Core Principles and Organizational Structure

This document was developed in partnership with the Iowa Extension Council Association. Updated July 2018.
Dear 4-H Partners:

In the summer of 2015, the Iowa Extension Council Association, Iowa State University Extension and Outreach County Services, and Iowa 4-H Youth Development Program convened the County 4-H Staff Taskforce to clarify and develop a set of guidelines for the 4-H program. For more than eight months, the taskforce collected input from two statewide surveys, as well as five focus groups across the state. This document represents the review of the information gathered, and thoughtful, deliberate discussion by the taskforce. We hope this document will provide a common set of core understandings related to the Iowa 4-H program so that together, as a system, we will reach our goal of making Iowa 4-H the best in the nation.

Sincerely,

- Kerry Aistrope, IECA, Fremont County, Region 17
- Caleb Carver, CYC, Marshall County
- John-Paul Chaisson-Cárdenas, State 4-H Leader
- Michael Compton, CYC, Osceola County
- Bob Dodds, Assistant Vice President, County Services
- Mary Giese, IECA President
- Chad Higgins, Director of Programs, ISU Extension and Outreach
- LuAnn Johansen, Program Manager of Field Operations, State 4-H
- Cathann Kress, ISU Vice President for Extension and Outreach
- Jayne Lupkes, IECA, Worth County, Region 3
- Terry Maloy, IECA Executive Director
- Barb Sauser, IECA, Dubuque County, Region 11
- Brenda Spurgeon, Youth Program Specialist, South Field YPS Team

See video at: https://www.youtube.com/watch?v=CaoP0VzMZVM&feature=youtube

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**Acronyms and Definitions**

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<tr>
<th>Acronym</th>
<th>Definition</th>
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<tr>
<td>CES</td>
<td>Cooperative Extension Service</td>
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<td>CEC</td>
<td>County Extension Council</td>
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<td>CYC</td>
<td>County Youth Coordinator</td>
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<td>ECOP</td>
<td>Extension Committee on Organization and Policy</td>
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<td>Field Supervisor</td>
<td>Supervisor for Youth Program Specialists in a given field</td>
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<td>Field Team</td>
<td>How Youth Field Specialists are deployed to support the 4-H System across the state</td>
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<td>IECA</td>
<td>Iowa Extension Council Association</td>
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<td>ISU</td>
<td>Iowa State University</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>NIFA</td>
<td>National Institute of Food and Agriculture, U.S. Dept. of Agriculture</td>
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<td>PYD</td>
<td>Positive Youth Development</td>
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<td>RD</td>
<td>Regional Director</td>
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<td>STEM</td>
<td>Science, Technology, Engineering, and Mathematics</td>
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<td>YPS</td>
<td>Youth Program Specialist</td>
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This document was developed in partnership with the Iowa Extension Council Association.

Cover Photo: Sarah Adams, Iowa State University College of Business partner in 4-H programming

Updated February 2017
ISU Extension and Outreach provides education and partnerships designed to solve today’s problems and prepare for the future. We serve as a 99 county campus, connecting the needs of Iowans with Iowa State University research and resources. We want a strong Iowa.

4-H Mission: 4-H empowers youth to reach their full potential through youth-adult partnerships and research-based experiences.

4-H Vision: Preparing Iowa’s youth to be successful, contributing members of society.

The Iowa 4-H Program’s four program priorities – STEM (Science, Technology, Engineering, and Mathematics), Healthy Living, Citizenship and Leadership, and Communication and the Arts – align with Iowa State University, Iowa State University Extension and Outreach, 4-H National Headquarters, and statewide initiatives.

The program priorities are cross-disciplinary, as opposed to independent programs. It is important to ensure all Iowa 4-H delivery modes (afterschool programs, camps, events, clubs, schools) are intentionally moving youth and their parents toward sustainable learning communities, usually referred to as 4-H Clubs. Iowa considers 4-H Clubs/Learning Communities as its deepest and most sustainable level of intervention.

The defining quality of a learning community is that there is a culture of learning, in which everyone is involved in a collective effort of understanding (Bielaczyc & Collins, 1999). Successful 4-H Clubs are successful learning communities and have these characteristics:

- Connect people to purposefully build a sense of community and establish a community identity
- Diversity of expertise and experiences within the group is embraced
- Foster a culture of shared learning through collaborative and active learning experiences
- Set common goals, develop standards to measure quality work, provide ample opportunities for reflection, and assess individual and group progress towards those goals
- Share knowledge and question learning through respectful discussion and feedback between group members
- Support distributed leadership by providing a range of leadership roles and skill building activities
- All members are valued and group members participate to the extent possible

Truly successful and innovative learning communities/4-H clubs advance the collective knowledge of the community as a way to help individual members learn.

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Truly successful and innovative learning communities/4-H clubs advance the collective knowledge of the community as a way to help individual members learn.
The Iowa 4-H Positive Youth Development experience is outlined in the 4-H Equation (Fig. 2) and provides opportunities for youth to develop skills they can use now and throughout their lives. Iowa 4-H builds upon more than a century of experience as it fosters Positive Youth Development based on the needs and strengths of youth, their families, and communities.

Iowa 4-H follows the principles of Positive Youth Development symbolized in the Circle of Courage model via Experiential Learning (Fig. 3) and draws on the knowledge base of 4-H youth, Iowa State University, and other institutions of higher education in cooperation with the United States Department of Agriculture. The Iowa 4-H Program’s vision and mission statements clearly view youth as partners working with staff and volunteers, and as full participants in planning and working for individual and community change.

The Circle of Courage (Fig 4), which has guided 4-H for 10 years, embodies Iowa 4-H priorities and follows a Native American model of youth development. The circle symbolizes a medicine wheel in several Native American cultures. The circle also symbolizes that all are connected, interconnected, and dependent on one another. If the circle stays intact, each has the courage he or she needs to care for others and make good decisions for himself or herself. However, if something happens that causes the circle to break, people become discouraged, which affects how they treat others and how they make decisions.

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2 Lakota Sioux artist George Bluebird has designed a graphic symbol, the Circle of Courage, to represent this philosophy of child development using a traditional Native American medicine wheel. (Brentro, et.al, 1990, p. 35). Iowa 4-H Youth Development Program uses the Circle of Courage Model (Adapted from Vanette Grover, 4-H Youth Development Specialist, Iowa State University Extension, July 2007, and “Reclaiming Youth at Risk,” Brandtro, Brokenleg, and Van Bockern, 1990) to represent how 4-H meets the needs of youth. [Visit the website link for further information](https://www.extension.iastate.edu/sites/www.extension.iastate.edu/files/scott/CircleOfCourageMeetingNeeds.pdf)
Fulfilling the Needs of Youth

**Belonging:** Youth need to know they are cared about by others and feel a sense of connection to others in group settings. 4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group.

“Belonging is more than tolerance, acceptance, or inclusion. Belonging means we feel connected, important, valued, and part of the group. It is our group, our program, our community.” – Bengu Erguner-Tekinalp, Ph.D. (April 2016 YPS Meeting).

Sometimes youth find themselves in situations where they are the “out-group” or in an environment in which they feel like outsiders. They use their mental energy to monitor for threats, leaving fewer resources for higher cognitive processes. This is why Iowa 4-H builds the capacity of youth, volunteers, community, and staff to work in the context of diversity and build programs that are welcoming, inclusive, and reflective of ALL YOUTH regardless of geography (urban/rural), gender, race, culture, language, disability, national origin, sexual orientation, or socioeconomic status.³

Belonging is represented in the 4-H pledge by the words Head, Heart, and Health.

**Mastery:** Youth need to believe they are competent. They need to feel that they have skills and knowledge and are capable enough to meet their goals. Iowa 4-H strengthens the feeling of mastery by using the Experiential Learning Model (Fig 3). The Experiential Learning Model is the process of learning through reflection and doing, which begins with the interests and strengths that every youth possesses which are channeled into the learning process. Mastery focuses on the process of learning, not on the subject of the learning.

Mastery is represented in the 4-H pledge by the words Head, Hands, and Health.

**Independence:** Youth need to know they are able to influence people and events through positive decision-making and action. The Iowa 4-H program deliberately works toward providing youth with age-appropriate opportunities to develop ownership over their learning. By exercising independence through 4-H leadership opportunities, youth mature in self-discipline and responsibility and learn to better understand themselves.

Independence is represented in the pledge by the words Head and Hands.

**Generosity:** Youth need to feel their lives have meaning and purpose. 4-H citizenship efforts empower young people to be well-informed and actively engaged in their communities and the world. 4-H also gives youth opportunities to give back and to share with their community through service learning and community service.

Generosity is represented in the 4-H pledge by the words Hands and Heart.

³ (Laldin, M. The Psychology of Belonging, Learning & the Brain 2016)
Guiding Principles of Positive Youth Development

When connecting youth to positive experiences, programs should include the following principles:

- All youth have the capacity for positive growth and development.
- Positive youth development is an intentional process. It is proactive to promote protective/resiliency factors in young people.
- Youth assets are both acknowledged and employed through positive youth development.
- Positive youth development enables youth to thrive and flourish, and prepares them for a healthy, happy, and safe adulthood.
- Positive youth development involves youth as active agents. Adults may set the structure, but youth are not just the recipients of services. Youth are valued and encouraged to bring their assets to the table. Adults and youth work in partnership.
- Youth leadership development is a part of positive youth development. Youth should attend, actively participate, contribute, or lead through positive youth development activities.
- Positive youth development involves civic involvement and civic engagement—youth contribute through service learning for their communities.
- Positive youth development involves and engages every element of the community—schools, homes, community members, and others. Young people are valued through this process.
- Positive youth development is an investment that communities make in young people.

2015 National 4-H Conference delegates, including Iowa 4-H member Spencer Orr (seventh from the left), met with President Obama.

4The Positive Development of Youth: Comprehensive findings from the 4-H Study of Positive Youth Development is a longitudinal study that began in 2002 and was repeated annually for eight years, surveying more than 7,000 adolescents from diverse backgrounds across 42 U.S. states.
Diversity and Inclusion in 4-H

In 2016 the Extension Committee on Organization and Policy (ECOP), which is the national representative leadership and governing body of Cooperative Extension, adopted the 4-H Grows: A Promise to America’s Kids Vision. This vision states that in 10 years:

“4-H will reflect the population demographics, diverse needs, and social conditions of the country. This vision has the elements of inclusion, caring adults, involves at least 1 in 5 youth, and the volunteers and staff reflect the population.”

Similarly, Iowa State University Extension and Outreach is committed to developing and implementing a youth program that goes beyond non-discrimination and affirmative action. The Iowa 4-H Program is built on the principles of Positive Youth Development and must create environments that go beyond inclusion into belonging. “Belonging is more than tolerance, acceptance, or inclusion; belonging means we feel connected, important, valued, and part of the group” – Bengu Erguner-Tekinalp, Ph.D. (April 2016 YPS Meeting).

All those involved with 4-H have an important role in 4-H’s commitment to diversity and inclusion. The following primary guidance statements govern inclusion and non-discrimination policies and efforts.

**ISU Statement on Diversity:** Iowa State University is a diverse community of people of all genders, ages, cultures, races, religions, sexual orientations, socio-economic backgrounds, and abilities. Iowa State celebrates and advances diversity by creating a safe place in which people can express themselves freely and share their unique talents. This diversity of talents enriches our campus by fueling creativity, innovation, and success. Diversity encompasses acceptance and respect by fostering an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people. Diversity, therefore, is an active process that requires our continuous dedication to promote the success of present and future generations.

[http://www.diversity.iastate.edu/diversity-statement](http://www.diversity.iastate.edu/diversity-statement)

**ISU Inclusive Language Policy:** Iowa State University encourages the use of language and illustrations that create an environment of respect for human diversity, individual rights, and the equal dignity and worth of all human beings. It also discourages the use of language and illustrations that reinforce demeaning attitudes, assumptions, and stereotypes, or overlook certain populations.


**Iowa State University** does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran.

[http://www.eoc.iastate.edu/](http://www.eoc.iastate.edu/)
4-H is the youth outreach program from the Land-grant universities, cooperative Extension Service, and the United States Department of Agriculture. Congress has legislative responsibility for the proper management of the 4-H Name and Emblem to the Security of Agriculture. The Secretary has delegated that authority to the Division of Youth and 4-H within National Institute of Food and Agriculture (NIFA). The Division houses the 4-H National Headquarters, which provides federal programming leadership.

Iowa State University Extension and Outreach is the Iowa holder of the federally protected 4-H Name and Emblem. The State 4-H Leader has the legal and ethical responsibility to ensure the “public trust” in the 4-H program. The Iowa 4-H Youth Development Program has the responsibility and authority to define what “is” and what “is not” a 4-H educational program. It also authorizes counties via a Memorandum of Understanding (MOU) to use the federally-protected 4-H Name and Emblem.

County Extension Councils are legally responsible for ensuring the fidelity of the 4-H Program and providing adequate resources (personnel and financial) to sustain in the county 4-H Program. Other CEC (or its designee) responsibilities include:

- Use a program planning process to determine programming based on local assets and need.
- Select programs from the program catalog or work with state YPS to deploy research-based programs.
- Allocate resources and measure impacts of the county programs.
- Approve all 4-H volunteers.
- Ensure an inclusive and welcoming environment for diverse audiences.
- Work to establish a written agreement with the County Fair Board. (Recommended)

*See Page 10 for State 4-H Program Teams.
**Some counties may hire additional staff to support and/or supervise the CYC, eg., Regional Coordinator, Extension Youth Educator, Youth Program Assistant, etc. Position is a requirement for county access to the 4-H program.
Understanding Iowa 4-H Roles and Relationships

Congress has legislative responsibility for the proper management of the 4-H Name and Emblem to the Security of Agriculture. The Secretary has delegated that authority to the Division of Youth and 4-H within National Institute of Food and Agriculture (NIFA). The Division houses the 4-H National Headquarters, which provides federal programming leadership.

Field Team* provides programmatic supervision/supports Campus Staff* and other supports

County 4-H Program

4-H Program Oversight

Administrative

- Extension Council
- 4-H State Leader
- Field Manager
- Field Supervisors
- Extension Council Designee

Programmatic

- Youth Program Specialist
- CYC
- Volunteers
- Youth Advisory
- Youth

Some counties may hire additional staff to support and/or supervise the CYC, eg. Regional Coordinator, Extension Youth Educator, Youth Program Assistant, etc.

Volunteers

County Services Support

Position is a requirement for county access to the 4-H program.

Iowa Extension Council Association
Role of the 4-H Youth Field Supervisor
The 2015 Iowa 4-H Youth Development Staff Deployment Plan divided the state into six field teams, each led by a Youth Field Supervisor. Key roles of Youth Field Supervisors in relation to the 4-H program include:

- Strategic deployment and accountability of Youth Program Specialists
- Network and advocate for Youth Program Specialists in program opportunities and responsibilities
- Provide supervision and coaching for YPS Field Teams
- Monitor and implement ISU Extension and Outreach Human Resources policies and procedures

For more information, go to http://www.extension.iastate.edu/4h/contactus/fieldstaff

Role of the Fair Board with 4-H
County Fair Boards have an important relationship with the 4-H Program. The County Fair Board:

- Determines the dates of the county fair
- Provides and maintains safe fairgrounds and buildings for exhibits and activities
- Supports 4-H project exhibits and activities through approved trophies, ribbons, and premiums
- Provides security during all fair related activities
The county fair is a delivery and showcase opportunity for various 4-H Positive Youth Development learning activities. It is recommended that the county fair board work to develop a written agreement to achieve a positive working relationship and effective communication that supports the 4-H Youth Development Program. The IECA, ISU Extension and Outreach and 4-H are currently working with the state fair association to develop new sample documents. The 4-H Program oversees 4-H youth and exhibit eligibility guidelines. Any agreement must align with state policies and be based on the principles of Positive Youth Development.

**Role of Regional Director in 4-H**
The Regional Directors represent the Vice President of Iowa State University Extension and Outreach and provide leadership, vision and coaching to county extension councils and staff to meet the programmatic, legal and financial needs of the system. They strengthen partnerships between Iowa State University and county extension districts resulting in improved institutional outreach and higher quality of life for all Iowans. [https://www.extension.iastate.edu/sites/www.extension.iastate.edu/files/www/2015County_Services_Strategic_Plan.pdf](https://www.extension.iastate.edu/sites/www.extension.iastate.edu/files/www/2015County_Services_Strategic_Plan.pdf)

**Role of Iowa 4-H Foundation**
The Iowa 4-H Foundation is a private non-profit organization that raises financial support for the state 4-H Youth Development Program. The Foundation funds selected programs, volunteer recognition, and the national 4-H alumni engagement.

**Role of the Iowa Extension Council Association**
The Iowa Extension Council Association is a membership association of County Extension Councils. It serves as a vehicle for networking between CEC’s, ISU, and government leaders to promote and strengthen all local and statewide ISU Extension and Outreach programs.

**County 4-H Foundations and Other Fundraising Mechanisms**
County 4-H Foundations or any local fundraising group using the 4-H Name and Emblem serve the local 4-H Youth Development Program under explicit permission and oversight of the County Extension Council.
### Partnership at a Glance

<table>
<thead>
<tr>
<th><strong>Primary Role</strong></th>
<th><strong>County Youth Coordinator (CYC)</strong></th>
<th><strong>Youth Program Specialist (YPS)</strong></th>
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<tbody>
<tr>
<td><strong>Empower youth to reach their full potential through Youth-Adult Partnerships and research-based experiences</strong></td>
<td><strong>Ensure fidelity of 4-H Positive Youth Development</strong></td>
<td><strong>Incorporate the 4-H Equation in developing, implementing, and evaluating youth program outreach and engagement in the four program priority areas across delivery modes</strong></td>
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<td><strong>Collaborate with internal and external partners to advance the 4-H mission and vision</strong></td>
<td><strong>Lead volunteer training at field level and ensure fidelity (including risk management) to 4-H volunteer development model</strong></td>
<td><strong>Network, cooperate, coordinate, and collaborate with county youth staff and CEC to address ISU Extension and Outreach’s and the Iowa 4-H Program’s mission</strong></td>
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<td><strong>Ensure fidelity in program delivery</strong></td>
<td><strong>Provide guidance and coaching on governance committee development (such as 4-H Youth Development Committee, County Youth Committee, and County 4-H Advisory Committee)</strong></td>
<td><strong>Support and assist county 4-H staff and volunteers to align county and regional 4-H educational opportunities with the Iowa 4-H program’s mission, strategic plan, and program priorities</strong></td>
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**County Staffing Requirements**
- Position, or its equivalent, is a requirement for county’s access to the 4-H program.
- Ensure fidelity of 4-H Positive Youth Development

**Volunteer Development and Management**
- Develop and implement a year-round county recruitment and retention strategy to recruit and retain a diverse pool of community and corporate volunteers.
- Screen and select volunteers for various roles and responsibilities.
- Coordinate, implement, and evaluate volunteer meetings.
- Ensure compliance with risk management policies, including required training and background checks.
- Support, recognize county volunteers.
- Organize and maintain a volunteer management system.
- Establish and maintain county 4-H governance committees such as 4-H Youth Development Committee, County 4-H Advisory Committee, etc.
- Ensure widespread county dissemination of state 4-H policy, campaigns, information, branding, etc.
- Communicate 4-H program priorities with county stakeholders and volunteers

**Communication**
- Promote 4-H state and county 4-H programs, events, and activities.
- Communicate effectively and build relationships with CEC members, families, volunteers, other staff, partners, and community stakeholders to build, grow, and strengthen the program.
- Represent ISU, ISU Extension and Outreach, and 4-H professionally and positively.
- Provide regular reports at CEC meetings
- Advocate with stakeholders to assure adequate financial and staffing resources are secured for a strong Iowa 4-H program.
- Collaborate with other ISU Extension and Outreach program areas and ISU colleges to address multidisciplinary issues and national mission mandates.
- Lead conversations with county youth staff and CEC using the program catalog to plan the county youth program.
- Identify emerging issues based on county needs assessments and give input to product development team.
- Assist staff in field to support successful implementation of their assigned 4-H Program Priority.
- Provide direct delivery of pilot program implementation and assist with new product deployment.
- Serve on product development teams.
- Facilitate the start-up and continued development of multiple 4-H delivery modes.
- Provide support to the recruitment and retention of new and existing 4-H members.
- Model and use PYD principles and practices.
- Identify professional development staff needs and strengths and link to available resources.
- Apply research-based educational methods, strategies and approaches to facilitate learning.

**Program Planning and Implementation**
- Apply Positive Youth Development best practices to 4-H experiences and clubs.
- Implement and support 4-H Youth Development program in county.
- Implement a year-round county recruitment and retention strategy that flows a diverse pool of youth from entry point activities (events, camps, etc.) into long term involvement in 4-H (Club, State Council, etc.).
- Assist with developing, implementing, and evaluating county 4-H action plan.
- Collect, analyze, and share county data to ensure county program effectiveness.
- Support CEC or delegate to complete county needs/assets tool and identify youth and adult related priorities for the county.
- Identify potential audiences and market 4-H opportunities.
- Coordinate county level program schedule

**Supervision as related to the CYC**
- County Extension Council provides administrative supervision.
- YPS provides programmatic supervision
- Provide programmatic feedback to CEC or delegate for evaluation of CYC.
- Provide CYC with individualized onboard training and mentoring.
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<tr>
<th>County Youth Coordinator (CYC)</th>
<th>Youth Program Specialist (YPS)</th>
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| **Policy/Risk Management** | • Implement 4-H programs in accordance with state and federal guidelines and policies (Use of the name and emblem, civil rights law and child protection policy, etc.)  
• Ensure volunteers are screened in accordance with policies | • Support CYC in implementation of all statewide policies |
| **Partnerships** | • Develop and maintain strategic internal and external partnerships  
• Coordinate with internal partners to build program capacity  
• Identify and develop new external partnerships with associations, businesses, institutions, and organizations to strengthen outreach efforts and use of 4-H resources | • Coordinate with internal partners to build program capacity  
• Identify and develop new external partnerships with associations, businesses, institutions, and organizations to strengthen outreach efforts and use of 4-H resources  
• Provide training and professional development to community-based youth development professionals that advances the field of Positive Youth Development |
| **Evaluation and Reporting** | • Administer evaluations and share impact reports with CEC and stakeholders  
• Ensure youth, clubs and volunteers are recorded in 4-H Online, and records are current  
• Coordinate county 4-H program evaluation  
• Capture any educational programs (including those with less than 6 hours) and submit them by the end of the program year | • Provide professional development and technical assistance for county staff on effective program evaluation  
• Coordinate evaluation efforts of 4-H Program Priorities  
• Assist CYC with developing and implementing appropriate program evaluations  
• Report 4-H program outcomes to key stakeholders and the public in multiple forms and venues  
• Evaluate 4-H program quality  
• Collect, submit, and report 4-H program outcome data |
| **Inclusion** | • Ensure member and volunteer pools represent the diversity of the county  
• Implement marketing to attract new 4-H audiences  
• Recruit and support diverse new and existing members, families, and volunteers | • Support inclusion efforts at the county and state level and ensure the county 4-H program adheres to inclusion goals and non-discrimination policies  
• Support the development of 4-H programming to reach audiences that reflect Iowa demographics |
| **Revenue Generation** | • Work with YPS, CEC, and other staff to ensure adequate financial resources are secured to carry out the 4-H program  
• Secure county public and private support through fundraising and grants  
• Collect program development fee | • Revenue generation for YPS is counted in three ways:  
- Growth in number of volunteers  
- Growth in number of youth  
- Growth in number of partners |
| **Home Office** | • County Office | • County Office or Strategic Partner |
| **Geographic Area** | • County | • Field http://www.extension.iastate.edu/4h/contactus/fieldstaff |
| **Education and Compensation Recommendation** | • A bachelor’s degree or an equivalent experience is preferred for this position. Compensation should be competitive and commensurate with education and experience. | • Based on ISU hiring and compensation guidelines |
| **Authorizing Agent/Brand Authority** | • With authorization by CEC, allows county clubs to use 4-H name and emblem  
• Maintain current chartering record of all clubs | • Serve as the authorizing agent for the use of the federally protected 4-H name and emblem as designated by National 4-H Headquarters, and provide proper written documentation authorizing county youth staff to use the name and emblem to carry out 4-H Youth Development educational programs |

*State Fair (2015)*
Research-Based Educational Product Development

An educational product is any program, process, or material that has been systemized for delivery to a 4-H audience in order to reach programmatic goals. Educational products may include curriculum, project outlines, research articles, trainings, events, activities, workshops, or online experiences, which could include videos, video simulations, etc.

Curricula refer to a group of planned educational offerings supporting a program. This usually includes agendas, materials, lessons, and activities intended to create a change in knowledge, behavior, or action. Additional information regarding the National 4-H curriculum philosophical framework, and other resources to develop high-quality educational products can be found at: http://www.4-h.org/resource-library/curriculum/development/.

Our Commitment to Providing Research-Based Educational Products

Whether developed by a county, Iowa State University, or acquired from another source (e.g., external land-grant university, National 4-H, community partner), all products must first meet the Iowa 4-H vetting criteria before implementation. Is the product:
• filling a documented need in the 4-H program (county, regional, statewide, national)?
• research-based?
• aligned with 4-H vision, mission, and program priorities?
• consistent with Positive Youth Development principles and practices?
• developed in a way that volunteers can implement the product?
• culturally competent and accessible to all potential audiences?
• aligned with elements of the Iowa Core Standards?
• sustainable based on capacity for development and implementation (e.g., funding, time, partnerships, resources)?

To be approved by the Iowa 4-H Youth Development Program, the answer to each of these questions must be “yes.” If the product does not meet all of the criteria above, it must be considered a pilot product. Pilot products must have a plan and timeline to meet the vetting criteria.

Product and pilot product plans must be approved by the Iowa 4-H Youth Development Program before implementation. Furthermore, all new (beyond the pilot stage), high volume and high visibility curricula must undergo ISU Extension and Outreach’s curriculum review process: https://www.extension.iastate.edu/sites/www.extension.iastate.edu/files/www/CurriculumReviewFAQ.pdf

How is your county doing? Visit our data for decision makers website. http://indicators.extension.iastate.edu/ddm-4-h
Recommended CYC Job Description/Position Summary

Iowa 4-H and the County Youth Coordinator will focus on Positive Youth Development (PYD). Staff will work with youth, volunteers, and professionals to plan, implement, and evaluate a progressive series of educational programs and experiences that work toward multiple life skill outcomes (productive citizens, outstanding communicators, effective leaders, and successful learners). This position should empower youth to reach their full potential through Youth-Adult Partnerships and research-based experiences.

Responsibilities:
• Collaborate with internal and external partners to advance the Iowa 4-H mission and vision.
• Develop and implement a year-round county recruitment and retention strategy for diverse community and corporate volunteers.
• Develop and implement a year-round county recruitment and retention strategy to bring diverse youth from entry-point activities into long-term involvement in 4-H.
• Assure compliance with risk management policies, including required training and background checks of volunteers.
• Establish and maintain 4-H governance committees.
• Promote 4-H state and county programs, events, and activities, working with local partners and media.
• Communicate effectively and build relationships with the County Extension Council, youth, families, volunteers, other extension staff and community partners.
• Represent Iowa State University, Iowa State University Extension and Outreach, and Iowa 4-H professionally and positively.
• Collect, analyze, and share county data to ensure program effectiveness.
• Implement programs in accordance with state and federal guidelines and policies, and share with volunteers and community partners.
• Administer evaluations and share impacts with County Extension Council and partners.
• Work with County Extension Council to ensure adequate financial resources are secured.

Knowledge, Skills, and Abilities:
• Team player
• Self-motivated with ability to work with minimal supervision
• Problem solving skills
• Cultural competence
• Computer skills including Microsoft Outlook, Word, and Excel
• Organizational skills
• Project management skills
• Conflict management and resolution skills
• Dependability
• Collaboration and networking skills

Required Qualifications:
• Experience working with youth and volunteers
• Experience with volunteer development
• Experience with Positive Youth Development

Preferred Qualifications:
• Bachelor’s degree
• Bilingual; fluent in a second language
• Experience organizing events and activities

It is recommended that this be a full-time position, located in a County Extension Office. Programming will take place outside the office; therefore, travel will be required to reach youth and families. Valid driver’s license and access to reliable transportation is required of the successful candidate. Ability to pass a criminal background screening test, as required for 4-H staff is also required of the position. Based on a 40-hour work week, hours involve days, evenings, weekends, and/or overnights. Hours will vary according to the events being planned. Professional development is expected.
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