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THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE MICHIGAN 4-H NEW VOLUNTEER ORIENTATION AND TRAINING PROGRAM: A RESEARCH-BASED RATIONALE

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ABSTRACT

THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE MICHIGAN 4-H NEW VOLUNTEER ORIENTATION AND TRAINING PROGRAM: A RESEARCH-BASED RATIONALE

By

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4-H is the youth development program of Michigan State University Extension. Its success is attributed to over 21,000 volunteers who devote their time to helping Michigan youth develop into healthy, productive citizens. An orientation and training program is proposed for new 4-H volunteers to more effectively train them for their roles in 4-H. The program also will strive to meet the needs of the new volunteers, thereby increasing new 4-H volunteer satisfaction. Increased satisfaction should increase new 4-H volunteer retention and provide a base of competent volunteers to lead 4-H into the next millennium. The orientation and training program is based upon methods validated through research and possesses three facets that will help ensure its success. First, the program is longitudinal, which means participants will attend multiple sessions over time. Secondly, the program provides on-going, carefully structured opportunities for the participants to exchange thoughts and ideas. Finally, the program has been developed within a comprehensive, research-based evaluation framework. The Michigan 4-H New Volunteer Orientation and Training Program should, therefore, serve as a model to help people who design longitudinal volunteer-oriented training programs to successfully develop, implement, and evaluate those programs.

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INTRODUCTION

4-H is the youth development program of Michigan State University Extension. This non-formal, educational program is conducted by the United States Department of Agriculture, Michigan State University, and county governments. It combines the work of federal, state, and local Extension staff and volunteers. Nationally, its mission is to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive, and contributing members of society.

The mission of Michigan 4-H Youth Programs is to work together with communities to create environments that build strong, healthy youth who are proactive in a complex and changing world. Its success is attributed to over 21,000 volunteers who devote their time to helping Michigan youth develop into healthy, productive citizens (Rasmussen, 1989; Wessel & Wessel, 1982; Vines & Anderson, 1976). 4-H volunteers provide an economically feasible way to reach youth in every local community. In 1998, Michigan 4-H volunteers donated approximately $65 million in time to 4-H[1]. They also offer insight into community issues and opportunities, promote 4-H to their neighbors, and enrich 4-H with their knowledge and experiences.

Throughout its history, Michigan 4-H has contributed significant resources to the recruitment and training of 4-H volunteers. If new 4-H volunteers served 4-H for a longer period of time, less time and money would be spent recruiting and training volunteers. Retaining volunteers for a longer period of time can also increase the quality of 4-H programs (Gamon, 1978). Volunteers who have served for multiple years are

[1] $65 million was determined by multiplying the number of Michigan 4-H volunteers (Michigan State University Extension, 1998) by the average number of hours spent volunteering per year and the dollar value of each hour of service (Independent Sector, 1999): 21,067 4-H volunteers x 218.4 hours per year x $14.30 per hour = $65,794,769.04

familiar with current programs and opportunities, have some training, and possess experience in 4-H volunteer activities such as leading groups of people, helping youth develop, and providing a positive role-model. Therefore, it is in the best interest of 4-H to invest in an orientation and training program for new 4-H volunteers to conserve valuable resources and maintain quality 4-H programs. The objectives of this thesis are to document the research foundation for the creation of a 4-H volunteer orientation and training program, to provide an example of a pilot orientation and training program for new 4-H volunteers, and to suggest a framework for its evaluation.

LITERATURE REVIEW

The History of 4-H Volunteer Training and Development

In the mid-1950's Extension looked at trends related to volunteer satisfaction and retention. A study conducted by Laurel Sabrosky, in the western region of the U.S., indicated that Extension would have to expend prodigious effort to upgrade volunteer training so that it would meet the needs of the volunteers. Many of the training sessions focused on increasing the volunteers' knowledge level in fields such as agriculture and home economics, instead of teaching the volunteers how to solve their problems or how to educate others. Sabrosky judged these training sessions as inadequate for preparing leaders for the challenges that they would encounter in 4-H (Wessel & Wessel, 1982).

In 1959, Kelly and Sabrosky proposed a training model to guide 4-H agents in providing more effective leadership training for volunteers (Wessel and Wessel, 1982). They noted that it was not necessary to train every volunteer individually or to expect every volunteer to receive training in every subject since many of the volunteer roles were specialized. They believed that training conducted over a period of years would

eventually provide the county with a large group of excellent leaders. The leaders and other resource persons in the community could be called upon to conduct training sessions and provide programs that would be developed for volunteers by volunteers. The study also recommended that staff should be consistent with the 4-H motto "learn by doing" and make active learning the basis for volunteer leadership training programs. (USDA, 1959 as cited by Wessel and Wessel, 1982). McKeachie (1994) supported their suggestion to train 4-H volunteers with techniques that encouraged active learning. His research indicated that active learning tends to be better than lectures in producing retention, comprehension, application, synthesis, and participant enthusiasm and satisfaction.

In 1960, Extension offered a series of week-long national forums for volunteer leaders. The leader forums were not intended to replace local training. Their purpose was to supplement the work of local agents in professionalizing the volunteer force. The program combined classes, tours of the nation's capital, meetings with Extension officials, and time for volunteers from across the country to get to know one another. Results of participant feedback showed that the most important part of the program was providing volunteers with opportunities to exchange ideas, to improve their own techniques, and to feel a sense of belonging to a larger organization that was prepared to support their local efforts (National 4-H Council, 1961 as cited by Wessel & Wessel, 1982). These opportunities helped fulfill volunteers' needs for social interaction, achievement, and affiliation.

In 1964, Sabrosky tried to find relationships between the activities of 4-H leaders and the causes for dropout. She attempted to determine the variables that would help

predict why some volunteers dropped out after one year or less of volunteer service. It was found that volunteers who continued their service were not significantly different demographically from those who discontinued. However, former 4-H volunteers indicated that lack of training headed the list of reasons for dropping out. These volunteers apparently felt isolated and uncertain about their role in 4-H. Most had little training in educational principles and could not confidently plan or conduct a meeting. The study concluded that a volunteer's perception of his or her role was a significant factor in retaining the volunteer for a second year (Sabrosky, 1964).

In 1971, Dr. Milton Boyce presented ISOTURE, a leadership development model. This model, when applied to volunteer development programs, consists of the following steps (Safrit et al., 1993):

- **I**dentifying volunteer opportunities within the organization and developing appropriate written job descriptions for them.
- **S**electing (recruiting) volunteers best qualified for the volunteer opportunity.
- **O**rienting volunteers to both the total organization and the specific volunteer responsibility.
- **T**raining volunteers in developing additional knowledge, attitudes and skills that will help them be successful in fulfilling their volunteer responsibility.
- **U**tilizing the volunteers' knowledge, attitudes, and skills in contributing to the success and growth of the organization.
- **R**ecognizing volunteers for the positive contributions they make to the organization.
- **E**valuating the individual's performance as a volunteer, professional support of volunteers, and the total volunteer development program.

In the early 1990's, two program development curriculums and a new leadership model were published. BLAST (Building Leadership And Skills Together) and TAXI (Taking Anybody into Expanded Involvement) are two curriculums that use the principles presented in ISOTURE. The Ohio 4-H BLAST! Program is a research-based, pragmatic curriculum designed to support professionals and middle managers in developing,

supporting, and maintaining volunteer development programs (Safrit et al., 1993). TAXI is a curriculum that offers compatible tools for specific stages of volunteer program development. It is a step-by-step guide to creating a middle management system for local volunteer programs (Adkins, 1994). A leadership model called L-O-O-P (Locating, Orienting, Operating, and Perpetuating) was also developed. It is a structured model that helps program planners guide volunteers (Penrod, 1991).

Michigan 4-H Volunteer Training and Development

At this time, Michigan 4-H does not have a uniform new 4-H volunteer orientation program (Chapin, 1999). In 1997 and 1998, Julie Chapin, the current Michigan State 4-H Program Leader, conducted eleven focus group meetings consisting of Michigan 4-H volunteers and paid staff. Each group represented a different region of the state of Michigan and consisted of people who had different lengths of service to 4-H, roles in 4-H, gender, age, and race. The purpose of these meetings was to gather input on volunteer training and development needs. These groups responded that Michigan 4-H volunteers desired information that would be useful and applicable to their roles as 4-H volunteers, support of their volunteer activities, and opportunities to interact with other 4-H volunteers. They also thought that current resources were not able to provide adequate training needed by new 4-H volunteers. When asked if an in-depth orientation program could meet 4-H volunteers' needs, 4-H volunteers and staff members stated that they thought it could.

Chapin also found that new 4-H volunteers have many of the same characteristics that volunteers of the 1960's did, as noted by the Sabrosky study in 1964. They feel

isolated and uncertain about their role in 4-H, have little training in educational principles, and cannot plan or conduct a meeting with confidence.

Increasing Volunteer Tenure

Motivation, satisfaction, and training and development were identified in the literature as factors affecting the tenure of volunteers. Motivation is defined as the combination of forces that prompt people to behave as they do (Cayne & Lechner, 1992). Atkinson and Feather (1966) and McClelland (1962) identified achievement, power, and affiliation as three categories of motivation. Achievement motives influence individuals to feel gratification from accomplishments and from attaining excellence. Power motives cause individuals to seek to control their environment. Affiliation motives influence people to be concerned with building and maintaining relationships with other people, and being accepted by others. Henderson (1981) found most 4-H volunteers are motivated by affiliation. Culp and Pilat (1998) confirmed this finding. They stated that 4-H volunteers are primarily motivated to continue volunteering due to affiliation motives.

In 1983, Francies compiled various motivational need theories and identified seven different needs people have. They are:

1. The Need for Experience.
2. The Need to Express Feelings of Social Responsibility.
3. The Need for Social Contact.
4. The Need to Respond to the Expectations of Others.
5. The Need for Social Approval.
6. The Need for Future Rewards.
7. The Need to Achieve.

Francies used these needs to develop a Volunteer Needs Profile to determine which of the seven needs volunteers possessed in the greatest amounts. The results of the Volunteer

Needs Profile enabled volunteers to be placed in roles that were compatible to their needs. This allowed the needs of the volunteers to be fulfilled, which increased volunteer satisfaction.

Balenger, Sedlacek, and Guenzler (1989) proposed the Expectancy Theory. It states that people are motivated by expected outcomes. If the outcomes do not meet the volunteers' expectations, volunteers may terminate their service. This phenomenon was supported by Culp in 1996. He found that leaders who left 4-H devoted more time per week to volunteering, but they rated their clubs as failing to meet their expectations. Culp concluded that the volunteers may have discontinued their service because the outcomes of their service did not meet their expectations.

The relationship between turnover rates and employee satisfaction is perceived to be strong. Julia Gamon wrote in 1978, "reducing worker turnover means increasing job satisfaction" (p. 6). In 1983, Francies showed that when volunteers' satisfaction increased, their likelihood of continuing service was increased. Therefore, to decrease employee or volunteer turnover rates, organizations must increase overall employee or volunteer satisfaction.

Satisfaction can be achieved in various ways. For volunteers, satisfaction is generally achieved by one or more of the following:

1. The volunteers' experiences met or exceeded their expectations (Keaveney et al., 1991; Balenger et al., 1989).
2. Volunteers were provided with training and opportunities for advancement (Gamon, 1978).
3. The volunteers had an opportunity to do something that made them feel good about themselves (Danoff & Kopel, 1994).
4. The experience offered the volunteers an opportunity to do something worthwhile (Briggs, 1982).
5. Volunteers experienced positive social interaction (Culp & Schwartz, 1999).

6. The volunteers felt they were respected and valued by their organization (Briggs, 1982).
7. The volunteers were able to do something new (Francies, 1983).
8. The volunteer roles were compatible with the volunteers' needs (Francies, 1983).

Each of these events is able to fulfill certain needs that volunteers may have. By fulfilling needs that volunteers have, satisfaction among volunteers can be increased, which leads to an increase in volunteer tenure (Francies, 1983).

Training and development programs can increase volunteer retention when they meet the needs of the volunteers. This occurs when the information that the training and development program provides is perceived as useful, applicable, hands-on, and desired by the volunteers (Culp, 1995). When a training and development program meets the needs and desires of its participants, it increases their tenure in the organization.

Adult education research has conclusively shown that programs, which are initiated and developed by the participants, are more successful at meeting the participants' needs (Knowles, 1980). Participants express a need and desire for the program when they initiate it. They are then more apt to participate in the program and have a more positive experience (Balliette and Smith, 1990). This is because programs based upon the participants' input more accurately identify and meet the participants' needs.

Evaluation – A Key Component of Program Planning

In many cases, programs that are designed with participants' input are not systematically evaluated. The failure of program planners to incorporate a rigorous, research-based evaluation component precludes any true assessment of program efficacy

and impact. Evaluation is an integral component of adult program planning because it can:

1. determine the worth, value, or meaning of a program (Phillips, 1997).
2. provide feedback that can be used to improve the program (Rothwell & Cookson, 1997).
3. show the participants that their thoughts and feelings matter (Levine, 1999).

Determining the worth, value, or meaning of a program allows the program planner to justify the existence of the program by showing how it contributes to the organization's objectives and goals and to decide whether to continue or discontinue the program (Kirkpatrick, 1998). Improving future programs promotes the efficient and effective use of available resources and paying attention to the participants' input can increase the participants' satisfaction by making them feel valued (Briggs, 1982).

Evaluation is not just the act of gathering data. It is a coordinated process that consists of making judgements about planned programs based on established criteria and known, observable evidence (Boone, 1985). In 1971, Stufflebeam suggested the mechanics of program evaluation. They are:

1. Developing a climate that is supportive of evaluation.
2. Planning and focusing the evaluation.
3. Selecting or constructing appropriate measuring instruments.
4. Collecting and processing data.
5. Analyzing, interpreting, and reporting information.
6. Assisting decision makers in utilizing evaluation information.

These mechanics provide a model that program planners can follow to carryout the process of evaluation.

Extension educational programs are generally evaluated after the completion of the program to assess whether or not specific objectives were met (Bush et al., 1995). This practice, however, does not utilize the process of evaluation to its full potential. The

process of evaluation must begin before the program takes place (Suskie, 1992). Suskie stresses that before evaluation is carried out these questions must be addressed:

1. Why is the evaluation being done?
2. What does evaluation need to measure?
3. What resources are available to carry out the evaluation process?

The answers to these questions determine the method(s) that will be used to implement the evaluation process.

Suskie is not alone in believing that evaluation is a process that should begin before the implementation of the program. Kirkpatrick (1998), Phillips (1997), Grotelueschen et al. (1974), and many others propose that evaluation should be a forethought and not an afterthought. Grotelueschen et al. (1974) may have put it best: "The problem might be alleviated if educators were to think about their evaluation needs, and the needs of others, before conducting the evaluations. In short, evaluations might be better if they were planned" (p. 1).

Many leaders in the field of evaluation have developed models and frameworks that guide program planners through each stage of the evaluation process. They offer insight into the processes that need to take place before, during, and after the program. Several of the models and frameworks are relevant to the evaluation of the Michigan 4-H New Volunteer Orientation and Training Program. The four most relevant are reviewed below before suggesting the framework that will be used to evaluate the pilot program.

Kirkpatrick's Four-Level Model

In 1959, Kirkpatrick published his four-level model for the first time. It has since been cited and republished numerous times and remains a prominent model for the evaluation of training and development programs (Kirkpatrick, 1998). This model

consists of four levels: (1) Reaction – Did the participants like the program? (2) Learning – How much did the participants learn? (3) Behavior - How well did the participants use what they learned during the program? (4) Results – What return did the program investment yield? The program planner starts by evaluating level one and then progressively evaluates levels 2, 3, and 4 as time and resources allow.

Parry (1997) based his approach on Kirkpatrick's four-level model but expanded on what the program planner needs to assess before, during, and after the program takes place. Parry suggests that the evaluation process should begin with the needs analysis that generally precedes training programs. This will allow the program planner to determine factors that will affect the ultimate success of the program. These factors may include:

1. What do the learners want to know and expect to get from the training program?
2. What do the learners need to know and obtain from the program?
3. What factors in the outside environment will help or hinder the desired performance?
4. What outcomes are expected? Are they realistic, desirable, and measurable?
5. What resources exist to facilitate learning?
6. What are the costs of training relative to the estimated benefits?

Once the program is in place, it is important to use formative evaluation so that the program can be continually modified to meet the participants' needs. Formative evaluation is the evaluation of a program while it is in progress. It helps identify problems immediately, so that they may be solved during the program instead of after it is over. It also can determine what the program may be lacking, what parts of the program should be expanded, and if the format or presentation styles should be changed. Parry suggests evaluating the following:

1. Are your participants comfortable? Assess seating, lighting, temperature, ventilation, breaks, pacing, mixture of theory and practices, etc.
2. Are your participants learning? Use criterion tests and short quizzes to evaluate their acquisition, and practice exercises to assess their skills.
3. Is your content relevant? Can your participants relate the new knowledge, attitudes, and skills to their own needs? Can they provide examples of its practical application in their jobs? Are they active or passive throughout the course?
4. Is the training enjoyable? Learning is much more effective and the transfer of training from workshop to workplace is more complete when the learners enjoy the experience and contribute to its success with good participation.

Finally, once the program is completed, the impact of the program must be evaluated. This is determined by performing a summative evaluation. Summative evaluation is evaluation that takes place at the end of the program. It evaluates the entire program and may ask:

1. To what degree are the participants meeting the desired terminal behavior?
2. What factors are helping or hindering their performance?
3. What can be done to strengthen the reinforcers and reduce the constraints?
4. What aspects of our training proved to be most and least relevant?
5. What changes in performance can be seen from pre-training to post-training?
6. What is the dollar value of these changes?
7. How does the value of the improvements compare with the cost of training?

Tools to evaluate Kirkpatrick's four levels are also discussed by Parry. He suggests using rating sheets to evaluate reaction and tests and simulations to evaluate learning throughout the training program. Performance measures for behavior are quantified by the participants themselves or by others and can be performed whenever appropriate during the program. Pre-training and post-training comparisons can be used to evaluate the results of the program. In some cases, cost-benefit analyses may be used as well.

In 1998, Kirkpatrick offered guidelines for evaluating each of the four levels of his model (Table 1). These guidelines provide insight into the evaluation of each level

and are useful tools for the program planner. They may not fit the evaluation needs of every program, but they do provide a framework from which the program planner may work.

Table 1. Guidelines for Evaluating Kirkpatrick's Four-Level Model (Kirkpatrick, 1998, p. 26, 40, 49, 61).

Level	*Guidelines*
1 - Reaction	1. Determine what you want to find out. 2. Design a form that will quantify reactions. 3. Encourage written comments and suggestions. 4. Get 100 percent immediate response. 5. Get honest responses. 6. Develop acceptable standards. 7. Measure reactions against standards, and take appropriate action. 8. Communicate reactions as appropriate.
2 - Learning	1. Use a control group if practical. 2. Evaluate knowledge, skills, and/or attitudes both before and after the program. 3. Use a paper-and-pencil test to measure knowledge and attitudes. 4. Use a performance test to measure skills. 5. Get a 100 percent response. 6. Use the results of the evaluation to take appropriate action.
3 - Behavior	1. Use a control group if practical. 2. Allow time for behavior change to take place. 3. Evaluate both before and after the program if practical. 4. Survey and/or interview those in contact with the participants. 5. Get 100 percent response or a sampling. 6. Repeat the evaluation at appropriate times. 7. Consider cost versus benefits.
4 - Results	1. Use a control group if practical. 2. Allow time for results to be achieved. 3. Measure both before and after the program if practical. 4. Repeat the measurement at appropriate times. 5. Be satisfied with evidence if proof is not possible.

Stufflebeam's CIPP Model

Another four-level approach is the CIPP Model, developed by Stufflebeam in the 1960's (Stufflebeam & Shinkfield, 1985). CIPP is the acronym for the four basic types of evaluation in the model. They are context, input, process, and product.

Context evaluation defines the relevant environment, identifies needs and opportunities, and diagnoses specific problems. A needs analysis is a common example of context evaluation (Phillips, 1997).

Input evaluation provides information to determine how resources can be best used to meet program goals. Information from input evaluation helps determine the general strategy for program planning and design, and if outside assistance is necessary. Common results of input evaluation are policies, budgets, schedules, proposals, and procedures (Phillips, 1997).

Process evaluation provides feedback to the individuals responsible for implementation. It is accomplished by monitoring potential sources for failure, providing information for preplanned decisions during implementation, and describing what actually occurs. Reaction sheets, rating scales, and analysis of existing records are approaches used in data collection (Phillips, 1997).

Product evaluation measures and interprets the results of objectives, including both intended and unintended outcomes. Evaluation at this level can take place both during and after the program, and any traditional evaluation procedure may be used at this level (Phillips, 1997).

In 1985, Stufflebeam and Shinkfield developed a table that documented the relevance of the four evaluation types to decision-making and accountability (Table 2).

Formative evaluation is used as a proactive approach to evaluate for decision-making. Summative or retroactive evaluation is used for accountability issues.

Table 2. The Relevance of Four Evaluation Types to Decision-Making & Accountability (Stufflebeam & Shinkfield, 1985, p. 164).

Type of Evaluation	*Context*	*Input*	*Process*	*Product*
Decision-Making (formative)	Guidance for choice of objectives and assignments of priorities	Guidance for choice of program strategy Input for specification or procedural design	Guidance for implementation	Guidance for termination, consultation, modification, or installation
Accountability (summative)	Record of objectives and bases for their choice along with a record of needs, opportunities, and problems	Record of chosen strategy and design and reasons for their choice over other alternatives	Record of the actual process	Record of attainments and recycling decisions

At the time the CIPP model was implemented, it was novel in its idea to provide ongoing evaluation services to the decision-makers for the program. Stufflebeam wrote that "it is based on the view that the most important purpose of evaluation is not to prove [referring to accountability] but to improve...it sees evaluation as a tool by which to help make programs work better for the people they are intended to serve" (Stufflebeam & Shinkfield, 1985).

This model, however, is not meant for evaluating programs that take place over a short period of time. CIPP provides a framework for dealing with the decisions

necessary in programming over a span of time (Steele, 1973). Continually improving the program by using the formative approach is difficult to do when the program may only be a few hours to a day in length. It is therefore recommended that this method be used with longitudinal programs.

Phillip's Complete Results-Based Human Resource Development Model

Phillips (1997) recognized the need for evaluation before, during, and after a program. To help program planners more effectively conduct the process of evaluation, he proposed the Complete Results-Based Human Resource Development Model for evaluation (Table 3). This model incorporates the processes of program planning and the processes of evaluation into one, comprehensive process. It includes eighteen steps, ten of which directly involve evaluation.

Table 3. A Complete Results-Based Human Resource Development Model (Phillips, 1997, p. 52).

Model
1. Conduct a Needs Assessment and Develop Tentative Objectives
2. Identify Purposes of Evaluation
3. Establish Baseline Data, If Available
4. Select Evaluation Method/Design
5. Determine Evaluation Strategy
6. Finalize Program Objectives
7. Estimate Program Costs/Benefits
8. Prepare and Present Proposal
9. Design Evaluation Instruments
10. Determine and Develop Program Content
11. Design or Select Delivery Methods
12. Test Program and Make Revisions
13. Implement or Conduct Program
14. Collect Data at Proper States
15. Analyze and Interpret Data
16. Make Program Adjustments
17. Calculate Return on Investment (ROI)
18. Communicate Program Results

This model may need to be modified to fit the needs of the program. Some programs may not need as many steps, so the model can be condensed. Others may feel that they need to add sub-steps to clearly define their evaluation process. It is important to note that the steps are meant to be followed in a linear fashion. This can cause some difficulties for program planners who have programs that need a less structured model.

Phillip's Strategies for Isolating the Effects of Training

Phillips (1997) also explored several strategies for isolating the effects of the training program. He recommended identifying outside factors that could influence the participants' knowledge, attitudes, and skills; using control groups; creating a trend-line analysis; asking for the participants', management's, and experts' estimates of the training's impact; and calculating the impact of other factors. All of these do not have to be used to accurately determine how much of the participants' knowledge, attitudes, and skills were attributed to the training program. Phillips recommended selecting more than one because two sources are usually better than one. Considering a few issues can help pick the strategies that are best for the program. They include:

1. Feasibility of the strategy.
2. Accuracy provided by the strategy.
3. Credibility of the strategy with the target audience.
4. Specific cost to implement the strategy.
5. Time needed to implement a particular strategy.

Summary

Identifying the successes and failures of past and present 4-H training sessions, asking Michigan 4-H volunteers what they need, and reviewing what is known about increasing volunteer retention and evaluation, led to these conclusions:

1. 4-H volunteers believe that a training and development program could meet their needs.
2. Programs can meet the needs of the participants by offering training that has been identified and developed by the participants.
3. Meeting 4-H volunteers' needs will increase their satisfaction.
4. Increased satisfaction leads to increased retention.
5. Training and development programs have the ability to increase retention by meeting the needs of the participants.
6. Michigan 4-H would benefit from increasing the retention of new 4-H volunteers.

These conclusions indicate that an orientation and training program, designed for new 4-H volunteers, has the potential to benefit both Michigan 4-H programs and the 4-H volunteers.

THE MICHIGAN 4-H VOLUNTEER ORIENTATION & TRAINING PROGRAM

The idea of implementing an orientation and training program for 4-H volunteers with less than two years of service was first initiated by the Michigan 4-H Recognition Task Force. Through its review of recognition opportunities offered by Michigan 4-H, the task force determined that little recognition and support is provided to volunteers in their first three years of service. Traditionally, 4-H volunteers are welcomed with a first-year 4-H pin, and then five years later they receive a pin recognizing their five years of service. The task force believed that the lack of attention paid to new 4-H volunteers contributed to their feeling isolated and uncertain about their roles in 4-H.

To provide the 4-H volunteers with more attention and support throughout their first years of service, the task force determined that a 4-H volunteer orientation program should be developed. Michigan 4-H, however, cannot feasibly reach every new 4-H volunteer at the statewide level due to (1) lack of resources to train all of Michigan's new 4-H volunteers and (2) the amount of travel and time commitment it would require of the volunteers. It was therefore determined that a new 4-H volunteer orientation program

should be piloted at the state level and ultimately serve as a model for new volunteer orientation and training programs at the regional and county levels.

To determine the content and format for the new 4-H volunteer orientation program, it was necessary to identify the needs of new Michigan 4-H volunteers. Julie Chapin, the Michigan State 4-H Program Leader, first consulted the 4-H Volunteer and Clubs Programming Committee, which consists of Michigan 4-H volunteers and staff, to address this issue. The committee developed a list of general topic areas that could address the pertinent and "real-life" issues that new 4-H volunteers face in their first two years of service.

The general topics were then presented to focus groups of 4-H volunteers, 4-H staff, 4-H program committees composed of staff and volunteers, and participants in a staff development workshop. Eleven separate groups, each consisting of 20 or more Michigan 4-H staff and 4-H volunteers, reviewed the general list. They provided input that helped determine whether the topics were relevant to the needs of new 4-H volunteers and then added subtopics to each general topic. The list of topics and subtopics provides the content for the new 4-H volunteer orientation program (Table 4). The items in bold italics were those selected as the most important by almost all of the 4-H staff and volunteers that were interviewed. The ones that are not in bold were identified as important, but not as important as those in bold italics.

Table 4. The Content of the Michigan 4-H New Volunteer Orientation and Training Program.

Number. General Topic	
❖ *Subtopic*	***bold italic items*** *(very important)*
• *Component of Subtopic*	not bold items *(important)*

1. Overview of 4-H
   - ❖ National historical perspective
   - ❖ ***Understanding MSU Extension***
     - • ***Relationship to Michigan State University***
     - • ***Relationship to USDA***
     - • ***Relationship to 4-H Youth Programs***
   - ❖ Vision and Mission of Michigan 4-H Youth Programs
   - ❖ Demographics of Michigan 4-H Youth Programs
   - ❖ ***Understanding your County 4-H Program***
     - • ***Demographics***
     - • ***Program priorities and scope***
   - ❖ ***Educational programs and opportunities***
     - • ***Overview of Project materials***
     - • ***Regional and Statewide opportunities***
     - • ***Educational Trips***
     - • ***Kettunen Center and KBS Training***
     - • ***Exploration Days, etc...***

2. Role of Volunteers in Michigan 4-H (especially clarifying the multiple roles people can play in 4-H)
   - ❖ ***Club Leaders***
   - ❖ ***Resource Volunteers***
   - ❖ ***Short-term Volunteers***
   - ❖ ***Relationships/Connection to County staff***
   - ❖ ***Educational and recognition opportunities for volunteers***

3. Youth Development
   - ❖ Ages and Stages of Youth Development
   - ❖ ***Working with children effectively, including special needs children, mixed age groups, 5-8 year olds, early adolescents, and older teens***
   - ❖ ***Effective youth recognition (include a listing of awards and recognition opportunities that can be promoted with kids)***
   - ❖ ***Understanding the Life Skills Model***
   - ❖ ***Asset Development***

4. ***Club/Group Development and Management***
   - ❖ ***Purpose of 4-H Clubs***
   - ❖ ***Understanding the leader role in a club***
   - ❖ ***Youth leadership development strategies***
   - ❖ ***Planning effective club meetings***
   - ❖ ***Involving parents in club activities***
   - ❖ ***Planning an annual calendar***
   - ❖ ***Effective Delegation***
   - ❖ ***Parliamentary Procedure and other methods of conducting meetings***
   - ❖ ***Financial Management and Reporting Requirements***
   - ❖ ***Insurance and Liability Issues***
   - ❖ ***Conflict Management***

5. Communication Skills
   - ❖ ***Group decision-making***
   - ❖ Problem solving
   - ❖ Consensus building

6. Personal Coping Skills
   - ❖ ***Time management***
   - ❖ Stress management
   - ❖ ***Working with difficult people***

7. ***Effective Teaching Methods***
   - ❖ ***Projects as vehicles for youth development***
   - ❖ ***Trips and tours as educational experiences***
   - ❖ ***Understanding the Experiential Learning Model***
   - ❖ ***Facilitation Skills***

Materials for each topic were compiled from existing sources that included previously written 4-H materials such as bulletins and newsletters, books about 4-H and Extension, and validated practices used by professionals and experts in the corresponding topic area. New materials were also created based upon the published literature on the subject. Some materials were published over 20 years ago and had to be up-dated. All of the materials were tailored to fit the needs of the 4-H volunteers.

Drafts of the pilot materials will be reviewed by 4-H staff members and fifteen 4-H volunteers to ensure that they will meet the needs of new 4-H volunteers. Once the reviewers agree that the materials are satisfactory, they will be compiled into a three-ring binder. Pilot materials for subtopics of section 1 and section 7 are included in the Appendix as Appendix A and Appendix B, respectively.

The materials will be distributed to the 4-H volunteers over a one-year period. Each training session will focus on a new set of topics. The facilitators will give the corresponding materials to the volunteers during the session.

The order in which the materials will be presented and the delivery methods that will be used will be determined by Mrs. Julie Chapin and 4-H staff. These individuals will also determine the logistics of the training sessions, i.e., when and where will they be held, how far apart they should be, how long each session should be, etc. The tentative plan involves:

1. bringing the volunteers together for an overnight experience at the Kettunen Center for the first session in November 1999.
2. sponsoring two or three day-long training sessions at various locations within the state in January and March 2000.
3. providing e-mail as a vehicle for interaction between the volunteers.
4. hosting a second overnight session at Kettunen Center in April 2000.
5. offering a graduation experience held at the 4-H Children's Gardens on the Michigan State University campus in July 2000.

At the beginning of the training and development program, the new 4-H volunteers will be provided with resources that will help them access 4-H agents and other 4-H volunteers across the state. These resources will include e-mail accounts, a telephone and address directory, etc. This will allow volunteers to interact with their peers between the training sessions and also after the program is finished. It is believed that the interaction will provide the new 4-H volunteers with a sense of belonging, a peer support group, and the ability to find solutions to their problems and to share knowledge with others.

The long-term goals of the program are to:

1. increase new 4-H volunteers' satisfaction with their experiences in 4-H.
2. increase the retention of new 4-H volunteers.
3. improve existing 4-H programs by developing a large base of competent, trained volunteers to lead 4-H into the next millennium.

THE FRAMEWORK FOR THE EVALUATION OF THE MICHIGAN 4-H NEW VOLUNTEER ORIENTATION AND TRAINING PROGRAM

A framework for the evaluation of the Michigan 4-H New Volunteer Orientation and Training Program was developed by:

1. reviewing the current evaluation literature.
2. identifying evaluation models that were successfully implemented in similar, longitudinal, volunteer-oriented training and development programs.
3. selecting the components of the identified models that were clearly compatible with the goals, objectives, and implementation of the Michigan 4-H New Volunteer Orientation and Training Program.
4. incorporating the selected components into a comprehensive, evaluation framework.

The evaluation framework focuses on the processes that are needed to effectively evaluate any longitudinal, volunteer-oriented training program and consists of:

1. ***a pre-evaluation component,*** which establishes why the evaluation is being done, how it will be accomplished, and what baseline data exists.
2. ***a formative component*** that monitors the effectiveness of each session of the program and allows for changes to be made before the program is completed.
3. ***multiple summative components*** to provide feedback that may be used to improve the program and to justify the program's existence.
4. ***multiple follow-up components*** that will determine the overall impact of the program. These results may also be used to improve the program and to justify the program's existence.

Using various components and methods for the collection of data helps to ensure that the results will be detailed and accurate. It is important to note that the proposed evaluation framework is fluid, not fixed. If, during any stage of the process, but especially during the formative evaluation phases, researchers ascertain that revisions in the model are necessary, then changes can be incorporated into the model. To view the entire evaluation framework please see Appendix C.

DISCUSSION

There are three specific facets of the Michigan 4-H New Volunteer Orientation and Training Program that set it apart from other such training programs. They are:

1. The program is longitudinal.
2. The participants are provided with a means to contact other participants and mentors to exchange thoughts and ideas.
3. The program will be evaluated using a research-based evaluation framework.

These three facets will help to ensure the program's success.

The Program is Longitudinal

Many programs only meet once. Usually the programs do not allow enough time for the participants to form peer groups, process the information that is presented, and practice their new skills. The programs are often completed before the participants have questions or comments, which makes it difficult for the participants to find answers or

provide valuable input. Participants may also feel that they are overwhelmed by a large amount of information "crammed" into one session.

To avoid these pitfalls, it is necessary to provide the participants with a program that holds multiple sessions throughout a year-long period. This enables participants to interact with their peers and form lasting relationships; practice the new knowledge, attitudes, or skills that were presented; and ask questions whenever they arise. The multiple sessions allow the content to be presented at a moderate pace, so that the participants are not overwhelmed.

Providing multiple sessions, however, does possess some negative aspects. Offering more sessions means that more resources are needed to implement the program. Participants may also find that they are able to attend some sessions but not others, so attendance is sporadic. This can greatly reduce the participants' opportunities to build lasting relationships and a strong peer group. A lengthy program may also intimidate participants. Some may feel as though they cannot commit the time and effort needed to participate in the program.

These obstacles need to be addressed when planning to offer a longitudinal program. Certain strategies can be used to compensate for these factors such as planning the sessions so that they are very convenient to attend. Consulting the target audience can also alleviate many of the negative affects. For example, your target audience may tell you that they are willing to commit the time and energy to attend a longitudinal program only if it is held on Friday nights once a month for six months. Thus, the program will be well attended and bypass some of the negative aspects of providing a longitudinal program, if it follows the recommendations of its target audience.

The Participants are Given a Means to Contact Other Participants and Mentors to Exchange Thoughts and Ideas

The Highlander Folk School, founded by Myles Horton, is based upon the ideal that people all have background experiences that can be shared to educate and help others. By providing the participants with opportunities to communicate, the program is facilitating the transfer of knowledge. Such an ideal has been quite successful in the field of adult education (Levine, 1999). New volunteers may share their experiences raising children. More experienced volunteers, serving as mentors, may share how those experiences can be related to the new volunteers' roles in 4-H.

In 1997, Bill Rogers, an Oregon State University Extension Agent, observed that when a mentoring program was implemented, retention of new volunteers increased. The mentors stated that they developed friendships with new volunteers quicker than they would have otherwise. New 4-H volunteers stated that the program provided them with excellent support. Several participants even mentioned that it should be a model for all adult education.

The success of the Highlander Folk School is due to encouraging the participants to share their knowledge, thoughts, and experiences. The success of the Oregon State University Extension Mentoring Program is due to providing an opportunity for experienced volunteers and new volunteers to interact. The Michigan 4-H New Volunteer Orientation and Training Program does both, which is why the program should be successful in achieving its long-term goals.

Bringing people together, however, does not mean that their interactions will be positive or productive. It is advised to take precautionary actions that will help facilitate

the desired interactions. Providing a comfortable atmosphere in which the participants can meet each other, putting together ice-breakers or fun activities that are noncompetitive, or stimulating engaging and non-threatening conversation on relevant topics are things that can be done to enhance participants' communication. The program planner or facilitator should also communicate to the participants that their peers will be some of their greatest assets and encourage them to share their knowledge freely. This will help to establish an environment for the positive, productive interaction that is desired.

The Program Will Be Evaluated Using a Research-Based Evaluation Framework

Rothwell and Cookson (1997) noted that many program planners do not follow a model or strategy when designing programs. Since most planning models include evaluation as a key component, it can be deduced that many program planners do not follow a model or strategy to carryout the process of evaluation. As previously mentioned, Grotelueschen et al. (1974) stated "The problem might be alleviated if educators were to think about their evaluation needs, and the needs of others, before conducting the evaluations. In short, evaluations might be better if they were planned" (p. 1). These words indicate that just by planning the evaluation process, a program planner can improve the chances of the program being successful.

The framework included for the evaluation of the Michigan 4-H New Volunteer Orientation and Training Program provides such a plan. It also includes evaluation methods that have been supported by research, which will help ensure that the evaluation will be performed correctly.

As the competition for limited resources rises, it will become increasingly more important to possess a solid evaluation plan. A plan that includes research-based methods can yield valid results that may be used to justify the existence and the continuation of the program. Program planners will be able to demonstrate whether or not their programs made an impact on the participants and also on the environment around them.

The three facets:

1. The program is longitudinal.
2. The participants are provided with a means to contact other participants and mentors to exchange thoughts and ideas.
3. The program will be evaluated using a research-based evaluation framework.

set the Michigan 4-H New Volunteer Orientation and Training Program apart from other programs. They will assist the program in reaching its long-term goals of:

1. increasing new 4-H volunteers' satisfaction with their experiences in 4-H.
2. increasing the retention of new 4-H volunteers.
3. improving existing 4-H programs by developing a large base of competent, trained volunteers to lead 4-H into the next millennium.

The Michigan 4-H New Volunteer Orientation and Training Program should, therefore, serve as a model to help people who design longitudinal volunteer-oriented training programs to successfully develop, implement, and evaluate those programs.

APPENDICES

Appendix A

4-H Training Materials
Section 1 - Overview of 4-H

What is 4-H?[2]

Many people know that they are part of 4-H. They are members of 4-H clubs, 4-H club leaders or volunteers, or staff members of 4-H. They participate in programs and activities held by 4-H. They wear their four-leaf clover emblems with pride. But if you ask them what 4-H is, many of them may have very different answers. Club members may tell you that it is groups of youth that get together to improve themselves and their communities. 4-H club leaders and volunteers may tell you that it is a program administered by Extension to help youth develop a positive self-image and valuable life skills. A 4-H Extension Agent may say that it is part of the Cooperative Extension System that gives youth opportunities to participate in positive youth development programs.

All of these answers are correct. 4-H is the youth educational program of the Cooperative Extension System (commonly referred to as Extension or CES). This informational, educational program is conducted by the U.S. Department of Agriculture, state land-grant institutions, and county governments; and combines the work of federal, state, and local Extension staff and volunteer leaders. Participation in the 4-H program is open to all interested youth, regardless of race, color, sex, creed, national origin, or handicap. Participants are between the ages of 5 and 19 and reside in every demographic area - farm, city, and in between. The success of the 4-H program is attributed to nearly 600,000 volunteer leaders who are backed by the strong educational base of the Land-Grant University staff in every county of the nation.

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[2] This written piece is a modified version of the "This is 4-H" statement created by Extension in 1981. It can be found in the appendix of 4-H: An American Idea 1900-1980 by T. Wessel and M. Wessel (1982) and may also be available through your county Extension office.

4-H participants are youth taking part in programs provided by Extension personnel in cooperation with volunteer leadership at the local level. This includes youth participating in programs conducted through the 1862 and 1890 colleges and universities and those involved in the Expanded Food Nutrition Education Program.

Youth may participate in 4-H through a variety of programs. These include organized 4-H clubs, 4-H special interest or short-term groups, 4-H school enrichment programs, 4-H instructional TV, 4-H camping, or other 4-H sponsored programs.

The mission of 4-H is to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive, and contributing members of society. This mission is carried out through the involvement of parents, volunteer leaders, and other adults who organize and conduct educational subject/project experiences in community and family settings. These learn-by-doing experiences are supported by the activities of the Land-Grant Universities, Institutions designated by the Morrill Act of 1890, Tuskegee Institute, USDA, and cooperating counties with support from the National 4-H Council and other private support.

4-H youth help conserve and improve the environment. They also serve their communities and participate in programs that aid youth employment and career decisions, health, nutrition, home improvement, and family relationships. As a result of international cooperation with many countries, 4-H is also contributing to world understanding. In the process, 4-H youth apply leadership skills, acquire a positive self-concept, and learn to respect and get along with people.

A dynamic growing organization, 4-H has expanded steadily. In 1982, it was indicated that there are approximately 5 million boys and girls involved in this youth

educational program of Extension. Since 1914, over 40 million youth from all States, District of Columbia, Puerto Rico, Virgin Islands, and Guam have participated in 4-H. For more information about 4-H check out these websites:

1. The National 4-H website, which is located at http://www.reeusda.gov/4h/4h.htm
2. The Michigan 4-H website, which is located at http://www.msue.msu.edu/msue/cyf/youth/index.html

4-H: The National Historic Perspective

The roots of 4-H are firmly set in agriculture. In the 1900's over half of the nation's population was employed in agriculture. Many farmers subsisted on less than 200 acres, and communication over long distances was difficult. Farmers and their children did not have access to information that would help improve their farming operations and increase their standard of living. Public schools focused on materials that were more relevant to city living, and many rural young adults traveled to urban areas to find employment.

Rural communities felt that their children needed something to give them pride in their way of life, to teach them things that could be used in their everyday activities, and to help them develop into healthy, productive citizens. Leaders in the United States Department of Agriculture (USDA) also felt that there was a need for an educational program for rural youth. Youth were wonderful ways to reach parents who were too stubborn to try new, improved farming and home economic practices. These two factors helped prompt the creation of the boys' and girls' clubs.

Some early boys' and girls' clubs were conducted in the schools, others were organized outside. The non-school clubs were the most prevalent. These clubs generally were not coordinated through one person or organization. They started across the nation

in various places where rural community leaders or leaders in the USDA helped start and facilitate them. Their success caused others to follow their lead, which caused boys' and girls' clubs to spread throughout the nation.

Usually boys' grew corn or other types of crops. They were encouraged to ask their fathers to give them a plot of land to try out their project. If the boys' plots did better than their fathers', the fathers generally took notice and tried some of the methods that the boys were using. This helped improve agriculture production and also the farmers' incomes.

Girls' clubs tended to focus on gardening, canning, and sewing. They taught girls skills that they could use to produce food and clothing for their families. These skills led to the more efficient use of food and helped the family live better while using less money and resources.

These clubs also focused on teaching youth good moral values, sound environmental stewardship practices, and information about the world around them. They helped to improve rural communities and provided an activity to help youth develop. Parents who were cut off from a means of becoming better educated also benefited. Their children taught them new things, and thus, the whole family benefited from boys' and girls' clubs, which are now known as 4-H clubs.

America has moved from the agrarian society of the 1900's to one that is more mechanized and information based. Today, less than 2% of the nation's population is involved in production agriculture, however, 4-H is still a valuable program. As the needs and lifestyles of our nation's children changed, 4-H changed to continue to meet their needs.

4-H is now a nationally coordinated program housed in the USDA and administered by the Cooperative Extension System. Today, it focuses on helping all youth - rural, urban, or suburban - to develop a positive self-image, to learn to respect and get along with people, to develop and practice responsible environmental skills, and to use accepted practices for maintaining mental, physical, emotional, and social health.

4-H projects no longer focus only on agriculture and home economics. They are flexible and can offer a multitude of interesting youth activities. They can include planting a garden, exploring a career, cleaning up a park, painting an old building, bird watching, auto mechanics...and even the traditional activities such as raising farm animals, quilting and sewing, baking, and growing agronomic crops such as corn, wheat, and beans. 4-H'ers can also participate in more ways than just the traditional 4-H club. They may be involved in 4-H short-term programs, 4-H school enrichment programs, 4-H instructional TV/Videos, or 4-H camping activities.

The nation views 4-H as a means of educating, improving, and developing young people. Yes, some people still stereotype 4-H as a program that teaches children how to milk a cow or raise pigs, and in rural areas it sometimes does. However, 4-H is a program that is used to reach out to youth and concentrate on them, and not the project. 4-H focuses on the boy or girl involved. It does not matter what projects the youth are involved in; it just matters that in the process, the youth develop into healthy, productive citizens. That is why 4-H has been so successful. It has never lost focus on what is truly important, and it is willing to change to keep meeting the needs of our nation's young people.

For more information try these books:

1. Taking The University To The People: Seventy-five Years of Cooperative Extension by Wayne D. Rasmussen. Published by Iowa State University Press, Ames, Iowa. Copyright, 1989, Iowa State University Press.
2. 4-H: An American Idea 1900-1980 by Thomas Wessel and Marilyn Wessel. Published by National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, Maryland 20815-4999. Copyright, 1982, National 4-H Council.
3. Heritage Horizons: Extension's Commitment To People edited by C. Austin Vines and Marvin A. Anderson. Published by Journal of Extension, 605 Extension Building, 432 Lake Street, Madison, Wisconsin, 53706. Copyright, 1976, Extension Journal, Inc.
4. The 4-H Story: A History of 4-H Club Work by Franklin M. Reck. Published by National Committee on Boys' and Girls' Club Work, Chicago, Illinois and The Iowa State College Press, Ames, Iowa. Copyright, 1951, the National Committee on Boys and Girls Club Work and the Iowa State College Press.

Major Events in the History of 4-H[3]

Pre-1900

- Nature study program for rural youth started by Liberty Hyde Bailey, Cornell University.
- Scientific agricultural information brought to farm families in Farmers' Institutes by agricultural college professors.

1901-1905

- Corn clubs organized in Iowa by O. H. Benson and Jesse Field. They also began to use three-leaf clover emblems for awards. The H's stood for head, heart, and hands.
- Boys' and girls' agricultural club organized in Keokuk County, Iowa, by School Superintendent Cap E. Miller.
- Agricultural Extension work through land-grant colleges promoted by Kenyon L. Butterfield, president, Massachusetts Agricultural College.

1906-1910

- Urban club work first reported in Kent County, Rhode Island.
- Thomas M. Campbell appointed first Negro Agricultural Demonstration Agent at Tuskegee Institute in Alabama.
- Jessie Field, Iowa, began baking and sewing clubs for girls.
- Girls' canning clubs originated in Aiken County, South Carolina, by Marie Cromer, rural school teacher.

[3] These events were found in 4-H: An American Idea 1900-1980 by T. Wessel and M. Wessel (1982) on pages 339-353.

1911-1915

- Four-leaf clover emblem replaced the three-leaf emblem and the fourth H was designated for health (1911).
- Annie Peters Hunter was appointed first Negro Home Demonstration Agent in Okfuskee County, Oklahoma (1912).
- The Cooperative Extension Service was created as Congress passed the Smith-Lever Act (1914).
- Mary E. Cresswell, Georgia, hired by USDA to supervise girls' club work, the first woman on the department's staff and the person suggesting home demonstration work (1914).

1916-1920

- Garden, canning, and similar clubs started in connection with the city schools of Portland, Oregon, during WWI.
- The term, 4-H Club, first appeared in a federal document, authored by Gertrude Warren (1918).
- Wyoming provided the first club creed in 1918. Later it was adopted as the National 4-H Club Creed.

1921-1925

- Club charters were first offered by USDA to local 4-H clubs as they organized (1922).
- First issue of the *National Boys' and Girls' Club News*, predecessor of *National 4-H News*, was published (1923).
- Club work started in the territory of Hawaii with appropriation of $10,000 by USDA (1923).
- Four-leaf clover emblem was patented in 1924.
- Growth of 4-H spreads to Great Britain, Denmark, Finland, Norway and Sweden.

1926-1930

- National 4-H Pledge written by Otis Hall, Kansas state 4-H leader, and 4-H Motto prepared by Carrie Harrison, botanist in the Bureau of Plant Industry, USDA, approved by state leaders (1927).
- Interest in the 4-H idea in other countries was stimulated by club members from Connecticut, Michigan, Nebraska and Vermont giving method demonstrations at the World's Poultry Congress in Ottawa, Canada (1927).
- Bureau of Indian Affairs created its own Extension Service and promoted 4-H work with American Indians.
- Club work was introduced to the Alaska Territory in 1930.

1931-1935

- The first 4-H Club was organized in Puerto Rico in 1934.
- Land-Grant College Association established a special national committee to study club work and its future needs, directions and policies (1935).

1936-1940

- Nationally 4-H enrollment passed the million mark in 1936, as it expanded greatly during the depression thirties.
- At expiration of the patent on the four-leaf clover emblem of 4-H, Congress passed a law protecting the 4-H name and emblem against misuse (1939).
- Extension Committee on Organization and Policy (ECOP) created a 4-H Subcommittee (1939).

1941-1945

- With United States entry into WWII, 4-H responded to the needs for increased agricultural production and support of the war effort, winning plaudits for its work.
- National 4-H Mobilization Week was observed annually in 1942, 1943 and 1944. The following year, and each year since, it has been observed as National 4-H Week.
- Extension Service received additional public support and 4-H was recognized as one of nine Extension responsibilities in the Bankhead-Flannagan Act passed by Congress in 1945.

1946-1950

- After the war, interest in 4-H increased around the world. Seven English young farmers attended National 4-H Club Congress. Occupation forces began 4-H in Germany and Japan. 4-H started in Austria, Korea and other countries.
- 4-H gained increased public awareness and local private support with the start of a 4-H calendar program that continues today (1947).
- Extension established the International Farm Youth Exchange (IFYE) (1948).
- National 4-H Club Foundation of America was organized in 1948.
- U.S.-Canadian 4-H Exchange Program began with delegates attending major national 4-H events in the respective host countries (1948).
- Chevy Chase Junior College was purchased as a site for a national 4-H training center by the National 4-H Club Foundation.
- The 4-H Report to the Nation program, designed to utilize accomplished 4-H members in telling the 4-H story, was started in 1950 and continues to the present.

1951-1955

- *The 4-H Story*, a comprehensive history of 4-H work, authored by Franklin M. Reck, was published by the National Committee on Boys' and Girls' Club Work and The Iowa State College Press (1951).
- Creation of a Division of 4-H and Young Men and Women's Programs in the USDA gave 4-H equal status with other divisions in the Extension Service (1952).
- A 4-H Commemorative Stamp was issued with first day covers at Springfield, Ohio in 1952.
- A new National 4-H Alumni Recognition program spearheaded the search for all former 4-H'ers and their potential participation as volunteer 4-H leaders (1953).
- The 25th Anniversary of National 4-H Club Camp was observed in 1955. Two years later Camp was changed to Conference.

1956-1960

- Michigan State University produced the first 4-H television series – *4-H TV Electrical Series* (1957).
- Science emphasis in all projects recommended by 4-H subcommittee (1958).
- National 4-H Center opened in Chevy Chase, Maryland, with President Dwight D. Eisenhower participating in the dedication ceremonies (1959).
- Science in 4-H club work was studied in a national conference at Michigan State University (1959).
- National 4-H Club Foundation published a 4-H edition of *The American Citizens Handbook* through special arrangements with Senior Citizens of American (1960).
- First national forum for volunteer 4-H leaders was held at the National 4-H Center in 1960.

1961-1965

- National 4-H Foundation signed its first 4-H Peace Corps contract for programs in Brazil (1961).
- Study of urban 4-H undertaken with support of the Ford Foundation in 15 of 100 metropolitan areas where 4-H was organized.
- Age requirements for 4-H members dropped from 10-21 to 9-19 years of age in 1965.
- The World Atlas of 4-H was published by the National 4-H Foundation indicating eighty-four 4-H and similar type programs in seventy-three countries (1963). This was an expansion of a previous edition prepared by Maurice Hill, Federal 4-H Office, USDA.
- Several documents that focused on 4-H programming were published – 4-H Club Work in Non-Farm Areas, This We Believe, Extension Youth Programs in the 20th Century, and Open the Door to 4-H.
- ECOP endorsed 4-H work in urban areas (1965).
- ECOP and its 4-H subcommittee agreed on policy to encourage participation of minorities in national 4-H events.

1966-1970

- The word, Club, was dropped from many 4-H designations including National 4-H Congress.
- USDA launched an expanded food and nutrition education experimental project titled, Good Food for Better Living (1968).
- In a move to bring 4-H into Washington, D.C.; Congress established Federal City College as a Land-Grant Institution and Extension Service for the District of Columbia (1968). The next year, 4-H was started in Washington, D.C.
- 4-H received $7.5 million annual appropriation through Expanded Food and Nutrition Education Program to carry on 4-H-type programs in nutrition in urban areas (1969).

1971-1975

- International Farm Youth Exchange was renamed after 23 years to International Four-H Youth Exchange (1971).

- The highly successful 4-H television series *Mulligan Stew* was premiered by the Extension Service (1972).
- 4-H received a $7.5 million appropriation to do 4-H work in urban areas and in community rural development programs (1973).
- 4-H started in Guam and the Virgin Islands (1972).
- First Extension Service/USDA publication based on a 1973 Internal Revenue Service ruling was issued on the Tax Exempt Status of 4-H Organizations Authorized to Use the 4-H Name and Emblem (1975).
- First change from the original wording of the National 4-H Pledge adopted in 1927 – "and my world" was added at the close of the pledge (1973).
- 4-H participation exceeded 7 million for the first time (1974).
- ECOP approved formation of the National Collegiate 4-H Organization (1974).
- First farm youth exchange program held with the Soviet Union (1975).

1976-1980

- Congress increased 4-H Expanded Food Nutrition Education Program funding from $7.5 million to $10 million and earmarked $1.5 million for urban gardening (1977).
- National 4-H Council became operational in 1977.
- First regional 4-H leader forum was held in the North Central Extension Region at Iowa State University (1977). The next year, Massachusetts hosted a regional forum in the Northeast.
- The 50th anniversary National 4-H Conference was observed in 1980 with more than 500 alumni and friends of 4-H attending.
- A record 287 educational scholarships with a total value of $265,250 were offered to winners in 1980 4-H awards programs.
- A comprehensive statement *This is 4-H* describing the program and its mission, was approved by ECOP and its 4-H subcommittee in June 1981 and distributed by the 4-H unit, Extension Service, USDA (1981).

How Well Do You Remember The National History of 4-H?

See if you can rank these in chronological order. Place a 1 next to the event that happened first, a 2 next to the event that happened second, etc.

_____The Smith-Lever Act was passed, creating the Cooperative Extension Service.

_____During WWII 4-H'ers planted victory gardens and completed production-oriented projects that contributed significantly to the increased harvest of food and fiber. They also joined numerous campaigns to collect scrap iron and aluminum and to conserve the use of scarce items essential to the war effort.

_____Urban club work was first reported in Kent County, Rhode Island.

_____The National 4-H Pledge and the National 4-H Motto were approved by state 4-H leaders.

_____Extension home economists and boys' and girls' club agents taught both farm and urban homemakers and young people how to use food wisely and preserve food during WWI.

_____A four-leaf clover with H's standing for Head, Heart, Hands, and Health replaced the three-leaf emblem that was used for awards in boys' and girls' clubs.

_____Boys' and girls' clubs were being formed throughout the U.S. to promote a rural way of life; educate youth in current agricultural practices; and to teach youth skills that they would use in their everyday lives.

_____Creation of a Division of 4-H in the USDA gave 4-H equal status with other divisions in the Extension Service.

_____Michigan State University produced the first TV series - 4-H *TV Electrical Series.*

_____"And my world" was added to the 4-H pledge.

_____4-H started in Guam and the Virgin Islands.

_____The International Farm Youth Exchange and the National 4-H Club Foundation of America were started.

_____The first National forum for volunteer 4-H leaders was held at the National 4-H Center.

The Answers To "How Well Do You Remember The National History of 4-H?"

__3__ The Smith and Lever Act was passed in 1914.

__7__ WWII took place between 1939 and 1945. 4-H members significantly helped the nation during this difficult time.

__2__Kent County, Rhode Island reported urban club work between 1906 and 1910.

__6__ In 1927, the National 4-H Pledge and Motto were approved.

__5__ WWI started in 1914 and ended in 1918. During this time 4-H members were active in helping the nation.

__4__ In 1911, the 4-leaf clover emblem replaced the 3-leaf emblem and the fourth H was designated as health.

__1__ Before 1905 boys' and girls' clubs were being organized throughout the nation.

__9__ The Division of 4-H was created in the USDA in 1952.

__10_ MSU produced the first TV series in 1957.

__13_ "And my world" was added to the 4-H pledge in 1973.

__12_ In 1972 4-H was started in Guam and the Virgin Islands.

__8__ The International Farm Youth Exchange and the National 4-H Club Foundation of America were started in 1948.

__11_ The First National forum for volunteer 4-H leaders was held in 1960.

Extension in Michigan

The federal Smith-Lever Act of 1914 established the Cooperative Extension Service and provided funds to "aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and encourage the application of the same." The act stipulated that such programs be directed by the nation's land-grant colleges, of which Michigan State University (MSU) was the first. Extension programs in Michigan are conducted cooperatively by the U.S. Department of Agriculture, Michigan State University, and county governments, and financed by federal, state, and county funds.

The director of MSU Extension is in charge of all programs, personnel, finances, and operations. The Michigan staff consists of more than 450 professionally trained

workers. Two associate directors are responsible for statewide program leadership in agriculture; natural resources; community and economic development; and children, youth, and family. They are supported by a staff of program leaders and associates in program planning and development. In addition, there is a staff of more than 150 subject-matter specialists - i.e. horticulture, fisheries and wildlife, animal science, etc. - who are members of the MSU faculty in 22 campus departments. They provide current technical information for county Extension agents and assist in planning, developing, and implementing county programs.

Six regional directors oversee these programs. The regional directors counsel with the county, area, and district staff members and coordinate joint program efforts. They are the link between the MSU campus and off-campus staffs, and they work closely with county boards of commissioners.

The closest link between MSU Extension and the people of Michigan is the county Extension office. In each of Michigan's 83 counties, a county Extension director is in charge of the office and its programs. Serving on the county office staff, are professional agents in agriculture; natural resources; community development; economic development; and children, youth, and family. These agents are assigned on a county, area, or district basis. Program assistants are also employed to provide technical and educational assistance and support to agents.

Early in the history of Extension, staff members found that their efforts could be multiplied with the help of volunteer leaders. Today, more than 35,000 volunteers assist in educational programs of MSU Extension, producing a tremendous multiplier effect throughout the areas that they serve. This educational approach has been widely used by

other organizations and has become a model of informal adult education throughout the world.

What is a land-grant college?

Colleges that were created by the 1862 Morrill Act are considered land-grant colleges. The Morrill Land-Grant College Act (1862) granted each state public land in the amount of 30,000 acres. The land was to be sold and the money used as a trust fund to endow a college where practical education in agriculture and engineering would be emphasized.

The second Morrill Land-Grant College Act (1890) provided additional annual funding to each state and territory to support its land-grant college. Other colleges were also brought into the land-grant system to provide better representation of African Americans. These colleges are referred to as the 1890 colleges. They function as the land-grant colleges do. The latest development in the Land-Grant College system occurred in 1994. Native American colleges and universities were added to the land-grant system to better serve Native Americans.

Michigan's first land-grant college is Michigan State University (first known as Michigan Agricultural College). It was created as a result of the 1862 Morrill Act, and was the first land-grant college in the nation. In 1994, the National Agricultural Research, Extension and Teaching Act included Native American reservations and tribal jurisdictions into the land-grant system. As a result of this act, Bay Mills College, which is a Native American college located in Brimley, is Michigan's newest land-grant college.

How is Extension linked to the United States Department of Agriculture?

Extension is the educational program of the USDA. Its purpose, when created, was to disseminate information on agricultural topics and home economics from the land-grant colleges to the people of the United States. Today, information pertaining to a variety of topics is available to everyone.

How does 4-H fit into Extension?

MSU Extension has three areas of emphasis. They are agriculture and natural resources; children, youth, and family programs; and community and economic development. 4-H is a program of the children, youth and family programs. Its focus is to help youth anticipate change, develop appropriate coping skills, make positive decisions, maximize their skills and interests to benefit their communities, and plan positive futures. Information and trained professionals are available to help facilitate 4-H programs in every county. There are also 4-H offices at MSU, including the state 4-H programs office.

For more information on Extension try these books and informational websites:

1. Taking The University To The People: Seventy-five Years of Cooperative Extension by Wayne D. Rasmussen. Published by Iowa State University Press, Ames, Iowa. Copyright, 1989, Iowa State University Press.
2. Heritage Horizons: Extension's Commitment To People edited by C. Austin Vines and Marvin A. Anderson. Published by Journal of Extension, 605 Extension Building, 432 Lake Street, Madison, Wisconsin, 53706. Copyright, 1976, Extension Journal, Inc.
3. The national Cooperative State Research, Education, and Extension Service website, which is located at http://www.reeusda.gov
4. The Michigan State University Extension website, which is located at http://www.msue.msu.edu

Vision and Mission of Michigan 4-H

Vision: Michigan 4-H Youth Programs bring communities together to meet the needs of youth.

Mission: The Michigan 4-H Youth Programs are youth development programs that involve volunteers in providing positive, educational, participatory opportunities for and with youth. Our mission is to work together with communities to create environments that build strong, healthy youth who are proactive in a complex and changing world.

Understanding Your County 4-H Programs

4-H programs are designed to meet the needs of individual communities. They are designed by local citizens, so 4-H programs are not the same in every county. Some counties may have gardening 4-H clubs, others may have dairy clubs. The clubs may only meet for three months out of the year, or they may meet year round. It is therefore very important to find out what types of 4-H programs are offered in your community.

Sometimes the right questions are all you need to find out what you want to know. Ask your county 4-H Extension agent, fellow 4-H volunteers, or folks who work in the county 4-H office for information, advice, or helpful hints. They are great resources, and if they do not know the answer, they may know someone who does. Here are some questions to help you learn more about your county 4-H programs.

1. Who are the Extension staff in my county? What areas of expertise do they have?
2. What is the mission of the county 4-H program? What are the project priorities for the county?
3. Who can I contact with questions? What are their phone numbers and addresses?
4. What materials are available through the county 4-H office?

5. What types of 4-H clubs are in my county? Are they project clubs, community clubs, special interest clubs, or programs held in schools?
6. What projects are offered in my county?
7. What are the demographics of my county? Do people live in rural, suburban, or urban areas? What type of jobs do they have? What type of lifestyles do they lead? What do people in my county like to do? What do their children like to do? How many single parent families? What types of activities would the community support?
8. How many youth participate in 4-H in my county? What age groups are they in? How do I recruit more 4-H'ers? Where do I find them?
9. What can I do to help parents become more involved?
10. What do other 4-H clubs do? Could I visit other 4-H clubs' meetings to learn more about 4-H?
11. What activities would my 4-H'ers be interested in?
12. Are there any local field trips my 4-H club could take?
13. What countywide 4-H activities are offered?
14. What type of recognition program is offered in my county? What types of recognition can be given to my 4-H'ers? Are there any special recognition opportunities provided for 4-H'ers?
15. How many 4-H volunteers are there?
16. Does my county have mentor programs for leaders, teens, or young children?
17. What 4-H programs are offered at the county level?
18. How do I finance 4-H activities? Does the 4-H office provide funding or reimbursement for any 4-H activities?
19. What county programs are closely related to 4-H?
20. Does my county have a published calendar of events?

Appendix B

4-H Training Materials
Section 7 – Effective Teaching Methods

Experiential Learning, Life Skills, and Assets

It is the goal of 4-H programs to build strong, healthy youth who are proactive in a complex and changing world. To accomplish this goal, 4-H programs help youth acquire life skills and assets through experiential learning. Experiential learning is the process by which people learn from their experiences. It consists of five steps that include three specific parts – doing the experience, reflecting on the experience, and applying the experience to similar or different situations. 4-H uses experiential learning because it is a powerful and effective tool. People tend to respond better to "learning-by-doing" activities.

Helping youth acquire life skills and assets is important because the more life skills and assets youth possess, the more likely they will be proactive, strong, and healthy. Life skills are skills that will help youth function in today's society. Skills such as sharing, teamwork, self-discipline, stress management, problem solving, goal setting, and conflict resolution are life skills.

Assets are building blocks that help young people grow up healthy, caring, and responsible. They are different from life skills because they are not skills, they are characteristics of the youths' environment and mental attitude. Adult role models, integrity, self-esteem, positive family communication, safety, and time at home are 6 of the 40 that assets youth can possess. The more assets youth have, the more likely they will feel good about themselves and the world around them.

By using experiential learning to help youth acquire life skills and assets, 4-H is helping youth become healthy, strong, proactive individuals.

Understanding and Applying the Process Behind the Experiential Learning Model[4]

The Experiential Learning Process

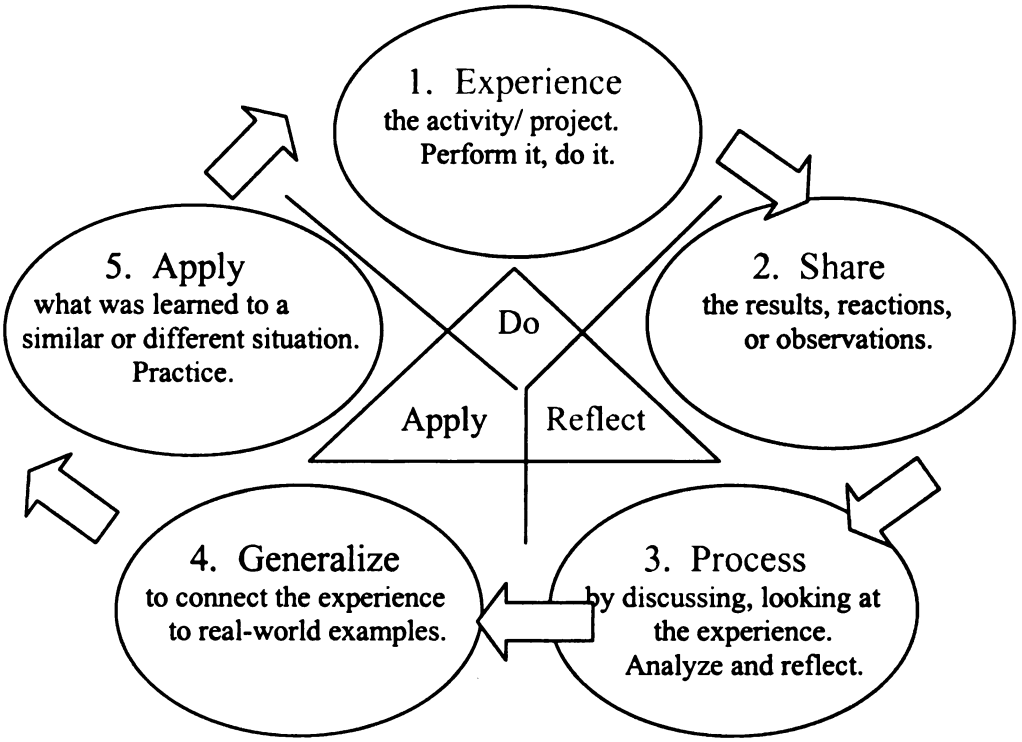
Hands-on involvement (learning by doing) is the most effective method for helping youth learn and development. It helps them learn personal initiative, hard work, patience, and deferred gratification. Parents, teachers, and leaders may destroy young people's self-esteem and sense of worth by doing the work for them. They may rob youth of learning by trial and error, practicing skills, and becoming competent and capable. The greatest gift leaders can give is to help youth validate themselves as capable people. Learning through projects or activities follows a model known as the *experiential learning process*. The steps are specific and sequential and are shown on the next page.

Although the experiential learning process includes hands-on involvement, formally adopting this process may mean that more time is spent on "processing" or discussing the experience. The reflection portion of the model is a key component. It allows youth time to think and learn about what they have accomplished. Thinking about when and where their newly acquired knowledge or skills can be used again is also very important. This will help the youth prepare themselves to use their newly acquired asset(s) in real life.

Note: During processing accuracy is not as important as recording the youths' own thoughts. Many of the questions do not have a right or wrong answer.

[4] This written piece includes information that can be found at http://www.aces.uiuc.edu/~Whitesid/4-H/explrng.html.

The Experiential Learning Process Diagram



The model can be summarized in three questions.

1. What? Examples include going on a field trip, writing a poem, raising a cow, canning some green beans, failing miserably, winning the top prize, etc. (This is the Do section.)
2. So what? Examples are: What happened? Describe the experience. What was the goal? Was it a success, and how do you know? How did you feel at different points of the process? What interactions occurred? etc. (This is the Reflect section.)
3. Now what? Examples are: How would you change things if you had to do this again? How can you make sure you reach your own or the group goal in the future? How can this be applied to other situations? (This is the Apply section.)

The Experiential Learning Model

"Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity." John Dewey.

For more information check your county 4-H office.

Projects and Activities as Vehicles for Youth Development

4-H projects provide youth with opportunities to "flex their mental muscles," to funnel their energies in positive ways, to work with others, to share their special talents, and to grow to be better people. They should be based on what the youth received from the project and not on how well the project was performed. Just because the lambs did not place well at the fair or the model rockets did not fly very high or the wood project was painted poorly... does not mean that the project was not successful. If the youth learned something new, gained a new skill, learned to work with people, or had enough fun to try it again; that project was successful no matter what the outcome.

The life skills model consists of two topic areas that are linked to 10 life skills. For a copy of the model, contact your county 4-H agent and ask for the Iowa State University Extension Targeting Life Skills Model. Studies have found that the more life skills children have, the more likely they are to become healthy, productive citizens. Your goal as a 4-H volunteer should be to help your 4-H'ers gain as many life skills as possible. Their motives should not be the same as yours for each 4-H program or activity. For example:

Leader's Motives	4-H'ers' Motives
Teach my 4-H'ers cooperation.	Learn how to do neat activities.
Improve my 4-H'ers' managing abilities.	Set goals so that I can achieve them.
Help my 4-H'ers develop teamwork skills.	Work together to accomplish something great.
Better my 4-H'ers' social skills.	Eat ice cream while talking to others.

It is also important to focus on helping your 4-H'ers acquire assets during each project or activity. Assets help youth feel good about themselves and the environment around them. They also reduce youth's chances of participating in risky behaviors such as alcohol consumption, sexual activity, and criminal activity. To help you help your 4-H'ers acquire assets, the Search Institute published a booklet on assets. It lists the 40 assets, provides helpful hints for identifying the assets that your 4-H'ers already possess, and suggests strategies for helping your 4-H'ers acquire the assets that they do not have. To acquire more information about assets or to acquire an assets booklet, contact your county 4-H agent.

How to Develop Programs and Activities that Incorporate Life Skills, Assets, and Learning

Sometimes focusing on the project or activity makes us forget that developing a healthy, proactive person is more important than the outcome of the project or activity. Here is a how-to-guide to help you focus more on your 4-H'ers and less on the project.

1. Ask your 4-H'ers what they want to do. This will help to find an activity or project that they are interested in and more apt to get something out of.

2. In the beginning, make a list of the life skills that your 4-H'ers could develop or improve from doing the project or activity. Think about ways to perform the activity or create the project to best develop or improve these life skills. Would it be better if each 4-H'er had enough materials to do the activity for him/herself or would it be better if they worked in groups? Should you demonstrate it first and then let your 4-H'ers try it or should you let them figure it out and then help them at the end of the activity? Would a pre-activity help prepare them to learn more from the project? Should the activity or project be made into a multiple session one or should it be preformed all at once?

3. Do projects or activities in a learning friendly environment. Sometimes rainy days, confined spaces, too many 4-Hers, too many distractions, too little parental or 4-H volunteer help, or too much stuff to do in a short amount of time can really decrease the effectiveness of an activity. Plan an activity in an environment that will allow for a great experience. The environment should allow every 4-H'er to enjoy the project or activity and learn as much as possible from it.

4. After the project is finished ask your 4-H'ers what they have learned from it. Young people love to share their thoughts with you. Provide them with opportunities to talk about what they did and why they thought it was fun or educational. Reinforce that learning can be FUN and that learning is very important.

5. Provide a follow-up activity that the 4-H'ers can do on their own time. A fun worksheet, newsletter, fact sheet, or individual activity such as drawing or painting will remind the 4H'ers about what they learned.

6. With long projects encourage 4-H'ers to start a journal to record their progress. Have them share their entries at your meetings. Provide positive rewards such as stickers, certificates, or 4-H apparel for those who keep up-dated journals. When the project is finished ask them to review their entries and pick out what they learned and when they discovered it. A follow up activity such as comparing their journals with others or creating a group poster with a timeline and what happened at each interval could help them as well.

7. Reward those who participate. Use rewards to encourage future participation. The rewards do not have to be ribbons or certificates, they could be as simple as ice cream served after the activity. Find creative rewards that your 4-H'ers will think are wonderful. Maybe go to the beach after the activity or have the activity at the park so they can play when they are done.

8. Encourage your 4-H'ers even when the project or activity did not go well. Tell them that things do not always turn out like they are planned to. Make sure that they know that even though their project did not turn out as expected, they are still great people with exceptional talents. Focus on their strong points and remind them that most people are not good at everything all the time. Tell them that you are very proud of them for trying and that most people are not even courageous enough to try.

9. Teach your 4-H'ers how to deal with failure and mistakes. Show them that very important things can be learned from projects that do not go as planned. Use a famous inventor such a Thomas Edison as an example. He tried thousands of times to find the right material to make a light bulb. Each time he tried, if it failed, at least he knew another thing that did not work.

10. Think of reasons for why the project or activity did not turn out well and make a list of things to try next time for a better result. Carefully word the things that you say to your 4-H'ers. Let them know if their actions caused something to happen, i.e. because they did not water the seed, it did not grow. Do not say that they caused the actions, i.e. they caused the plant not to grow. Youth are very sensitive to those things. It's important to focus on their actions instead of on them.

11. Remember "when the going gets tough, the tough get going." Encourage your 4-H'ers to try it again or try something else that they are interested in.

Trips and Tours as Educational Experiences

Any everyday trip to the supermarket, fast food restaurant, college, play, or sporting event can become an exceptional educational experience. In order to get the most out of any kind of trip it is important to market it appropriately to your 4-H'ers. It is not just a trip to the grocery store. It is an opportunity to learn about how a business is run, to find out why and how the store is laid out, and to see what goes on behind the scenes. If your 4-H'ers think it's a boring trip, it probably will be no matter what you do. So find something that they are excited about and then help them plan to make it a great learning opportunity.

To get the most out of an outing with your 4-H'ers try these tips.

1. Look at your trip from lots of different angles. Ask other volunteers or parents what they think could be learned from the experience.

2. Try to look at it from your 4-H'ers' perspectives. Many youth are very interested in how things work or why they do. Science, neat facts, unique machinery, or something they have never seen or heard about before tend to be exciting.

3. Plan a pre-trip or pre-tour activity to get your 4-H'ers thinking about some of the things that they hope to learn about when they go. Have them make a list of the things that they want to learn about. Try to motivate them to think about what they can do during the outing to learn about them. They might make a list of questions to ask, things to see, or people to talk to.

4. Most attention spans do not last over 15 minutes (even for most adults), so try to plan educational trips or tours that change frequently (at least every 30 minutes). The change could be as simple as meeting with a new tour guide, moving to another exhibit, discussing a new topic, or providing short breaks.

5. Try to focus your 4-H'ers on the important points. Provide a checklist or short answer sheet that contains what should be learned from the trip. Allow additional space for them to add extra things that they learned.

6. At the end of the activity hold a group discussion about what was learned from the trip or tour. If anything is left out, add these points to the discussion and tie them into the activity.

7. Reinforce what was learned at your next meeting. Provide an activity that relates to what was learned on the trip or tour. You could also bring in a guest speaker to answer any questions that your 4-H'ers might have thought about after the trip or tour. Encourage your 4-H'ers to write thank you letters, or write one as a group to send. Include what they learned about in the letter.

8. After the outing get feedback from everyone who went. Ask them what they liked and did not like, find out what they learned, and see if they would recommend this outing again. It is important to evaluate how well the trip or tour went and record if it was successful or not and why. This will help your club plan great trips or tours in the future.

Another way to get the most out of a trip or tour is to let your 4-H'ers "take charge." Let them figure out where they want to go, how they will get there, when they should go, how far away it is, etc. Give them the responsibility of finding out costs of travel, tickets, etc. and making their own reservations. Show them where to find the information that they need. Provide them with addresses and phone numbers of places that they can ask for information such as the travel bureau for that area. Allowing your 4-H'ers to take responsibility for these planning steps will teach them valuable life skills that they can use in the future.

If your club doesn't have the time or the resources to travel, have them plan a trip for an activity. Let them make plans for their "dream vacation." Let your group make a list of all of the things that they think that they will have to know to plan their trip. Make a list so that they can check off things as they find them. Then have them search for their information, create a detailed plan, and make a presentation to the group about where they want to go, what they will need to do to get there, how much money their trip will cost, etc. Your 4-H'ers will learn a lot just by planning their own adventure. The key is to let them do it, don't do everything for them. If you do they'll never learn how to do it on their own.

Facilitation Skills

A group facilitator is someone whose "job" is to help lead educational activities in a way that all participants feel comfortable, safe and free to participate to the extent that they choose. Anyone can be a good facilitator, it doesn't take a great deal of schooling or special talents. All it takes are a few common sense checklists and a bit of practice.

The checklists[5] (below) list skills that can make a good facilitator great. Helpful hints are included after each skill. They'll help you "brush up" on your facilitator skills and help you become a great facilitator.

Checklist #1: An Effective Facilitator

- ❑ Is an enabler for the group. He or she keeps the group moving toward its goals and is aware of the needs and desires of each individual within the group.

  When your group first meets, have members tell the group why they want to be a part of the group and what they hope to accomplish. Then, as a group, create a statement or two that establishes the goals of the group. Whenever your group gets off task, have them refer back to their statement. Becoming aware of the

[5] These checklists are from the publication Who me? A facilitator? You bet! that is available (with a video) through your county Extension office or by order from the Michigan State University Bulletins Office.

needs and desires of the individuals within the group, is something that happens by paying attention to your group members. Talk with them, ask them questions, spend time with them... encourage your group members to talk with each other about their concerns and desires. Communication is the key to having a functional group.

- ❑ Helps the group get started and come to a close.
  Timely activities help keep group harmony. Try to keep your group on-time by reminding them when the activity starts and ends, encourage the members to arrive a bit early, have someone give time warnings (for example: "we start in 5 minutes... we have 5 minutes to complete our activity, etc.)
- ❑ Is familiar with the activities the group plans to do, with the concepts the activities are based on, and with resources related to the activities.
  Being prepared means that you will be able to help your group if they run into obstacles or problems. Try to always stay at least one step ahead of your group.
- ❑ Creates a non-threatening environment that promotes open and active sharing and discussion. (see checklist 2 for helpful hints)
- ❑ Knows a variety of ways to help groups function (for example, an effective facilitator knows when to summarize or clarify what the group is saying and asks the group's opinion).
  Functional groups have a clear vision of where they are going, why they are going there, how they are going to get there...They can work together, delegate, and accomplish their goals. Helping your group function means that you help them stay on track and maintain healthy relationships with each individual member. So when they get off task or need a little direction, help them get back on track. The best way isn't to tell them what to do, it's to ask questions or make them think of things that will help them come to the best actions on their own.
- ❑ Knows how to recognize and deal with things that can hinder a group (for example, a person who tries to dominate group discussion).
  When your group has come to a point that they will not be able to get by without some interference or help, it is time to act. If the group is struggling, help them find out what the problem is and develop some ways that they can solve it. Maybe your group cannot get anything accomplished because they all have different ideas. Have them list their ideas and then prioritize them so that they can focus on one at a time. Or if someone is dominating the group, have the group ask others members what they think. If group members constantly interrupt, pass a ball around so that no one can speak unless they have the ball. There are lots of things that can make a group "dysfunctional," so this is a tricky skill. As you become more familiar with the characteristics of your group, you will become better at determining when and how to help them.
- ❑ Actively participates in group activities without dominating them.
  "When in Rome, do as the Romans do." Have fun and become one with your group during activities. Don't take over and become the dictator. Let your group members work things out on their own. Only intervene if they can't handle the "emergencies" that spring up. *Though, always intervene in any serious, threatening situation in which your 4-H'ers are in some type of danger.

- ❑ Is willing to admit when he or she doesn't have an answer and is willing to help the group members look for the answers to their questions.

  The truth is much better than making up something and your 4-H'ers will respect you more for being truthful with them.
- ❑ Knows how to address uncomfortable topics that might come up.

  To address an uncomfortable topic you could bring in other resource people, help the group find out where to learn more about the topic, and/or ask the group members for their thoughts about the topic. Taking away the mystery or addressing your group's fears will help to make the topic easier to deal with.
- ❑ Demonstrates a high level of confidence and self-esteem.

  A positive self-image is contagious and provides your 4-H'ers with a great role model. Never say "I can't do this" or "I'm so terrible at this"... concentrate on the positive and accentuate your talents. Say "I can," face your fears, do something that you are not good at because it's fun or a good experience... When you're not with your group, find reasons to feel good about yourself. Make a list of all the good things that you've done or accomplished at least once a week. Say "I believe in myself" in the mirror before you go to bed. Do things that make you feel proud of yourself.
- ❑ Is an active listener - this is evident in his or her eye contact, body language and verbal feedback.

  The simplest way to do this is to open yourself up to the person who is talking to you. Uncross your arms, look at him/her, make eye contact, come closer to him/her (but don't invade his/her personal space), stop what you are doing and give your 4-H'er your full attention. Make sure that you understand what you are being told. Restate it and ask your 4-H'er if that is what he/she said. Then address his/her concern, question, etc. directly. Do not "beat around the bush." Be truthful, and if you do not have an answer, provide your 4-H'er with a timely one.
- ❑ Is nonjudgmental.

  As hard as it is, keep your opinions to yourself unless intervention is necessary. This will give your group the opportunity to explore new things without having pre-existing opinions. They might really enjoy something you don't. For example, your group might really want to ski, but you don't. Don't let your negative opinion about skiing dampen their opportunities.
- ❑ Knows the needs of the young people he or she is working with.

  Get to know the group that you are working with. If working with them does not help you find out what their needs are, ask. Youth know what they need and want, and many of them will tell you.
- ❑ Is flexible, open, honest and responsive.
- ❑ Is willing to help young people grow at their own pace.
- ❑ Is willing to invest time and energy in improving his or her facilitator skills.

Checklist #2: A Safe and Caring Setting

Physical - The Facilitator:

- ❑ Chooses a comfortable room that provides the flexibility of letting participants work as a total group, in small groups or pairs, or alone.
- ❑ Creates a setting that is visually pleasing and that has a comfortable temperature.
- ❑ Selects a location with little external noise and few distractions.
- ❑ Makes sure that all participants (including him/herself) are seated at the same level (unless a person's physical condition prevents this).

Emotional - The Facilitator helps the group:

- ❑ Create a setting in which everyone feels welcome to participate and where each person's contributions are valued and desired.
- ❑ Accept that put-downs are not allowed.
- ❑ Communicate using sincerity, not sarcasm.
- ❑ Accept that each person has the option to "pass" (that is, to not participate) during group activities.
- ❑ Recognize that group silence during activities can be a positive experience.
- ❑ Encourage each participant to accept other group members for who they are. (This helps create an atmosphere of mutual respect.)
- ❑ Allow their feelings (for example: humor, sadness or uncertainty) to be fully expressed and acknowledged.
- ❑ Make sure the group is not dominated by one or two people.

Learning - The Facilitator helps the group:

- ❑ Take the lead and make the decisions regarding program content.
- ❑ Get involved in hands-on, experiential learning activities.
- ❑ Realize that each participant is responsible for his or her own learning.
- ❑ Make sure that each participant has a clear understanding of the purpose and goals of their activities.
- ❑ Encourage everyone to contribute their ideas and actions.

Appendix C

The Framework for the Evaluation of a Longitudinal Training and Development Program

Pre-Program Evaluation Processes

1. Identify why the evaluation is being done, what it is going to measure, and how the results of the evaluation will be used. (Both Kirkpatrick's Four-Level Model and Stufflebeam's CIPP Model can be followed to determine what should be measured.) The answers to these questions will determine the types of questions and the evaluation tools that will be used to collect the data.
2. Determine the amount of resources that are available to perform the evaluation process.
3. Select or construct the appropriate measuring instruments. You may use questionnaires or other data collection tools that were already developed for a program that is similar to yours, purchase questionnaires or survey tools from a company, or create your own evaluation instruments.
4. Create an evaluation timeline that states what will be evaluated, when each evaluation event will take place, and which evaluation tool was selected to collect the data.
5. Get approval from the University Committee on Research Involving Human Subjects (UCRIHS), if appropriate.
6. Develop a climate that is supportive of evaluation. Let the facilitators and the participants know that evaluation will be part of the program. Reassure them that their responses are important and will be taken seriously. Provide them with a way to contact you if they have any questions or comments about the evaluation tools that are used.
7. Conduct a Needs Assessment that will:
   - determine the knowledge, attitudes, and skills (KAS) that the participants already possess.
   - assess the participants' predetermined opinions, desires, needs, and expectations concerning the training and development program.
   - document the participants' current behaviors.
   - include a request for demographic information such as age, gender, race, location of residence, occupation, etc.

   The data from the Needs Assessment will serve as your baseline data.

Evaluation Processes Conducted During the Program

1. Conduct formative evaluations by collecting data after each section of the program. Ask questions about:
   - the content of the program (What has been learned? What seems useful? What is still unclear? What seems irrelevant? etc.)
   - the presentations and the learning experiences (Were they effective? Were they done well? Should other methods have been used? etc.)
   - the learning environment (Is it too hot? Is it too crowded? Can the participants hear the facilitator? Can they see the overheads? etc.)
   - what do the participants like about the program so far?
   - what could be changed to make the program more enjoyable and a better learning experience?

Keep all of the evaluation tools as similar as possible so that the data may be compared.

2. Use the results from each of the formative evaluations to modify the program to meet the needs of the participants.
3. Communicate the results of each formative evaluation to the participants and inform them of any changes that will be made as a result of their responses. This will encourage the participants to respond and to provide quality responses.
4. Conduct a summative evaluation at the end of the last session of the program.
   - Include the exact questions from the Needs Assessment. This will allow you to assess the amount of impact the program had on the participants by comparing the pre-program and post-program responses.
   - Include questions used on the formative evaluation forms that are relevant to assessing the overall program.
   - Add new questions that will provide insight into the participants' thoughts and opinions about the overall content, the overall logistics, their overall satisfaction, etc. (Was the content presented in a manner that was easy to understand? Was the time and location of the program convenient? Was attending the program worth their time and efforts? etc.)

Post-Program Evaluation Processes

1. Conduct follow-up evaluations using informal focus groups and a reflection survey.
   - Focus Groups. Focus groups can provide insight and feedback about issues that are not covered on the evaluation form. They also provide an atmosphere that can stimulate innovative ideas and helpful comments.
     a. One month after the program, invite the participants to be a part of focus groups that will make recommendations for the improvement of the program. Randomly split those who agree to participate into focus groups of manageable sizes.
     b. Provide each focus group with a list of the topics that were covered during the program and the methods that were used to cover them. Also include the logistics such as the room size, the location, the time of day, the length of the sessions, etc. This list will provide a worksheet for the focus groups to refer to and help facilitate discussion.
     c. Ask each focus group to provide detailed suggestions for the improvement of the program. Collect their responses and improve the program based upon their recommendations.
   - Reflection Survey. Three months later ask the participants to reflect upon their experiences in the program. Use questions that will require the participants to process their experiences and provide insightful comments. Ask the participants to write about their thoughts, feelings, and observations pertaining to their program experience. Asking the participants to reflect serves two purposes: (1) it provides needed feedback

for the improvement of the program and (2) it stimulates the participants to remember what they learned during the program.

2. One year after the completion of the program, send a survey to all of the participants.
   - Include the exact questions from the summative evaluation. This will allow you to assess how the participants have changed over time and whether or not the participants' behaviors have changed.
   - Ask new questions to determine if the participants use the knowledge, skills, and attitudes presented in the program; if they perceive that the content of the program is still relevant to their lives; if they need additional training and skills; etc. This will help determine if the information presented is still useful, how the participants view their experience in the program, etc.
   - Include questions that will assess the amount of influence that external factors have on the participants. This will help determine what percentage of the participants' change in knowledge, attitude, skills, behavior, needs, etc. are attributed to the program. (Phillip's Strategies for Isolating the Effects of Training can be consulted for further insight.)
3. Perform an annual survey for two years using the instrument that was developed for step 2. It will help to determine how the participants' perceptions, needs, desires, etc. change over time and also measure the amount of impact that the program had on the participants.
4. Analyze, interpret, and report the findings of the evaluation.
5. Improve the program using the information provided by the process of evaluation.
6. Communicate the program results.

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