extension director	Extension director's signature	Date
Print/type name of state 4-H program leader or other state-level designee	State 4-H program leader's signature	Date

Attachments: 4-H Multistate Event Compliance Checklist
 4-H Name and Emblem Authorization Application

MULTISTATE 4-H EVENT QUALITY ASSURANCE AND ACCOUNTABILITY CHECKLIST

Event Name:	
Event Location (City/State):	
Event Dates:	
Land -grant University/Institution (Primary):	
<u>Recurring event</u> — Number of participating states at the most recent event:	
<u>Recurring event</u> —Number of participating states (3-year average):	
<u>New event</u> —Expected number of participating states:	

PROGRAM QUALITY	
Standards	Initials
1.1 4-H <u>mission mandates</u> ¹ provide the content framework for programming [<i>insert web link to MM</i>].	_____
1.2 Programming/content is current and reflects critical and emerging issues (e.g., incorporates education regarding an issue of national importance, such as climate change, and/or incorporates new technologies related to the topic).	_____
2.1 Programming promotes positive youth development by incorporating the 4-H Youth Development essential elements. [<i>Insert web link to EE</i>]. <ul style="list-style-type: none"> • <u>Belonging</u>: programming is <i>inclusive</i> and promotes teamwork and participation among youth and adults in a safe environment. • <u>Mastery</u>: defined goals and objectives focus on <i>skill building</i> as it relates to concepts and application, and encourages youth to plan, implement and evaluate that learning. • <u>Independence</u>: programming encourages development of <i>critical thinking skills</i> and the generation of ideas while engaging youth in decision making and leadership. • <u>Generosity</u>: programming includes community-based service-learning opportunities through the authentic application of serving learning concepts. 	_____
2.2 For competitive events – offers a continuum of recognition/incentives and includes competitive and non-competitive learning experiences.	_____
2.3 For competitive events – assure compliance with guidelines for multistate competitive 4-H (<i>link to fact sheet regarding multi-state 4-H events</i>).	_____
3.1 Programming is designed to provide developmentally appropriate learning experiences.	_____
3.2 For competitive events—assure compliance with national guidelines for age restrictions (<i>link to fact sheet regarding multistate 4-H events</i>).	_____
4.1 Programming/content is research-based.	_____
4.2/5.1 Programming is supported by a <u>logic model</u> – including: <ul style="list-style-type: none"> • A clear purpose that reflects youth development essential elements. 	_____

¹ Science, engineering and technology (SET), healthy living or citizenship

<ul style="list-style-type: none"> • Clear learner objectives. • Short-, medium- and long-term impacts. • Measurable indicators for success and impact assessment. 	
4.3 Scope and sequence of learning experiences are evident and appropriate.	_____
5.2 Youth development faculty/educators are an integral part of planning and implementation – supported by others who may be content experts from other university departments, etc. <ul style="list-style-type: none"> • Event planning bodies/committees must engage at least 50 percent of Extension salaried staff members – one-half of whom must be 4-H staff members. 	_____
5.3 Programming provides opportunities that challenge learners and connect them to real-life problems.	_____
5.4 Written event rules ensure contestants are 4-H members of the LGU they are representing.	_____
6.1 Programming provides opportunities for individual and group learning.	_____
6.2 Programming engages both youth and adults as learners.	_____
RISK MANAGEMENT/LIABILITY	
Standards	Initials
The LGU Cooperative Extension Service with primary responsibility for the multistate 4-H event ensures that the following conditions are met:	
7.1 LGU Cooperative Extension has a written risk management plan on file for the event.	_____
7.2 LGU Cooperative Extension ensures medical/accident coverage is provided for all its 4-H members/teams participating in all 4-H events, as well as medical/accident coverage during travel to and from the events. This includes members/teams from the primary LGU for their own representatives as well as coverage by all participating LGUs for their youth representatives.	_____
7.3 LGU Cooperative Extension is fiscally accountable for the multistate 4-H event, including being liable for contractual agreements and event income and/or expenses.	_____
7.4 LGU Cooperative Extension ensures the multistate 4-H event is compliant with LGU/4-H policies and procedures, such as chaperone orientation, volunteer background checks, written disciplinary action plans, etc.	_____
7.5 LGU Cooperative Extension clearly identified roles and responsibilities of the LGU and any partnering LGUs or other organizations providing support/cooperation for the event.	_____
FEDERAL REGULATIONS	
Standards	Initials
4-H Name & Emblem (<i>insert link to 4-H N&E content</i>)	
LGU Cooperative Extension assures compliance with 4-H name and emblem legislation (18 U.S.C 707), federal regulations (7 CFR 8), and 4-H National Headquarters guidelines.	_____
Any person/entity beyond those duly authorized by the LGU to use the 4-H name and/or emblem, such as vendors, have been authorized to use the 4-H name and/or emblem for specific purpose/event/time period by the proper entity (LGU or federal body).	_____
Any use of the 4-H name and/or emblem is consistent with the 4-H graphic standards [<i>insert link to g.s.</i>].	_____
Any recognition of donors, sponsors or supporters is consistent with 4-H guidelines—including use of appropriate non-endorsement statement(s).	_____
Non-discrimination (http://www.fns.usda.gov/fns/non-discrimination.htm)	

LGU Cooperative Extension assures compliance with USDA’s prohibition regarding discrimination in all its programs and activities on the basis of race, color, national origin, age, disability and, where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program.	_____
LGU Cooperative Extension provides assistance to persons with disabilities who require alternative means for communication of program information.	_____
Title IX (<i>insert a link to 4-H fact sheet for clarification</i>)	
LGU Cooperative Extension assures compliance with Title IX whereby no person, on the basis of sex, is excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance.	_____

Appendix V.

Stakeholder Input Process for 4-H as part of the National Institute of Food and Agriculture (NIFA)

With leadership from the 4-H National Headquarters staff, a comprehensive stakeholder input process was implemented. The start of a phased process was to obtain direct input from directors and administrators present at the 2008 NASULGC meeting as stakeholders. The phased process included a survey of the entire state 4-H program leaders who responded through the first phase of an online survey instrument.

Phase II of the process included the state 4H program leaders soliciting input from their stakeholder groups. The stakeholder groups contacted were defined by the state 4-H program leaders. The state 4-H program leaders received the input from the stakeholder groups, synthesized that data and submitted the input data to their Partnership Working Group (PWG) representatives by a defined date. The PWG is a representative group of 4-H program leaders who communicate with 4-H National Headquarters regarding system issues and concerns. The representatives are from the five ECOP regions. National 4-H Council staff members also participate in the PWG.

The final step in the input process was for the PWG representatives to synthesize the information from the states and submit the synthesized data to 4-H National Headquarters.

After receiving the data at 4-H National Headquarters and analyses using qualitative data software, the results were vetted and edited using responses from the vetting. The results were incorporated in presentations regarding inclusion of the 4-H Youth Development Program in NIFA.

